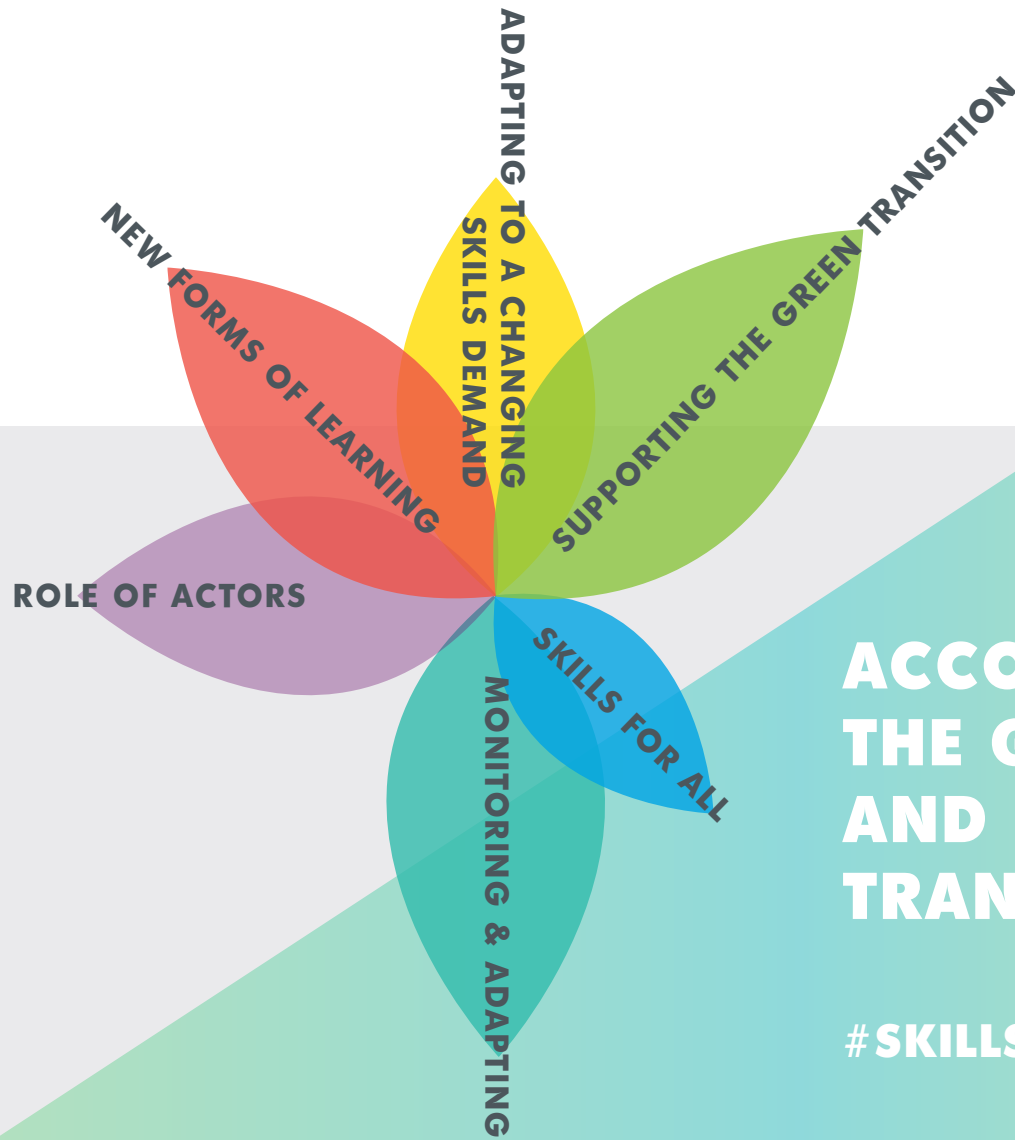




BUILDING LIFELONG LEARNING SYSTEMS

Green Inclusive Digital



**ACCOMPANYING
THE GREEN
AND DIGITAL
TRANSITION**

#SKILLS4CHANGE

BACKGROUND

The green and digital transition is expected to transform our economies and societies. It will change the way we think, act and interact. Ensuring that this transition leads to more sustainable and fairer societies requires concerted action on a large scale involving citizens, companies and public actors both nationally and internationally.

If the green and digital transition is to be a success, people must be part of the transformation. Greening our economies and societies requires a change in mindsets, the adoption of sustainable consumption and production patterns and an increased awareness of how our actions affect the environment and other people. Decarbonising production chains and transforming industries requires a capacity for innovation and technological assimilation. It also requires action to mitigate the negative impact on communities and people who rely on carbon-intensive industries. Last, but not least, digital technologies change workplaces, work patterns and employment relations. These trends call for a huge and determined effort to equip people with the technical skills and key competences they will need to master new technologies, be innovative, and adapt to changing workplaces and labour markets. In parallel, they must become active citizens who contribute to positive change, as well as taking advantage of it.

These emerging needs and opportunities have already sparked many innovative actions to promote skills development and prepare people for the green and digital transition. They are implemented by different actors. There are companies who are training their staff, setting up training centres or working with local communities on applying greener technologies and supporting the greening process. There are training providers who are revising their education and training programmes to include green and digital skills, developing learning materials, and training teachers and trainers to use them. There is a growing range of online courses designed and delivered by multinational companies, universities or adult training providers, a trend that has been boosted by the COVID-19 pandemic. There are NGOs and public professional bodies who are organising campaigns



and other actions (e.g. producing learning materials) to raise awareness among communities, policy makers and schools. Sectors are reviewing profiles of traditional occupations and developing profiles for new occupations. National and international organisations are studying changing skills demand and updating classifications in response to the impact of the green and digital transition on occupations, skills and qualifications.

But are these actions sufficient to support the massive effort required to prepare people for the green and digital transition? Do they reach all citizens and economic actors? How can we tap into the new opportunities they offer? And how can we ensure sufficient scale and equal distribution of skilling opportunities among businesses, communities and people?

The purpose of this session is to reflect on the skilling requirements of the green and digital transition and explore possible solutions and policy action to address them.

The discussion will be organized around the following questions

- ▶ What are the implications of the green and digital transition for skills?
- ▶ How can we reinforce lifelong learning to support the skilling requirements and empower the green and digital transition?
- ▶ What are the policy priorities to accelerate the desired change?

AGENDA

After a brief introduction and a presentation of the key findings of the final evaluation of the Strategy for TVET 2016-2021, UNESCO will invite representatives of TVET stakeholders to share the experience of the country and/or organization, their views about the changing global TVET agenda, and their suggestions for UNESCO's future work in this area. This will be followed by a Q&A session with the audience.

14.00 Welcome and Warm up

14.10 First panel discussion: What the green and digital transition brings us and what are the implications for skills?

Olga Strietska-Illina, Senior Skills and Employability Specialist; Work area leader for Skills Strategies for Future Labour Markets, International Labour Organization

Amar Kaanane, Director of the agricultural and food industries sector, Hassan II Agricultural and Veterinary Institute, Morocco

Tatjana Babrauskienė, Member and Quaestor of the European Economic and Social Committee (EESC); Head of the International Relations Unit of the Lithuanian Education and Science Trade Union

Tamar Aladashvili, Director of the Environment Information and Education Centre, Georgia

14.55 Coffee break

15.05 Second panel discussion: How can we reinforce lifelong learning to support the skilling requirements and empower the green and digital transition?

Valeria Zabolotna, Rector of DTEK Academy, Ukraine

Charlotte Bisbjerg, Chief of Education, Competence and Culture, Region North Denmark

Chiara Riondino, Head of Unit, VET, Apprenticeships and Adult learning, DGEMPL, European Commission

15.45 Harvesting and conclusions



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