

# Virtual meeting of the CAREC Working Group on Skills Development, 26 September

12:50-13:00 ZOOM registration of participants, connection check-up

**13:00-13:10 Opening remarks**

13:10-13:30 Session 1: Revised scope of the project based on key takeaways from Tashkent meeting and Action plan for 2024-2026

13:30-14:00 Session 2: Agricultural University Green Skills Capacity Building Program

14:00-14:55 Session 3: Countries' feedback for: Draft Memorandum of Cooperation, Proposed Action plan, Program for Agriculture Universities

**14:55-15:00 Closing remarks and next steps**

# **Strengthening Green Skills Development under the Central Asia Regional Economic Cooperation (CAREC) Program**

## **Revised scope and Action plan for 2024-2026**

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# Tashkent workshop: recommendations

## Main challenges identified

## Key Implications



**Low productivity (land, labour, capital)**

**Promote education for climate-smart agriculture and water management**



**Lack of investment in human capital**

**Implement innovative technologies**



**Weak resilience to climate change**

**Boost climate change awareness and sustainable practices through targeted educational programs and public campaigns**



**Lack of conducive institutional and regulatory harmonization**

**Develop soft and hard skills**

# New Scope of TA: narrow down focus on **green skills development**

## Objective

- Regional cooperation for **improved green skills development** in the CAREC region
- Relevant government counterparts and agricultural universities are equipped with the mechanisms to cooperate and **enhance capacity to integrate green and just transition aspects into the skills development** for addressing the environmental challenges.

## Outputs

### Output 1:

**Institutional framework for regional cooperation for green skills development established**

MOU, Quarterly Meetings,  
Annual action plans, rotating  
chairmanship

### Output 2:

**Climate-smart Agriculture University education in the CAREC region strengthened**

9 regional agricultural universities  
supported by the International  
Agricultural Research University  
(IARU)

### Output 3:

**Capacity of governments, education institutions, and the private sector on green skills, climate change, just transition strengthened**

Workshops, seminars for policy-  
makers, private sector,  
academia, researchers

# Output 1: Institutional framework for regional cooperation for green skills development established

## CAREC Skills Development Working Group



- Memorandum of Understanding *(signed officially at the CAREC Ministerial Conference, 7-8 November 2024, Astana, Kazakhstan?)*



- Action Plan for 2024-2026



- Quarterly meetings, Rotating chairmanship *(Uzbekistan in 2024)*



- Knowledge products

### Activities and tasks:



Dissemination of regional practices on skills development. Exchange of experience/ lessons



Contribution in identifying country's needs and priorities



Participation in capacity development programs and further scaling up the knowledge



Coordinating with international development partners on regional skills development



Identification of common challenges and opportunities. Promoting peer-learning activities

# Study tour to China, 9-13 December 2024

## Key objectives:

- To learn about approaches for:
  - ❑ TVET system management/legal framework,
  - ❑ Enhancing the industry relevance of TVET,
  - ❑ Improving the quality and inclusiveness of TVET,
  - ❑ Expanding the role of TVET in regional economic development,
  - ❑ TVET competency-based curricula development, including with a focus on green skills,
  - ❑ School-enterprise cooperation.

## Tentative list of institutions:

- ✓ Guangxi Zhuang Autonomous Region Education Department,
- ✓ Guangxi Vocational and Technical College,
- ✓ Guangxi Electric Power Vocational and Technical College,
- ✓ Guangxi Vocational and Technical College of Transportation,
- ✓ Liuzhou Vocational and Technical University,
- ✓ Liuzhou Railway Vocational and technical College
- ✓ Guilin Tourism College

## Output 2: Climate-smart agriculture university education in the CAREC region strengthened

Implementation	Implementation		
	Aug – Nov 2024 <b>PHASE 1</b>	2025 <b>PHASE 2</b>	2026 <b>PHASE 3</b>
	<p>Selection of the International Agricultural Research University</p> <p><b>Launch of Green Accelerator Program for CAREC Agricultural Universities</b></p>	<p>Capacity building workshops for i) academic and non-degree programs, ii) research, iii) demonstration projects, iv) workshops</p> <p><b>Technical expertise for strengthening Agriculture University education, training and research in the CAREC region</b></p>	<p>Implementation of approved projects by Agricultural Universities</p> <p><b>Launch non-degree courses or micro-credentials, Implementation of pilot projects</b></p>
Next steps	Next steps		
	<ul style="list-style-type: none"> <li>Needs assessment, virtual meetings with regional agricultural universities</li> </ul>	<ul style="list-style-type: none"> <li>Technical support to regional countries in coping with climate change and just transition challenges</li> <li>Faculty and student exchange</li> <li>Development of joint bilateral projects</li> </ul>	<ul style="list-style-type: none"> <li>Publication of high-quality journal articles by faculty participating in research and exchange programs</li> </ul>

## Output 3: Capacity of governments, education institutions, and the private sector on green skills, climate change, just transition strengthened

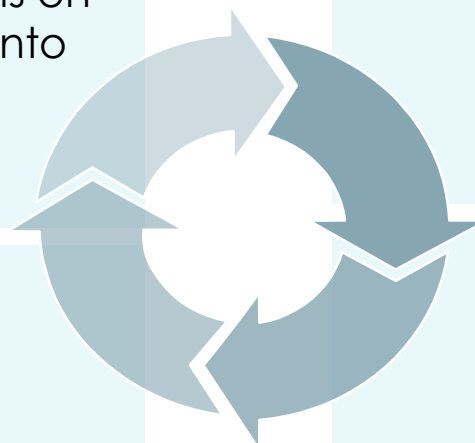
### ITC ILO or other relevant partner will develop and deliver trainings



Needs assessment to develop tailor-made training materials on mainstreaming green skills into TVET/ HE policies

### Identify a cohort consisting of 3 people from each member country to represent:

- Research institutes
- Government, academia, think tanks in TVET/HE
- Private sector working with regional agricultural universities



### Ensuring sustainability and reducing reliance on ADB

Implementation of a project by each member country to showcase the country specific application

### Awareness Raising

- **Conferences** on green skill development policies,
- **Workshops for the private sector** on best practices in use of green skills
- **Print and digital publications** of policy briefs and papers on mainstreaming green skills

## Demand-driven knowledge products: we are proposing 4 topics and need your feedback **on which topic is a priority for your country**

**1. Do available TVET/ HE curricula contain requirements to green knowledge, abilities, skills?**

- **Available practices on mainstreaming green skills into TVET/HE curricula in the CAREC countries**

**2. What skills are needed to cope with the changing environment?**

- **Technical and soft skills** needed to **cope with the changing environment, climate-smart agriculture and water management** challenges in the CAREC countries

**3. Do all aspects of training, including work-based learning, meet sustainability needs, whether work-based learning is developed to offer learners more and better green experiences in employment situations?**

- **Stock-taking of dual and apprenticeship** practices in water resources and agriculture-related disciplines in TVET/ HE institutions

**4. What kind of practical tool shall be developed to “green” curricula?**

- **Toolkit on integration of green skills into TVET/ HE curricula** (climate change and non-climate change related disciplines)

# Thank you for your attention!

## Proposed additions to the MoU (Article 3):

### Proposed additional text to the Introduction:

- Transitioning to a green economy and achieving net zero emissions by 2050 will require a skilled workforce to develop, implement, and sustain green practices. The workforce will need new skills and competencies integrating sustainability principles, ethical standards, values, attitudes, and behaviours across all forms of education and learning.
- Education is critical for raising environmental awareness and promoting pro-environmental behaviour by equipping learners with the knowledge and skills to identify and address environmental challenges.

### Proposed additional text to the Article 3:

- **Foster collaboration for mainstreaming green skills and just transition aspects into the TVET/HE policies and strategies.**
- **Facilitate the integration of environmental education into TVET/HE curricula, including environmental topics, conservation, climate change, and sustainability aspects**

# **Strengthening Climate-smart agriculture university education in the CAREC region**

Developing climate  
impact solutions  
*“tailored to the  
conditions and needs of  
each country and  
subregion”*

## Cascading Approach

### Leading International Agricultural University

- Combine local knowledge, expertise and aspirations with international best practices

### Regional Agricultural Universities (Focal Point of Country)

- Peer learning and knowledge sharing
  - Joint Research, Faculty/Student Exchange
- Mitigation of impact of climate change for a locally relevant and important problem
- Delivery of short course for the training of local workers on new techniques
- Development and demonstration of tangible linkages with local business enterprises
- Mechanisms for long term sustainability of the program
- Mechanisms for constant improvement and enhancement of outcomes through research, assessment and feedback

# Leading International Agricultural Research University (IARU)

*Combining local knowledge, expertise and aspirations with international best practices*

- Capacity Building
- Workshops
- International best practices
- Skills Development
- Program Management

# Phased Implementation

- **Selection of IARU**
- **Phase I**
  - **Regional Agriculture University**
    - Assessment of local capacity and needs
    - Identification of regional relevant focused projects for support
    - Development of proposals
  - **International Agriculture Research University**
    - Capacity development workshops
    - Support proposal development by regional universities

# Indicators Capacity Development Workshops

## Development of proposals by regional universities for implementation of

1. Academic and non-degree programs
2. Research
3. Demonstration projects
4. Workshops
5. Enhancing role of regional agricultural university in supporting regional countries in coping with climate change and just transition challenges

# Phased Implementation

## Phase II

- **Selection of regional universities for focused support**

- Implementation of approved action plans
- Research projects initiated
- Skills programs development
- Skills trainings
- Workshops and seminars

## Phase III

- **Directly run IARU Activities**

- Development of micro-credentialled programs for green skill development.
  - Transfer of programs to regional universities
- Launch of research projects involving regional universities
  - Faculty and student exchange.
- Workshops on design and development of training course
  - Standardized microcredential programs
- Development and delivery of seminars for awareness raising
  - Government and business leaders on just transition and green skills

# Output 2: Success Indicators



Regional universities offering of Green Skills Training Programs



Research papers published jointly by researchers from multiple CAREC regional countries



Launch of jointly developed new courses and programs in multiple regional agricultural universities



Substantive exchange of scholars and students between regional institutions



Implementation of demonstration projects showcasing mitigation of climate impact and climate smart agriculture



Enhanced participation and support of private sector