

Skills for Green and Just Transitions – Potential and Challenges

WG 3: Professional opportunities

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Notes from the working group:

1. **Why do green agendas and policies for green economic transition not (adequately) consider human resource development/ green skills, and what could be done to address this „policy mismatch“?**
 - Policy processes on climate change mitigation and adaptation do not sufficiently include policy makers from “other” sectors, such as education
 - Experts and or ministries are still working in “silos”, cross-sectoral approaches are lacking
 - What to do?:
 - policy advice to better aim at alinement of policies at both ends: integration of human resource development/education into green agendas/ sustainability policies
 - Education and TVET policies becoming more responsive to the green agenda

2. **Is greening of TVET largely a donor driven agenda?** What are the responses of partner countries and partner institutions, e.g. in the field of higher education?
 - Awareness of policy makers on greening is not uniform, it depends on the country context:
 - Example Eastern Caribbean Small Island States: climate change has become visible in every-days life: rising sea levels, devastating tropical storms, bleaching of corals reefs etc., decision makers are very aware of climate change issues and are more open to make a change. Universities became open to offer new “green” fields of study such as environmental engineering, or already take measures to adapt study fields like adding renewable energy modules and energy efficiency to the curriculum for electrical engineering
 - Example Moldova: former Government not very interested in green topics, current government far more open because of EU accession process and the sharp increase of energy prices, this provides a window of opportunity for policy change towards greening
 - At the same time policy makers and practitioners in the education/TVET sector indicate that they have multiple challenges to deal with (e.g. lack of adequate TVET financing mechanisms, poorly equipped TVET institutions, lack of trained teachers, outdated curricula) and greening may not be their top priority
 - Some countries in Eastern Europe openly oppose the EUs Green Deal, questioning its relevance. How to deal with such a political challenge in the education and TVET sector needs more discussion

3. **How could this resistance towards greening of TVET (and education) be addressed in the advisory approaches to partners?**
 - Greening is successfully done within the existing processes of modernising occupations, e.g. by adding modules dealing with green technologies (e.g. installation and maintenance of PV systems as a new module for electricians) or adding skills to existing modules
 - Greening can be part of “transversal skills” however, the mainstreaming of “Education for Sustainable Development (ESD)” into all TVET curricula is challenging if there is no relevant policy decision been made. Many projects promote teaching of ESD, but often as an “extra-curricular” activity that may no longer be continued after a project has ended (sustainability

issue!)

4. What is the potential for green skills and jobs in economies dominated by informal sector?

What approaches are relevant in these contexts?

- Many low and lower-middle income countries face substantial environmental problems. One example is the informal e-waste recycling industry in Ghana, that is causing substantial pollution of ground and sea water in Accra and other coastal cities. For making an impact it is not enough to teach green skills but to address this economic sub-sector in a more holistic manner: making e-waste workers more aware of health hazards (for themselves and their communities), creating regulatory frameworks that better balance the interests of workers, business and the environment, promoting cleaner business models through technology innovations, etc.

5. How do young people respond to green topics in political scenarios whereby politics receive increasing support that rather oppose green transformation?

- While there is a tendency in Europe against green agendas in the population (as recently witnessed in regional and national elections in Austria and Germany) many young people, despite this trend, are increasingly aware and concerned about climate change. This also applies to Western Balkan and former Soviet Union countries, e.g. in Central Asia, that are increasingly affected by climate change and environmental destruction.
- Idea competitions in schools can be a viable approach to support environmental education. One example is the “Rural Zoomer” program supported by the Technical Cooperation project “Perspectives of Young People in Rural Areas in Serbia”, that facilitates a process whereby VET students in agriculture and tourism are guided by mentors to identify business ideas for their family farms, e.g. in organic farming, bee keeping or for eco-tourism initiatives in their communities. Once the income generating ideas are identified by the students, they develop small marketing projects for Social Media. The marketing projects are “pitched” in a competition, and the most convincing ideas are selected by a jury for an award. The jury includes young people, so as to have a participatory and transparent process. While these activities are financed by a project, elements of the method are already been used by teachers in the regular teaching, e.g. in entrepreneurship classes.