



ALL-AFRICA STUDENTS UNION
UNION PANAFRICAIN DES ETUDIANTS
UNIÃO DOS ESTUDANTES DE TODA A ÁFRICA
اتحاد طلاب عموم إفريقيا

Greening Skills and Qualifications in Africa – Users' Engagement

ACQF II Pilot Project

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GREENING SKILLS
AND QUALIFICATIONS IN AFRICA – USERS' ENGAGEMENT



ACQF
African Continental
Qualifications Framework

BACKGROUND

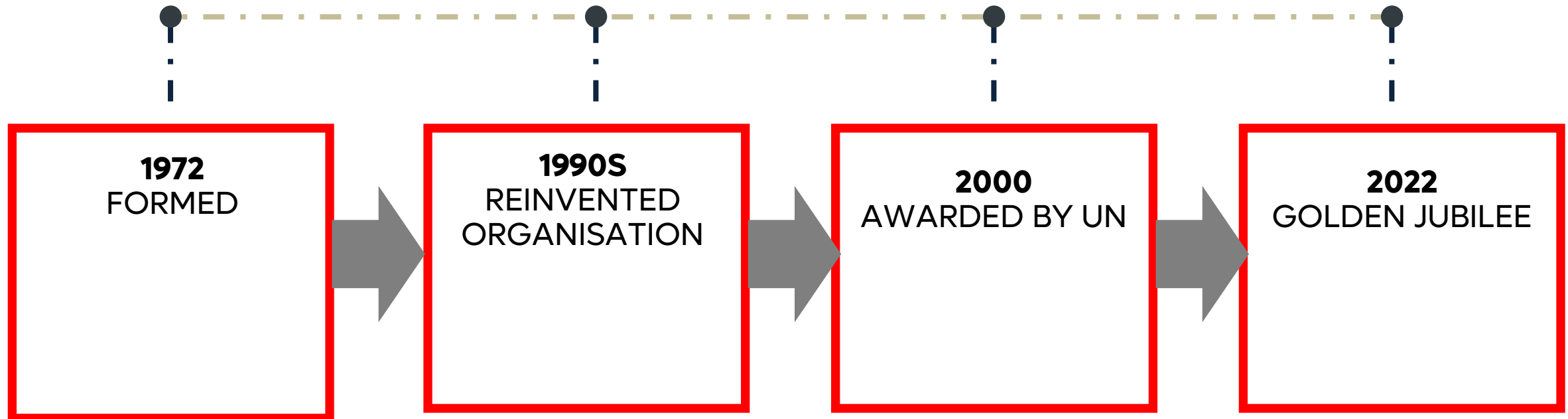
ALL-AFRICA STUDENTS UNION (AASU)



The All-Africa Students Union (AASU) is the umbrella organisation for all African students from the basic level to higher learning institutions and a very dominant force on the African Continent and beyond.

75 Member Unions across the Continent

Over **170** million students in Africa and the diaspora



BACKGROUND

ALL-AFRICA STUDENTS UNION (AASU)

THE UNION ACHIEVES ITS CORE MANDATE THROUGH:



ADVOCACY

The Union campaigns actively in defense of students' rights, and the passage of policies on the need for the democratisation of education across the Continent, with emphasis on access, equity and equality.



CAPACITY DEVELOPMENT

The Union facilitates education and training to build the capacities of students through conferences, seminars, training programs and educational materials to enhance the potential of graduates to access decent jobs, develop their leadership skills and significantly improve their skill sets.



NETWORKING

The Union creates the platform and environment for networking amongst members aimed at building closer relations for healthy partnerships.



PARTNERSHIPS

The Union constantly seeks out collaborative partnerships with like-minded organisations to work together to advance progressive agendas.



ABOUT AASU

STRATEGIC PRIORITIES OF THE ALL-AFRICA STUDENTS UNION

AASU's Strategic Priorities are fully aligned to the UN and AU's development priorities as articulated in the Sustainable Development Goals (SDGs) and Agenda 2063 respectively. In addition, these priorities complement the global efforts to build a relevant contemporary human capital, capable of fitting into the global citizen ecosystem.



The Seven (7) Strategic Priorities of the Union are:



CAPACITY BUILDING



PAN-AFRICANISM & AFRICAN CULTURE



MIGRATION & MOBILITY



GENDER ADVOCACY



ENVIRONMENT & CLIMATE ACTION

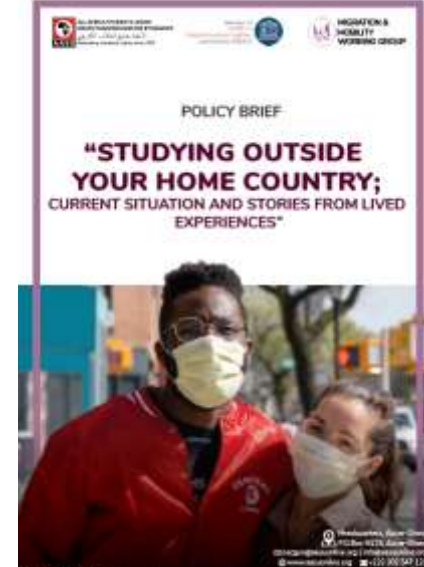
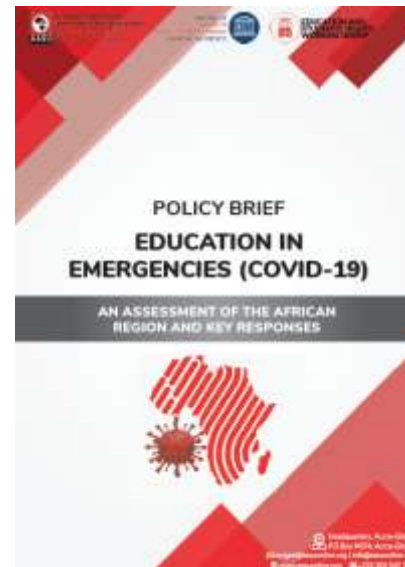
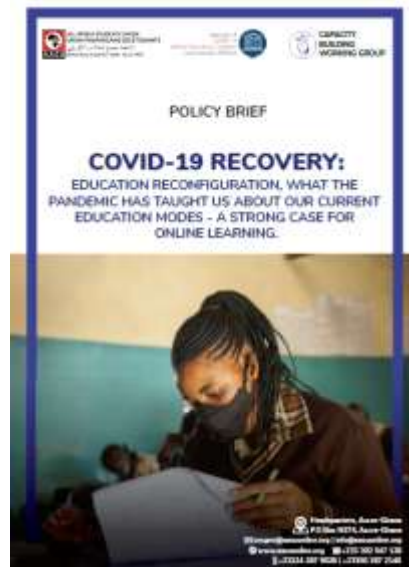
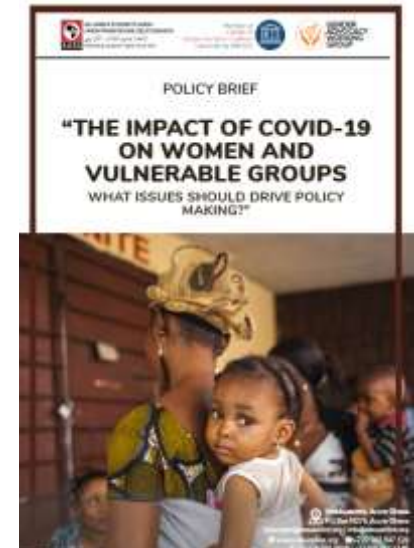
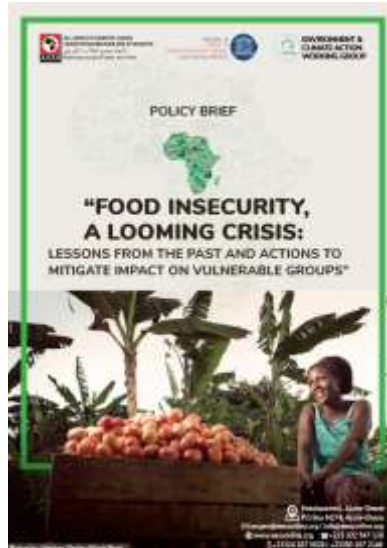


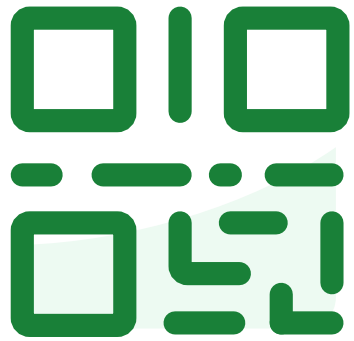
EDUCATION & STUDENTS' RIGHTS



DEMOCRACY & GOOD GOVERNANCE

SOME AASU PUBLICATIONS





**Join at slido.com
#ACQFII**



<https://app.sli.do/event/2Y9ZRvm8LKqBuCMZhMSHDF>

Slido Code: ACQFII



To you, what is the biggest barrier to integrating green skills into African education systems?



Introduction to the Concept of Green Skills

Africa Continental Qualifications Framework (ACQF)

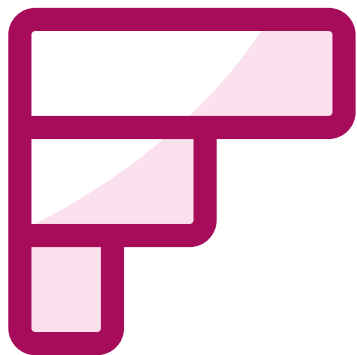
"the knowledge, skills, values and attitudes needed to live, work and act in economies and societies that seek to reduce the impact of human activity on the environment"

The Green Skills and Green Jobs Youth Consultation Report

"the necessary knowledge, attributes and competencies to create a fairer, more sustainable future for all"

Why Green Skills?

Climate Change Response	Green skills enable individuals and organizations to adapt to and mitigate climate change by promoting sustainable practices, renewable energy, efficient resource use, and reduced emissions.
Employment & Future Jobs	As economies shift toward green growth, demand for workers with expertise in areas like renewable energy, waste management, sustainable agriculture, and circular economy practices is rapidly increasing.
Resilience	Green skills help societies build resilience against environmental shocks (floods, droughts, pollution crises) by promoting adaptive practices in housing, food systems, and infrastructure.
Social Justice & Inclusion:	Equipping communities with green skills ensures that vulnerable groups are not left behind in the transition but can actively benefit from new opportunities.



Rank the following priority areas your institution should focus on to drive green skills development:



The Project

"Greening Skills and Qualifications in Africa – Users' Engagement"

Africa faces urgent climate challenges that require a **Skilled Workforce** for a sustainable **Green Economy**, owing to its high vulnerability to Climate Change and economic dependence on **Climate-sensitive Sectors**.

The project focuses on establishing a foundation for aligning green skills with education and qualifications frameworks across the Continent.

The project seeks to:

1

**Conceptual Framework,
capturing a working Definition(s)
for Green Skills adapted to the
African context.**

2

**Case Book of Good
Practices on Greening Skills
and Qualifications in Africa**

3

**Stakeholder Toolkit for
embedding green skills in
education & training
systems**

Methodology – Call for Good Practices

Project Scope:

Implemented in 13 ACQF Priority Countries:

Angola, Botswana, Cape Verde, Ghana, The Gambia, Togo, DR Congo, Cameroon, Sierra Leone, Senegal, Mozambique, Uganda, Zimbabwe.

Focus Areas

✓ Education & Training –

Embedding green skills into curricula

✓ Industry & Workforce –

Addressing skill gaps for the green economy

✓ Policy & Advocacy –

Supporting policy alignment for sustainability

✓ Indigenous Knowledge –

Leveraging local practices for climate action

Seven(7) Point Criteria:

1. Strategic Relevance

2. Innovation

3. Demonstrated Impact

4. Scalability

5. Stakeholder Engagement

6. Policy Alignment

7. Quality of Evidence



CALL FOR GOOD PRACTICES: GREENING SKILLS AND QUALIFICATION IN AFRICA

The All-Africa Students Union (AASU) in collaboration with ACQF-II Project invites proven green skills initiatives to submit their good practices. We seek models integrating sustainability into education, training, and workforce development, focusing on innovative practices in skills recognition (RPL), micro-credentials, institutional partnerships, policies and green-related activities and training to allow for community-level initiatives. Selected examples will influence continental qualification frameworks, offer replicable solutions for African institutions and strengthen links between skills development and green economic transformation. Help us create a sustainable workforce by sharing your institution's experience.

WHY SUBMIT YOUR PRACTICE?

- Showcase the integration of green skills into education and training systems
- Demonstrate alignment with continental qualifications frameworks and climate objectives
- Advance equitable workforce development through innovative recognition methods (RPL/micro-credentials)
- Offer scalable models for policy and institutional adoption

FOCUS AREAS

- Policy innovations: National/regional strategies for green skills
- Sustainability-focused qualifications, micro-credentials, competency standards, curricula and teacher training as well as employer-led green skills standards and certifications in relevant sectors
- Local climate resilience innovations
- All initiatives must be Africa-based with proven results

WHO IS ELIGIBLE?

- Students & Youth-led organizations
- Governments & educational institutions
- TVET centers, NGOs, and private sector

SUBMISSION REQUIREMENTS

- Case Study (500-600 words):** Context, objectives, results, scalability
- Supporting Evidence:** Reports, policies, or testimonials
- All initiatives must be:** Africa-based with proven results
- Relevance:** Clear connection to green skills, qualifications frameworks, or just transition strategies

Contact:
 English: +233 55 940 1545
 French: +233 55 701 9288
 Portuguese: +245 95 533 6246
 acqfgreenskills@aasunonline.org

Submit here: bit.ly/44HqtdD
Deadline Extended: June 9th, 2025



The 6 practices with the highest scores (≥70%) were selected.

METHODOLOGY AND APPROACH

Research & Concept Development

- Literature review on greening skills trends.
- Stakeholder engagement through interviews.
- Development of an evidence-based framework.

Toolkit Development

- Guide for schools, students, policymakers, religious and traditional leaders.
- Conduct interviews with selected stakeholders
- Focus on indigenous knowledge, collaboration, and green skills integration.

Call for Good Practices

- Identifying and showcasing top approaches in green skills development.

Dissemination of Outputs

- Webinars, articles, infographics, and videos.

STAKEHOLDER ENGAGEMENT STRATEGY

WHO?

- Universities & TVET Centers
- Students & Youth Networks
- Policymakers & Government Bodies
- Industry Stakeholders
- Religious & Traditional Leaders
- Community-based Organizations

HOW?

- Interviews & Surveys – Collecting Input From Diverse Voices
- Workshops & Webinars – Engaging Participants Actively
- Publications & Media – Disseminating Key Findings Widely

Toolkit Features

Practical Guide for Stakeholders

- Schools → Green Curricula Integration
- Students → Climate Action & Advocacy Tools
- Policymakers → Policy Recommendations
- Traditional & Religious Leaders → Leveraging Cultural Influence For Climate Justice

Visual & Interactive Resources

- Infographics & Videos
- Case Studies of Successful Green Skills Projects
- Step-by-Step Implementation Strategies

WHAT HAVE WE DONE SO FAR?

Call for Good Practices

Issued a Call for Good Practices across Africa

17 submissions received

- Nigeria (2)
- Sierra Leone (2)
- Mozambique (2)
- Zambia (1)
- Tunisia (1)
- Guinea Bissau (2)
- Kenya (2)
- The Gambia (1)
- Cameroon (1)
- Mauritania (1)
- Egypt (1)
- Niger (1)

6 best practices selected based on evaluation criteria

Evidence & Knowledge Building

2125+ hours of work so far (research, literature review, meetings, analysis, coordination)

60+ scholarly and policy articles reviewed

5 Interviews conducted so far

150+ respondents on the Green Skills and Green Qualifications Survey across 10+ African countries, with universities and students

Outreach & Advocacy

3 events featured the project

- ACQF Online Workshop (GRETA) – May 2025
- 5th ACQF Forum – July-August 2025
- Youth Speak Forum - July 2025

CASE STUDY 1

Climate and Child Initiative (CCI) – Western Kenya Implementer: Climate & Child Initiative

Background

- Ongoing deforestation & biodiversity loss in Kakamega community
- Green skills missing in both formal & informal learning environments
- Kenya-based program linking youth empowerment, ecosystem restoration & climate resilience
- Kakamega tropical rainforest
- Goal: restore degraded forest with 70,000+ indigenous trees

Objectives of the Initiative

- **Environmental Literacy and Green Skills Development in primary and secondary schools, Youth in and out of school, Teachers and educational leaders and Community members and parents**
- **Ecosystem Restoration and Biodiversity Conservation**
- **Youth Climate Leadership and Participation**
- **Advocacy and Policy Engagement**

Methodology

- Eco Clubs (30+) – school sustainability hubs & peer-learning platforms
- Tree planting & monitoring – each learner plants & nurtures trees
- Mini nurseries – practical skills in propagation, seedling care & management
- Creative advocacy – music, poetry, drama to spread conservation messages
- Community engagement – youth & elders collaborating in forest action

CASE STUDY 1 CONT'D

Results

- 70,000+ trees planted and cared for
- 500+ learners trained in agroforestry, biodiversity & sustainable land use
- Student-led nurseries fostered ecological entrepreneurship
- Stronger environmental responsibility & youth-led action
- Schools became green learning hubs, linking education to climate resilience
- Students acting as local ambassadors for forest protection

Scalability

- Embeds practical green competencies in education
- Builds environmental values & civic responsibility
- Replicable model for school-based climate learning
- Offers pathways for scaling green skills in resource-constrained settings



Find More Here: <https://climateandchild.org/>

CASE STUDY 2

The Carbon Literacy Project (CLP): A Scalable Climate Education Framework for Africa Implementer: West Africa Green Economic Development Institute (Nigeria)

Context & Background

- Africa needs green skills & low-carbon workforce development
- CLP (UK-based, global reach) → 100,000+ individuals trained in 26 countries
- Built on principle: *"You can't act on what you don't know"*
- Certification requires two measurable climate actions
→ ensures learning = impact

Objectives

- Build solid understanding of climate science & emissions
- Drive localized, action-based climate commitments
- Provide flexible, accredited, modular curriculum adaptable to African contexts
- Embed climate literacy in schools, universities, TVET, NGOs, workplaces
- Bridge green skills gap & support African Continental Qualifications Framework (ACQF) goals

Results

- 100,000+ certified Carbon Literate
- 4,000+ facilitators trained (train-the-trainer model)
- Recognized by UN @ COP21 as top 100 transformative initiative
- Embedded in cities, universities, corporations & youth programs
- Piloted in Nigeria, Kenya, South Africa → localized successfully





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The Carbon Literacy Project (CLP): Carbon Literacy Training



Participants receiving carbon literacy training



Certificate presentation after carbon literacy training

CASE STUDY 2 CONT'D

Methodology

- Policy innovation – adaptable to national strategies & green competencies
- Curricula & teacher development – ready-to-use guides & training
- Employer-led certifications – supports green jobs across industries
- Youth & NGO-driven action – localized, community-based initiatives
- Africa-based ownership – scalable, context-responsive, cost-accessible

Scalability

- Open-access model: Provides easy entry for learners and institutions.
- Accreditation support: Ensures standardized and credible recognition across contexts.
- Facilitator training system: Builds local capacity and enables peer-to-peer knowledge transfer.
- Highly scalable across Africa: Adaptable to diverse educational, community, and organizational settings.

Find More Here: <https://wagedi.com/nigeria-launches-first-carbon-literacy-project-a-new-era-for-climate-action/>

Why Carbon Literacy Project™?

Critique of Past Carbon Literacy Training in Africa



Lecture-heavy:Limited engagement, one-way communication



Limited impact:Weak in sustaining behavioral change



Disconnected:Not tailored to specific sectors



Transient:Weak in embedding climate culture



WAGEDI research identified significant weaknesses in sustaining action and embedding climate consciousness

The CLP™ Framework: Innovative Approach



Action-driven:Focus on practical steps and outcomes



Sectoral:Tailored to specific industries and communities



Cascading:Train-the-trainer model for broad impact



Certification-based:Formal recognition enhances credibility



Work



Study



Live

"Taking climate action to where people are."

Impact So Far

Nigerian Achievements



Official Launch: June 2024 in Abuja



Multi-stakeholder: Government, labour, academia, NGOs



Youth Empowerment: 150 student certifications



Media Coverage: 10+ national platforms



Global CLP™ Impact



140,000

People Certified
+



12,700+

Organisations
Involved



40,000

Tonnes CO₂e
Saved



Scaling CLP™ Across Africa



We invite African sector leaders to adopt CLP™ toolkits



1. Engage sector leadership

Initiate dialogue with key stakeholders



2. Develop courses

Create materials tailored to specific sectors



3. Accreditation

Carbon Literacy Trust UK认证



4. Rollout cascading trainings

Train-the-trainer approach



Vision for Carbon Literate Africa

Create **Carbon Literate Individuals** and **Organisations** across African communities and workplaces



Students



Workers



Communities

Embedding a robust sustainability culture into daily life

CASE STUDY 3

Blue Florest Environmentalising Coastal Competencies for the Blue Economy Implementer: MARMO - Mar Moçambique

Context & Justification

- Mozambique: long coastline, rich biodiversity, high community dependence on marine resources
- Degradation, coastal erosion, overfishing
- Limited technical training for green transition & blue economy
- Blue Florest Programme – integrates green skills, retraining & recognition of local knowledge
- Focus areas: coastal conservation, mangrove reforestation, eco-tourism, entrepreneurship, community resource management

Objectives

- Develop a green training model for coastal contexts
- Promote youth & women inclusion via micro-credits & RPL
- Link local knowledge to National Qualifications Framework
- Strengthen marine ecosystem governance through community training

Methodology & Activities

- Technical training: mangrove reforestation, mariculture, eco-tourism, circular economy
- Recognition of Prior Learning (RPL) – validate traditional ecological knowledge
- Micro-credentials – aligned with African Qualifications Framework

CASE STUDY 3 CONT'D

Results (2023–2025)

- 200+ youth & women trained
- 30,000+ mangroves planted & monitored
- 3 micro-credentials programme contents produced
- 5 community coastal management committees formed
- RPL integrated into local technical education
- Strong institutional partner network

Scalability

- Blends local knowledge + formal qualifications → sustainable livelihoods
- Tools: RPL & micro-credentials enable youth outside formal systems
- Supports AfCFTA priorities & inclusive green entrepreneurship
- Replicable across African coastal zones → contributes to SDGs 13, 14 & 8

Find More Here: <https://www.facebook.com/MARMO-Mar-Mo%C3%A7ambique-102577895481431>

CASE STUDY 4

TWESEP: Greening Skills & Youth Empowerment through Tourism, Wildlife & Environmental Education (Zambia)

Implementer: Know your Wildlife and the Environment Zambia (KWEZ) Initiative

Background

- Launched Jan 2023, implemented in 10 schools (6 primary, 4 secondary)
- Responds to Africa's green skills gap & aligns with ACQF on lifelong learning
- First Zambian initiative integrating Tourism into Environmental Education

Objectives

- Environmental knowledge – biodiversity, climate resilience, eco-tourism
- Practical green skills – waste sorting, tree planting, recycling, circular economy
- Youth leadership – community-based green projects
- Policy literacy – national & regional frameworks
- Curriculum integration – contextualized sustainability education

Methodology

- Student-to-pupils model: 150+ trained as climate education volunteers
- Eco-club mentorship in schools/universities
- Community projects – tree planting, recycling, eco-art competitions
- Partnerships – Action Aid, UNZA, Copperbelt Univ., gov't agencies, NGOs



TWESEP: Greening Skills & Youth Empowerment through Tourism, Wildlife & Environmental Education (Zambia)



Youth and students being trained on climate action and environmental consciousness



Students and Youth undertaking tree planting

CASE STUDY 4 CONT'D

Results & Impact (2023–2025)

- 150+ students trained, 1,000+ pupils reached in 3 districts
- 10 eco-masterclasses/year; 86% improved environmental literacy
- School/community projects: tree planting, plastic recycling, awareness campaigns
- Youth leadership – participation in national forums, media visibility
- Awarded Top 5 Sustainability Project in Africa (2024 ATLF)

Scalability & Sustainability

- Institutional embedding – discussions with Ministry of Green Economy
- Digital tools – pilot green learning & project-tracking mobile app
- PPP support – Action Aid & partners funding activities
- Knowledge Transfer Toolkit – standard guide for expansion (Kitwe, Chongwe)

Find More Here: <https://www.facebook.com/share/1FHr6DKYHr/>



TWESEP PROJECT

Presented by:

GIDEON MUMBA

Founder & Executive Director

**Know your Wildlife & the Environment Zambia
(KWEZ)**

INTRODUCTION & BACK GROUND

THE TOURISM, WILDLIFE AND ENVIRONMENTAL SUSTAINABILITY EDUCATION PROJECT (TWESEP) IS A ZAMBIAN YOUTH-LED INITIATIVE LAUNCHED IN **JANUARY 2023** TO **EQUIP** YOUNG PEOPLE WITH ESSENTIAL **GREEN** SKILLS, ENVIRONMENTAL **LITERACY**, AND **LEADERSHIP** CAPABILITIES. IN ALIGNMENT WITH THE **AFRICAN CONTINENTAL QUALIFICATIONS FRAMEWORK (ACQF)** AND AGENDA 2063, THE PROJECT INTEGRATES SUSTAINABILITY EDUCATION INTO **PRIMARY** AND **SECONDARY** SCHOOL CURRICULA WHILE PIONEERING **TOURISM-LINKED** ENVIRONMENTAL EDUCATION IN ZAMBIA.

TWESEP IMPACT



Our **2+ years** OF TWESEP implementation looks like this:

- **2** Provinces reached (Lusaka and Copperbelt)
- **3** Districts reached (Lusaka, Kitwe and Chongwe)
- **15** Successful Capacity Building Master Classes

Hosted

- Reached out to **4** tertiary institutions
- Over **150** students have been trained as community educators
- Trained **1000** pupils in climate change education.



CALL TO ACTION....

- The time is now to take actions by embracing **GREEN SKILLS** hence we all need to:
 - Join the movement to protect our planet
 - Explore environmental career paths"
 - Get involved in your community
 - Make a difference, **start today!**

THANK YOU FOR YOUR ATTENTION

QUESTIONS?



Case Study 5

GreenCoal – Greening Skills & Circular Economy in The Gambia Implementer: Green-Up Gambia (The Gambia)

Context

- 40% of urban households depend on charcoal → deforestation & pollution
- 53% of municipal waste is organic; only 3% recycled
- Over Reliance on charcoal threatening forests & health
- Limited technical/green skills training in schools & TVETs
- Informal sector workers lack recognition of competencies

Objectives

- Build green skills in waste valorization & clean energy
- Promote Recognition of Prior Learning (RPL) for youth & women
- Foster climate-smart micro-enterprises
- Influence national policy on green jobs & education

Methodology

- Training in biomass processing, biochar & briquette making
- Community-based RPL + micro-credentials with TVET partners
- Enterprise incubator: starter kits, mentorship & market linkages
- Advocacy in municipal & national climate/waste forums





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GreenCoal – Greening Skills & Circular Economy in The Gambia



Youth involved in biochar briquette molding, drying, and packaging



Community engagement and awareness creation on the benefits of transitioning from charcoal to biochar briquettes.

CASE STUDY 5 CONT'D

GreenCoal – Greening Skills & Circular Economy in The Gambia *Green-Up Gambia – GreenCoal Initiative*

Results & Achievements

- 60+ youth & women trained (5 communities)
- 240 tonnes waste → biochar briquettes (replacing ~60 tonnes charcoal)
- 2 micro-enterprises & 3 women-led cooperatives launched
- Adoption by schools, food vendors, households
Local authorities cite as best practice in waste reduction & green jobs

Scalability & Sustainability

- Low-cost, locally adaptable model
(barrel pyrolysis + agri-waste) Hub-and-spoke expansion: central site + satellite molding teams
- Partnerships with municipal waste departments & NGOs
- National training-of-trainers (ToT) to grow regional champions by 2026

Find More Here: <http://www.greenupgambia.org/>





Green Solutions-GreenCoal:

Skills & Circular Economy in The Gambia

The Challenge

40% of households in Kanifing rely on charcoal, driving deforestation and air pollution across communities

Youth at Risk

High unemployment and climate vulnerability leave young people without sustainable livelihood options

The Waste Crisis

53% of municipal waste is organic material, yet only 3% gets recycled—a massive missed opportunity

Our Response: GreenCoal

A youth-led, community-based model that transforms organic waste into clean-burning biochar briquettes. This innovative simultaneously tackles deforestation, waste management, and unemployment while embedding green skills training and entrepreneurship development at the grassroots level.



Green Skills in Action

Comprehensive Training & Skills Development

1 Hands-On Technical Training

Biomass processing, pyrolysis techniques, briquette molding, and safety protocols taught through practical workshops

3 Micro-Credentials Program

Certified training in biochar production, kiln operation, briquette molding, packaging, and clean cooking technologies

2 Recognition of Prior Learning

Validating existing skills of waste workers and women, building on traditional knowledge and experience

4 Enterprise Incubation

Mentorship programs, starter kits, and market linkage support to launch sustainable businesses

Measurable Impacts Achieved

60+

People Trained

Youth and women across 5 communities now equipped with green skills and entrepreneurship knowledge

500+

Tonnes Repurposed

Organic waste diverted from landfills, replacing approximately 60 tonnes of traditional charcoal

2

Enterprises Launched

Including 3 women-led cooperatives creating sustainable income streams in local communities

Call to Action

Scaling Impact



Low-Cost Replication

Using 55L barrels and locally available organic residues, making the model accessible across rural communities

Hub-and-Spoke System

Central training facilities connected to satellite molding teams for efficient knowledge transfer and production

National Learning Exchange

Training of Trainers program planned for 2026 to build institutional capacity nationwide

Partnership Opportunities

1

Distribution Partnerships

Scale briquette distribution networks to reach more households and reduce charcoal dependency

2

TVET Integration

Support micro-credential recognition within formal technical and vocational education institutions

3

Enterprise Investment

Fund youth-led clean energy and waste valorization businesses for sustainable growth

4

Municipal Collaboration

Integrate circular economy models into formal waste management systems and policy frameworks

Vision: We are gearing up for the first Industrial scale biochar plant with production capacity of 500tons per/h with an investment ask of 100k

CASE STUDY 6

Green Skills and Co-Benefits of the Circular Economy - Egypt (Cairo & Sohag)

Context & Background

- Focus sectors: Ready-Made Garments (RMG) & Agriculture
- Emphasis on **green skills** for youth & women, community initiatives, and sustainability.
- Local authorities cite as best practice in waste reduction & green jobs Focus sectors: Ready-Made Garments (RMG) & Agriculture.

Objectives

- Map green & circular practices to boost jobs for youth and women.
- Address barriers to participation in green projects.
- Identify grassroots CE initiatives tailored to local needs.
- Document CSO interventions supporting community inclusion
- Provide recommendations for youth & women's involvement.

Methodology

- Grassroots-driven approach: CSOs and NGOs localizing CE solutions
- Grants-driven (GD) methodology to scale initiatives.
- Grants-driven (GD) methodology to scale initiatives.
- Community engagement for youth & women participation.

CASE STUDY 6 CONT'D

Green Skills and Co-Benefits of the Circular Economy - Egypt (Cairo & Sohag)

Defines Green skills:

as innovative and adaptive competencies that promote environmental sustainability. These skills include activities like resource management, zero-waste models, and low-carbon interventions such as renewable energy adoption.

“Green Skills and Co-Benefits of the Circular Economy” - Egyptian Fundraising Opportunities



CASE STUDY 6 CONT'D

Green Skills and Co-Benefits of the Circular Economy - Egypt (Cairo & Sohag)

Results & Achievements

- Growth of circular practices in local communities.
- Skills Report for RMG & agriculture sectors developed.
- Increased self-employment & SME creation
- Expanded CSO participation → more opportunities for youth & women.
- Economic co-benefits: **7%–30% gains**

Scalability & Sustainability

- Integrate informal workers into national CE strategies.
- Expand & adapt TVET programs with green skills
- Strengthen grassroots initiatives via funding & capacity building.
- Sector-specific skills analysis to tailor interventions.

LESSONS THUS FAR

MAINSTREAM ENVIRONMENTAL EDUCATION AND GREEN SKILLS

Green transition requires embedding environmental education and green skills into TVET, schools, and community learning

LEVERAGE RECOGNITION OF PRIOR LEARNING, LOCAL KNOWLEDGE AND CONTEXT

Recognition of Prior Learning (RPL) and local knowledge make training inclusive and context-relevant

LINK EDUCATION WITH PRACTICAL APPLICATION

Integrating education with practice ensures long-term sustainability of green and blue economy projects.

BUILD MULTI-STAKEHOLDER PARTNERSHIPS TO SCALE GREEN SKILLS

Partnerships with institutions in running green skills and fostering environmental stewardships in schools, universities, NGOs & government strengthen credibility and scalability.



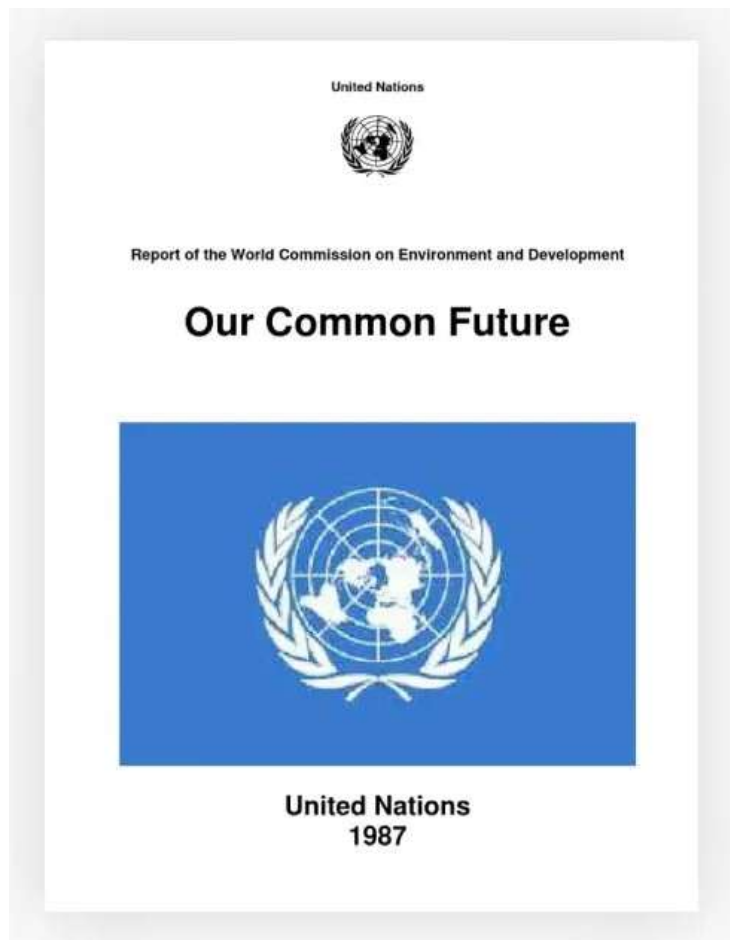
Based on what you've heard, how prepared is your organisation/sector to mainstream green skills and qualifications in the next 3 years?



CONCLUSION

- ❑ The case studies show that advancing the green transition in Africa hinges on embedding environmental education and green skills development at every level, particularly through TVET, micro-credentials, and recognition of informal knowledge.
- ❑ When communities, especially youth and women, are equipped with practical skills and supported to lead circular economy initiatives, they generate livelihoods while addressing environmental challenges.
- ❑ Locally adaptable, low-cost models prove most scalable, especially when linked to national policies and frameworks such as NDCs and SDGs. Ultimately, partnerships between communities, educational institutions, governments, and civil society are the key drivers that transform grassroots innovation into sustainable, systemic change.

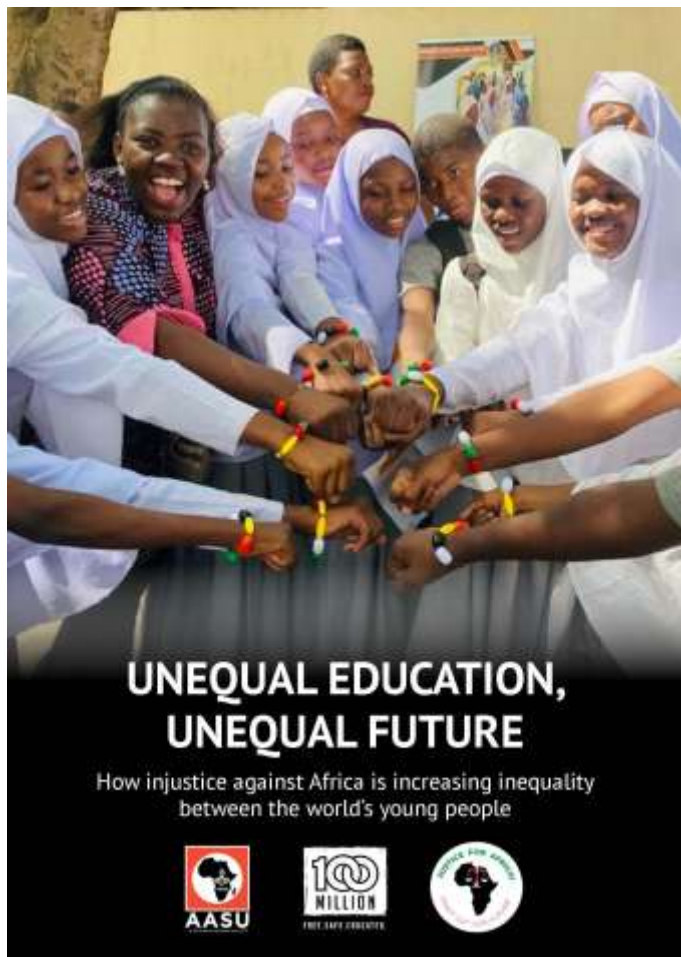
PARTING WORDS



"We do not inherit the Earth from our ancestors; we borrow it from our children"

CALL TO ACTION

2024



2025



THANK

YOU

