International Labour Organization

Scaling-up nature-based solutions through active labour market programs

A zoom on skills for a Greener Future

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➤ **Why are Green Jobs and a Just Transition important?**

Challenges

Opportunities

1.2 billion jobs depend on services provided by the environment

The equivalent to **80 million** full-time jobs will be lost in 2030 due to heat stress

100 million new jobs by 2030

NATURE HIRES: How Nature-based Solutions can power a green jobs recovery, ILO, 2020

Working on a warmer planet: The impact of heat stress on labour productivity and decent work , ILO, 2019

Secretary-General's Policy Brief Investing in Jobs and Social Protection for Poverty Eradication and a Sustainable Recovery, UN, 2021

ALMP in the context of climate change

Challenges and opportunities for communities

▶ Elimination of jobs (most vulnerable)

▶ Work hardship

▶ Natural disaster/pressure on land and community infrastructures

▶ Modifications of technologies and competencies

▶ Creation of new jobs

ALMP responses

▶ Adapt employment services

▶ Climate proof public employment community infrastructure programs

▶ Enterprise incentives

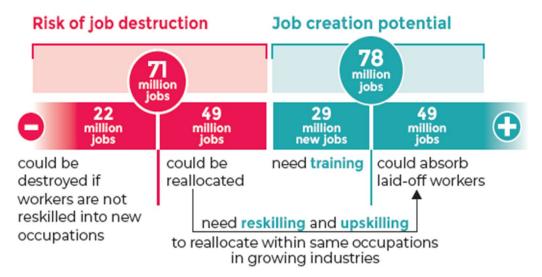▶ Social protection (unemployment, jobs and wage subsidies)

Zoom on Skills for green jobs challenges and opportunities

▶ **Energy sustainability scenario, 2030**

▶ **Circular economy scenario, 2030**

Potential job growth

Risk of job destruction   **Job creation potential**

7 million jobs

25 million jobs

− 2 million jobs | 5 million jobs | 20 million new jobs | 5 million jobs +

could be destroyed if workers are not reskilled into new occupations

could be reallocated

need **training**

could absorb laid-off workers

need **reskilling** and **upskilling** to reallocate within same occupations in growing industries

Potential job growth

Risk of job destruction   **Job creation potential**

71 million jobs

78 million jobs

− 22 million jobs | 49 million jobs | 29 million new jobs | 49 million jobs +

could be destroyed if workers are not reskilled into new occupations

could be reallocated

need **training**

could absorb laid-off workers

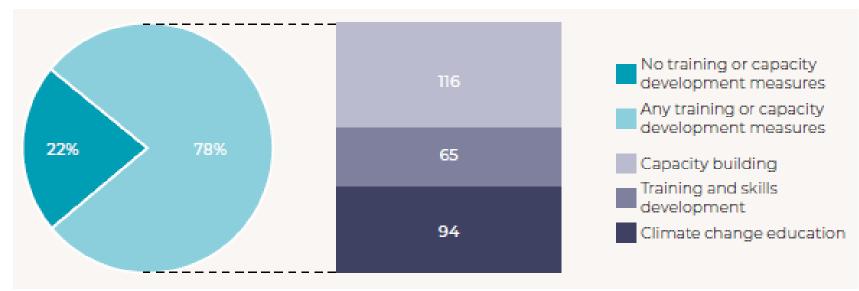need **reskilling** and **upskilling** to reallocate within same occupations in growing industries

Sources: ILO (2019) & Skills for a Greener Future. Infographic (2019).

▶ ilo.org

Share of countries that mention capacity development and skills training in their NDCs, and types of measure specified

No training or capacity development measures

Any training or capacity development measures

Capacity building

Training and skills development

Climate change education

22%

78%

116

65

94

Note: Sample =169 countries
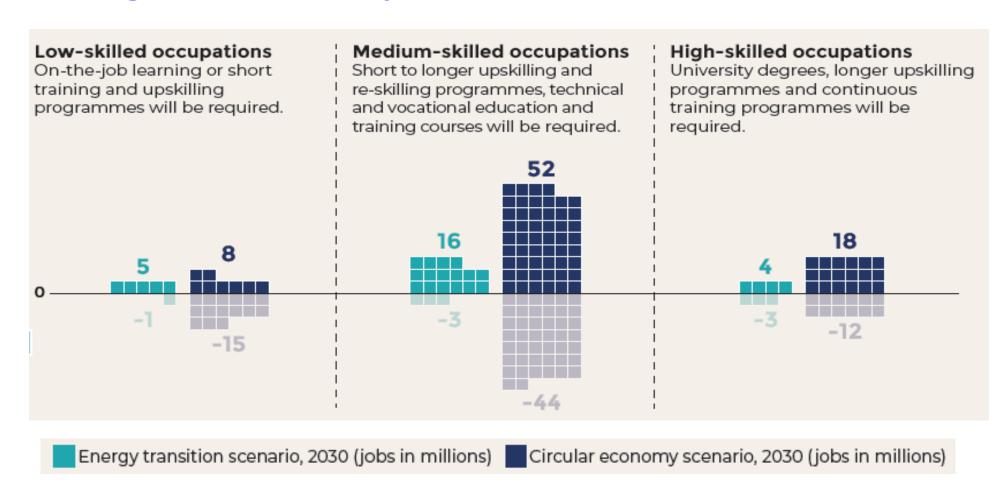Source: ILO (2019) Skills for a Greener Future. Data computed from NDC Explorer, Jan. 2019

▸ less than 40 % of NDCs globally include any plans for **skills training** to support their implementation.

▸ over 20 % do not plan any human capital related activities at all...

Ambitious national commitments and sectoral priorities to implement the Paris Agreement **underestimate the role of skills development measures**

Re-skilling measures required at all skill level

Low-skilled occupations
On-the-job learning or short training and upskilling programmes will be required.

Medium-skilled occupations
Short to longer upskilling and re-skilling programmes, technical and vocational education and training courses will be required.

High-skilled occupations
University degrees, longer upskilling programmes and continuous training programmes will be required.

Low-skilled: 5, 8, -1, -15
Medium-skilled: 16, 52, -3, -44
High-skilled: 4, 18, -3, -12

■ Energy transition scenario, 2030 (jobs in millions)   ■ Circular economy scenario, 2030 (jobs in millions)

Source: ILO(2019), Skills for a Greener Future. Infographic

▶ ilo.org

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Country case: Philippines

Philippines Green Jobs Act, 2016

▸ integration of promotion of green jobs in the national frameworks and policies;

▸ **legislation designed to** generate, sustain and **incentivize "green jobs"** to develop an environmentally friendly economy;

▸ **strengthening social partners' understanding** of the need for the transition;

▸ tasked the Department of Labour and Employment to formulate a **National Green Jobs HRD Plan**

Skills for Green Jobs in
Philippines

Country case: Philippines

**National coordination body
related to skills for green jobs - TESDA**

- ▸ Technical Education and Skills Development Authority (TESDA) is the government agency **tasked with managing and supervising TVET and skills development**;

- ▸ Activities include setting up a Green Technology Centre, orienting TESDA regional offices on greening TVET, and starting the process of greening training regulations;

- ▸ Developed **a framework for greening the TVET system** which has been institutionalized through a policy launch

ILO Skils for Green Jobs program in Cambodia

Who : TVET, social partners and environment stakeholders
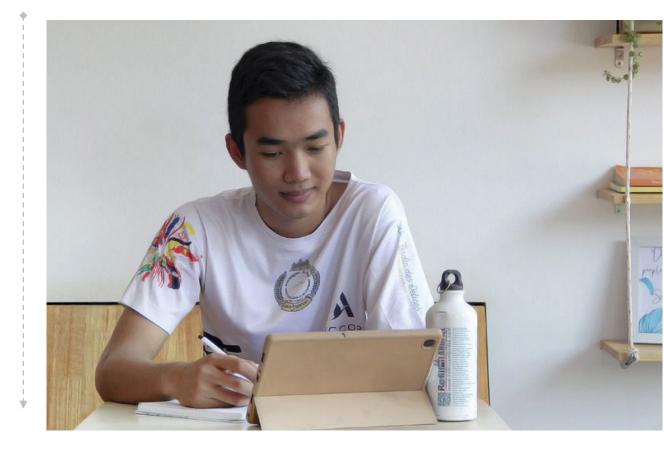
► Policy makers and operational TVET school teams

What : Macro-Meso-Micro

► Priorization of jobs/trainings to be greened

► Greening of Competency standards

► Greening of curricula and training packages

► Greening of assessment packages

► Development of national green TVET policies

► Toward a greener campus

► Training teachers and in company trainers

► Upskilling and sensitizing employers

How : Applied capacity building

► Step by step coaching, learning by doing

► Long term tutoring/coaching

► Garment, care tourism, construction sectors

► ilo.org

For more information

ILO SKILLS - https://www.ilo.org/skills

Global KSP - https://www.skillsforemployment.org/skpEng

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Skills for a Greener Future: A global view

Anticipating skill needs for green jobs: A practical guide

Skills and Occupation Needs in Renewable Energy

Skills and Occupation Needs in Green Building

Skills for Green Jobs: A global view

Policy Brief: Challenges and enabling factors to achieve a just transition

Comparative analysis of methods of identification of skills needs on the labour market in transition to the low carbon economy

How to Green TVET: A practical guidance tool

▶ **A practical guidance tool for greening TVET**, competency standards, curricula, training and assessment to be piloted in six countries this year and further implemented in more countries from 2022

▶ **Piloting countries (2021)**: Cambodia, Ghana, Zimbabwe, Zambia, Thailand and the Philippines

Going green in training

Developing and implementing green curricula

Assessment packages to support greener learning

Designing competency standards for greener jobs

Towards a greener campus

Greening the professional development of teachers / in-company

Greening TVET: an overview

Mainstreaming: from piloting to the whole system

How to support greening of skills for the informal economy

Sensitizing employers

▶ ilo.org