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E+E | Economy and Education

WHY skills are important for the green transition, WHAT green skills are, and HOW the SDC can define entry points for embedding green skills in VSD programmes.

Work stream on Inclusive Green Economy

Input paper on green skills

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List of abbreviations

CDE	Climate, disaster risk reduction and environment
E+E	Economy and education
IGE	Inclusive green economy
TVET	Technical vocational education and training
VET	Vocational education and training
VSD	Vocational skills development

1. Introduction

The transition to an inclusive green economy (IGE) is changing industries, labour markets and skills requirements. The skills, knowledge, competencies, values and attitudes that learners and workers need to find jobs and to be able to contribute to the green economy are changing. This transition brings not only environmental and social benefits, but also significant economic opportunities. As industries shift towards sustainability, the IGE drives growth by opening new markets and job sectors, for example in clean energy or sustainable agriculture.

Climate change is expected to affect the labour market in many economic sub-sectors, either due to direct effects of climate change or due to changing skills requirements to operate and/or to maintain technologically advanced green services and products. In some regions, changing weather patterns may render traditional subsistence farming unviable, necessitating advanced agro-technology and upskilling for farmers. The hospitality sector, for example, will also directly feel the effects of changing circumstances, such as receding snowlines in mountainous areas, unpredictable weather events and changing biodiversity and landscapes, requiring an adaptation of the sectors and the people working in them. Similarly, sectors such as wholesale, retail and car repairs will need to adapt to climate-related technological changes, such as skills for repairing electric vehicles. Vulnerable groups with low skill levels working in informal sectors will be the first to be affected by changing circumstances. It is therefore important to combine the greening of technical vocational education and training (TVET) with mechanisms for social and economic inclusion in order to work towards an IGE.

This input paper is closely linked to the E+E Strategic Framework and the Climate, Disaster Risk Reduction and Environment (CDE) Guidelines (both currently in consultation). These two documents provide an overarching structure for the topics of 'green skills', the 'circular economy' and 'green finance'. More information on the 'circular economy' and 'green finance' can be found in the respective SDC input papers[1]. In addition, this paper is linked to the SDC 'green education' input paper (currently being developed), which goes beyond the IGE by asking why education is important for the green transition and defining entry points for the SDC to embed green education and climate change resilience in its programmes.

The work of the Swiss State Secretariat for Economic Affairs (SECO) on green skills in TVET is also noted in the paper at hand, including examples of projects. SECO promotes the integration of market-oriented expertise in higher vocational training (post-secondary and tertiary levels). Contributing to sustainable growth and combating climate change are important goals for SECO. To achieve these goals, it promotes the acquisition and strengthening of specialised technical skills that increase productivity and competitiveness. At the same time, SECO is increasingly involved in areas that contribute to the reduction of environmentally harmful emissions and to the protection of the environment.

The first part of this paper provides the context and rationale for the significance of green skills within the framework of the green transition (WHY). It explores the relationship between green jobs and green skills, provides conceptual clarity and helps to define key terms (WHAT). The subsequent section investigates avenues for launching new vocational skills development (VSD) initiatives with a focus on green skills and embedding green skills in current VSD programmes (HOW).

1 The final SDC input papers will be uploaded here on the Shareweb: https://www.shareweb.ch/site/EI/greeneconomy

Table 1: Key terms of this input paper

Education for Sustainable Development	Education for Sustainable Development empowers people with the knowledge, skills, values, attitudes and behaviours to live in a way that is good for the environment, economy, and society. It encourages people to make smart, responsible choices that help create a better future for everyone. Source: UNESCO
Green Jobs	Green jobs are decent jobs that help protect the natural environment; reduce consumption of energy, materials, and water; minimise and avoid the generation of waste and pollution; protect and restore eco-systems and support the de-carbonisation of the economy. Source: ILO Some experts say that it is not accurate to simply label jobs as either green or non-green because most jobs involve both environmentally friendly and not-so-friendly tasks. They suggest that we should instead assess how green a job is on a scale. Newer studies are now looking at the overall environmental impact of jobs rather than putting them into strict categories.
Green Skills[2]	Skills for the green transition include skills and competencies but also knowledge, abilities, values, and attitudes needed to live, work and act in resource-efficient and sustainable economies and societies. They are: ▸ technical: required to adapt or implement standards, processes, services, products, and technologies to protect ecosystems and biodiversity, and to reduce energy, materials, and water consumption. Technical skills can be occupation-specific or cross-sectoral; ▸ transversal: linked to sustainable thinking and acting, relevant to work (in all economic sectors and occupations) and life. Source: unified definition by the Inter-Agency Working Group on Work-Based Learning (European Commission, ETF, Cedefop, OECD, ILO, and UNESCO) in 2022
Inclusive Green Economy (IGE)	An IGE improves human well-being and social equity, while minimising negative environmental impacts. In its ideal form, an IGE is low-carbon, pollution-free, resource-efficient, socially inclusive and promotes prosperity for present and future generations. Source: EEA
Inclusive Green Transition	The inclusive green transition is a shift towards a new development model that ensures environmentally sustainable and more equitable societies for current and future generations. This requires tackling human-induced climate change and its negative consequences (environmental degradation, loss of biodiversity), while reducing inequalities and promoting social inclusion. To achieve this, it is essential to transform all economic activities and sectors to significantly limit CO2 and other greenhouse gas (GHG) emissions and to ensure equal access to natural resources and (economic) opportunities for all. Source: ETF

2 For a more detailed definition of 'green skills', see section 2.3.

2. Skills for a green transition

Environmental degradation, natural hazards and disaster risks as a result of climate change can have huge impacts on economies, particularly in countries with limited capacity to cope. These risks can disrupt industries, livelihoods and infrastructure. There is a need to strengthen the resilience of vulnerable countries, reduce the economic impact of environmental shocks and promote sustainable development. The focus on green skills is crucial to equip individuals with the knowledge and skills to implement sustainable practices, innovate in green technologies and contribute to building more resilient and sustainable economies.

Governments around the world are developing and implementing strategies related to the green transition, aiming at green, zero-carbon and circular economies. These initiatives, together with the adoption of green technologies by various industries, are having a significant impact on the structure of labour markets and the demand for skills.

2.1 Impact of the green transition on the labour market (WHY)

The transition to a green economy leads to structural, sometimes disruptive changes in the labour market. Generally, the transition will impact the labour market in three ways:

1. There will be a growth in global employment induced by the transition to a sustainable energy sector and circular economy.
2. There will be job losses in declining high-carbon industries. Most 'dirty job' occupations will be moved to other emerging industries (reallocation).
3. Existing jobs will be transformed to incorporate new skills sets and work methods.[3]

The shift to a greener economy is and will continue creating employment across a range of sectors. Different modelling and scenarios have been used by international agencies and national governments to predict the scope of change. According to the ILO/UNEP/ITUC/IOE report Working towards sustainable development, most studies indicate employment gains in the order of 0.5–2 percent, which would translate into 15–60 million additional jobs globally.[4] The transition will have the biggest impact on sectors responsible for large parts of global greenhouse gas emissions, such as agriculture, production industry, energy, transport, and construction. For example, the green energy transition is expected to generate 10.3 million net new jobs globally by 2030.[5]

Job growth and job losses associated with change will be unevenly distributed across genders, skills levels, and regions. One challenge is that women may only get a fraction of the new jobs created, perpetuating current occupational gender stereotypes. On the other hand, it appears that new green jobs tend to attract a greater number of women because gender stereotypes are less prevalent than in traditional occupations.[6] Most new jobs will be created in medium- and high-skilled occupations leaving low-skilled workers even more at risk.[7] New green jobs are important but much less statistically relevant, as the **biggest impact of the green transition is expected to come from the greening of traditional jobs and occupations**.

Figure 1 illustrates two types of green jobs, one focused on the production of green products and services (e.g., renewable energy sector jobs) and the other one focusing on greening operational processes (e.g., reducing air pollution). These will require different skills and different approaches for skills development and upskilling. The graph further shows that green does not automatically mean decent jobs.

3 GIZ, Skills for a Just Transition to a Green Future Discussion Paper, Bonn, October 2022, p. 31
4 www.ilo.org/global/topics/green-jobs/WCMS_214247_EN/lang--en/index.htm
5 WEF, www.weforum.org/agenda/2022/03/the-clean-energy-employment-shift-by-2030/
6 VET Toolbox Skills for the Green Transformation Toolkit. Link: pact-for-skills.ec.europa.eu/community-resources/publications-and-documents/skills-green-transformation-toolkit_en
7 ILO, Skills for a greener future. Key findings, 2019
8 The ILO @ 100: Addressing the Past and Future of Work and Social Protection, 2019, pp. 248-272. Link: www.jstor.org/stable/10.1163/j.ctvrxk4c6.19?seq=4

2.2 The role of vocational skills development in the inclusive green economy

The transition to a more inclusive and greener economy requires new skills, namely skills needed for the newly emerging jobs and skills needed for the adjusted existing jobs. Skills gaps and shortages are already recognized as a major bottleneck in several sectors, such as renewable energy, energy and resource efficiency, renovation of buildings, construction, environmental services, manufacturing, and public administration. The World Economic Forum report (2020) shows the skills identified for green economy, from which only four are industry-specific, indicating that the skills for green transition are composed of a wide range of skills that are not unique to greening.[9] However, they should be developed within the greening context.

VSD plays a central role in preparing the existing and future workforce for the emerging skill requirements and the anticipated transformation in the labour market. To be responsive to the dynamic developments, the VSD system must encompass both: a future oriented initial TVET that prepares young people for future labour markets as well as to facilitate lifelong learning through upskilling and reskilling the existing work force. However, VSD is not only responsive to the labour demand but can be an important driver of change by raising environmental awareness and support creating a market for green products and services[10] (more and more we talk about **green/sustainable citizenship**). Integrating green skills into basic education not only cultivates environmental awareness it is also in line with the principles of Education for Sustainable Development, ensuring that learners are equipped with the necessary knowledge and competencies to contribute to a more sustainable future.[11]

Ultimately, promoting green skills can contribute to the creation of equitable job opportunities and supports sustainable growth by preparing workers for roles in renewable energy and ecofriendly industries, fostering an inclusive economy aligned with social and environmental goals.

2.3 Green Skills (WHAT)

There is no standard definition of green skills, and often, the formulation skills for the green transition/economy" is considered more appropriate in the context of VSD. Most definitions refer to a broad set of technical and transversal skills that are driven by, or contribute to, the green transition and that they are built on a foundation of appropriate values and attitudes (see Table 1). Margarita Pavlova developed a typology for green skills in 2017 (see Figure 2).

In the typology, **green mindsets** are the basis that allow a person to act green, apply green skills and adopt generic green operational practices. Together with **generic green technological processes, generic green skills**, which include general knowledge, skills, attitudes and values, are needed to contribute to sustainable social, economic and environmental development. The **topping up skills** on the third level involves adapting current skills to support sustainable practices in existing occupation (upskilling). At the top, the pyramid specifies **specific green skills for new occupations**, targeting newly emerging roles and occupations within green industries, such as renewable energy technologies that require new sets of green skills.[12]

Figure 2: Green Jobs (ILO, 2016)

9 Jobs of Tomorrow: Mapping Opportunity in the New Economy | World Economic Forum (weforum.org), 2020
10 GIZ, Skills for a Just Transition to a Green Future Discussion Paper, Bonn, October 2022, p. 35
11 The SDC green education input paper sets out the transformative role of education and identifies entry points to enable societal transformation.

2.4 Light Greening and Deep Greening

The ILO distinguishes between light greening and deep greening of TVET (VSD) to define the depth to which a system is being greened. The difference between light and deep greening of TVET lies in the extent and depth of environmental and sustainability integration into the curriculum, training, and practices. Light green activities are starting points to the greening process that need comparatively few adaptations. This usually affects only occupations most directly impacted by environmental challenges and concerns technical skills, for example technical skills to install solar panels or wind turbines. In contrast, deep greening is a more thorough response to the challenges we face, embracing the development of new ways of thinking and behaving across the workforce. Deep greening goes further and also involves the adoption of new approaches to teaching and learning, seeking to equip learners with the skills to be active agents of change, so that we can move beyond decarbonization and pollution reduction to pioneering the circular economy. This means developing skills in critical thinking, problem-solving, adaptability and collaboration, and introducing new ways of delivering TVET, in particular learner-centred approaches and pedagogical innovations such as project-based learning.[13]

Selected resources

- GIZ Vision Paper What TVET can and must do in a Just Transition to a Green Future (2023)
- GIZ Discussion Paper Skills for a Just Transition to a Green Future (2023)
- ILO FAQ on Green Jobs
- ILO Greening TVET and skills development A practical guidance tool (2022)
- VET Toolbox Skills for the Green Transformation Toolkit (2023)
- www.greenskillsresources.com

Figure 3: Typology of Green Skills, ©Pavlova (2017)

12 www.greenskillsresources.com See also: Pavlova, M. (2017). Green Skills as the Agenda for the Competence Movement in Vocational and Professional Education. In M. Mulder (Ed.). Competence-based Vocational and Professional Education. Bridging the Worlds of Work and Education (pp. 931–951); and: Pavlova, M. (2018). Fostering inclusive, sustainable economic growth and "green" skills development in learning cities through partnerships. International Review of Education Journal of Lifelong learning, 64(3), 339-354.

13 ILO Greening TVET and skills development A practical guidance tool (2022).

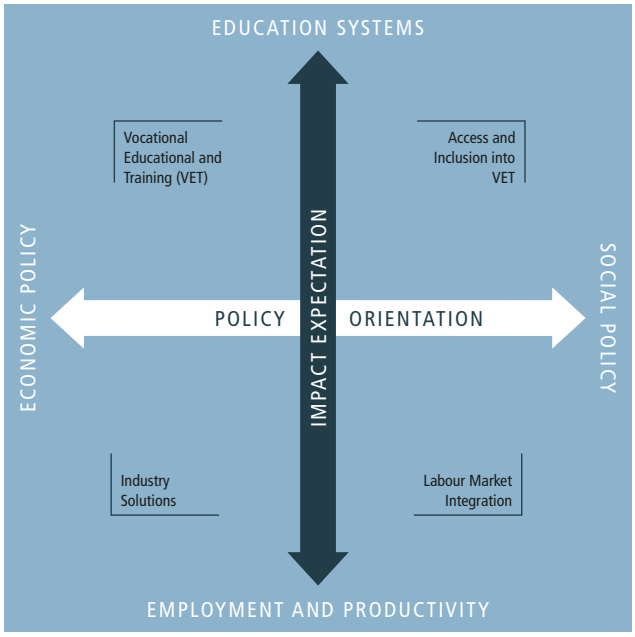
3. Entry points for green skills (HOW)

How can the SDC and its partners include green skills in ongoing VSD programmes/interventions? How does SDC and its partners design new VSD programmes with a focus on green skills? This chapter examines potential entry points from two perspectives: along the VSD typology and the VET delivery. While this input paper is part of the SDC's overall workstream on IGE, this section on entry points primarily delves into supply-side aspects of the labour market.

3.1 Entry points along the VSD typology

The VSD Typology aims to support SDC operations define the orientation of their VSD interventions by defining the landscape of VSD projects in four prototypical approaches. The four approaches have a different focus and thus produce different outcomes. However, many programmes do not exclusively pursue one single approach. Rather, they combine different approaches in different project components, which can be placed in different quadrants of the coordinate system (see Figure 3).

Figure 4: SDC VSD coordinate system (SDC 2019)



Project example: Design for Greater Efficiency

The SECO Design for Greater Efficiency programme aims to promote skills development measures in the green building sector. The program works towards strengthening academic offerings and professional courses on the basics of green building design and educate trainee architects and engineers who will drive green building adoption. Together with universities in the five selected SECO priority countries Ghana, South Africa, Indonesia, Peru and Colombia, the implementing organization IFC has developed courses that encompass various trainings aiming at enhancing student's and professionals' skills in the field of green buildings, as well as technical and commercial aspects of efficiency measures.

Project example: Industry Solutions to overcome green skills gaps in Nepal

The SDC Enhanced Skills for Sustainable and Rewarding Employment (ENSSURE) project, implemented by the Government of Nepal with technical assistance from Helvetas, supports Industry Associations to design skill upgrading training programmes to member industries on topics like Electrical Energy Efficiency Improvement, Thermal Energy Efficiency Improvement, Electric Vehicle Repair, etc. Training costs are covered by the industry, with support provided for trainer fees. The session on the improvement of industrial electrical energy efficiency led to a 3 to 5% reduction in energy consumption and was highly appreciated. More information: www.enssure.org.np

14 Mainstreaming green skills into all levels and systems of education and promoting a holistic approach to greening is linked to SDC's commitment to using the linkages between basic education and VSD to equip people with the skills they need to develop both as individuals and as members of society and to access productive employment. See SDC guidelines Interlinking BE and VSD for Labour Market Integration and Economic Development (2023).

15 Link to SDC circular economy input paper

Vocational Education and Training (VET): Support governments in strengthening their TVET systems to react flexibly to changing skill requirements. This can be done through a system-wide approach by integrating the green agenda into TVET reform, adapt initial TVET programmes and develop new TVET programmes. Further, support governments in mainstreaming green skills and competences as well as values across all educational levels and systems to ensure a holistic approach for greening TVET.[14] Concretely, this entails support to TVET institutions to develop/adapt occupational profiles, curricula development, train the trainers, etc.).

Industry solutions: Support upskilling of workers to overcome gaps in green skills in a sector in a rapid manner, to provide workers with new green skills that are needed in the labour market, and to improve the prospects of a business to access new business opportunities. Support reskilling of workers who are at risk of losing their jobs to maintain employment or unemployed to re-enter the labour market. Explore potentials to enable industry solutions through private sector engagement.[15]

Access and Inclusion into VET: At policy level, this entails aligning TVET and labour market policies to reduce disruptions caused by structural changes in the labour market (active labour market measures, career guidance, recognition of prior learning). Green skills can be promoted as part of VSD in the informal economy (in important sectors such as agriculture, construction), for instance contributing to rural employment. Furthermore, VET access can be tailored to climate-vulnerable groups, such as low-income youth in flood-prone areas.

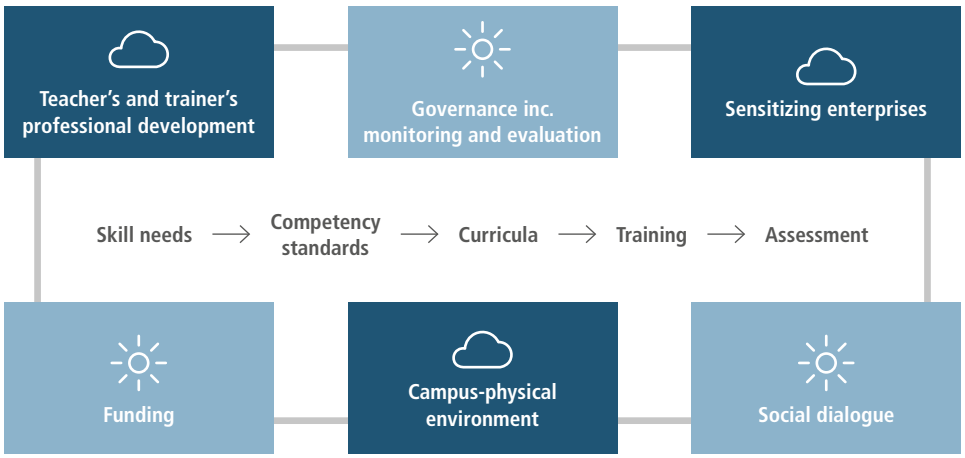
Labour Market Integration: With the green transition leading to new employment opportunities, it is important that measures are put in place that ease the transition from VSD into the jobs being created and transformed by the green transition. The transition increases the need for skills forecasting and anticipation of labour market demands. Vocational orientation, career guidance and awareness campaigns play a crucial role in directing students and job seekers towards opportunities in the Inclusive Green Economy. Individuals who cannot secure formal employment may opt for self-employment, necessitating proficiency in business literacy, financial literacy, and access to micro-credit facilities.[16]

Reflections on Leave No One Behind: How can it be ensured that the transition to a green economy is just and includes vulnerable groups? What are the possible consequences of the green transition on the labour market for women? Some barriers for women are sector-specific, for instance, social norms that consider construction jobs inappropriate for women, while other barriers are general (e.g., limited access to land, finance, and technology; gender segregation in the education system and labour market; structural inequalities reflecting social norms).

Project example: Identification of new green skills in Cambodia

The SDC Skills Development Programme (SDP), implemented by Swisscontact in Cambodia, supports the Ministry of Labour and Vocational Training in identifying new green skills and developing concepts to integrate them into the curricula in addition to promoting greening TVET and greening hospitality. This involves introducing modules on green processes and practices, such as efficient energy and material consumption practices, within sectors like plumbing and sanitation. Through these modifications of the training contents, trainees acquire the knowledge and abilities to engage in sustainable manufacturing processes and adopt environmentally conscious practices. These efforts are part of a broader awareness-building campaign that is conducted in various provinces of Cambodia to promote environmental consciousness. More information: www.swisscontact.org/en/projects/sdp

Figure 5: Key elements of greening TVET (ILO 2022)



3.2 Entry points along core elements of VET delivery

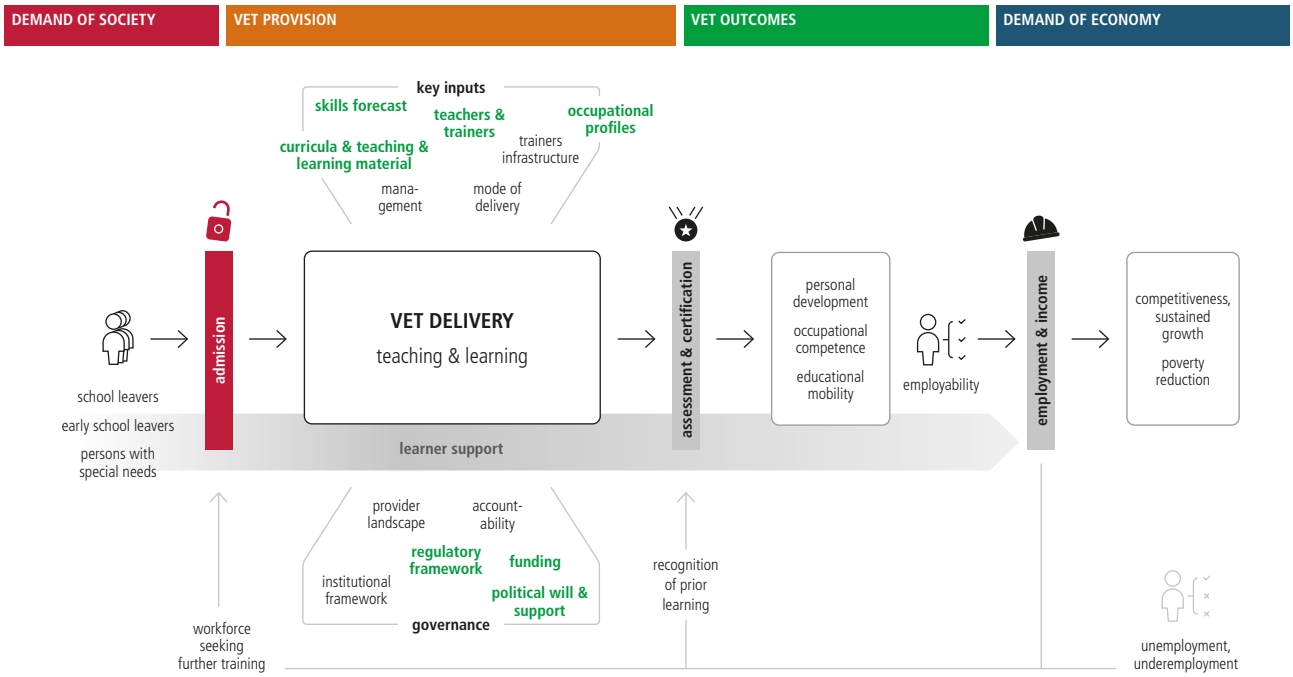
The ILO Greening TVET and skills development: a practical guidance tool describes how greening VSD means addressing all the structures and processes involved in the design and delivery of VSD: creating competency standards that are responsive to industry needs, which means having a sound and systematic approach to identifying skill needs; developing and implementing green curricula; greening training at the local level; and developing appropriate assessment packages. It also means ensuring that the physical environment of teaching and learning contributes to the development of green awareness and behaviour; that teachers and trainers are equipped with the skills they need to teach green curricula and pedagogy; and that employers and workers are encouraged, motivated and stimulated to engage in the greening process and practices. It is also important to consider broader system characteristics, in particular governance, funding, and the role of social partners (see Figure 4).[17] The UNESCO Guide on Greening TVET gives additional inputs on how to green core elements. The guide focuses on six components to green TVET: greening curriculum and teaching, research, institutional culture, campus, teacher training and community.

When identifying entry points for greening VSD, it is pertinent to keep in mind that these may look very different depending on a countries' existing (TVET) system, but also based on a countries' broader framework, depending on factors such as policies and guidelines on greening, economic, social and environmental priorities.

Zooming in on the delivery of VET, this chapter outlines the system adjustments required to facilitate the green transition, in terms of inputs (functions) and governance (rules). The graph on the VET system from the SDC guidance document Understanding and analysing vocational education and training systems serves as a framework to discuss how core elements of VET delivery must be adjusted. By way of example, selected inputs (functions) are briefly described such as skills forecast, curricula, mode of delivery, and the role the teachers and trainers as well as policy advice (governance).

17 ILO Greening TVET and skills development: a practical guidance tool, 2022, p. 11

Figure 6: Core elements of VET delivery (entry points for green skills) (SDC 2022)



Skills forecast: The need for skills forecasting and anticipation of labour market demands will increase in response to the staffing needs of an inclusive green economy. Specialised forecasting for green skills remains rare. Initiatives aimed at establishing forecasting mechanisms for green skills should focus on clearly defining and incorporating categories and metrics into existing systems to encompass relevant green sectors. If there is no general forecasting system, skills forecasting for green jobs should be conducted through studies based on national strategies for greening (e.g., sectoral strategies for energy or construction).

Curricula and teaching and learning material: An inclusive green economy will see the demand for greening curricula in three areas:

- New green occupational profiles emerge when existing occupations ask for significant skill changes or when new technologies demand entirely new skill sets (e.g., renewable energy in farming). (Specific green skills in Figure 2)
- Greening existing occupational profiles involves updating skill sets through new modules or redesigned training programmes that incorporate environmental considerations. This includes adapting work processes, product standards, and technologies to be more resource efficient. (Topping up skills in Figure 2)
- Most existing occupational profiles require a change in environmental awareness and behaviour to become more climate and environmentally responsive, but are not green per se (e.g., bus drivers can drive more fuel-efficiently, mechanics can dispose of waste in an environmentally friendly way).

The process of developing green occupational standards, curricula as well as teaching and learning material should follow the countries' procedures and general best practices (e.g., private sector participation).

The development of generic green skills (Figure 2) should be included in all training programmes to raise awareness and understanding of how greening can be applied in different industries. It is also important to ensure that all TVET students and employees develop green mindsets, so that their behaviour is be more climate- and environment-friendly.

Teachers and trainers require a range of skills, including:

- Knowledge of how the green transition is affecting the industries and occupational profiles relevant to their subjects and be able to link this knowledge with transversal soft skills (next point).
- Proficiency in transversal green skills such as critical thinking, adaptability, collaboration, and problem-solving, which they must impart to their students or apprentices to integrate green principles and activities into all aspects of teaching and learning.
- Skills to implement the curricula and learning programmes that have been greened at national level.[18]

The greening of TVET institutions does not have to end with teachers and training materials: Greening infrastructure and TVET schools can be part of the process as well.[19] In Nepal, for example, the accreditation criteria for TVET schools have been adapted to include green criteria to create the incentives for TVET schools to be role models in the field.

Guidance on governance and policy advice: Entry points to greening TVET should include fostering policy dialogue to raise environmental awareness across public and private sectors and advocating for green skills to support an inclusive green transition at all levels. Additionally, aligning the environmental agenda with TVET reforms is crucial for building a workforce prepared for sustainable development.

Finally, entry points for greening TVET will vary significantly depending on the national context, existing TVET systems, policies, and the prevailing environmental, economic, and social challenges. These framework conditions must be well understood and considered when applying a greening approach to TVET, as they can determine whether a lighter greening approach such as incorporating specific technical skills like solar panel installation is more appropriate or if a deeper greening is feasible. The latter could for example mean integrating green competencies into standards to foster a paradigm shift among students. Considering that many SDC programmes operate in resource-limited contexts, a pragmatic approach to green skills should be applied to address the most urgent needs in sustainable development.

Project example: Greening curricula in North Macedonia

The SDC Education for Employment Programme (E4E), implemented by Helvetas, supports, in partnership with UNICEF, the national VET agency in greening ten VET curricula in North Macedonia. The greening focuses on curricula that have the potential to address air pollution problems, reducing emissions, and mitigating the effects of air pollution. The ten curricula are relevant for entire sectors such as the traffic sector. The approach aims to form basis for introducing sustainability thinking in secondary VET education through the lenses of a sector. More information: e4e.mk/en/home/

Project example: Renewable Energy Skills Development (RESD) in Indonesia

The SECO RESD project, implemented by GFA Consulting Group, strengthens Indonesia's vocational education in renewable energy to align with labour market needs.

- Formal Education: In collaboration with Swiss polytechnics, RESD developed a multidisciplinary renewable energy specialization programme for graduates in mechanical, electrical, and civil engineering.
- Non-Formal Education: Modular training curricula were created with Indonesian providers to upskill professionals for the renewable energy sector. More information here

18 Link to SDC green education input paper, section quality and relevance.
19 More information can be found in the SDC green education input paper as well as UNESCO publications mentioned in the box.

Resources on greening VSD (core elements) including best practices from countries and projects

- European Commission, Vocational Education and Training and the Green Transition A Compendium of inspiring practices (2023)
- VET Toolbox Skills for the Green Transformation Toolkit (2023)
- GIZ Discussion Paper Skills for a Just Transition to a Green Future (2023)
- ILO Greening TVET and skills development A practical guidance tool (2022)
- SDC «How to do» Note Interlinking BE and VSD for Labour Market Integration and Economic Development
- UNESCO Greening Technical and Vocational Education and Training A practical guide for institutions (2017)
- UNESCO Green school quality standard (2022)
- UNESCO Education for sustainable development website offers plenty of resources such as greening curriculum guidance and country initiatives

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