UNESCO UNEVOC

unesco

SKILLS AS AN ENABLER FOR YOUTH TO PARTICIPATE IN A JUST AND GREEN TRANSITION

Strategies for Engagement, Policy and Research

Education 2030

Partners

Greening Education Partnership Members

UNESCO UNEVOC
unesco
International Centre for Technical and Vocational Education and Training

ILO

worldskills

Greening Education Partnership
Getting every learner climate-ready

UNEVOC Network Member

Higher Colleges of Technology
كليات التقنية العليا

Education and training systems are not (yet) geared up for change

Sources: UNESCO 2020b, 2021c, 2022d

45%

National curricula

Little reference to environmental themes in national education documents

47%

Green skills in TVET strategy

Member States that have reported an increased emphasis on green skills and sustainable skills

68%

National TVET policies

Member States that introduced or adopted policies or practices to facilitate the greening of TVET systems in the last four years.

70%

Youth demands

Youth perceives that quality of climate change education does not meet the needs and expectations of young people.

Technology and labour markets are changing

- 32% of young women and 15% of young men 15-24 years worldwide were NEET (Nov. 2022)
- Over 763 million youth and adults(2/3 women) lacked basic literacy skills in 2023
- In spite of the post-pandemic recovery, 70.1 million youth 15-24 years (14.1 % of the age group) remained unemployed in Nov. 2022

- 58% of global employment is in the informal sector
- Technological change is challenging formal employment and the associated worker benefits (e.g., approximately 43 million are engaged in the gig economy)

- AI, automation, and other advanced technologies including clean technology, require new skills to succeed in the labour market.

Sources:
UNESCO (2022); ILO/Caro et. al. (n.d.)

The need for skills development for the green transition

1.2 **billion jobs** depend on a stable and healthy environment

72 **million jobs** might be lost due to heat stress

2.2% **of the global working hours** will be lost in 2030 due to heat stress

18 **million jobs** could be created by 2030 in the energy sector

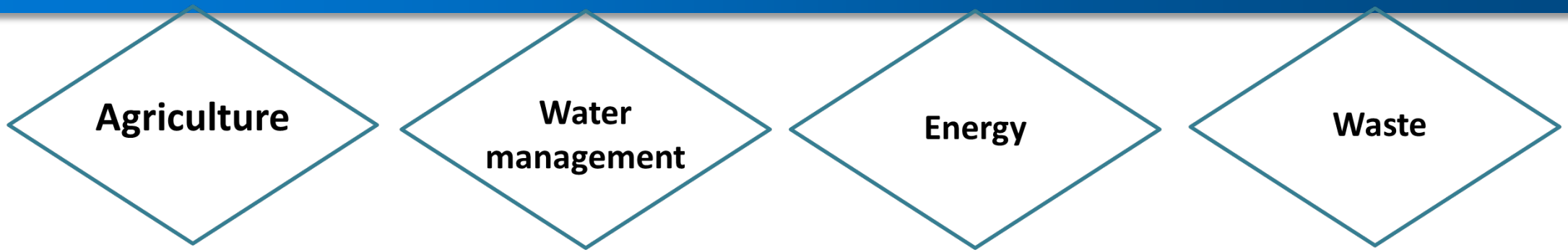
7 **million jobs** for embracing circular economy by 2030

125 **Trillion per year** depends on biodiversity and ecosystem services

Tackling the climate crises

i. We will **need to transform our economies and societies**
ii. The transformation must be good for the environment, the people and the economy is a just transition (**The Just Transition**)
iii. The transition requires **new skills**, both for newly emerging jobs and for existing jobs that are evolving.
iv. More attention to **lifelong Learning**, **skills development** & quality of **teaching workforce**
v. Focus should not be just on a **few priority sectors** (e.g. energy)

Perceived Skills Gaps



MITIGATION SKILL GAPS

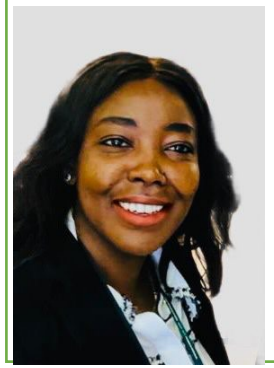
Agriculture	Water management	Energy	Waste
• Sustainable, low-carbon agricultural practices • Irrigation management • Crop management for low greenhouse gas emissions • Fertilizer application	• Efficient use of water • Wastewater treatment and discharge	• Energy audits • Energy-efficient equipment installation and maintenance • Renewable energy-equipment installation and maintenance	• Waste minimization • Waste reuse and recycling • Waste-to-energy techniques

ADAPTATION SKILL GAPS

Agriculture	Water management	Energy	Waste
• Rainwater harvesting • Flood meadows • Buffer strips • Crop management • Soil management to prevent soil erosion • Cultivation of drought- resistant seeds • Pest control • Use of brackish water, line canals, drip irrigation to improve water use and avoid erosion	• Pump and pumping equipment manufacture • Development and manufacture of water filtration and reuse technologies • Supporting efficient water management actions in urban areas • Sewer water system construction and rehabilitation • Irrigation engineering • Sustainable, climate-proof water use management • Rainwater management • Reverse osmosis technologies.	• Climate-resilient energy equipment installation and maintenance • Adaptive hydropower plant design and maintenance • Designing small-scale energy technologies • Design and maintenance of waste to energy technologies • Energy-efficient technologies.	• Waste entrepreneurship • Waste-to-energy design and maintenance

Source: UNESCO-UNEVOC (2021)

COP 28 Panel Session



Moderator

Ms. Priscilla Gatonye
Programme Officer & Youth Focal Point
UNESCO-UNEVOC

Panelists - Youth Perspective

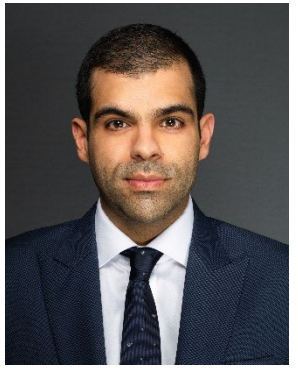
Ms. Megan Yeates
World Skills
IRELAND

Mr. Rashed Alshamsi
Higher Colleges Technology
UAE

Panelists - Policy, Strategy and Research Perspectives

Ms. Olga Strietska-Ilina
ILO

Ms. Esther Goodwin-Brown
Circle Economy Foundation,
The Netherlands



Dr. Adel Zairi
Higher Colleges Technology
UAE

PANEL 1 - Youth Perspectives

Megan Yeates
WorldSkills
IRELAND

Rashed Alshamsi
Higher Colleges Technology
UAE

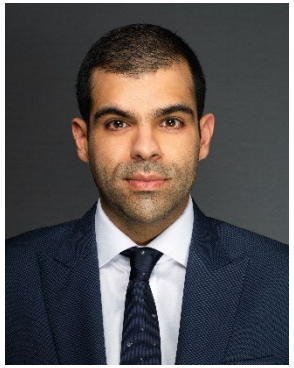
Transition to panel 2

https://youtu.be/PXlDLAI3g20

PANEL 2 – Policy, Strategy and Research Perspectives

Ms. Olga Strietska-Ilina International Labour Organization

Ms. Esther Goodwin-Brown
Circle Economy Foundation
The Netherlands



Dr. Adel Zairi
Higher Colleges of Technology
UAE

وزارة التربية والتعليم
MINISTRY OF EDUCATION

إرث من أرض زايد
legacy from the Land of Zayed

نقدر آراءكم

Appreciate your feedback

شاركونا آراءكم حول الجلسة من خلال تعبئة الاستبانة عبر مسح الرمز

Please share your feedback about the session by completing the survey through scanning the QR code

Learn more: www.unevoc.unesco.org

@UNEVOC

For more information:
unevoc.greeningtvet@unesco.org

UNESCO UNEVOC

unesco
International Centre for Technical and Vocational Education and Training

Education 2030

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET)

Closing the institutional gap for the circular economy in TVET

What is the circular economy?

Social benefits
7 million new jobs created globally by embracing the circular economy

Financial benefits
1.8 trillion of net annual benefit in the EU alone

Environmental benefits
reduced CO2 emissions, improved air quality, lowered influx of waste, and increased water, resource and energy efficiency

Barriers and gaps in integrating circular economy principles and skills in TVET

- Low level of understanding and integration of circular economy themes;
- Disconnect between the perception of the impact of the circular economy on the labour market and the action needed for mainstreaming circularity aspects in curricula; and
- Unsupportive TVET regulating measures or guidance frameworks when it comes to adopting practices in the delivery of curricula content.

** based on the UNESCO-UNEVOC and Circular Economy research study analysing perspectives from three African countries*

What is driving the integration of skills and competencies for the circular economy in TVET?

- Policy and regulatory framework
- Industry engagement
- Curricula development and updates
- Investments

Follow QR code to learn more

Closing the institutional gap: Trends and perspectives from three countries in Africa

This draft synthesis report is based on a study analysing the main barriers and enablers to mainstreaming circular economy aspects in the curricula and training of TVET institutions.

The upcoming final report examines TVET curriculum planning and delivery in three countries — Ghana, Kenya and South Africa — and covers a sample size of 27 different actors, relevant bodies and TVET institutions that helped establish an overview of the current status quo and identify areas of future action.

Empowering youth for a sustainable future

How can TVET empower young people?

- Environmental sustainability and climate change are not only youth concerns, but global ones.
- Training programmes in TVET should emphasize sustainable methods and practices within their own operations. This includes waste reduction strategies such as recycling, conserving energy and water, and adopting eco-friendly technologies such as those powered by renewable energy.

About **96%** of all young workers in developing countries are in the informal economy[1]

67% of young people say climate change and biodiversity loss is the world's **#1 challenge**[2]

And yet...

According to UNESCO, **70% of youth** surveyed in 2021 say that they can not explain climate change, can only explain its broad principles or do not know anything about it, **putting into question the quality of climate change education in schools today**.

1. UN World Youth Report, 2020
2. The World in 2030: Public survey report, UNESCO, 2021

> **Every job today is and has to be green.**
>
> **Borhene Chakroun**
> *Director, Division for Policies and Lifelong Learning Systems, UNESCO*

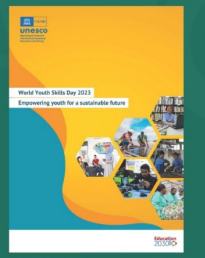
TVET institutions act as role models for students and businesses, emphasizing the importance of sustainability within the industry and equipping future professionals with the knowledge and motivation to make a positive impact on the environment.

Sonya Hill
World Skills Champions Trust
Regional Representative for the Americas

World Youth Skills Day 2023: Empowering youth for a sustainable future

Technological advancements and shifting labour market dynamics call for agile and adaptable skillsets. It is crucial that we empower young people to navigate these changes effectively.

This report provides a compilation of inputs from speakers and participants at the World Youth Skills Day 2023 hybrid event, as well as the results of the UNESCO-UNEVOC youth survey.



Follow QR code to learn more

Keep in touch

unevoc@unesco.org
company/unevoc
unesco.unevoc.international
unevoc.unesco.org
@unevoc

Greening Education Partnership
Getting every learner climate-ready

Thank you

Learn more: www.unevoc.unesco.org

@UNEVOC

UNESCO UNEVOC

unesco

International Centre for Technical and Vocational Education and Training

Education 2030