



Skills for a Green Transition: Solutions for Youth on the Move

Acknowledgments

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17-year-old aspiring agronomist, from Cité Soleil, Port-au-Prince, Haiti, smiles as envisions a cleaner, greener future, emphasizing the collective power to combat climate change.

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Executive Summary

This solutions book presents best practices and solutions to support youth on the move, particularly youth living in poverty and youth with low educational attainment, to access green skilling opportunities that create pathways for them to participate in the green economy. As diverse sectors of the economy undergo a green transition, youth migrants, refugees and forcibly displaced youth will have an important role due to the growth of green sectors and their changing workforce needs. However, youth on the move remain overlooked in policy discussions and programming efforts related to the green transition, whilst climate change exacerbates barriers to education and workforce development experienced by this growing population.

This solutions book seeks to inform policymakers, programme developers, international development partners and funders to support the development and implementation of policies and programmes that promote green skills development for youth on the move, thereby accelerating progress towards a just, green transition.

Through an illustrative sample of promising practices for promoting green skills development and serving youth on the move, this book includes a set of practical, implementable approaches, termed 'solutions', for policymakers to consider and tailor to their country's context. It advises against a one-size-fits-all approach, recognizing the fluidity of green transitions across different communities, and advocates for adaptable, context-specific solutions that consider

local factors and the local needs of youth on the move. This book recommends a holistic approach to green skilling programmes and policies, emphasizing that a breadth of green skills beyond occupation-specific technical expertise can empower youth on the move to adapt, transfer and transport their green skills across different contexts, industries and roles, fostering resilience in the face of rapidly evolving green transitions.

This book used a methodological blend of inductive and deductive approaches, utilizing a rapid evidence review and targeted search pathways to identify promising green skilling practices for youth on the move. The solutions presented were informed by insights from efforts in adjacent programming areas and from expert input in the field of youth and migration, as directly applicable programmes were limited. A total of 11 programmes are included in this solutions book out of 68 reviewed programmes.

Promising Practices

This solutions book identifies three solutions for policymakers to consider:

Solution 1: Leverage successful skilling programmes to create inclusive green skilling pathways for youth on the move and concurrently eliminate barriers hindering the participation of youth on the move.

Solution 2: Promote access to green work opportunities for youth on the move by establishing clear learning-to-earning pathways from

green skilling programmes to green jobs, as well as post-training support.

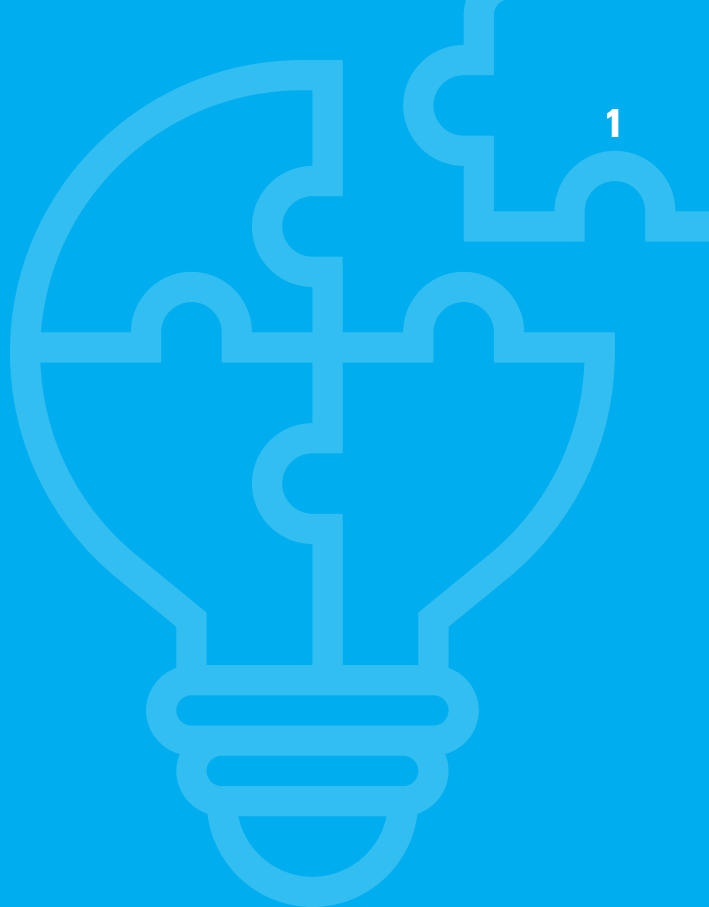
Solution 3: Foster access to self-employment and entrepreneurship opportunities for youth on the move in green sectors, enabling them to build sustainable livelihoods through entrepreneurship by addressing systemic barriers, including limited access to capital and land, legal obstacles and the provision of ongoing support.

In the design or implementation of any of the solutions mentioned above, principles of inclusion, empowerment and protection should guide each solution to acknowledge and address the unique needs and vulnerabilities of youth on the move, including psychosocial, cultural, physical and legal considerations. By incorporating these principles into green skilling programmes for youth on the move, policymakers can support the healthy development of these young individuals whilst promoting their active participation in the workforce.

To achieve a just, green transition in the context of the global climate and learning crises, policymakers must address the unique skilling needs of youth on the move. A multifaceted strategy of leveraging existing programmes, dismantling barriers to access and inclusion and advocating for a breadth of green skills will prepare youth on the move for success in dynamic and evolving green economies across diverse contexts.

1

Orientation and Introduction



Purpose

This solutions book presents best practices and solutions to support youth on the move, particularly youth living in poverty and youth with low educational attainment, to access green skilling opportunities that create pathways for them to participate in the green economy. As diverse sectors of the economy undergo a green transition, youth migrants, refugees and forcibly displaced youth will have an important role due to the growth of green sectors and their changing workforce needs. Hence, the programmes and recommendations included in this solutions book seek to inform policymakers working within national governments, programme developers and

international development partners, including funders, to support the development and implementation of policies and programmes that promote green skills development for youth on the move, thus accelerating progress towards a just, green transition.

The Climate Crisis and the Need for This Solutions Book

Millions of children and youth around the world are on the move. The impacts of climate change-related events on youth are intertwined with other key drivers of migration, including lack of decent work and employment

opportunities, weak governance and inter-community violence. Evidence increasingly shows that climate change is becoming an additional driver of migration, both internal and across borders.

Globally, up to 3.6 billion people live in areas that are highly vulnerable to climate change. Climate change increasingly contributes to displacement, involuntary migration and perpetuated vulnerability through the intensification of and increases in extreme weather and climate events.¹ In 2022, nearly 6.5 million young people aged 12–17 were forcibly displaced, with internally displaced young people accounting for nearly half of this total.²



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YOUTH ON THE MOVE

International or internal youth migrants, refugees and asylum seekers, as well as internally displaced children or returnees.

‘Youth on the move’ refers to youth migration within development contexts (e.g. young people seeking economic opportunities within their country of origin or in another host country) and within emergency or humanitarian contexts (e.g. youth displaced from conflict-affected regions in low- and middle-income countries, as well as youth experiencing migration triggered by climate disasters).



Erudites Movement, a team of four young climate change enthusiasts trained by i-UPSHIFT methodology (see page 23 for more details on i-UPSHIFT), showcasing their green innovation during the Graduation Day of Youth Innovation Challenge on Climate Change.

Youth on the move includes young migrants, asylum seekers, refugees, returnees and stateless or internally displaced persons (IDPs) aged 15–24. Youth on the move represent a diverse and unique population of young people seeking lives and livelihoods outside their community, city or country of origin. The number of youth on the move is difficult to calculate, but it is estimated to be tens of millions of young people. For example, out of the estimated 281 million international migrants living outside their country of origin today, 1 in 5 is a young person.³

This solutions book focuses on the need to address the unique needs of youth on the move in efforts to achieve a **just, green transition**. It highlights the urgent need to prepare young people with a breadth of green, portable skills to help them succeed irrespective of their final destination. It also underscores the pressing need to remove the barriers hindering youth on the move from accessing green skilling programmes and green job opportunities within their host countries.

JUST, GREEN TRANSITION

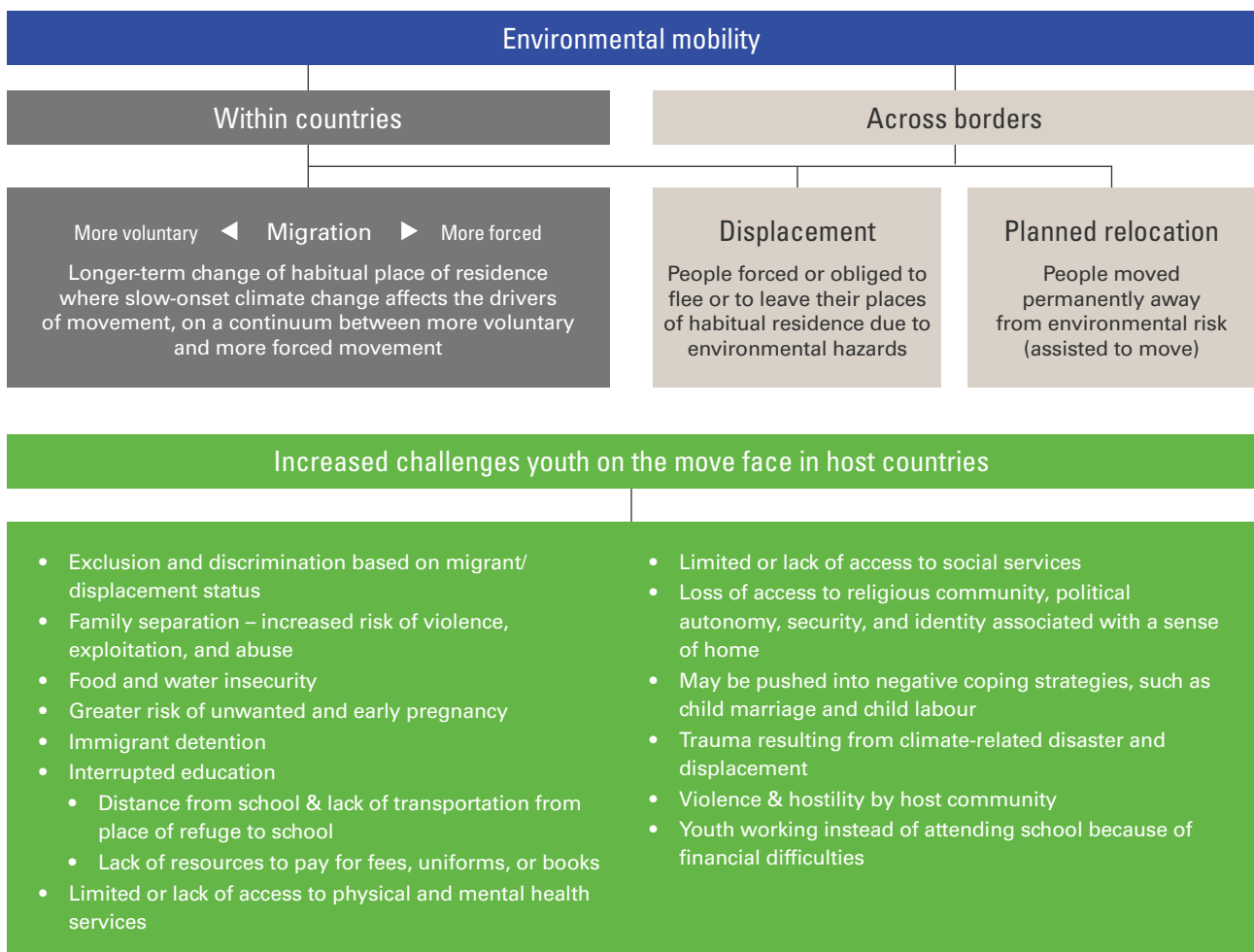
While a green transition describes “the process of moving towards a green and resource-efficient economy, aimed at enhancing human well-being by reducing greenhouse gases”⁴, a just transition means ‘greening the economy in a way that is as fair and inclusive as possible to everyone

concerned, creating decent work opportunities and leaving no one behind. A just transition involves maximizing the social and economic opportunities of climate action whilst minimizing and carefully managing any challenges—including through effective social dialogue among all groups impacted and respect for fundamental labour principles and rights. Ensuring a just transition is important for all countries at all

levels of development. It is also important for all economic sectors—by no means limited to energy supply—and in urban and rural areas alike’.⁵

This book also assumes that a just transition requires transformative systems change to address social and economic systems of inequality, exclusion and discrimination, lest greening is achieved without social, environmental and climate justice.

FIGURE 1: Environmental mobility among youth on the move and the challenges they face



Source: Adapted from UNICEF & IOM (Climate Mobility and Children)



Why Focus on Youth on the Move in Green Skills Development for a Just, Green Transition?



Green transitions are taking place rapidly around the world. Jobs across a wide range of sectors are expected to increase in a green transition, providing ample earning opportunities for youth on the move if they can access them. Estimates from the renewable energy sector indicate that if countries commit to limiting global temperature increases to below 1.5 °C above pre-industrial levels, more than 20 million clean energy jobs could be added by 2030.⁶ In addition, construction and operations jobs alone are projected to increase by 55 million in the shift to a net-zero economy.⁷ Job projections for other sectors, such as climate-smart agriculture, forestry and manufacturing, are also estimated to increase by millions in a green transition.⁸ These projections do not include the additional millions of jobs that can be made green in a green transition across all sectors of the economy, including hospitality, tourism, healthcare, education and human services.

While the need to prepare youth with the skills and capacities to fill the growing number of **green jobs** projected worldwide has been recognized by governments and

the international development sector, youth on the move is a specific population of youth being overlooked in current policy discussions and programming efforts related to a green transition. Youth on the move already face unique barriers to accessing education and workforce development opportunities in their host communities, regardless of whether these opportunities are green. For example, only a third of refugees (27% of refugee girls and 36% of refugee boys) are enrolled in secondary school around the world compared with 84% of secondary-age children worldwide, and a mere 3% are in higher education compared with 37% of non-refugees.⁹ In addition, a lack of or unrecognized degrees or certifications, social networks, social protections, legal status, right to work, post-training support and connectivity can further hamper their potential to access employment and contribute to, as well as benefit from, green transitions in their host communities.¹⁰ As countries invest more in green transitions, targeted policies and programming are needed to ensure youth on the move benefit from these efforts.

GREEN JOBS

There is no standard definition of a 'green job'. A useful definition comes from the ILO: 'decent jobs that contribute to preserve or restore the environment, be they in traditional sectors, such as manufacturing and construction, or in new, emerging green sectors, such as renewable energy and energy efficiency'.¹⁸ The OECD does not include the requirement to be 'decent', saying only, 'jobs

that contribute to protecting the environment and reducing the harmful effects human activity has on it (mitigation), or to helping to better cope with current climate change conditions (adaptation)'.¹⁹

Given the unique circumstances of youth on the move, this book also considers green jobs to include those that 'contribute to the well-being and flourishing of present and future generations; upholds human rights, including women's rights and the rights of indigenous

populations and peoples of colour; and supports the regeneration of the natural world, its resources and its socio-ecological systems on which our human economies rely'.²⁰ In this context, green jobs can be in sectors like agriculture, education, health, hospitality and tourism if they 'centre, nurture and develop our individual and collective capacity to care for others and the environment and to educate ourselves and others about the unsustainability of the status quo'.²¹

The just transition requires greening the economy in a way that is as fair and inclusive as possible to everyone concerned, creating decent work opportunities and leaving no one behind.¹¹ Hence, including the millions of young people on the move in the green economy is imperative. Country governments must provide youth on the move with relevant **green skills development** opportunities and post-training support and remove barriers to decent green jobs. However, a perennial challenge to developing timely and effective green skills programming for youth has been predicting the specific green skills that any green (or greening) occupation in any green (or greening) industry and in any specific location will require.¹² For example, the transition to a circular economy is estimated to result in the creation of 7 million new jobs, requiring 49 million people to transition between sectors within their current occupation and 22 million people to change their current occupation completely.¹³

Given that the green transition in one community may look different than the green transition

in another, it can be risky to focus on green skilling solutions solely on preparing youth with specific technical skills for green job opportunities that are difficult to anticipate and for which their skills are difficult to assess.¹⁴ Likewise, the specific nature of green learning-to-earning pathways is highly dependent on a host of local factors—from the specific industries driving local green transitions to the impacts of climate change affecting local industries and/or economic opportunities.

Such challenges affirm the need to prepare youth—especially youth on the move who are likely to migrate between areas with different green transitions taking place—with skills that go beyond occupation-specific, technical green skills. They will need to develop a **breadth of green skills**—such as recognizing environmental risks, climate hazards and sustainability issues; identifying opportunities; innovating solutions and contributing to green transitions—that will allow them to adapt, transfer and transport their abilities easily to different country contexts, industries and professional roles as needed.^{15,16}

GREEN SKILLS DEVELOPMENT

Programming focused on building green skills, often in the context of green jobs.

A breadth of green skills must be targeted by policy and programming to prepare and enable youth on the move to participate in green economies in any context.¹⁷ A breadth of green skills is especially important for youth on the move as the portability of their skills will be critical to their capacity to participate in green job opportunities and flourish in their host communities.

As youth move their locations, and as green transitions across societies continue to evolve according to local realities, green skills development programmes must intentionally include youth on the move, thereby removing the barriers that prevent them from accessing these opportunities.

BREADTH OF GREEN SKILLS

There is no agreed-upon definition of green skills. However, the literature makes some common distinctions. A key distinction is made between:

- Technical or applied skills that are specific to particular activities (e.g. the ability for engineers to install air-source heat pumps or for farmers to implement different types of fertilizer or irrigation systems) and
- Core or fundamental skills that are generally highly transferable

(e.g. teamwork, resilience and networking).

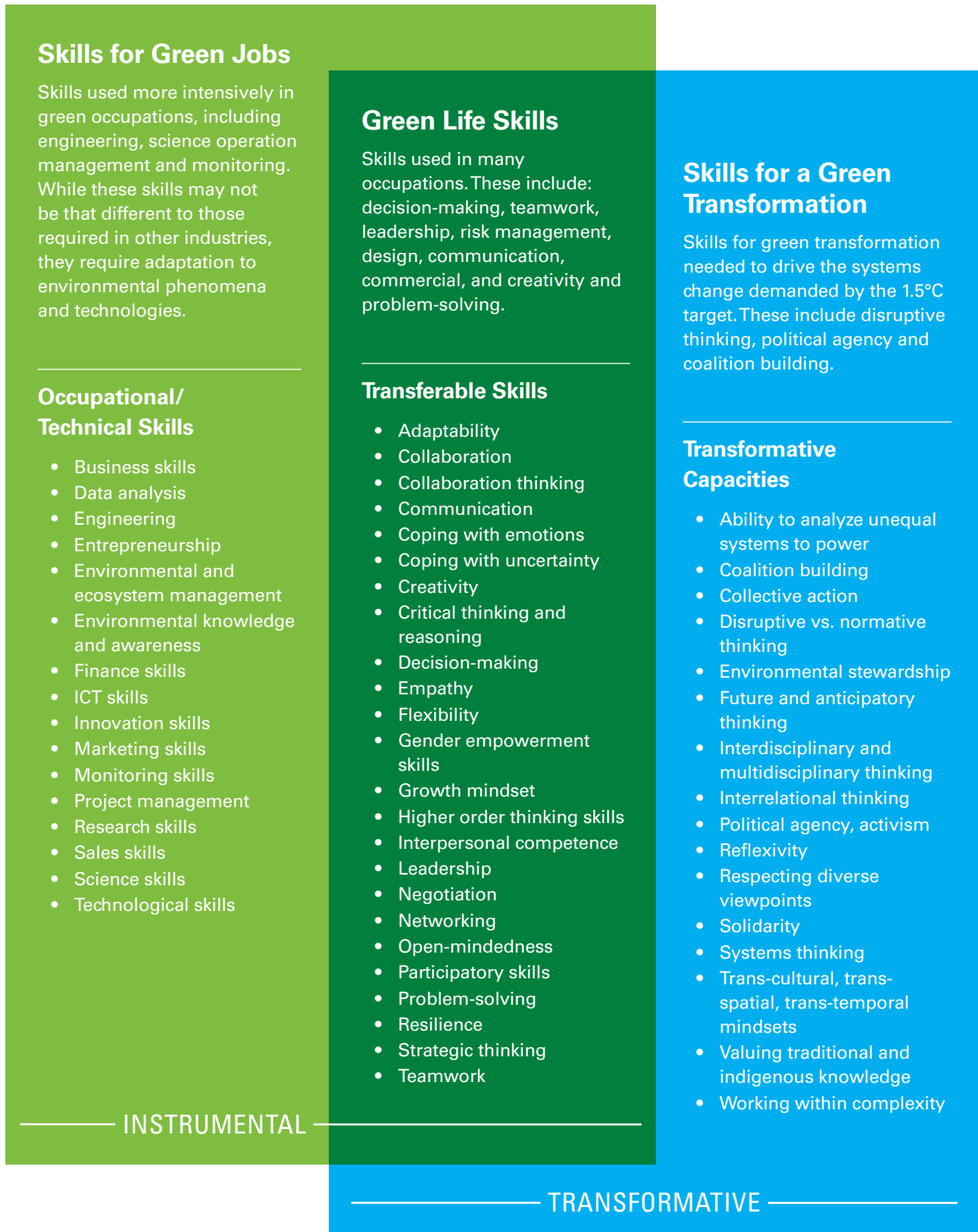
This book defines green skills as ‘the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society.’ This book uses the term a ‘breadth of green skills’ which includes

- **Occupational and technical skills** used more intensively in green occupations, like engineering, science operation management and monitoring that are used more intensively in green occupations. Whilst these skills may not be that

different from those required in other industries, they ‘require adaptation to environmental phenomena and technologies’.

- **Transferable skills** used in many occupations. These include decision-making and teamwork; leadership, risk management, design and communication; and creativity and problem-solving.
- **Transformative capacities** or ‘skills for green transformation’ needed to drive the systems change demanded by the 1.5°C target. These include disruptive thinking, political agency and coalition building.²²

FIGURE 2: A green skills framework



Source: Adapted from Kwauk, Christina. & Casey, Olivia. (New Green Learning Agenda) and UNICEF Innocenti - Global Office of Research (Accelerating 'Green' School to Work Transitions)

Methodological Approach

The methodological approach adopted for this book included a combination of inductive and deductive methods to identify programme examples and key messages.

The inductive approach consisted of a rapid evidence review of publicly available online resources using the Google search engine to identify green skilling programmes for youth on the move that either

provided strong evidence of impact or showed promise and innovation. The initial search for green skilling programmes that target youth on the move did not find any solutions that fit this exact criterion, and therefore used examples of programmes from adjacent focus areas (i.e., programmes that focus on green skills development for youth in general, programmes that focus on general skills development for youth on the move and programmes that focus on green skills development for young women) were included in

the search. Figure 3 illustrates the conceptual framework used for identifying relevant programming and practices. The white central diamond represents the primary programming area of interest (green skills development programmes for youth on the move that promote gender equity), surrounded by adjacent areas of interest, the blue flower petals. For a programme to be considered, it must include at least three of the following five themes: climate change, youth, skills, migration and gender.

FIGURE 3: Conceptual Framework for Skills, Climate Change, Youth, Gender, and Migration in Programming and Practices

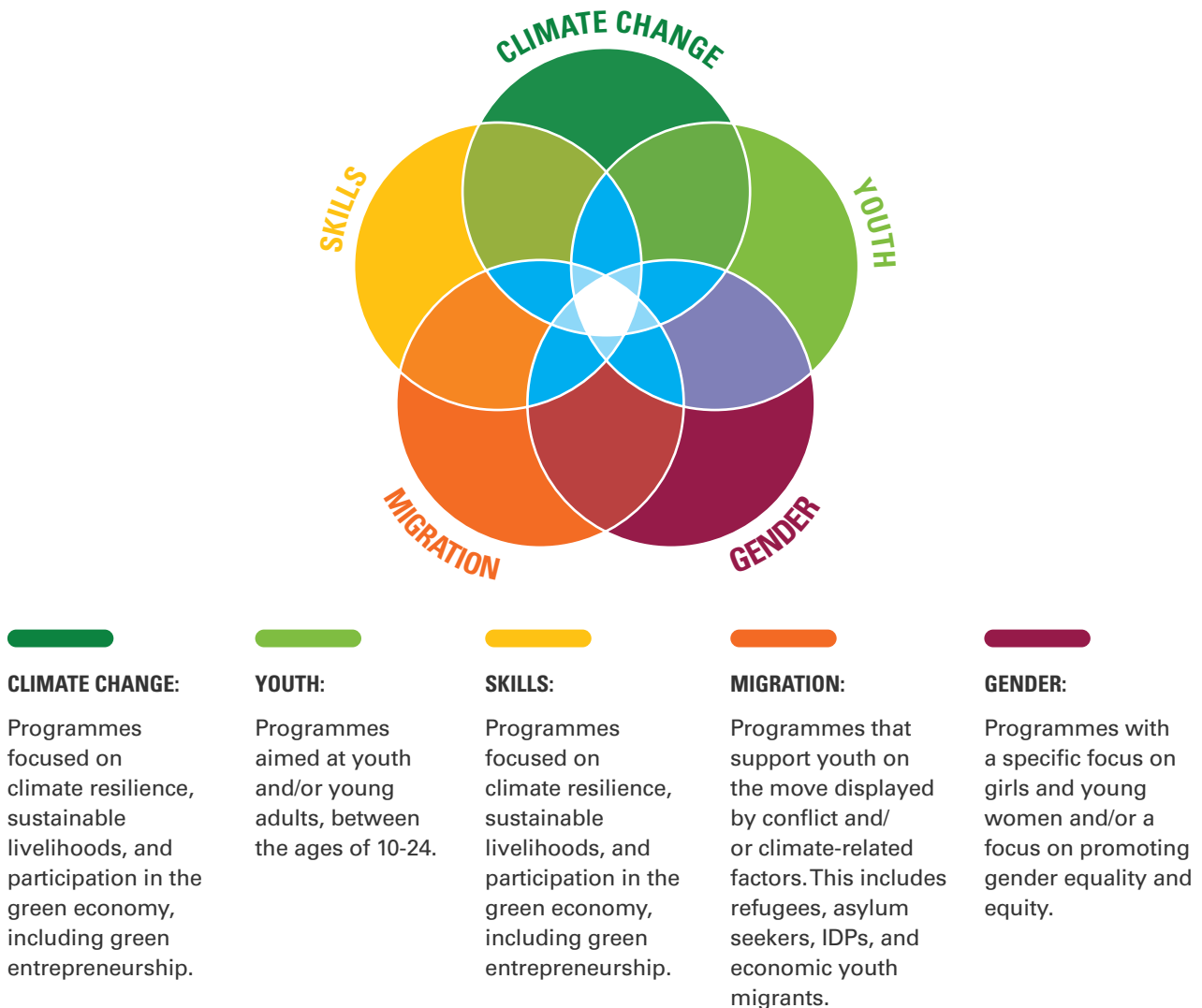


TABLE 1: List of search terms

Climate terms	Skilling terms	Sector-specific terms	Demographic terms
<ul style="list-style-type: none"> • Climate change • Climate resilience • Environment • Nature-based solutions • Sustainable 	<ul style="list-style-type: none"> • Agripreneurship • Ecopreneurship • Green entrepreneurship • Green skills • Job training • Sustainable livelihoods • Vocational training 	<ul style="list-style-type: none"> • Circular economy • Ecosystem solutions • Green construction • Organic agriculture • Rehabilitation of soils and ecosystems • Sustainable agriculture • Sustainable forestry • Sustainable tourism 	<ul style="list-style-type: none"> • Girls • Out of school • Refugees • Girls • Young women • Youth • Youth living in poverty • Youth on the move • Refugees • Displaced • Youth with disabilities



International Labour Organization

PROSPECTS

is an international partnership programme between the International Labour Organization (ILO), the United Nations High Commissioner for Refugees (UNHCR), the International Finance Corporation (IFC), the United Nations Children’s Fund (UNICEF), and the World Bank. It is supported by the Government of the Netherlands and is focused on improving the hosting and protection of refugees in countries in their region of origin. The partnership aims at helping refugees to build a new life and integrate into their new country better. Therefore, supporting host communities and strengthening social cohesion are key parts of the partnership approach. Funds are invested in programmes that provide education, skills and jobs to refugees and their host communities.

Table 1 includes the search terms which were used in multiple combinations.

The inductive review focused on the PROSPECTS Partnership’s target countries, namely Sudan, Iraq, Jordan, Lebanon, Egypt, Uganda, Kenya and Ethiopia, along with other low- and middle-income countries.

Search pathways included reviewing the websites of organizations known for working with youth on the move or youth in general and the websites of organizations known for working in green skills development to see if any programme fit our search criteria. The authors also organized a focus group meeting and administered a survey to stakeholders of green skilling programmes to ensure a wide range of practices and examples were

considered for inclusion. Finally, to complement the programme findings gleaned from the rapid evidence review, focus group meeting and survey, UNICEF also administered a call for programme recommendations within the organization and among members of the PROSPECTS Partnership. A total of 68 programmes were reviewed for potential inclusion in this solutions book.

Given the dearth of programmes that target youth on the move with green skills development, the solutions presented in this book were developed deductively based on insights from experts in the field of youth and migration. The solutions were then populated with key implementation recommendations drawn directly from the programme examples included in the book (i.e. developed inductively).



BOX 1: Considerations in Identifying Green Skilling Solutions for Youth on the Move

1. **Terminology Variations:** No universally accepted, standardized definitions for 'green skills', 'green jobs' and 'green transitions' exist. For example, Cedefop, OECD, UNICEF and UNIDO define green skills as 'the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society'. Meanwhile, the ILO uses the term 'skills for green jobs', which encapsulates 'core skills for employability' and 'basic skills for green jobs'. UNICEF further broadens this into a breadth of green skills, including technical skills, transferable skills and transformative capacities. Such variation in terminology may inadvertently introduce bias into the types of solutions identified, thereby narrowing or widening the sample of programmes considered.
2. **Programme Self-Identification:** Some programmes may not self-identify as green skills or green jobs programmes, although the skills being taught might contribute to a more sustainable and environmentally conscious workforce. The absence of a 'green' identity may result in their exclusion from discussions and searches when looking for green skills development.

BOX 2: Empowering Youth on the Move in the Blue Economy

Investing in skilling programmes and policies for youth on the move is important in contexts where the 'blue' economy is an important driver of climate solutions.²³ The 'blue' economy encompasses a spectrum of sectors, from traditional maritime industries such as fisheries, tourism and transport to emerging fields such as marine biotechnology, offshore renewable energy and aquaculture. Nearly 40% of the global population resides close to the coast; moreover, over 3 billion people, including some of the world's most economically disadvantaged, rely heavily on healthy oceans for jobs and sustenance.²⁴ Despite these substantial numbers, the blue economy often receives less attention from policymakers than the agriculture sector.

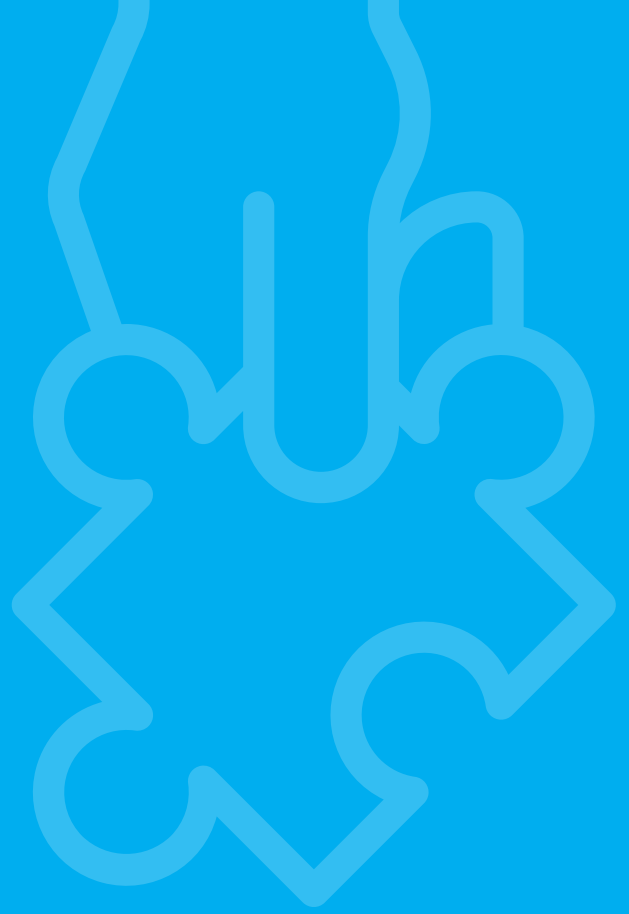
Given shared challenges, many of the solutions, promising practices and guiding principles highlighted in this solutions book can be extended to supporting existing or new programmes and policies for skilling youth on the move for blue economy jobs. Some of these challenges are as follows:

- **Mismatch in Skills Supply and Demand:** A disparity exists between the training offered by Technical and Vocational Education and Training (TVET) organizations and the skills demanded in blue economy labour markets.
- **Limited Career Awareness:** Many young individuals are unfamiliar with the diverse career opportunities available in traditional and emerging blue economy sectors.
- **Financial Barriers:** Limited access to risk-tolerant financing products for youth-led small and medium enterprises (SMEs) in ocean-based enterprises hampers their growth.

In addition, the two following unique challenges should also be addressed:

- **Data Gap:** Official data capturing youth participation in the blue economy is insufficient, hindering informed policy decisions.
- **Ocean Literacy:** Ocean literacy must be enhanced among young people. Understanding the ocean's influence on their lives and their impact on the ocean is crucial. Building this awareness early can attract the future workforce to blue industries.

Skilling programmes tailored for the blue economy have immense potential to create meaningful employment opportunities for youth on the move, fostering economic growth and environmental sustainability in regions where livelihoods are centred around maritime and freshwater-based activities.



2

Solutions for Youth on the Move

What is a Solution for Youth on the Move?

Within this solutions book, a 'solution' is defined as a practical, implementable approach for programmes and policies to promote green skills development for youth on the move. This solutions book identifies the following three solutions for policymakers to consider:

SOLUTION 1: Leverage successful skilling programmes to create inclusive green skilling pathways for youth on the move.

SOLUTION 2: Promote access to green work opportunities for youth on the move.

SOLUTION 3: Foster access to self-employment and entrepreneurship opportunities for youth on the move in green sectors.

Within each solution, a subset of recommendations is provided, termed 'promising practices', to support implementation and a sample of programmes that can help illustrate the recommendations and overarching solution. Taken altogether, the solutions, corresponding recommendations and programme examples offer policymakers a set of practical programmatic and policy approaches to tailor to their country's context and the needs of their specific population of youth on the move.

Solution 1: Leverage Successful Skilling Programmes to Create Inclusive Green Skilling Pathways for Youth on the Move

Youth on the move need diverse pathways to develop the breadth of green skills required to thrive in their host communities while contributing meaningfully to green transitions. These opportunities should start early, beginning with exposure to climate change education and a breadth of

green skills and continuing with green upskilling and reskilling opportunities to bridge existing skills with in-demand skills. This solution should be implemented in countries receiving large populations of youth on the move and those with large populations of youth who migrate, as the forces that drive migration are exacerbated by climate change. However, as the research underlying this solutions book has made apparent, a gap exists in green skilling opportunities designed for or including youth on the move.

To address this gap in green learning to earning pathways for youth on the move, governments

do not have to reinvent the wheel; instead, they can invest in the plethora of programmes that have already demonstrated success in building skills for youth, including youth on the move, and programmes that have already delivered results in supporting their readiness to enter the workforce by updating these programmes with an integrated focus on issues of the environment and climate change and a targeted emphasis on a breadth of green skills. Governments can and should remove barriers that prevent youth on the move from participating in these programmes, regardless of their gender, language or legal status.

For many of Lebanon's disenfranchised youth, the programme provides a powerful boost. "I didn't know many people before joining this course, and I was a bit detached from society," says 18-year-old Maram. "As soon as I started training, I became more sociable. I love the new community I am now a part of."

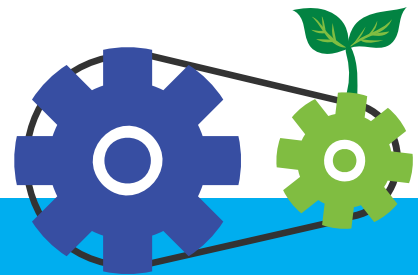
Promising practices to implement this solution

1a. Ensure that skilling programmes transitioning to becoming green target not only occupation-specific skills but also transferable skills and transformative capacities:

For youth on the move to access and flourish in the green economy of their host communities, they will require green skills that are

portable—adaptable and applicable to whatever context they find themselves in. Prioritizing a breadth of green skills (see Figure 2) will enable them to identify opportunities, innovate solutions and contribute to green transitions in different country contexts, industries and professional roles. Broadening the definition of green jobs can also empower youth to identify opportunities beyond traditional green sectors, such as climate-smart agriculture

and renewable energy, and become agents of change across diverse fields, thereby fostering environmentally sustainable, equitable and just practices in every industry. Skilling programmes that already serve youth on the move should be updated to include this breadth of green skills and broader orientation to green jobs.



1a.1 ENGAGING YOUTH AS GLOBAL CITIZENS IN VIETNAM



IMPLEMENTERS: ActionAid UK, Education Above All

GEOGRAPHIC REGION/COUNTRY: Vietnam (rural/mountainous and urban districts)

TYPE OF IMPLEMENTATION CONTEXT: Development

TARGET POPULATION: Marginalized youth (ages 15–24), including poor young farmers (especially women farmers), ethnic minority youth and youth with disabilities.

LEARNING APPROACHES: Technical, leadership, advocacy skills training and exposure visits

GREEN SKILLS TARGETED: Climate-smart agriculture and environmental scientific research skills (occupational/technical skills), leadership and networking skills (transferable skills) and advocacy and global citizenship skills (transformative capacities).

INTERVENTION: The Engaging Youth as Global Citizens in Vietnam programme illustrates the far-reaching and diverse impacts a programme can have when equipping young people with a wide array of green capacities. This programme is dedicated to empowering Vietnamese youth through evidence-based local, national, and global advocacy to address local climate challenges. It includes programme components that develop a breadth of green skills for young people, from climate-smart agriculture to leadership, networking and global citizenship. The programme includes scholarships supporting youth in conducting scientific research on the environmental impact of aquaculture farming inputs and essential seed funding for youth-led climate action

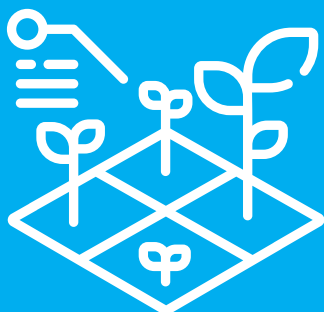
and sustainable development projects. From the programme’s design to its implementation, young people are actively involved, participating in project activities and monitoring its impact. Inception meetings with government officials and youth are conducted to build a common understanding of the project objectives, results, activities and methodologies.

IMPACT TO DATE: This programme has directly impacted 13,902 Vietnamese youth. It has also funded 20 youth-led sustainable development projects focusing on sustainable development, green skills, disaster risk reduction and climate resilience and supported 433 young farmers and researchers in developing green skills for sustainable development and climate action. A Vietnam Green Generation Network was established, including 303 active youth members. Additionally, 9,880 youth, local authorities and civil society representatives have been engaged through offline campaigns, and 2,000 youth have been inspired and engaged as global citizens through online campaigns.



CAMFED's climate-smart Agriculture Guides — young, educated women with sustainable agriculture expertise — are tackling malnutrition and food insecurity head on by cascading sustainable farming knowledge and techniques to thousands more farmers in disadvantaged communities across rural Africa, supporting them to build resilience and improve crop yields.

1a.2 CLIMATE-SMART AGRICULTURAL GUIDE PROGRAMME



IMPLEMENTERS: Campaign for Female Education (CAMFED)

GEOGRAPHIC REGION/ COUNTRY: Ghana, Zambia, Tanzania, Malawi and Zimbabwe

TYPE OF IMPLEMENTATION CONTEXT: Development

GOVERNANCE: Youth-led

TARGET POPULATION: Young women who have completed school with support from CAMFED; young African women from poor, marginalized farming communities

LEARNING APPROACHES: Climate science training, hands-on agricultural workshops, community engagement sessions and peer-to-peer knowledge sharing

GREEN SKILLS TARGETED: Sustainable farming techniques such as intercropping, crop diversification, efficient irrigation, clean cookstove construction and waste management (technical/occupational skills); leadership and self-advocacy skills (transformative capacities)

INTERVENTION: The CAMFED Agricultural Guide Programme²⁵ adds a green skills dimension to CAMFED's existing and award-winning life skills and well-being programme for young women, the CAMFED Learner Guide Programme.²⁶ The Agricultural Guide Programme builds on this success to provide young women with an understanding of climate science, the green economy and climate-smart agricultural practices.

Women trained as agricultural guides return to their communities to lead in strengthening local food systems, nutritional security and resilience against climate shocks. They train smallholders on sustainable farming techniques, such as intercropping, crop diversification and efficient irrigation, alongside initiatives

such as clean cookstove construction and waste management. They serve as mentors²⁷, leveraging their experiences and resources to help girls stay in school and succeed, becoming visible role models in their communities for girls at risk of dropping out, early marriage and teenage pregnancy.

Agriculture guides also collaborate with schools, government bodies and community groups to provide nourishing school meals, conserve biodiversity and implement eco-friendly practices. The CAMFED's Agriculture Guide programme was recognized in 2019 with the UN Global Climate Action Award.

IMPACT TO DATE: By the end of 2022, CAMFED had trained 772 agriculture guides, each reaching at least 10 young women in her local district. Together, they have extended their reach to hundreds more community members and farmers, building climate resilience at the grassroots level. These efforts resulted in over 100,000 people receiving vital information on climate-smart farming techniques, primarily benefiting young women. CAMFED's Agricultural Guides model has been replicated and delivered successfully in multiple countries, including Zimbabwe, Zambia and Tanzania.²⁸

1b. Bridge knowledge held by youth on the move to local and Indigenous knowledge:

When developing green skilling programmes for youth on the move, recognizing the wealth of knowledge within communities is crucial. This includes the knowledge present in host communities and the knowledge youth on the move bring from their places of origin. Many communities possess invaluable Indigenous and traditional or local knowledge concerning

sustainable practices and local ecosystems. Consulting with community members, including any Indigenous group, to capture their perspectives and ensure programmes will serve to protect and uplift their traditional ways of life is crucial. Incorporating this wisdom into skilling programmes and connecting it with the existing knowledge brought by youth on the move from their previous contexts can promote cultural sensitivity and exchange, foster a shared sense of community

and enhance the relevance of the skilling programme as it strengthens the connection between youth, their host community and the environment.



1b. NATURAL WEALTH PROGRAMME



IMPLEMENTERS: Chemonics International

FUNDER: USAID

GEOGRAPHIC REGION/COUNTRY: Colombia

TARGET POPULATION: Youth-led organizations

LEARNING APPROACHES: In-school training sessions, booklets, YouTube series and podcasts on conservation strategies

GREEN SKILLS TARGETED: Environmental resource management and environmental knowledge (occupational/technical Skills), communication and advocacy (transferable skills) and coalition building (transformative skills)

INTERVENTION: The Natural Wealth Programme offers an example of how institutions can support Indigenous communities and youth-led environmental education groups to promote local and relevant sustainable practices and livelihoods. In Colombia, the Natural Wealth Program works closely with the government to preserve biodiversity and protect critical ecosystems. Through direct engagement with Indigenous populations and youth-led organizations, the programme advocates for the protection and conservation of Indigenous and local environmental customs and territories. The youth-led organizations the programme supports work to educate and engage young people in protecting the country's natural resources and considering sustainable livelihoods in their local communities. This includes the Digital CoBosques Collective, which works on the edge of the Amazon rainforest in the southern central department of Guaviare, and the Fundación Tierra Montemariana that works in the northern Caribbean Montes de María region. Both organizations draw from local and Indigenous knowledge to promote sustainable practices and livelihoods within their communities. They use a variety of communication strategies, including social media campaigns, in-school training sessions, displaying messages on local billboards

and multi-media production such as videos, podcasts and interviews, to raise awareness among local youth about the importance of protecting biodiversity where they live and the opportunities to engage in green jobs connected to the Amazon, such as agriculture, sustainable forestry and ecotourism.

IMPACT TO DATE: As part of its broader youth inclusion and environmental education strategy, the Natural Wealth Program has facilitated educational initiatives, including the development of a Tropical Dry Forest booklet for San Juan Nepomuceno schools, and training 280 students, 13 teachers, and 39 parents on the importance of conserving the flooded savannas and protecting big cats. This activity, named Escuela Jaguar and carried out in partnership with the Panthera Foundation, reached 13 schools, promoting youth leadership in the territory's conservation.

Within the Digital Cobosques Collective, the programme collaborated with the Digital Cobosques Association, engaging 192 youth across four municipalities. Its Training of Conservation Youth Leaders in 2019 included 37 participants, followed by a virtual training for 72 participants in 2020. Training continued for 28 youth in 2021, emphasizing information technologies and content creation.

1c. Integrate environmental awareness and climate change education in all skilling curricula, including national education curricula:

Environmental awareness is increasingly being recognized as a fundamental aspect of education, essential for preparing youth for a world impacted by climate change. It should be developed in childhood and nurtured throughout adulthood as starting climate change education early ensures that young

individuals are equipped with the knowledge and skills necessary to address environmental challenges, fostering their resilience and adaptability as they grow older.²⁹

Young people worldwide are demanding more opportunities to learn about environmental challenges, particularly climate change, through solutions-based, action-oriented and skills-building approaches.³⁰ For youth on the move, such foundational understanding could help them

identify environmental risks in their host countries and make more informed livelihood decisions. Whilst this will look different in different contexts, governments should prioritize mainstreaming environmental awareness and climate change education into national education curricula and curricula for skilling programmes to ensure that education that reaches youth on the move is building vital knowledge and skills to promote their resilience.

1c. LEARNING BRIDGES



IMPLEMENTERS: Jordan Ministry of Education, UNICEF

GEOGRAPHIC REGION/COUNTRY: Jordan

TARGET POPULATION: Primary and secondary school students (Grade 4 to 10), including Syrian refugee students

LEARNING APPROACHES: Cross curricula blended learning through weekly activity packs and online resources

GREEN SKILLS TARGETED: 21st Century skills including learning and creativity, digital literacy, critical thinking, problem-solving, confidence building, leadership, communication and collaboration skills (transferable skills)

INTERVENTION: In 2020, the Jordanian Ministry of Education, in collaboration with UNICEF, launched Learning Bridges, a national blended learning programme for students in Grades 4-9. The programme embeds climate education and sustainable development with core curricula in maths, science, English, and Arabic. Students receive weekly activity packs and online resources via QR codes, along with parental guidelines. Activities are also available for download on the UNICEF Jordan's website and the Ministry of Education's DARSAK online learning platform. Extended projects are available for Grade 10 students. The program has been implemented for the past three academic years.

To promote accessibility, Learning Bridges offers audio files for visually impaired students and those with reading difficulties. Open-ended activities allow children to work at their own pace, adapting to their individual needs. The programme adopts a project-based approach, actively integrating acquired knowledge into students' daily lives, facilitating the transition from theory to practical application. This approach fosters critical thinking and problem-solving skills among students. Teachers receive weekly guidance and online resources to support

teaching. During COVID-19 school closures, UNICEF provided printed weekly activities, as well as monthly data packages, for teachers and students in the Syrian refugee camps. Now that schools are open, Learning Bridges has been used as an enrichment activity, including by schools hosting Syrian refugees.

IMPACT TO DATE: An impact study undertaken by UNICEF and Education Development Trust confirmed that in the first academic year of implementation Learning Bridges:

1. Reached almost 500,000 students (65 per cent girls) in Grades 4 to 9 in over 70 per cent of public schools in 2020/2021
2. Enabled 30,000 teachers to access online teacher education on blended learning – a first in Jordan
3. Provided access to online learning resources: as an example, between March and May 2021, over 350,000 visitors clicked on Learning Bridges activities with the intention of downloading from UNICEF's web page

The initial investment in development of learning materials was \$300,000 with the cost per student per year decreasing as the program continues. The national digital platform costs UNICEF \$12 per month.



A Youth Climate Leader supported by UNICEF's Sawn programme in Ajloun, Jordan, showcases produce from his farm while discussing the local impact of climate change. Advocating for urgent solutions, he promotes sustainable farming practices and emphasizes the vital role of youth in decision-making for effective climate action.

Solution 2: Promote Access to Green Work Opportunities for Youth on the Move

Youth on the move have the potential to contribute to green transitions in their host communities and benefit from the decent green jobs being created. For youth on the move to realize this potential, they must be given access to green post-training support and bridging opportunities to green jobs, including apprenticeships, internships, on-the-job training, workforce

readiness training and specialized opportunities that build specific occupational skills, as well as mentorship, career counselling and guidance and wrap-around social services. Whilst these pathways and supports are often available to citizens in a given country, youth on the move face specific challenges in information and access. For example, whilst TVET opportunities exist on paper for refugees across Pakistan, Ethiopia, Jordan and South Africa, these opportunities are not universally accessible to all refugees in practice due to refugee policies and bureaucratic processes that hinder access. In addition, national refugee policies are often

ambiguous about refugees' right to education, and funding for TVET for refugees specifically is often not subsidized by the government.³¹

With more targeted investments in youth on the move, learning to earning pathways alongside post-training support can become critical drivers of change towards a greener economy and more socially inclusive labour market.³² Governments must expand the reach of existing pathways and create new pathways where necessary to support the transition from formal and non-formal education for youth on the move to green job opportunities.

The Youth Climate Leader owns two hydroponics projects to reduce water consumption, inspiring local youth to lead six similar projects in Ajloun, Jordan.



Promising practices to implement this solution

2a. Promote access to green skills development and employment information and opportunities:

In many low- and middle-income countries, young people face challenges in finding jobs, especially green jobs, because they often lack information about available training and job opportunities. Young people often depend on personal networks and informal channels, such as word-of-mouth, and formal job advertisements.³⁹ These challenges are exacerbated for youth on the

move, whose marginalization is likely to exclude them further from important information and opportunities. To amplify and extend these opportunities to youth on the move, governments can do the following:

- Establish dedicated job search assistance centres equipped with up-to-date information on green job openings, qualifications required and application processes, developing targeted initiatives to assist youth on the move access and transition to green jobs.
- Launch awareness campaigns in and/or targeting communities with high concentrations of youth on the move highlighting available green employment opportunities, educational pathways and vocational training programmes.
- Facilitate the creation of green skills-focused networks, connecting young individuals, especially youth on the move, with mentors, industry professionals and training providers.
- Organize green skill-building workshops, seminars and networking events that provide practical knowledge and foster relationships within specific industries, targeting youth on the move.

2a. YOUTH AGENCY MARKETPLACE (YOMA)



IMPLEMENTERS: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, UNICEF, Botnar Foundation and RLabs

FUNDER: European Commission and the German Federal Ministry for Economic Cooperation and Development (BMZ)

GEOGRAPHIC REGION/COUNTRY: South Africa, Nigeria, Tanzania, Malawi and Peru, with prospects of project expansions in Ghana and Ivory Coast

TARGET POPULATION: Marginalized youth

LEARNING APPROACHES: Experience- and work-based learning

GREEN SKILLS TARGETED: Data collection and analysis skills, vocational skills, environmental evaluation and monitoring

skills (occupational/technical skills); digital literacy (transferable green skills)

INTERVENTION: YOMA is a digital marketplace where youth from under-resourced communities can actively engage in social impact projects and learning and earning opportunities through several integrated functions, such as job matching, mentoring, technical and transferable skills training, experience-based learning and work-based learning opportunities, all of which can be added to a digital CV. YOMA also equips youth with future-based skills through the YOMA digital platform that mitigates against the impacts of climate change while providing opportunities for employment and entrepreneurship. Skills provided through YOMA include data collection and analysis, technical, digital and vocational skills for environmental evaluation and monitoring. Green YOMA currently has several projects in South Africa, Nigeria, Tanzania, Malawi and Peru, with prospects of project expansions in Ghana and Ivory Coast. The concept easily allows the integration of youth on the move and getting them involved in learning and livelihood opportunities such as the 'Enviro-Champs' programme in Kwa-Zulu Natal, South Africa and reforestation efforts in Malawi, integrating youth on the move and fostering environmental stewardship.

YOMA is currently available in English and French, with specific regional offerings also available in Arabic, Spanish, Portuguese, Kirundi and Kiswaheli.

IMPACT TO DATE: To date, more than 250,000 youths have directly benefited from the YOMA digital platform. In the Enviro-Champs programme, 1,060 young individuals from marginalized communities have been equipped with skills to monitor water quality, serving as an early warning system for pollution. With the support of the Social Employment Fund, this initiative employs the participants and significantly reduces investment costs per action, allowing for scalability. For example, the initial investment per green action was around USD \$20 for each of the 500 participants and has decreased to \$9 per action due to a recent scaling to 1,060 participants.

In Malawi, YOMA youth have engaged in reforestation projects, and YOMA-affiliated African Drone and Data Academy graduates, including youth on the move, utilize innovative tools such as drones and satellite imagery to monitor CO₂-absorbing biomass. By combining citizen science data and remote sensing, YOMA ensures cost-effective and precise monitoring, contributing substantially to the programme's Sustainable Development Goals progress.

2b. Establish policies that support youth on the move to find green work opportunities in their host communities and reform policies that discriminate against their participation:

Youth on the move often face

barriers to finding decent work—whether green or not—in their host communities due to lack of legal status and other documentation, even when they have existing skills or certifications to fill jobs. Policymakers should review policies about work and business

permissions for non-nationals, making administrative changes where necessary to ensure that youth on the move can access job opportunities, employment services and post-training support, especially in green and greening industries.

2b. EU-JORDAN COMPACT



IMPLEMENTERS: Jordan Government, European Union

FUNDER: European Union

GEOGRAPHIC REGION/COUNTRY: Jordan

TARGET POPULATION: Refugees living in Jordan

INTERVENTION: The EU-Jordan Compact is an example of an agreement to support policy changes in Jordan to provide work opportunities for the more than 730,000 refugees living in the country today.³⁴

In October 2016, the European Union and the Jordanian government agreed to the EU-Jordan Compact. The goal of the compact is to promote development in Jordan through business and economic growth, facilitated by improved access to the EU market. The compact commits to improving access to TVET for refugees and their host communities. With committed financial support from the EU, Jordan will make the necessary administrative changes to allow Syrian refugees to apply for work permits inside and outside of economic zones, and Syrian refugees will be allowed to formalize their existing businesses and set up new, tax-generating businesses, including access to investor residencies, in alignment with the existing laws and regulations. The government of Jordan will also set aside a specific percentage of municipal work jobs for Syrian refugees for projects funded by donors in areas with a high ratio of non-Jordanian workers. Additionally, any restriction that

inhibits the creation of small economic activities within Syrian refugee camps and commerce with people outside the camps will be removed. The number of jobs created will ultimately depend on the amount of international support provided.

INTENDED IMPACT: With the right investment and access to EU markets, this compact could provide hundreds of thousands of jobs for Jordanians and Syrian refugees over the coming years. Around 50,000 job opportunities for Syrian refugees could be created in sectors where there is low Jordanian participation and a high ratio of foreign workers (e.g., construction, agriculture, service industry and cleaning), and there is a high degree of skills matching (e.g., handicrafts and textiles). In the coming years, the measures within the compact could provide around 200,000 job opportunities for Syrian refugees in the country, allowing them to contribute to the Jordanian economy without competing with Jordanians for jobs.³⁵

A male trainer teaches a young boy in an auto mechanics workshop at a Reintegration and Rehabilitation Centre for War-Affected Children in the Sara Jama neighbourhood of the southern city of Kandahar.





A girl smiles at a World Children's Day event at a UNICEF-supported Makani centre on the outskirts of Amman, Jordan.

2c. Incorporate green vocational training into temporary employment programmes:

Upon their arrival in a new host country, youth on the move may find temporary employment opportunities through initiatives

such as cash-for-work programmes. However, to maximize the impact of these short-term employment opportunities, access to business or vocational training, especially in green or greening industries, must be incorporated. Recognizing

the temporary nature of these programmes, adding a green skilling component ensures a sustainable transition for youth on the move to progress beyond temporary employment into green jobs.

2c. IRAQ CRISIS AND RESILIENCE PROGRAMME (ICRRP)



IMPLEMENTERS: United Nations Development Programme (UNDP)

FUNDER: The Government of Germany and The Government of the United States of America

GEOGRAPHIC REGION/ COUNTRY: Iraq (Anbar, Basra, Diyala, Muthanna, Ninewa and Salah al-Din)

TYPE OF IMPLEMENTATION CONTEXT: Conflict, development

TARGET POPULATION: Syrian refugees and Iraqi internally displaced persons

LEARNING APPROACHES: Cash for work interventions, vocational business skill training and start-up grants

GREEN SKILLS TARGETED: Vocational skills and specialized business management skills (occupational/ technical skills)

TYPE OF INTERVENTION: The ICRRP uses a multi-faceted approach to address immediate and long-term employment challenges by displaced individuals in Iraq. The initiative focuses on emergency livelihoods in the short term, creating immediate income opportunities through cash-for-work interventions and asset replacement. Simultaneously, ICRRP emphasizes local economic recovery by providing vocational and skills training to individuals in diverse fields such as AC repair, aquaculture, carpentry, hairdressing and customer care services. The programme concentrates on long-term employment creation by partnering with the Ministry of Labor and Social Affairs to provide technical support aimed at creating an enabling environment for small enterprises in

Iraq. The programme also includes mandatory business development training for potential start-up and scale-up business grants beneficiaries. This training covered eight crucial topics: characteristics of successful businesses and start-ups, business plan development, customer service, sales, marketing and branding, accounting and bookkeeping, management skills and legal requirements for establishing a business.

IMPACT TO DATE: Although the programme is ongoing and set to conclude in 2024, the 2022 annual report³⁸ found that 3,528 short-term employment opportunities were generated, benefitting 1,208 women, 1,650 youth and 432 people with disabilities (PWD), particularly those affected by the ISIL crisis and secondary displacement. In addition, 659 individuals, including 46% women, 71% youth and 11% PWDs, received vocational training in various fields. Moreover, 952 participants, comprising 398 women, 371 youth and 137 PWDs, underwent specialized business skills management training. In 2022, the total utilization (including expenses) incurred amounted to \$22.68 million.



A group of youth focused on an activity relating to climate change.

2d. Offer opportunities for gaining practical experience and certifications in green sectors through apprenticeships:

For youth on the move, especially those who may have had their education disrupted and may not have had the opportunity to complete their education or to gain work experience before

leaving their home countries, apprenticeships and short-course certifications in green or greening sectors can prepare them to enter the labour market, providing practical green work experience, hands-on green learning opportunities and the development of professional skills in real-world green job settings. In addition,

programmes can work to build on the existing skills and certifications that youth on the move might be bringing from their places of origin, updating certifications and upskilling their talents with a breadth of green skills that can be transferred to support the diverse skills needed in their host communities.

2d. LIVELIHOOD PROGRAMME



IMPLEMENTERS: Jesuit Refugee Service (JRS)

TYPE OF IMPLEMENTATION CONTEXT: Humanitarian

GEOGRAPHIC REGION/ COUNTRY: Uganda

TARGET POPULATION: Refugee youth and adults

LEARNING APPROACHES: Vocational

skills training, business skills training, internship and mentorship opportunities, business grants and linkages to employment opportunities

GREEN SKILLS TARGETED: Vocational skills such as hairdressing, catering, tailoring, plumbing and carpentry (occupational/technical skills); digital literacy, language skills and CV development skills (transferable skills)

TYPE OF INTERVENTION: The Livelihood Programme implemented by the JRS provides an example of an apprenticeship component offered alongside additional professional development training for refugees in Uganda. The programme serves urban refugees in Kampala and South Sudanese refugees in Adjumani, Uganda. The apprenticeship programme places extremely vulnerable beneficiaries in existing small businesses and workshops to participate in daily work and learn basic professional skills. The programme also focuses on skill-building,

asset development and rebuilding social networks. Through language courses, CV development and diverse vocational training (e.g. computer skills, hairdressing, catering, tailoring, plumbing, carpentry and concrete works), beneficiaries are equipped with skills for sustaining their livelihoods. Some students receive e-commerce and eco-tourism certificates thanks to the partnership with Jesuit Worldwide Learning. The programmes facilitate connections to markets and social capital through initiatives such as supporting social centres and private-sector partnerships.

IMPACT TO DATE: According to the 2022 annual impact report, the livelihood programmes in Kampala and Adjumani have collectively benefited 1,477 beneficiaries. Of these beneficiaries, 55.8% were female, and 43.5% were male. Additionally, 70% of the participants received vocational training, 28.5% received business grants, and 1.5% engaged in apprenticeships.

Solution 3: Foster Access to Self-employment and Entrepreneurship Opportunities for Youth on the Move in Green Sectors

Self-employment or entrepreneurship can provide pathways to sustainable livelihoods when individuals are adequately prepared and supported in starting their own ventures. For example, a longitudinal study of 400 entrepreneurs in Kenya and Uganda found that five years after completing a microenterprise graduation programme participants' household consumption had increased 83% and savings had

increased 933%.³⁷ Additionally, green entrepreneurship globally is growing faster than other sectors, presenting the opportunity for young people to find sustainable livelihoods through self-employment, entrepreneurship, and innovation in green and greening sectors.³⁸ Starting a business is not easy though, and for youth on the move it can be even more difficult to access the skills, capital and tools needed to start a venture, as well as the markets, social networks and social-political know-how which are critical to succeed.³⁹ Therefore, governments should meaningfully include youth on the move in green innovation and self-employment initiatives by eliminating barriers they encounter whilst pursuing green entrepreneurship in host countries.

Promising practices to implement this solution

3a. Provide holistic support to youth on the move to start their green enterprises, including training, incubation and financial support: Given the barriers youth on the move face in general to access skilling and business opportunities, as well as credit and markets, programmes supporting youth on the move as green entrepreneurs can be most effective when they provide support throughout each phase of the entrepreneurship process from ideation to prototyping to scaling. The process of developing entrepreneurial skills alongside a breadth of green skills, creating a green business model and piloting and accessing start-up capital should be rolled into one, holistic package.

3a. GREEN (BOOSTING GREEN EMPLOYMENT AND ENTERPRISE OPPORTUNITIES IN GHANA)



IMPLEMENTERS: SNV Netherlands Development Organization, United Nationals Capital Development Fund, Ghana Ministry of Local Government and Rural Development

GEOGRAPHIC REGION/COUNTRY: Ghana

TYPE OF IMPLEMENTATION CONTEXT: Development

TARGET POPULATION: Youth, women and migrants

LEARNING APPROACHES: Vocational training and skills development, incubation and acceleration hubs, financial support, start-up investment, cash-for-work opportunities, mentoring into (self-) employment and enterprise development (with a focus on green and climate resilient local economies)

GREEN SKILLS TARGETED: Life, business and technical skills in energy, agri-food and water systems (occupational/technical skills)

INTERVENTION: The GrEEn programme in Ghana provides an example of holistic support for youth entrepreneurs, promoting self-employment opportunities for youth, women and migrants by providing skill development, financial support, and cash-for-work opportunities. The European Union and Kingdom of the Netherlands have invested EUR20.6 million in *GrEEn*, a programme designed to create green jobs in Ghana's Ashanti and western regions. Delivered in partnership with local and national government, it aims to support the growth of micro, small and medium enterprises (MSMEs) grow and create at least 1,500 new green jobs for youth, women and migrants. It offers support to 3,500 youth, women and returning migrants

to develop self-employment opportunities through skills improvement and access to finance. An annual *GrEEn Innovation Challenge* offers 4:1 investment to scale up selected innovative green ideas and businesses. Short-term cash-for-work job opportunities to support the building of new climate-resilient infrastructure will also be offered through the programme. This private sector development approach works with start-ups, SMEs, large companies, private sector associations, networks, chambers of commerce, cooperatives, financial service providers and business advisory services.

IMPACT TO DATE:⁴⁰

- A total of 10 metropolitan, municipal and district assemblies have transitioned to green economies in Ghana
- A total of 1,500 decent and sustainable jobs have been created by MSMEs for youth, women and returning migrants
- A total of 3,500 youth, women and returning migrants have developed self-employment opportunities
- A total of 70,000 youth, women and returning migrants have been added to the financial inclusion ecosystem in Ghana



In the Dareslaam refugee camp in Chad, a girl sits in the middle of multiple school supplies, while she smiles up at a camera.

3b. Foster networks between youth on the move and market-based services that can help their green enterprises succeed: Youth on the move may not have access to the same personal

and professional networks in their host communities as local entrepreneurs do. Taking a market systems development approach to support youth on the move as green entrepreneurs requires

working with local suppliers, buyers and financial institutions to help connect youth on the move to the products and resources their green enterprises need to succeed.

3b. DELIVERING RESILIENT ENTERPRISES AND MARKET SYSTEMS FOR REFUGEES (DREAMS)



IMPLEMENTERS: Village Enterprise, Mercy Corps

GEOGRAPHIC REGION/COUNTRY: Uganda

TYPE OF IMPLEMENTATION CONTEXT: Development

TARGET POPULATION: Refugees

LEARNING APPROACHES: Poverty graduation programming, market systems development and business training

GREEN SKILLS TARGETED: Entrepreneurial skills, financial management (occupational/technical and transferable skills)

INTERVENTION: The DREAMS programme in Ghana integrates market systems development into its programme model, creating market connections for refugees to help their emerging businesses succeed. The DREAMS programme employs evidence-based approaches—poverty graduation and market systems development—to support the poorest refugee households to improve their income and well-being through small business development. The poverty graduation programme includes a business training programme, mentoring,

seed capital grants and savings groups that can help refugees improve their financial management skills and access the capital they need to develop and grow their small businesses. At the same time, the market systems development approach provides market access pathways to ensure these businesses can be successful, connecting refugees to supplies and buyers to help them procure goods, as well as access financial services and land. The project was recently awarded \$8 million from an anonymous philanthropist and \$2 million from the Sea Grape Foundation to scale DREAMS.⁴¹

INTENDED IMPACT: The first iteration of DREAMS was implemented in three refugee settlements in Uganda. The programme intends to expand within Uganda and Ethiopia, reaching more than 30,000 households and 150,000 individuals.⁴²

3c. Connect youth on the move with established green professionals in their community for mentorship opportunities: Mentorship can be an extremely impactful experience for young people starting their ventures.⁴³ For youth on the move trying to establish

their green enterprise, mentorship by green professionals and by leaders of green industries can help them develop interpersonal and professional skills, such as conflict resolution, confident communication, and business and financial management, and provide insights into running a green

enterprise. Facilitating connections between youth on the move pursuing green entrepreneurship and established business owners of green companies in their host communities can provide them with an invaluable source of knowledge, skills, experience and future connections.

3c. INTEGRATED UPSHIFT (I-UPSHIFT)



IMPLEMENTERS: UNICEF and ILO

GEOGRAPHIC REGION/COUNTRY: Uganda

TYPE OF IMPLEMENTATION CONTEXT: Development

TARGET POPULATION: Adolescents and youth aged 15–24 across Uganda, including in refugee-hosting districts, in-school and not in education, employment or training

LEARNING APPROACHES: Four-day bootcamp model followed by 2–3 months of mentorship

GREEN SKILLS TARGETED:

Entrepreneurship (occupational/technical skills) and social innovation skills (transferrable skills)

INTERVENTION: i-UPSHIFT is a comprehensive three-month social innovation and entrepreneurship skills training programme for adolescents and youth ages 15–24 in Uganda. It was developed by integrating UNICEF's UPSHIFT curriculum with ILO's curricula on business development into one joint package. The programme offers a four-day boot camp, followed by mentorship sessions where youth are guided in developing innovative solutions to social issues, including a specific focus on climate change. During the more intensive second mentorship phase, chosen participants receive seed funding to develop their ideas further. The programme culminates in a 'final meet-up', allowing participants to showcase their solutions to key stakeholders. Implemented in collaboration with ILO and local civil society organizations, i-UPSHIFT integrates

into non-formal education (NFE) and formal education systems, including TVET institutions, by working with the Ministry of Education and Sports and the Ministry of Gender, Labour and Social Development which oversees youth development work in the country.

IMPACT TO DATE: i-UPSHIFT has upskilled more than 1,700 adolescents and youth, especially vulnerable groups such as refugees, girls and child mothers in 19 districts of Uganda. Young participants have created innovative solutions, such as biogas and fertilizers from water hyacinth, a mobile application connecting buyers and sellers of plastics and fuel-efficient stoves with air/smoke-filter features. With plans to expand, the initiative aims to upskill 50,000 adolescents and youth in NFE and formal education systems by 2025. This expansion is facilitated through partnerships with key stakeholders, including government ministries, civil society organizations, youth-led groups, private sectors and academia.

Guiding Principles for Green Skilling Programmes and Policies for Youth on the Move

In addition to the solutions above for targeting youth on the move in green skills development, this solutions book also gleaned a collection of guiding principles for promoting inclusion, empowerment and protection for youth on the move in all programmes. These guiding principles are intended to serve as cross-cutting approaches

for policymakers, programme developers and international development partners to consider when designing and implementing programmes that serve youth on the move and should be tailored depending on the focus of the programme. These guiding principles were gleaned from the research conducted during the creation of this book.

Guiding principles for inclusion

are intentional and proactive measures to ensure that every youth, regardless of their gender or citizenship, is provided equal opportunities. Inclusion involves adapting educational and training approaches to accommodate diverse needs, so all participants have equal access and opportunities. It also entails breaking down social, linguistic and economic barriers that prevent youth on the move from accessing education, employment and social services without discrimination. For youth on the move, inclusion fosters their sense of belonging and active participation.

- **Provide language support:** Provide language support through structured language courses by employing facilitators fluent in participants' languages and/or translating programme content into local languages to ensure accessibility for youth from diverse linguistic backgrounds.
- **Promote inclusivity through tailored approaches to programme recruitment and design:** Adapt lessons and admission criteria to accommodate lower literacy and numeracy levels and/or the lack of recognized qualifications, ensuring that all youth can participate and succeed.
- **Provide essential support services:** Offer crucial support services, such as childcare for young mothers, to eliminate barriers hindering their participation in skilling programmes.
- **Remove administrative and legal barriers preventing youth on the move from accessing skilling programmes:** Lack of

access to education in their host communities is often related to youth on the move lacking the needed documentation, such as birth certificates, educational records and exam certificates which are required for entrance into local schools.⁴⁴ Lack of legal status within their host communities can also inhibit youth on the move from accessing programmes and resources provided to those with documentation. Exclusionary policies such as those mentioned above should be removed to ensure access to education and skilling programmes for youth on the move.

- **Mainstream gender throughout the programme:** Mainstreaming gender throughout programmes targeting youth on the move signifies a proactive approach to addressing gender disparities and promoting gender equity at the nexus of migration and skill building. Conducting a gender analysis at the project's inception can guide the creation of culturally sensitive programmes specifically designed to provide opportunities for young women on the move, acknowledging and addressing ingrained patriarchal attitudes and cultural norms that could exacerbate their already limited access to opportunities.
- **Engage with local businesses to promote women-friendly work environments and social cohesion:** Encourage businesses to implement women-friendly policies and practices that support the recruitment, retention and advancement of young migrants and refugees in the workforce and social cohesion in the workplace. This includes promoting work environments that address significant challenges women, especially women on the move, may face due

to security concerns and prevailing gender-based violence (GBV) and inclusive learning methodologies. Work towards challenging societal norms and providing a safe environment for women's participation, growth and social cohesion between youth on the move and host communities.

- **Understanding barriers with more and better-disaggregated data:** The capacities of data collection and monitoring need to be strengthened to facilitate the inclusion of refugees and IDPs in TVET programmes and the labour market. This entails—but is not limited to—data on legal status, age, gender, disabilities, TVET enrolment and completion rates.

Guiding principles for empowerment

focus on enabling youth on the move to take an active role in shaping their futures. It involves giving them the tools, opportunities and support needed to voice their ideas, make decisions and contribute meaningfully to the development of programmes and solutions that affect their lives.

- **Implement strengths-based learner-centric approaches:** Implement a strengths-based approach by actively encouraging youth on the move to identify, articulate and apply their distinctive skills that are relevant to their green skill learning objectives. The recognition and harnessing of these individual strengths are pivotal in fostering resilience, facilitating healing and nurturing a positive self-concept among youth on the move.

- **Adopt a project-based learning approach:** Embrace a project-based learning approach, enabling youth to engage in individual and collaborative projects actively. This fosters a sense of agency and accomplishment which is important for building self-esteem and motivation among youth on the move.
- **Promote community empowerment:** Provide training to empower youth to bring their acquired green skills back to their communities and share their knowledge and expertise. Encourage them to become ambassadors of sustainable practices, leading initiatives that promote environmental conservation and eco-friendly entrepreneurship within their localities.
- **Empower the community through youth-led outreach campaigns to disseminate knowledge about green jobs and sustainable practices:** Incorporate opportunities for community outreach, such as awareness campaigns and radio shows led by youth advocates, to reach both young individuals, including youth on the move, and broader community members, disseminating knowledge about green jobs and about sustainable practices.

Guiding principles for protection

are centred around the establishment of a resilient safeguarding framework for youth on the move, aimed at protecting them from harm, exploitation, discrimination and violence. These principles are designed to ensure their safety and foster their overall well-being and integration

into their host communities.

By providing a supportive environment that recognizes and addresses the unique challenges faced by youth on the move, these principles serve as a cornerstone for their empowerment and inclusion, enabling them to build a secure and promising future within their new surroundings.

- **Expand national social protection and disaster risk reduction measures to include youth on the move, especially those who lack legal documentation:** Ensure that youth on the move have access to essential services, including healthcare, education and economic support, especially in the event of a climate-induced disaster. Additionally, integrate them into disaster risk reduction strategies to minimize their vulnerability during climate shocks and extreme weather events. This guiding principle safeguards their fundamental rights and fosters a sense of belonging and stability.
- **Integrate GBV prevention into national and local climate policies, including those facilitating green economic transitions:** Integrate comprehensive GBV prevention measures into national and local climate policies and programmes to address the heightened risk of GBV due to climate change, especially where climate-induced migration may be heightened. Failing to address GBV undermines the agency and voice of women and other diverse genders in climate action and impedes effective mitigation, adaptation and resilience efforts regarding the inclusion of youth on the move in all their gender diversity.
- **Integrate social and economic support:** Focus on skill-building, asset development and rebuilding social networks. Offer social support services that empower youth on the move, enhance their integration into their host community and emphasize local economic recovery by collaborating with local organizations to create an enabling environment for small enterprises.
- **Integrate mental health and psychosocial support:** Prioritize culturally sensitive mental health and psychosocial services to address the psychological challenges faced by youth due to migration and displacement.
- **Promote cross-sectoral collaboration to provide holistic protection and promotion of opportunities for youth on the move:** Encourage collaboration and policy coherence among organizations, the private sector and government departments traditionally operating in silos on issues of migration, green transitions and labour and skills initiatives. Foster innovative partnerships to maximize impact and promote holistic approaches in addressing the intersectionality of these critical areas.



All green skilling programmes and policies should follow these core principles to support youth on the move



PROTECTION

A safeguarding framework to:

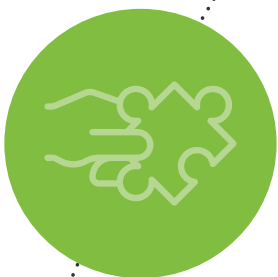
- protect youth on the move from harm, exploitation, discrimination, and violence,
- foster their overall well-being and integration in their host communities



EMPOWERMENT

Tools, opportunities, and support for youth on the move to:

- shape their futures,
- voice ideas,
- make decisions,
- contribute to programme development



INCLUSION

Intentional and proactive measures to:

- break down barriers,
- provide equal opportunities,
- adapt training approaches,
- foster a sense of belonging for youth on the move



Key takeaways

We don't need to start from scratch or reinvent the wheel. We have solutions at our fingertips.

Skills for a Green Transition: Solutions for Youth on the Move



SOLUTION 1

- Target a breadth of green skills
- Connect with Indigenous knowledge
- Integrate climate education in curricula



SOLUTION 2

- Boost green skills & jobs access
- Inclusive green work policies
- Integrate green training into temp jobs
- Green apprenticeship opportunities



SOLUTION 3

- Provide holistic support
- Connect with market services
- Connect with mentorship opportunities



3

Conclusion

Youth on the move are often at the forefront of the climate crisis, leaving their places of origin in search of safer, more stable, sustainable lives and livelihoods. To achieve a just, green transition, youth on the move must be equipped with portable skills that can prepare them to find jobs in greening sectors in their host communities, from climate-smart agriculture and ecotourism to renewable energy and sustainable transportation. Governments can prepare youth to succeed in any sector and in any country by providing opportunities for youth on the move to build a breadth of green skills.

To do this, policymakers can **leverage successful skilling programmes to create inclusive green skilling pathways for youth on the move**. Instead of starting from scratch, governments can build on existing programmes in their country that have established pathways and approaches for skilling youth, incorporating a breadth of green skills into the curricula and removing barriers

that may prevent youth on the move from joining.

Policymakers can also **promote access to green work opportunities for youth on the move**, creating clear learning to earning pathways from green skilling programmes to green jobs and post-training support. This means working with existing policies, training institutions and the public and private sector to create avenues for youth on the move to access information, mentorship and career guidance, as well as apprenticeships, internships and on-the-job training.

Finally, policymakers can **foster access to self-employment and entrepreneurship opportunities for youth on the move in green sectors**, enabling youth on the move to build sustainable livelihoods through entrepreneurship. This will also require the removal of systemic barriers that often prevent youth on the move from starting their enterprises, including access to capital and land, legal status and access to ongoing support.

Principles of inclusion, empowerment and protection should be followed when supporting youth on the move to access green skilling, work and entrepreneurship opportunities. This means attending to the unique needs and vulnerabilities of youth on the move, including their psychosocial, cultural, physical and legal protection needs, whilst also promoting their healthy development as young people.

To achieve a just, green transition in the context of the global climate crisis and learning crisis, the workforce development needs of youth on the move must be addressed. This can be done in an intentional, sustainable way by building on existing programmes and strengths, addressing barriers to access and inclusion and promoting a breadth of green skills that are portable for helping youth on the move succeed in any green job in any greening sector in any country context.

4

Complementary Standards & Resources

Skills for the Green Transition: Solutions for Youth on the Move builds on and complements foundational standards, frameworks and guidelines promoting issues around youth skills development and skills for a just transition, as described in the following resources:

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