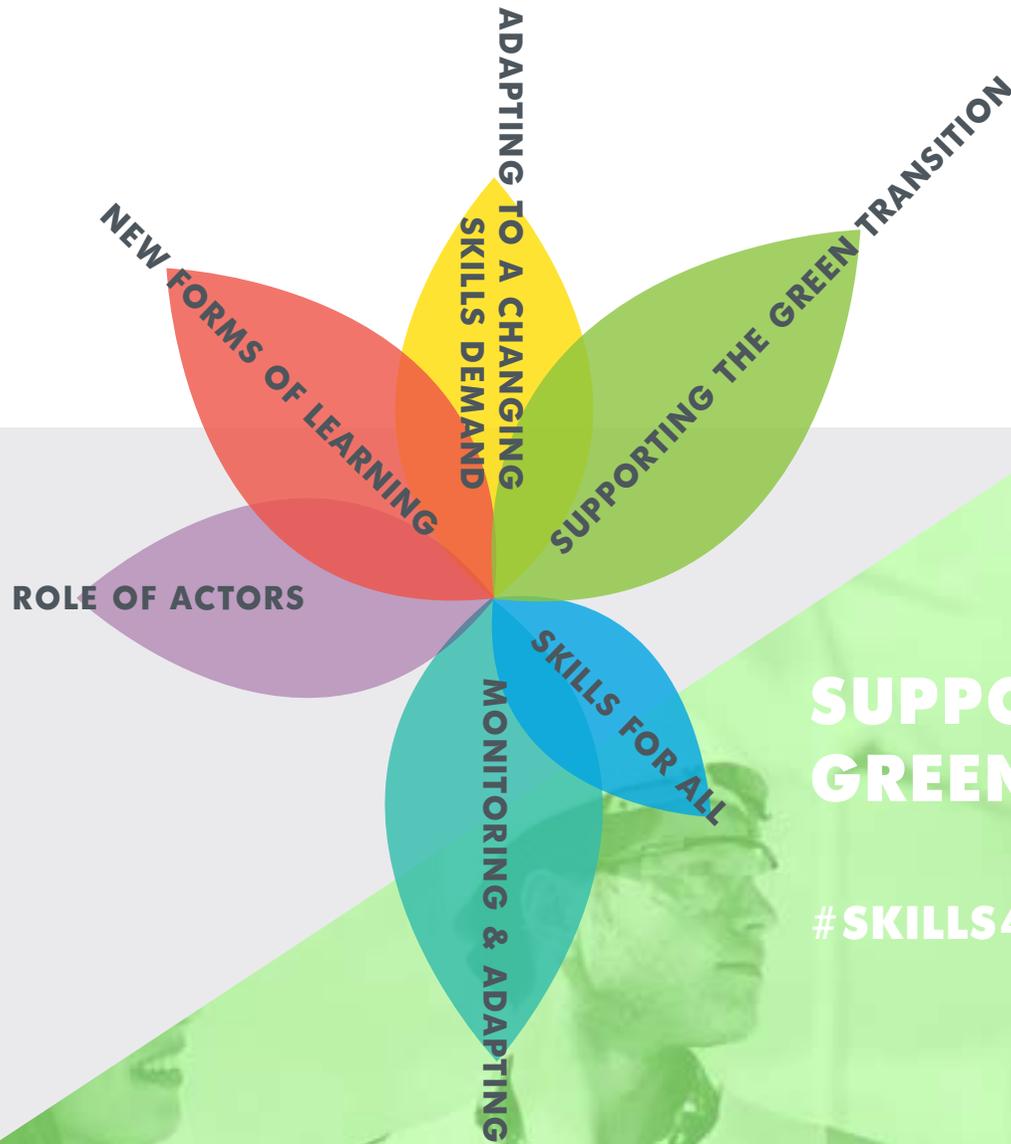




BUILDING LIFELONG LEARNING SYSTEMS

Green Inclusive Digital



SUPPORTING THE GREEN TRANSITION

#SKILLS4CHANGE



Thematic session 6:

Supporting the green transition

Climate change, environmental degradation and loss of biodiversity are among the major global challenges of our times. They are already having an impact on livelihoods and societies. The 2030 Agenda with the Sustainable Development Goals (SDGs) invites action to achieve a better and more sustainable future for all. The Paris agreement of 2015 highlights the need for countries to implement ambitious climate action based on the best available science to drive **economic and social transformation**.

The European Green Deal (EGD)¹ is the European Union's latest contribution to climate action. It is a new growth strategy for moving towards a resource-efficient, sustainable economy ensuring that "no person and no place is left behind". It strives for a just transition towards climate neutrality by 2050. The EGD increasingly guides all internal EU policies including the New European Skills agenda, the VET recommendation, the Osnabruck Declaration and the Council resolution on a strategic framework for European cooperation in education and training (2021-2030). These all recognise that the rapid shift towards a climate neutrality and the digital transformation change the way we work, learn, take part in society and lead our everyday lives. Young people need to be well prepared and adults need to up-skill and reskill to adapt to these changes.

The EGD also guides the European Union's external policies and instruments. Through a series of tools (policy and regulatory work, green investments, budget support, green budgeting and procurement, fiscal reforms, research and innovation, education,

and engagement with the private sector) these put environmental and climate action at the centre of cooperation. For example, the Neighbourhood, Development and International Cooperation Instrument (NDICI)² includes a target to spend 25 % of its 2021-2027 budget on action supporting climate objectives.

In the countries where the European Training Foundation works, there is awareness at policy level of the importance of environmental protection, efficient use of natural resources and sustainability. In nearly all of them, sustainability is one of the objectives of national development strategies of equal importance to macro-economic stability and a good business environment. Issues of sustainability also feature in sectoral development strategies, in particular for economic sectors requiring major investment or subject to state regulation (e.g. transport, energy, mining), as well as sectors considered important for the economy e.g. agriculture, tourism or construction. At the same time there is an increasing awareness amongst the business community of the new opportunities that the greening of the economy creates, combined with increasing consumer demand for eco-friendly products and services.

The strong policy drive towards sustainable economies and societies has a series of implications for education, training and skills. First, it requires education and training systems to make citizens aware of the environmental impact of their actions and enable them to act as responsible citizens, consumers and producers. Second, it drives continuous innovation in technologies,

¹ [The European Green Deal](#)

² [the Neighbourhood, Development and International Cooperation Instrument \(NDICI\)](#)



production processes, products and services, and business models across all sectors of the economy (construction, energy, transport, agriculture, manufacturing, etc). Third, new technologies and production processes change the way traditional occupations are performed and create new occupations requiring new skills and knowledge. Fourth, it generates a dynamic of job creation and job destruction that requires upskilling and reskilling large numbers of people. And last but not least, the transformation process requires a strong interaction between the education and training system and its environment ensuring that skills development empowers economic, technological and social change.

The countries where the ETF works have started efforts to make education and training more adaptive to the emerging needs of the green transition. A number of countries have started developing environmental awareness among students in the formal education system. In Ukraine, for example, environmental awareness is one of the ten key competences to be developed at all levels of education including technical and vocational education and training (TVET). In Serbia, developing awareness for sustainability, protection and preservation of nature and environment and ecology-related ethics is mandatory, and dedicated teaching and learning materials (the Green Pack) are provided to schools of all types and education levels. In Turkey, environmental awareness is part of its educational vision 2023, and green skills are part of the modernised TVET curricula, including specific skills for certain occupations. Georgia has developed a strategy for environmental education for sustainable development, including a dedicated module to be integrated in all TVET curricula. Other measures include e-learning courses for teachers and students, and sector specific modules.

Other developments include: reviewing occupational profiles and qualifications and developing new ones emerging from the greening of production processes and products; designing

new training programmes developing both soft and technical skills; updating the content of training programmes for traditional qualifications; setting up mechanisms for identifying changing skills demands related to green jobs; providing training to update the skills of adults already working in certain sectors or innovative businesses and/or of people seeking employment in them; and enhancing the capacity of training providers to design and deliver relevant training programmes. In general, skills relating to the greening of economies are coming increasingly to the fore, as countries modernise their qualifications and training programmes.

However, the above developments are still in their infancy and small scale or sporadic. They mainly concern informal training and focus on skills development in certain economic sectors. Supporting the green transition and benefiting from the opportunities it brings will require more systemic and rapid action on a far larger scale.

Issues to be discussed

The strong policy drive towards climate action and sustainability makes accompanying the green transition one of the expected outcomes of a well-functioning lifelong learning system. Education and training systems must ensure that all citizens have the opportunity to develop skills, competences and attitudes that enable them to use natural resources responsibly both as consumers and producers and participate in technological and non-technological innovation.

The key issue for discussion under this strand is **how education and training systems should adapt to accompany the green transition?** In particular we will explore the following questions:

1. What does the green transition mean for education and training systems? And where should we see adaptation and change?

2. What are the mechanisms of adaptation and change? And who are the change makers?

3. How do we move from ad hoc actions to full scale interventions and system change that accompany effectively the green transition?

Objectives and expected outputs

The objective of the discussion is to share experience from policy and practice in adapting education and training systems to the needs of the green transition and draw lessons learnt for further policy development.

The discussion will lead to the identification of:

- Key components of change to enable education and training systems to accompany the green transition;
- Drivers and preconditions of change; and
- Policy priorities to support change





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