Skills shortages for green jobs in Bangladesh

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Labour surplus but skill shortage

- No study on skill requirements and availability as yet
- Generally, labour market characterized by abundance of unskilled labour and shortage of skilled labour
- Skill shortage (esp. generic) looks more acute in transition to green economy

Employment shifts due to climate change

1. Garbage Collector

- **Current employment – 400 new jobs for collecting organic waste and 800 new jobs for aerobic composting (WC, 2009).**
- **Skill training: On-the-job and community-based training by Waste Concern. In cases where skill gaps are critical, foreign training arranged by donors - UNDP/Dutch company.**

New green collar occupations

2. Carbon Credit Trader – New jobs for 16,000 persons (WC, 2009)

Skill training: Waste Concern & Bangladesh Carbon in collaboration with Australian Carbon Planet

3. Solar Energy Technician

Current employment: 20,000 (IDCOL, 2009)

Future employment (2014):100000

Skill training: GS, IDCOL

New green collar occupations (contd.)

4. CNG Conversion Technicians

Current employment: 10,000 persons

Future employment (2011): 16,000 persons

Skill training: Mainly by 8 companies

Greening existing occupations

5. Building Architects

Employment: 463000 persons in architecture and town planning (LFS, 2002-03). Every year about 500 new architects and town planners enter the job market (BUET, 2009).
Skill training: Mainly 5 public technical universities

6. Brickfield Manager
Current employment: 4000 (BMA, 2009)

Skill training on pilot basis: GEF/UNDP

Findings and Conclusions

- Main greening shifts in renewable energy, materials management, transport & telecommunication. But these shifts remain weak (except in renewable energy) primarily due to inadequate policy, institutional support, and implementation.
- Biggest institutional bottleneck: inadequate appreciation of DTE, BTEB, BMET, Ministry of Education and MLE.

Findings and Conclusions (continued)

- **Quantitative and qualitative shortages of skills at all levels and types are reported in all studied occupations.**

Factors accounting for skill shortages:

- **Inadequate institutional support for training**
- **Mostly supply-driven TVET system leading to skill mismatch generally**
- **Ongoing TVET reform has no green component**
- **Shortage of trainers**
- **Inadequate job placement mechanism**

Findings and Conclusions (continued)

- Skills response to meet challenge of green economic restructuring remains limited – no active labour market policy measures.
- Delivery mechanisms of existing institutions remain weak. Shortage of skills and expertise largely explains weak delivery mechanisms of these institutions.
- Training in skills for green jobs takes place only informally.
- Institutional framework, delivery channels and ad hoc skills responses remain limited.

Recommendations

- A coherent policy for formation and development of skills for green jobs to be formulated and put in place within overall framework for HRD.
- Existing policies to target implementation of environment-driven skills needs in various sectors.
- Synergy among existing institutions (both public and private) for greening the economy to be established, promoted and strengthened.
- Consensus among all stakeholders to built.

Recommendations (continued)

- **Introduce carbon free and climate resilient policy and strengthen technical capacities**
- **Integrate climate change risks and opportunities into HRD based planning and programming**
- **Develop and integrate robust understanding of the implications of climate change into education and training for the professionals involved**
- **Create demand for green skills through market-based instruments, standards & regulation, and public investment**
- **Public investment in infrastructure and R & D in renewable energy technologies.**

Recommendations (continued)

- Possibility of ‘jobless growth’ (improving energy efficiency, but losing jobs) to be prevented
- Existing TVET system to be recast in the light of environment-driven curriculum and courses and more effective PPP in formulation and implementation of training programs targeted towards establishing and improving skill base for green jobs.

Recommendations (continued)

- NSDC, in collaboration with BMET, DTE, BTEB, MLE, DOE, DOF, MEF, Ministry of Education, IDCOL, NGOs, employers and workers associations, should play central role in formation and development of skills for green jobs in Bangladesh. Proposed SEDA as a focal point for development and promotion of sustainable energy to be put in place to steer the country towards a cleaner environment.

Recommendations (continued)

- Develop information & technological knowledge base on GHG emission & impacts of climate change and search for strategies based on changing requirement for HRD – reducing knowledge gap.
- Undertake further research & regular data collection to update & improve knowledge base on skill shortages and delving into changing nature of demand for greening skills.
- Supply of skills is necessary but not sufficient – wage & employment protection, institutional efficiency, general market shortages etc. also to be considered.