



Building an equitable and inclusive future of work
that fosters peace, global citizenship,
and sustainable development

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Hybrid event – Bonn, Germany

15 July 2023, 10:00 – 12:30 CEST

The world is rapidly evolving, presenting both opportunities and challenges for workers worldwide. As we navigate complex global issues – such as climate change, environmental degradation, rising conflicts, inequalities, and social injustices – it is crucial to equip young people with the skills, knowledge, values, and attitudes necessary to achieve their full potential and contribute to a more just, inclusive, and sustainable future for all.

In 2014, the United Nations General Assembly declared 15 July as World Youth Skills Day, to celebrate the strategic importance of equipping young people with skills for employment, decent work, and entrepreneurship, as well as for addressing global challenges and advancing sustainable development. Since then, World Youth Skills Day events have provided a unique opportunity for dialogue between young people, TVET institutions, the private sector, policymakers, and development partners.

The evolving landscape of work.

The landscape of work is undergoing a transformative shift, driven by the ongoing green and digital transition. The Asian Development Bank estimates that new jobs created by gains from adopting 4th Industrial Revolution (4IR) technologies, including green technologies, will exceed the number of jobs to be displaced.¹ Furthermore, the energy transition could create 30 million jobs in clean energy, efficiency, and low emissions technologies by 2030.² However, a Global Green Skills Report by LinkedIn highlights a concerning trend: while the number of people with green skills grew by 12% in 2023, the number of jobs requiring these skills rose by a staggering 22%. This report predicts that in just five years, the demand for green skills will outstrip supply.³ Businesses predict that 44% of workers' skills will be disrupted and require reskilling/upskilling by 2027.⁴ The need for developing skills for jobs of the future is more urgent than previously imagined.

¹ [Harnessing the Fourth Industrial Revolution through Skills Development in High-Growth Industries in Central and West Asia—Uzbekistan \(adb.org\)](https://www.adb.org/publications/harnessing-the-fourth-industrial-revolution-through-skills-development-in-high-growth-industries-in-central-and-west-asia-uzbekistan)

² <https://iea.blob.core.windows.net/assets/86ede39e-4436-42d7-ba2a-edf61467e070/WorldEnergyOutlook2023.pdf>

³ <https://economicgraph.linkedin.com/research/global-green-skills-report?deliveryName=DM202199>

⁴ <https://www.weforum.org/publications/the-future-of-jobs-report-2023/digest/>

Addressing persistent gender inequality

While youth are a significant and vital asset to our global society, a concerning trend emerges when we examine the potential beneficiaries of the changing nature of work. Despite the promise of net job gains, there is a stark gender disparity in who stands to benefit the most from these opportunities. Male workers are expected to benefit more than female workers from net job gains due to the 4th Industrial Revolution,⁵ while women are forecasted to hold just 25% of green jobs worldwide by 2030.⁶ This trend underscores the persistent gender inequality in education, where women continue to face barriers and biases that limit their access to opportunities for advancement.⁷

Whole-person development for productivity and engagement

While TVET systems ramp up efforts to develop relevant digital and green skills for the future of work, youth are navigating various challenges such as violent conflicts, a polarized online environment, persistent economic inequality limiting their opportunities among others. It's important to equip young individuals with a holistic set of skills that go beyond just technical or vocational training. These skills are essential for personal development, well-being, preparing for the future of work, peacebuilding, global citizenship, and sustainable development. Fostering well-rounded, socially responsible individuals, will all remain relevant into the future.

Role of TVET systems

TVET plays a crucial role in responding to the evolving landscape of the future of work, addressing gender disparities, and promoting whole-person development. TVET programs need to align with changing skill requirements driven by green and digital transformation, foster skilling, upskilling, and reskilling opportunities. They should provide equal access, opportunities, and support systems for girls and women in TVET programs, particularly in STEM fields and adopt a holistic approach to skills development recognizing the critical role of intercultural understanding, conflict resolution, peacebuilding, and global citizenship, in contributing to a peaceful, prosperous, and sustainable future. It's imperative to strengthen the collaboration between TVET providers, industry, policymakers and harness the full potential of youth population to create a future where everyone has the chance to thrive.

Call to action.

World Youth Skills Day is a celebration of the power of youth and a call to action to address disparities in skills and opportunities for the future of work among youth.

World Youth Skills Day can inspire and empower young individuals to acquire the diverse set of skills needed for personal growth, well-being, and success in the rapidly changing world of work, while also contributing to peacebuilding, global citizenship, and sustainable development.

Objectives of the event

The primary objective is to promote and advocate for comprehensive skills development for youth to empower them for employment, entrepreneurship, addressing global issues, and realizing their full potential. Specifically, the event will focus on ;

1. **Future of work exploration:** The observance will provide a platform to engage in dialogue, discussion, and exploration of emerging trends for the future of work including green jobs and in-demand skills for future job markets.
2. **Address gender disparities:** Recognizing the importance of gender equality in the workforce, World Youth Skills Day will explore current gender disparities and focus on promoting opportunities, greater engagement and increased participation of girls and women in TVET programmes in STEM and other fields.
3. **Raising awareness of holistic set of skills beyond technical or vocational training:** World Youth Skills Day will seek to raise global awareness of the importance of equipping young individuals with essential skills

⁵ Harnessing the Fourth Industrial Revolution through Skills Development in High-Growth Industries in Central and West Asia—Uzbekistan (adb.org)

⁶ <https://www.bcg.com/publications/2021/climate-action-impact-on-gender-equality>

⁷ [Technology in education: GEM Report 2023 | Global Education Monitoring Report \(unesco.org\)](#)

for personal development, well-being the future of work, peace building and global citizenship, and sustainable development.

4. **Promote partnership and collaboration:** World Youth Skills Day endeavours to provide a platform for policy, practice, and systemic dialogue to increase meaningful youth engagement, representation, and agency.

Format

- **Hybrid sessions:** The event will take place in a hybrid format, with participants joining in person in Bonn and online via Zoom and LinkedIn.
- **Expert panels, impulse talks, workshops:** Renowned experts, thought leaders, and youth representatives will lead panel discussions, workshops, and interactive sessions, providing valuable insights, practical advice, and skill-building opportunities for participants.
- **Resource hub:** A new digital resource hub especially for WYSD 2024, will be created to provide access to relevant materials, tools, and resources related to future of work, skills development, peace education, and gender equity in the workforce.

Target Audience

A mixed audience is expected: young individuals, including students; recent graduates and early-career professionals; teachers, trainers, and educators; NGO and international agencies partners and donors; and other online participants.

Programme Overview

Monday, 15 July 2024, 10:00 - 12:30 CEST		
10:00- 10:05	5 min	Welcome and introduction Moderator: Ms Priscilla Gatonye, Programme Officer for Inclusion and Youth Employability, UNESCO-UNEVOC
10:05- 10:20	4 min each	Opening remarks ▪ Mr. Friedrich Huebler, Head of UNESCO-UNEVOC ▪ Mr. Niels Knudsen, Chief of the External Relations and Communications Section, United Nations Volunteers (UNV) ▪ Mr. David Hoey, Chief Executive Officer, World Skills International
10:20- 10:45	7 min each	Impulse talks: Addressing youth challenges in skills development and work. ▪ Mr. Efreem Bycer - Sustainability and Workforce Policy Partnerships @ LinkedIn <i>Influences and predictions of work: Emerging trends in the demand for green skills and the importance of developing skills that contribute to sustainable development, such as environmental literacy, sustainable practices, and green entrepreneurship.</i> ▪ Ms Priyadarshani Joshi, Senior Project Officer (Research), UNESCO Global Education Monitoring Report Team <i>Addressing youth gender disparity: How can TVET systems be reformed to promote greater participation of women and girls in the future of work</i> ▪ Ms Yoko Mochizuki, Associate member, EDA, Faculty of Humanities and Social Sciences at Université Paris Cité

		<i>Whole-person development: How can global citizenship education and intercultural dialogue contribute to fostering a culture of sustainability and peace among youth? What is the role of TVET systems?</i>
10:45-10:55	10 min	2024 Youth Survey Report <i>Youth perspectives on skills for peace, global citizenship, and sustainable development</i>
10:55- 11:05	10 min	World Youth Skills Day video <i>Youth interventions from the regions commemorating WYSD – (recorded).</i>
11:05-11:35	30 min	Panel 1: Youth focus group - Youth skills for peace and development ▪ Mr Florian Zimmer, Euroskills Winner 2023 ICT skills, Germany ▪ Mr Joshua Redmond, Media Communications Graduate and Entrepreneur, Kenya ▪ Ms Lina Pickhardt, UNCCD Land Hero ▪ Ms Maike Carolin Adel, Wastewater Technology Specialist, Germany ▪ Ms Sophie Charlotte Keunecke, Bronze medal winner in Future Skill “Robot System Integration” at WorldSkills 2019 ▪ Mr Vincent Ariesto Gunawan, Office management and supply chain vocational trainee, Bonn
11:35 – 11:40	5 min	Q&A session 1
11:40 – 12:10	30 min	Panel 2: Stakeholders panel - Policy, Partnership and Collaboration <i>This panel will provide a comprehensive exploration of the challenges and opportunities in building an equitable, peaceful and inclusive future of work, drawing from policy, industry, youth perspectives, TVET and academic insights.</i> ▪ Ms Heike Kuhn, Head of Division for Education, German Federal Ministry for Economic Cooperation and Development (BMZ) ▪ Ms Sally Gregersen, BeChangeMaker Alumni, Lulu Lab ▪ Mr Lawrence Mukhongo Manyonge - Deputy Director Quality Assurance for TVET Technical University of Mombasa Kenya ▪ Mr Markus Schwertel, HP, Director Government Affairs & Public Policy, Global Policy & Strategy team ▪ Mr Nurfitra Asa, Southeast Asia Coordinator, Generation Global
12:10-12:20	10 min	Q&A session 2
12:20-12:22	2 min	GSA Video
12:23-12:30	5 min 2 min	Closing remarks ▪ Mr Borhene Chakroun, Director, Policy and Lifelong Learning Systems Division, UNESCO ▪ Youth representatives present



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Bios of Speakers

Introduction



Ms Priscilla Gatonye, *Programme Officer for Inclusion and Youth Employability, UNESCO-UNEVOC*

Priscilla Gatonye supports the development and implementation of the UNEVOC Network strategy, with a particular focus on the thematic area of inclusion and youth, including the International Centre's ongoing work on entrepreneurial skills development, and gender equality in TVET. She also acts as Regional Focal Point for Africa and in this capacity develops regional strategies to involve members of the UNEVOC Network in Africa in UNESCO-UNEVOC's activities.

Previously, Priscilla worked for 10+ years in various capacities within the TVET sector as well as in youth empowerment and employability advisory. Priscilla holds a B.A. in Economics from the University of Nairobi, an M.Sc. in International Supply Chain Management from the University of Exeter and AEVO's international master trainer qualifications in vocational and work pedagogical knowledge, skills and abilities.

Opening remarks



Mr. Friedrich Huebler, *Head of UNESCO-UNEVOC*

Friedrich Huebler is the Head of the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (TVET). He joined UNESCO-UNEVOC in November 2021. Prior to this, he was the Head of the Education Standards and Methodology Section at the UNESCO Institute for Statistics (UIS), where he contributed to the methodological development of the global monitoring framework for Sustainable Development Goal 4 on education. Before he moved to the UIS, he worked as Statistics and Monitoring Specialist at UNICEF. He holds a graduate diploma in Business Studies and Economics (*Diplom-Ökonom*, equivalent to M.A.) from the University of Bremen and a Ph.D. in Economics from the New School for Social Research.

	Mr. Niels Knudsen, <i>Chief, External Relations and Communications Section, United Nations Volunteers (UNV)</i> Niels Vestergaard Knudsen initially worked for several Danish NGOs in the early 2000's in Denmark, Zambia, Malawi and Bolivia, and then joined UNDP as a Junior Professional Officer in Tanzania (2008-2011). Since then, he has worked as Development Effectiveness Advisor (Tanzania 2011-2014), Head of South-South Cooperation (UNDP China 2014-2018), Resident Representative a.i. (UNDP DPR Korea, 2019), and Deputy Resident Representative (UNDP Malaysia, Singapore and Brunei 2019-2020; and UNDP Kosovo 2020-2023). Niels is a Danish national and holds an MSc in International Development Studies and History from Roskilde University.
	Mr. David Hoey, <i>Chief Executive Officer, World Skills International</i> David was recruited in November 2004 to provide professional management of the organization including strategic, operational and administrative responsibility. David has progressively developed WorldSkills International to be a global organization capitalizing on its unique and very important role in the showcasing and development of skills excellence. David has a Bachelor's Degree in Engineering (Mech), Certificate IV in Training and Assessment and a Masters of Business Administration. He is a Graduate Member of the Australian Institute of Company Directors. Recent studies include Strategic Perspectives for Non-profit Management at Harvard Business School and Performance Measurement of Non-profit Organizations at Harvard Kennedy School. He has worked as a Project/Systems Engineer, Sales Consultant, Technical and Sales Support, Training Consultant, National Training Manager, National Manager, and Owner/Manager of a consulting business prior to joining WorldSkills International. David initially specialized in industrial automation and control technology and then focused on training and consulting, business development, and productivity solutions. He has worked for and consulted to large Multi-National Corporations as well as small businesses

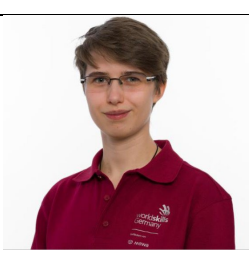
Impulse talks:

	Mr. Efreem Bycer - <i>Sustainability and Workforce Policy Partnerships @ LinkedIn</i> Efreem Bycer is a member of LinkedIn's Global Policy Partnerships team where he leads sustainability and workforce policy partnerships. Leveraging LinkedIn's Economic Graph insights, he works closely with government agencies, multilateral organizations, and NGOs to improve reemployment services, promote a skills-based labor market, and grow the workforce we need to transition to a greener economy. Efreem has more than 15 years experience in workforce and economic development.
	Ms. Priyadarshani Joshi, <i>Senior Project Officer (Research), UNESCO Global Education Monitoring Report Team</i> Dr. Priya Joshi has been with the GEM Report since 2014, and is now based out of New York. She is a senior researcher who leads on two key issues: non-state actors in education and how education contributes to other sustainable development outcomes. On education's role in sustainable development, she has highlighted the need for intersectoral evidence, research and partnerships, and the importance of professional capacity building across all sectors to meet the SDGs. The forthcoming policy paper on climate change and education is geared towards developing evidence-based policy recommendations on formal, nonformal and informal education for climate action.

	She recently coordinated and finalized the development of the research and partnerships around the South Asia regional report on non-state actors in education; and the GEM Report Fellows and their policy-oriented scholarly outputs. She has provided thematic research expertise on diverse topics including accountability, migration, gender equality, inclusion and technology, and engages in strategic dissemination and relationship building. Her personal research focuses on the system-wide consequences of private schooling growth for the education system, which has been published extensively in international education journals. Her backgrounds are in education policy (PhD, University of Pennsylvania), public policy and economics (MPA, Princeton University; A.B., Amherst College). She previously held research positions at the IMF (Research Officer, Western Hemisphere Department), and has done consultancies at UNICEF (Social Protection team) and the World Bank (Human Development network).
	Ms Yoko Mochizuki, <i>Associate member, EDA, Faculty of Humanities and Social Sciences at Université Paris Cité</i> Yoko Mochizuki is an associate member of the EDA (Éducation, Discours, Apprentissages) laboratory, an interdisciplinary research unit of the Faculty of Humanities and Social Sciences at Université Paris Cité (formerly Université Paris Descartes). She holds a PhD in comparative and international education, with distinction, from Columbia University. Previously, she was Head of Policy at UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) in New Delhi. Before that, she served as a programme specialist for Education for Sustainable Development (ESD) and Climate Change at UNESCO Paris and an ESD specialist at the United Nations University.

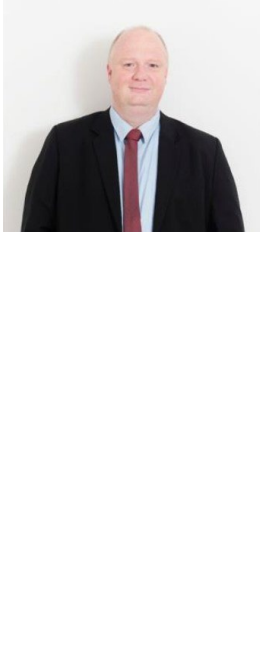
Panel 1: Youth focus group - Youth skills for peace and development

	Mr Florian Zimmer, <i>Euroskills Winner 2023 ICT skills, Germany</i> Florian has a rich educational background and practical experience in the field of integrated systems and electrical engineering. He has been working as an Associate System Engineer at BWI GmbH in Bonn since January 2024. Prior to this, he served as a Junior Operations Professional at the same company from June 2023 to December 2023. He also completed an apprenticeship as a consultant for integrated systems at BWI GmbH from August 2020 to May 2023. Florian has demonstrated his skills in IT network and system administration by becoming a German champion in Worldskills Germany Skill 39. He has also received several accolades for his work, including the Best Final Exam as a Systems Integration Specialist in NRW and Bonn in 2023, a Medallion of Excellence, and 5th place at Euroskills 2023 in ICT Specialists for Germany.
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	Mr Joshua Redmond, <i>Former Volunteer at UNESCO-UNEVOC, Kenya</i> Joshua Redmond is a media marketing specialist with a Bachelor of arts in Media Communications. Joshua is currently working in the marketing industry and perusing entrepreneur opportunities in the trade of perishable goods.
	Ms Lina Pickhardt, <i>UNCCD Land Hero</i> Lina Pickhardt is a dedicated advocate with extensive experience in human rights, biodiversity and community activism. Beginning her journey during her school years, Lina has been committed to supporting refugees from the MENA region, offering assistance with their asylum processes and leading integration projects in various cities. During her tenure at Change.org, she spearheaded impactful campaigns on biodiversity protection and human rights across the globe with a focus on the Global South. Her efforts are driven by a deep commitment to biodiversity conservation and human rights, aiming to create a more sustainable and harmonious relationship between humans and the natural world. She worked with hundreds of young Changemakers around the world to create a more sustainable future.
	Ms Maïke Carolin Adel, <i>Wastewater Technology Specialist, Germany</i> Maïke Carolin Adel works at the wastewater treatment plant of the city of Radolfzell as a professional in wastewater technology. Her job involves various mechanical tasks such as pump repair, laboratory tasks such as determining the parameters of wastewater and the resulting sludge, electrical tasks such as connecting pumps, controlling, measuring, regulating, knowing, and being able to act on the processes of the wastewater treatment plant in case of irregularities, and maintenance.
	Ms Sophie Charlotte Keunecke, <i>Bronze medal winner in Future Skill “Robot System Integration” at WorldSkills 2019</i> Sophie Charlotte Keunecke won a bronze medal in Future Skill “Robot System Integration” at WorldSkills 2019. She completed her Bachelor’s degree in Mechatronics from Bochum and her Master’s degree in Mechatronics from Aachen. During her master’s thesis, she gained practical experience at Festo in Robot Application Engineering Sophie Charlotte is currently working as a research assistant at RWTH Aachen University, at the Institute of Mechanism Theory, Machine Dynamics, and Robotics where she teaches mechanical and industrial engineering students and works on her doctorate research on the topic of collision avoidance of robots. Sophie is passionate about bridging academic education with practical experience and believes in the importance of learning from mistakes.
	Mr Vincent Ariesto Gunawan, <i>Office management and supply chain vocational trainee, Bonn</i> Vincent Ariesto Gunawan started his vocational education in 2023 at REWE Centre Alfter Ltd, specializing in the food retail sector. As per August 2024, Vincent will change his vocational major to office management at the Deutsche Post Inhaus in Bonn specializing in human resources, public relations, and event management. Since March 2024, Vincent serves as the General Chairman of the Indonesian Student Association in Bonn.

Panel 2: Stakeholders panel - Policy, Partnership and Collaboration

	Ms Heike Kuhn, <i>Head of Division for Education, German Federal Ministry for Economic Cooperation and Development (BMZ)</i> Ms. Kuhn holds a Ph.D. in Administrative Sciences from the University of Speyer (Germany) on "The Social Dimension of the European Community". She is a fully qualified lawyer, having studied in Germany, Italy, USSR, Great Britain and the USA. She has worked for more than 30 years in European and multilateral development cooperation, human rights, financing and programming and human resources with longstanding experience in leading and managing multilateral negotiations at European and UN level, lately with the European Commission, Global Partnership for Education –GPE– and Education Cannot Wait –ECW– (since June 2023 co-chair of the ECW’s Executive Committee together with Norway). Since 2022, she serves as co-chair of UNESCO’s Teacher Task Force (together with South Africa). Before, she served as Executive Board Director to the International Fund of Agricultural Development in Rome/Italy, also in charge of the World Food Programme (2007-2011). Ms. Kuhn is interested in the implementation of the 2030 Agenda for Sustainable Development and the Paris Agreement on Climate Change, building a more equal, inclusive and sustainable world for all.
	Ms Sally Gregersen, <i>BeChangeMaker Alumna, Lulu Lab</i> Sally Gregersen is a BeChangeMaker Alumna from 2018. She is the co-founder of Lulu Lab, an award-winning game and innovation studio working to change the world through engaging educational games on taboo topics. Lulu Lab's edtech games cover comprehensive sexual education, and are co-designed closely with the 10-20 year old end-users and NGOs across East, West and North Africa.
	Mr Lawrence Mukhongo Manyonge - <i>Deputy Director Quality Assurance for TVET Technical University of Mombasa Kenya</i> Dr. Lawrence Mukhongo is a famous Senior Lecturer at the Technical University of Mombasa, Kenya, where he teaches Electrical and Electronic Engineering courses. Dr. Mukhongo has a strong academic background and extensive research experience, making him a recognized expert in Mechatronics and Manufacturing Systems and their applications. Dr. Mukhongo got his Ph.D. in Manufacturing Systems from De Montfort University in the United Kingdom, with a focus on new finite capacity scheduling that employs biological control principles to increase system performance and resilience. At the Technical University of Mombasa, Dr. Mukhongo is dedicated to teaching and mentoring students, passing his knowledge and enthusiasm for control systems through engaging and comprehensive courses.

	Mr Nurfitra Asa, <i>Southeast Asia Coordinator, Generation Global</i> Nurfitra Asa (Asa) coordinates Generation Global's extensive community of learners and educators in Southeast Asia. Based in Jakarta, Indonesia, Asa has extensive experience in intercultural education settings at various levels, ranging from primary to higher education. He has managed international school partnerships between Indonesian and Australian schools and madrasahs, fostering intercultural understanding and international collaboration. He has also coordinated educational programs in Indonesia for Australian university students across various academic disciplines. Asa graduated as a geoscientist from Monash University, Australia.
	Mr. Markus Schwertel –<i>Government Affairs & Public Policy, Global Policy & Strategy International Organizations, Digital Equity, Education. HP Inc.</i> Markus is Director for HP's Global Policy & Strategy team leading on worldwide policy engagement with international organizations (UN family and beyond), digital equity and education. Before taking this role in January 2023 he worked for Government Affairs in Central & Eastern Europe, the Middle East and Africa. providing advice to business leaders with the objective to help driving public sector business growth creating a level playing field for HP to compete successfully. Markus joined HP in November 2015. Before, Markus was working for Cisco in Asia Pacific (based in Bangkok), Eastern Europe and Germany (based in Berlin) for 14 years in Corporate Affairs and Public Sector managing Cisco's flagship education program "Cisco Networking Academy" and Social Innovation Group country teams. Prior to this he worked for eight years as Head of Staff for Members of German Parliament (Deutscher Bundestag), Bonn/Berlin. Markus holds a PhD degree on Public Private Partnership in Vocational Education from Technical University in Berlin, a master's degree on Media and Education from University of Rostock, Germany, and a master's degree on Political Science, Sociology and National Economy from RWTH Aachen. He is a certified trainer in Leadership & Responsibility and trained not for profit groups in Europe in creativity techniques and program management.

Closing remarks

	Mr Borhene Chakroun, <i>Director, Policy and Lifelong Learning Systems Division, UNESCO</i> Borhene Chakroun is an engineer and has a PhD in Education Sciences from Bourgogne University in France. Borhene worked, during the 1990s, as trainer, chief trainer, project manager. He has also worked as short-term consultant for the EU, World Bank and other international organisations before coming to the European Training Foundation (ETF) in 2001. At the ETF, Borhene worked as Senior Human Capital Development specialist. He is now Director of Policies and Lifelong Learning Systems Division at UNESCO-HQ. Borhene conducted a range of policy reviews and skills systems diagnosis in different contexts. He has authored and coauthored various articles and books in the field of skills development and lifelong learning. Much of his most recent work focuses on global trends in reforming education and training systems and global agenda for skills development in the context of the 2030 Sustainable Development Agenda. He is also the coordinator of the Global Education Coalition launched by UNESCO to respond to the COVID-19 crisis.
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