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International Centre for
Technical and Vocational
Education and Training





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opportunities

What are the key ~~challenges~~ in skilling, reskilling and upskilling for the clean energy transition?

UNESCO Greening Curriculum Guidance: Principles and strategies



Strategies for getting every learner climate ready

WHAT TO LEARN

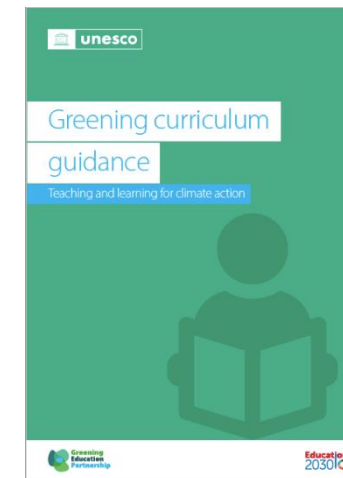
- ▶ address cognitive, socio-emotional learning and taking action
- ▶ contextualized emphasizing the relevance of local knowledge

HOW TO LEARN

- ▶ Learner-centred, experiential, and reflective
- ▶ Integrated approach
- ▶ Holistic assessment

WHERE TO LEARN

- ▶ Schools through a whole institution approach
- ▶ Communities through public awareness campaigns
- ▶ Nature-based museums and UNESCO-designated sites
- ▶ youth-created social movements



Key competencies for sustainability

- *Systems thinking competency*
- *Anticipatory competency*
- *Normative competency*
- *Strategic competency*
- *Collaboration competency*
- *Critical thinking competency*
- *Self-awareness competency*
- *Integrated problem-solving competency*

Source: Source: UNESCO. (2017). *Education for Sustainable Development Goals: Learning Objectives*. Paris: UNESCO.

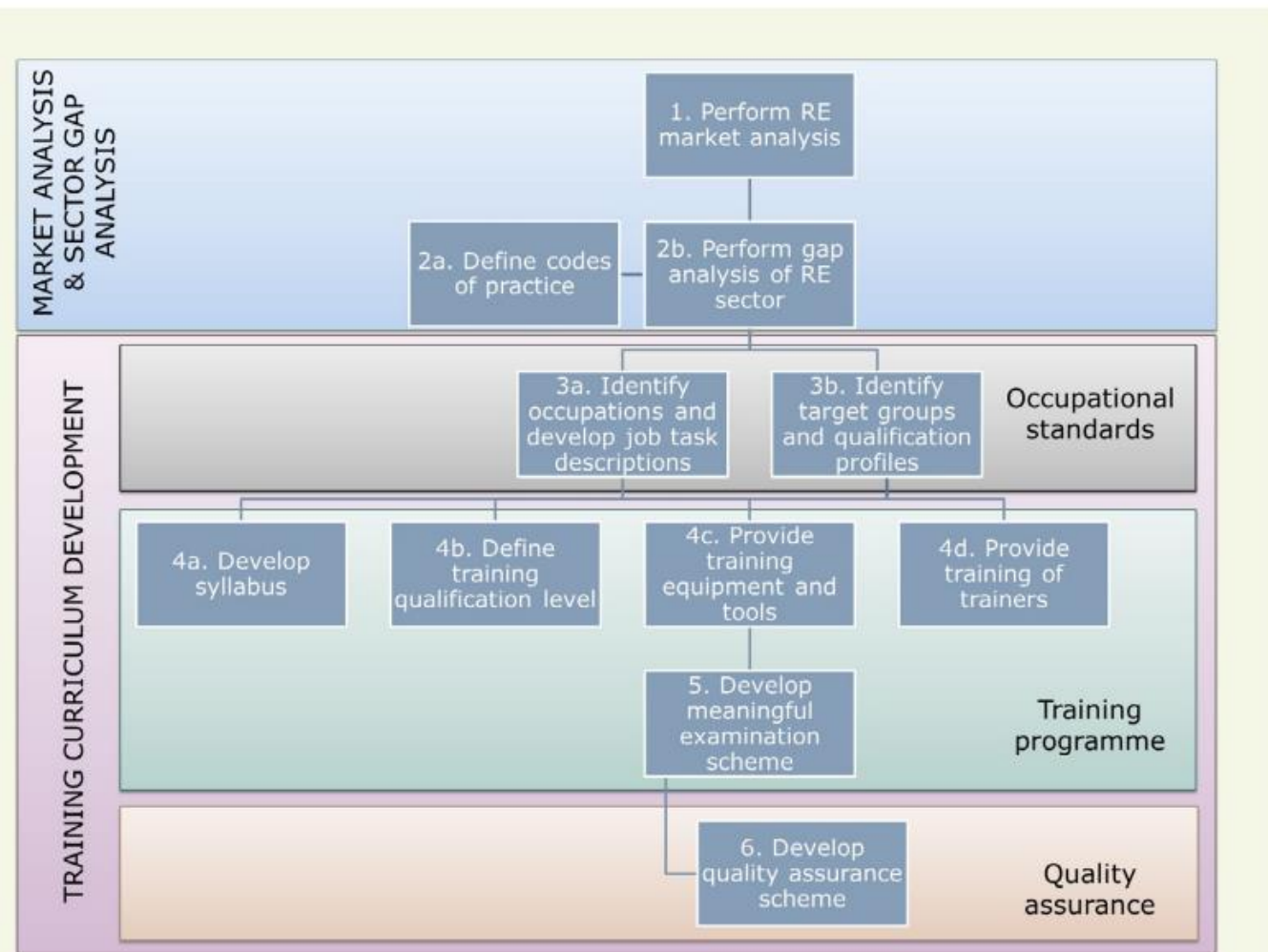
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How can global regional, and national TVET policies address these challenges effectively?

Boost the opportunities



Source: https://unevoc.unesco.org/pub/solar_energy_demands-discussion_paper1.pdf

Policy enablers for:

- Skills development within a lifelong learning perspective
- Closely linking market needs / occupation standards and training curriculum development
- Training of trainers/instructors
- Mechanisms for better quality assurance
- Institution capacity building

Greening TVET- guidance for institutions



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PLANNING, IMPLEMENTING, MONITORING and EVALUATION

INSTITUTIONAL
PLANNING &
CULTURE

CURRICULUM
& PEDAGOGY

TEACHERS' &
TRAINERS'
PROFESSIONAL
DEVELOPMENT

CAMPUS &
LEARNING
ENVIRONMENTS

COMMUNITY,
the WORKPLACE
& LIFELONG
LEARNING

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Thank you

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