



Federal Ministry
for Economic Cooperation
and Development



Technical Session

**Vision Paper:
What TVET can and must do in a Just
Transition to a Green Economy**



Vision Paper: What TVET can and must do in a Just Transition to a Green Economy

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Five Studies on "Skills for a Just Transition to a Green Future"

Guiding documents for
TVET policy level/
political representatives



Discussion Paper

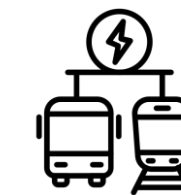


Vision Paper

Purpose of the studies

- Sum up the state of the art of international discussions
- Foster the development of **policy positions** of GIZ and BMZ with regard to frameworks for a Just Transition
- **Sectoral Studies:** Develop general recommendations for project designers and practitioners in the Green Skills field
- **Geographical focus:** Africa and Asia (project examples)
- **Time frame:** November 2021 - March 2023

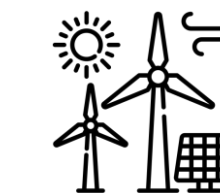
Guiding documents for
practitioners in selected
subsectors impacted by Just
Transition



Sustainable
transport/mobility



Green building
transition



Renewable
energy

Aims and context of the Vision Paper 2030

Aim: A Just Transition to a Green Future

- Better and more systematic support for partner countries to master the transition
- Stronger role of TVET as a catalyst for change

? How should Germany position itself in the field of TVET cooperation to foster a Just Transition to a Green Future in its partner countries?



Status quo and new approaches for a transformative TVET

	Status quo in emerging and developing countries	New approaches for a transformative TVET
Wider context	Improve living conditions & foster economic development Dilemma Adapt to climate change & protect natural resources	Skills provision for a decarbonized economy and a just transition • Technical skills for greening existing jobs • Technical skills for new green jobs • Transversal generic skills • Transformative green skills
TVET system	• Formal TVET follows the logic of industrial societies • Skills development in informal sector still largely ignored	TVET reforms • Broader understanding of „work“ • TVET goals reaching beyond employability and skills provision • Opening TVET to increase permeability with higher education and non-formal / informal learning
Governance of the TVET system	• State-led and top-down • Largely disconnected from other policy fields	Co-creation and • Cross-sectoral and holistic approaches • Cooperation and integration at local and regional level • Including and empowering marginalized actors and groups

Future perspectives for German TVET cooperation

A just transition to a green future requires **systemic change** and solutions adapted to **local contexts** and capacities.

➔ What should German DC actors do more or differently?

Integrating green aspects in TVET reforms

Aligning TVET policies with other sectoral policies for a just transition

Green literacy – understanding and experiencing the just transition to a green future, e.g. in green and socially inclusive schools

Supporting „green“ technologies in key sectors

Thinking along the value-chain and strengthening forecasting systems as basis for developing especially up- and re-skilling programs

Green missions – interplay of innovation, industrial, employment and TVET policies with the involvement of civil society

Engaging with the informal sector

Supporting skills development in the informal sector and for informal workers (including green skills and transformative skills)

Recognizing informal and non-formal learning

Transforming governance modes

Developing local and regional transition communities including public authorities, formal and informal economy, civil society, communities etc.

Empowering especially women and young people to become „agents of change“

Thank you for your attention!



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