

UNEP/UNESCO YouthXchange Guidebook on Green Skills and Lifestyles

“We believe a green economy values human well being, social equity, economic growth and environmental protection on an equal basis. It is an integrated framework for sustainability that meets the needs of the present while providing for future generations”

Bandung Declaration of the 2011 Tunza International Children and Youth Conference

The UNEP/UNESCO YouthXchange Guidebook on Green Skills and Lifestyles is designed to connect the discussions and issues of green economy, green jobs, green skills and green societies to young people’s everyday lifestyle choices. It will seek to empower young people to critically engage with the complexity of sustainability issues, to form their own opinions, and to determine their own lifestyle responses and their own career choices.

The xx page guidebook will be structured around themes with six inter-related principles necessary for exploring green skills and youth lifestyles:

- Engaging with complexity
- Dealing with uncertainty
- Developing critical skills
- Learning through action
- Participation and democracy
- Leadership and change

The guidebook is structured around xx themed sections supported by an introduction to the challenges for young people and a resources section.

The guidebook will look at both (1) skills for green jobs (which can be addressed in the sections of **Green Jobs**, **Future Jobs** and **Money and Jobs**) and (2) more generic green skills for sustainable lifestyles (which can be addressed in **Lifestyle Choices** and **Celebrating indigenous knowledge/heritage**).

In addition, a specific insert (or multiple text boxes as relevant) could be dedicated to “Facts and Figures”: they would serve as an explanation of what transitioning to a Green economy means, trying to summarize in a pedagogical way, the main findings – including macroeconomic - of the Green economy report.

The issue of poverty alleviation and how it relates to Green economy and green jobs will also be addressed.

It might be interesting to employ [a WEHAB framework](#) as cross-cutting themes for (1) and (2). For example, in skills for green jobs, we can include attractive green jobs related to **Water** (e.g. sustainable water management expert), **Energy** (e.g. wind power service technician, eco-designer, solar energy entrepreneur, smart energy expert, carbon trader/broker), **Health** (e.g. aromatherapist, yoga instructor, indigenous medicine practitioner??—these are just examples), **Agriculture** (e.g. organic farmer) and **Biodiversity** (e.g. conservation expert). In addition to highlighting green jobs, we also need to put emphasis on “generic green skills” (such as reducing waste and improving energy and resource efficiency).

[Cedefop’s study Skills for Green Jobs](#) (albeit quite limited in scope as it focused on select European countries) showed that developing a low-carbon economy depends on improving existing skills rather than specialized green skills. The study also showed that the decline in

popularity of STEM (science, technology, engineering and mathematics) subjects and the consequent lack of engineers are of greater concern than shortages of new green skills.

In terms of generic green skills for sustainable lifestyles, we could propose, for example, “green cooking skills”, which will save water, minimize water contamination and waste, be good for your health, use locally produced food, and be based on traditions and also respects cultural diversity and intercultural dialogue. There are interesting “eco-cooking” initiatives related to “food education” and ESD in Japan. We can also possibly address the gender dimensions by dealing with the issue of cooking across cultures.

Specific chapters of the Green economy report will be used as relevant: tourism, waste, cities, and transport for the “lifestyle choices” section, industry, energy for the “greener jobs, future jobs” section etc.

The urban/rural dimension also needs to be taken into account in the guides as this is impacting lifestyles, as well as the green skills and jobs that can be improved/created/reinforced.

The proposed sections include:

Learning for change

Inspiring youth for the future through participative forms of learning is a key means of change. How can we create learning opportunities that explore the skills and values young people need to engage with discussions about green economy and personal choices?

Evolving concepts

Unpack the terms “sustainable development”, “green economy”, “green societies”, “responsible living”, “future skills”, ensuring that soft skills like reflecting, questioning and analyzing are included within the definition?

Lifestyle choices

We make lifestyle choices whenever we plug in a computer, climb into a car, buy food or take a shower. How conscious are we of how these choices impact sustainable development? This chapter could build upon some of the sectoral findings of the GE report, with specific topics on tourism, transport etc.

Greener jobs, future jobs

Envisioning future jobs: providing young people with ideas, how their future job might look like. Imagining future jobs can include rethinking the future role of different stakeholders (teachers, private sector, etc) need to look at life skills needed for the future of sustainable societies. How can the skills needed for the future and the world of work be defined? This section will also touch upon the possibility to make one’s job greener.

Social innovation and Green Entrepreneurship

How can young people creatively contribute to the emergence of a green economy of services? Introducing the wide spectrum of green business opportunities to young people and encouraging them to become active and start their own green businesses. Provide examples for green enterprises showing how young people have developed successful business models and developed social enterprises supporting the development of a green economy. Give

information about different ways of funding and start-up initiatives. How can existent businesses be turned green?

Money/earnings and jobs

Choices about the jobs we do and the way we spend or invest our earnings can have a big impact on our future and our planet. How can our choices help to move towards green societies?

Celebrating indigenous knowledge/heritage

Sustainable lifestyles in developing countries are often related to indigenous knowledge/heritage, it is important to recognize and promote the contribution of indigenous knowledge to fostering green lifestyles.

Connecting with others

Young people communicate all the time, by text, email or social networking. What is the impact of connecting with others and how can we use these connections as a force for change, as a means of creating green societies, as a way of learning green skills?

Taking action

The threats to our Planet and ourselves may seem daunting, but we can all make lifestyle choices that are about taking action and beginning a journey towards responsible living. Examples of youth actions for moving towards green societies will be included to provide inspiration for young people to get involved in green societies.

For each proposed sections we are looking for examples of:

- Case studies
- Facts and figures
- Actions that can be taken
- Tips
- Online resources (including web videos)
- Photos or illustrations

Sources of information, references, potential contributors

- A training module on entrepreneurship education for students at secondary level and in non-formal settings (UNESCO).
 - Starting my own small business: Participant's workbook - <http://unesdoc.unesco.org/images/0014/001449/144928e.pdf>
 - Starting my own small business: Facilitator's Guide - <http://unesdoc.unesco.org/images/0014/001449/144933e.pdf>
- Entrepreneurship Education in the Arab States - http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Beirut/pdf/EPE_Component_One_English_14_May_2010_01.pdf
- Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication - <http://www.unep.org/greeneconomy/GreenEconomyReport/tabid/29846/Default.aspx>
- About the UNEP Green Economy Report, please visit <http://www.unep.org/greeneconomy/>

- About the Green Jobs: Towards Decent Work in a Sustainable, Low-carbon World Report, please visit www.unep.org/PDF/UNEPGreenjobs_report08.pdf
- International Framework for Greening TVET
- Sustainable entrepreneurship: Generation Europe Foundation - www.generation-europe.eu/forum/ Engaging tomorrow's decision-makers today
- United Nations E-discussion on Youth Employment (11 Oct – 7 Nov 2011) - The UN Programme on Youth is putting together an interactive World Youth Report on the theme of employment, and would like to learn first-hand about the experiences of young people worldwide. Share your stories, pictures, videos with us and they may be featured in the online publication! Join the discussion from Tuesday 11 October at www.un.org/esa/socdev/unyin/onlinediscussion
- Webpages of the ED secondary education website – entrepreneurship education: <http://www.unesco.org/en/secondary-education/entrepreneurship-education/>
- Webpages of TVET at HQ - <http://www.unesco.org/en/tvet/>
- International Standard providing guidelines for social responsibility (SR) -- <http://isotc.iso.org/livelink/livelink/fetch/2000/2122/830949/3934883/3935096/home.html>
- The Green Jobs Campaign Teaching Tools :: Lesson Plans from the Ella Baker Center for Human Rights - <http://www.yesmagazine.org/for-teachers/curriculum/the-green-collar-jobs-campaign-teaching-toolbox>
- Institute of Green professionals -- Social innovation and entrepreneurship should also be highlighted in the guidebook, for instance to illustrate how people can creatively contribute to the emergence of a green economy of services, how communities can be involved etc. This could be related to some examples of young people who have developed successful business models and developed social enterprises, including fair trade for instance, supporting the development of the green economy.
- Cedefop – green skills, green jobs - <http://www.cedefop.europa.eu/EN/publications/16439.aspx>
- E-Learning course on "Green Economy" - www.idlo.int/elearning
- ILO Skills and employment – www.ilo.org/skills
- 2012 Education for All Global Monitoring Report - Skills development -- Social innovation and entrepreneurship should also be highlighted in the guidebook, for instance to illustrate how people can creatively contribute to the emergence of a green economy of services, how communities can be involved etc. This could be related to some examples of young people who have developed successful business models and developed social enterprises, including fair trade for instance, supporting the development of the green economy.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/2012-skills/>