

ILO Global Forum on a just transition towards environmentally sustainable economies and societies for all



**Summary report:**

**BOOSTING SKILLS  
FOR A JUST  
TRANSITION AND  
THE FUTURE OF  
WORK**

6 June, 2019, ILO Geneva

## BACKGROUND

Addressing climate change and setting the world more firmly on a path towards a sustainable, low-carbon future is one of the defining challenges of our time. Such a shift will entail far-reaching transformations of our economies, changing the ways we consume and produce, changing the sources of our energy and leveraging new technologies. This transformation will have extensive implications for the world of work, and requires forward-looking and coherent action and leadership by governments and by workers' and employers' organizations. The challenges are vast; but so are the opportunities to turn this shift into an inclusive model of growth and development that generates and sustains decent jobs for current and future generations. The notion of a just transition towards environmentally sustainable economies and societies for all ([ILC, 2013](#)) seeks to maximize the opportunities and address the challenges, leaving no one behind.

Technological change, globalization, demographic trends and climate change will significantly shape skills needs for new and current jobs alike. The growing importance of sustainable development and the shift to a low-carbon and climate-resilient economy will require new skills and qualifications, offering great potential for the creation of green jobs but also implying structural change and a transformation of existing jobs. The transition to a low-carbon and greener economy will generate millions of new jobs, negatively affect some high-emitting sectors, and alter most existing occupations in terms of task compositions and skills requirements.

Ensuring adequate supply of the right skills for green jobs is a prerequisite for the transition to a greener economy. Today, skills gaps are already recognized as a major bottleneck in a number of sectors, such as renewable energy, energy and resource efficiency, green building and environmental services. The adoption and dissemination of clean technologies require skills in technology application, adaptation and maintenance. Skills are also crucial to enable economies and businesses, workers and entrepreneurs to adapt rapidly to changes deriving from climate change and environmental policies.

The goal of the 2015 Paris Agreement is to keep the increase in global average temperature to less than 2°C above pre-industrial levels. Under the agreement, countries are striving to reduce greenhouse gas emissions and to strengthen societal capacities to address the wide-ranging impacts of climate change. Recent ILO employment estimates ([ILO, 2018](#)) suggest that the net effect on job numbers of climate action will be positive. Climate change adaptation and mitigation measures will inevitably cause job losses in certain sectors as carbon- and resource-intensive industries are scaled down, but these will be more than offset by new job opportunities.

Skills development measures are of crucial importance both in reaping the benefits of potential job creation in new green economic activities and in addressing the social challenges posed by the shift to more sustainable models of energy generation, production and consumption across sectors. Skills development and active labour market policies will be deployed on a massive scale to enable countries to meet climate change targets, maximize job gains and counter negative impacts during the transition to low-carbon economies.

It is in this context that the ILO joined forces with the European Centre for the Development of Vocational Training (Cedefop) to conduct national studies in 32 countries.<sup>1</sup> The **Key findings** of the resulting ILO report [Skills for a greener future](#) were launched on the occasion of the [Forum](#). This event brought together over 150 participants, including representatives of governments and social

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<sup>1</sup> The countries are: Australia, Bangladesh, Barbados, Burkina Faso, China, Costa Rica, Egypt, Ghana, Guyana, India, Republic of Korea, Kyrgyzstan, Mali, Mauritius, Montenegro, the Philippines, Senegal, Tajikistan, Thailand, Uganda, the United Arab Emirates, the United States and Zimbabwe (drawing on the preliminary findings of the ILO Green enterPRIZE Innovation and Development Project, funded by the Government of Sweden); Brazil, Indonesia and South Africa (funded by the Agence Française de Développement); and 6 EU Member States (covered by Cedefop): Denmark, Estonia, France, Germany, Spain and the United Kingdom.



partners alongside experts and practitioners, to discuss the results of this comparative research, and to identify key policy challenges, solutions and good practices. The event was streamed live as the interest in participation was so high that not all applicants could be accommodated at the venue.

## OBJECTIVES

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The Global Forum was organized in the context of the **ILO Centenary** celebrations, and held as part of the **ILO Green Week** and the **2019 World Environment Day**. The objectives of the Forum were to:

- recognize occupational needs and skills gaps in the context of the future of work, green technological changes and climate action;
- highlight environmental challenges, effective skills response strategies, and good practices for a just transition for all;
- discuss potential international collaboration on advancing green human capital to support decent work and strengthen climate action.

## PARTNERSHIP

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The Global Forum was a high-level tripartite event organized in close partnership with Cedefop and the Swedish Government.

It was made possible by the joint efforts of several ILO departments, namely: the Employment Policy Department (EMPLOYMENT), the Enterprises Department (ENTERPRISES), the Research Department (RESEARCH), the Bureau for Workers' Activities (ACTRAV), the Bureau for Employers' Activities (ACT/EMP), the Printing and Distribution Branch (PRODOC), and Official Meetings, Documentation and Relations (RELMEETINGS).

## PARTICIPANTS' PROFILE

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Participants in the Global Forum included ambassadors (from Chile, France and Sweden), high-level government officials and representatives of employers' and workers' organizations (from Barbados, Brazil, China, Costa Rica, Estonia, France, Germany, Ghana, India, the Philippines, South Africa, Spain and Zimbabwe), representatives of national training and education providers, international experts, and representatives of development partners, donor agencies and international organizations such as the African Development Bank (AfDB), the Asian Development Bank (ADB), Cedefop, the European Training Foundation (ETF), the International Renewable Energy Agency (IRENA), the Organisation for International Co-operation and Development (OECD), the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, and the United Nations Institute for Training and Research (UNITAR).

## SESSION SUMMARIES: CONTENT AND KEY MESSAGES

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### HIGH-LEVEL OPENING (09.00–10.00)

*Moderated by: **Mr Sangheon Lee**, Director, Employment Policy Department, ILO*

The event was opened by Mr Guy Ryder, Director-General (ILO); Mr Ignatius Baffour Awuah, Minister of Employment and Labour Relations, Ghana; Mr François Rivasseau, Ambassador,

Permanent Mission of France to the United Nations Office at Geneva (UNOG); Mr Juan Eduardo Eguiguren, Ambassador, Permanent Mission of Chile to UNOG; Ms Mara Brugia, Acting Director, Cedefop (by video message); and Mr Henning Envall, Counsellor, Permanent Mission of Sweden in Geneva.

Following the opening remarks by Mr Sangheon Lee, **Mr Guy Ryder** (Director-General, ILO) pointed out that the Global Forum played a particularly important role in providing an opportunity to reinforce the momentum for progress, and to generate important new insights on skills needs and skills gaps, on good practices, and on strategies to respond to the environmental challenges in creating a just transition for all. The international community had made two crucial steps forward, with the adoption of both the Paris Agreement on Climate Change and the United Nations 2030 Agenda for Sustainable Development, with its 17 Sustainable Development Goals – the SDGs. In that same year, 2015, the ILO’s Governing Body had adopted the *Guidelines for a just transition towards environmentally sustainable economies and societies for all*. Those guidelines stressed the importance of skills development as a key policy area in the transition to a future that is environmentally sustainable and just. These ILO guidelines were highlighted in the “Solidarity and Just Transition” Silesia Declaration that was adopted at the UN Climate Change Conference just last December (2018). Climate change and environmental degradation are not the only challenges facing us in shaping a just and sustainable future for work. Skills development systems will be crucial. There is massive discussion in the media about how technology and, for example, machine learning will affect the number and type of jobs we will have in the future, indeed the very nature of work. The “Fourth Industrial Revolution” will inevitably entail a process of creative destruction, which will generate many new jobs and destroy others.



*“... The key findings of the ILO report **Skills for a greener future** offer valuable guidance for discussion. Although skills challenges are daunting and unpredictable, a just transition is not only possible, but definitely achievable in the future of work, and it is through decisive action that we can make it happen ...”*

**Mr Guy Ryder** (Director-General, ILO) stressed that a just and inclusive transition to a green economy will not happen by default. Reskilling and upskilling are important not only because they underpin a just transition. They will also help to ensure a human-centred approach to the future of work. This was what the ILO’s Global Commission on the Future of Work proposed in its report in January of this year (2019). He quoted: *“A human-centred agenda ... strengthens the social contract by placing people and the work they do at the centre of economic and social policy and business practice.”*

**Mr Ignatius Baffour Awuah** (Minister of Employment and Labour Relations, Ghana) reiterated the effects of climate change and pointed out that actions to combat it, including interventions and mitigation measures, tend to have both internal and cross-border effects. In particular, they can have unintended impacts on industries, limiting access to markets and decreasing competitiveness in the global marketplace. In the case of Ghana, where crude oil production is an important source of income, the transition from high to low carbon emissions can cause significant disruptions, considering the investment that has been made in related infrastructure. In order to make sure environmental policies do not have unintended consequences, especially for vulnerable groups, it is necessary to enhance information sharing and capacity building. Through a better understanding of each country’s context and the number of jobs created and transformed, effective labour market policies can be implemented to minimize the impact of the green transition on workers. *“... As Ghana lacks the capacity to manage the transition, it is with the ILO’s support that key stakeholders can be brought together to address the issue. Something must be done through changing the education and training, so as to facilitate people’s adaptation to new technologies and ensure **no one is left behind** ...”*

It was mentioned that Ghana's National Employment Policy of 2015 recognizes the potential of the **green economy for creating decent jobs**, while acknowledging the need to develop local capacity, assess the number of new jobs, and identify the social groups that require most support – such as rural women – and protect them from the shocks of the transition. As Ghana's economy relies on the exploitation of natural resources through activities such as mining and agriculture, which have negative impacts on the environment, the transition to a green economy will affect all lives in Ghana.

**Mr François Rivasseau** (Ambassador, Permanent Mission of France to UNOG) emphasized that France has made important commitments to sustainable development since 2007, when political meetings on environmental issues were organized. Apart from the ambitious goals to combat climate change set out by the 2015 United Nations Climate Change Conference, France has also supported the ILO *Guidelines for a just transition towards environmentally sustainable economies and societies for all*. He highlighted the need to promote the gains offered by the green transition by addressing both the creation and the destruction of jobs. As the protection of workers' rights is complex, strong policy decisions are necessary. France recognizes the importance of analysing the new jobs and skills required, and making appropriate adjustments through training. Although the green transition can seem problematic as we need to change our current practices, **it is important to create an international coalition to support a just transition**.

**Mr Juan Eduardo Eguiguren** (Ambassador, Permanent Mission of Chile to UNOG) noted that the rapid changes under way in the world of work are evident in Chile and in South America more widely. Furthermore, demographic change through immigration and ageing is also transforming the world of work. While **new technologies and digitalization offer new possibilities**, Chile is facing great challenges, as only 20 per cent of workers are equipped with the new competencies required. Given the urgent need to make the transition to a green economy, he emphasized that workers and employers must work together and involve other stakeholders to ensure the transition is a fair one. He also acknowledged the role of the ILO in facilitating the process through social dialogue

Contributing via video link, **Ms Mara Brugia** (Acting Director, Cedefop) highlighted the role of young people in advocating action following the Paris Agreement. She stated that Cedefop has joined forces with the ILO to tackle climate change by identifying both challenges and responses. The greening of jobs **requires that curricula are updated, and collaboration is essential to anticipate skills needs as the basis for effective reskilling and upskilling of the workforce**. In order to ensure the relevance of future education and training policies, it is important to look at research findings in a wider perspective and consider the social dimension.



Similarly, **Mr Henning Envall** (Counsellor, Permanent Mission of Sweden in Geneva) recognized the importance of partnerships in skills development. Sweden has supported the ILO in policy areas such as gender equality, environment and sustainability to ensure no one is left behind. While acknowledging the opportunities offered by green jobs, he also stated that the green transition is transforming ways of producing and consuming, as well as the workplace. In particular, effects in enterprises and the labour market are increasingly obvious. For instance, 5,000 shops were closed last year in Sweden. While the greening of the economy can be a driver of jobs, it can also result in job loss and transformation. In order to ensure the process is just and inclusive, it is necessary to support **vulnerable groups, including the working poor, those with fewer resources and women**.





## **SESSION 1. High-level panel discussion: Policy coherence and social dialogue for skills development in a just transition (11.00–12.30)**

*Moderated by: Ms Dorothea Schmidt-Klau, Head, Management and Coordination Unit, Employment Policy Department, ILO*

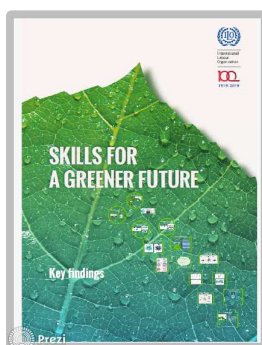
A high-level panel, consisting of representatives of tripartite constituents, discussed the role of social dialogue and policy coherence in environmental and skills policies in the context of a transition to a greener economy.

The high-level tripartite panel discussion on policy coherence was attended by Mr Roberto Suarez Santos, Secretary-General, International Organisation of Employers (IOE); Ms Sharan Burrow, General Secretary, International Trade Union Confederation (ITUC) (by video); and Ms Marissa G. Legaspi, Executive Director for Planning, Technical Education and Skills Development Authority (TESDA), Philippines.

The panellists stressed the importance of **social dialogue**, which, while not yet fully functional in this relatively new policy area, has brought about visible positive results in several countries, according to the research presented at the Global Forum. The panel also highlighted the value of conducting the dialogue at national, local and sectoral level, in a harmonized manner, and considered examples of best practice. One issue presented as particularly important was the financing of social dialogue, which in the view of the panellists must be shared. Similarly, the perception has to be built up that while the process itself might be costly and take time, it ultimately enables the development of high-quality and relevant policies and programmes. To support this goal, it is important to communicate the results of the process back to constituencies. The panel agreed that both **trust in and support for a shift to a greener economy are crucial** to a successful transition that leaves no one behind.



The high-level panel discussion was followed by a presentation of the key findings of the new ILO report by **Ms Olga Strietska-Ilina**, Senior Specialist, Skills and Employability Branch, ILO. Her presentation highlighted both the potential of the green transition to create millions of jobs, and the major investments in reskilling and upskilling that will be needed to achieve this. Using the ILO's estimates and extended analyses in two scenarios with job creation potential to 2030 (the energy sustainability and circular economy scenarios), she presented the reasons why investment on a massive scale will be needed to train workers for new jobs and workers in existing jobs that may be at risk of destruction. She also emphasized the importance of core skills in achieving a just transition, at all skill levels and in all occupations.



## PARALLEL SESSIONS (14.00–15.30): Presentations followed by panel discussion

### SESSION 2. Greening TVET and skills development

Moderated by: **Ms Christine Hofmann**, Skills and Employability Branch, ILO



The presentation was made by:

- **Ms Kenneth Abraham Barrientos**, Programme Officer, UNESCO-UNEVOC; and
- **Ms Anastasia Fetsi**, Head of Operations Department, ETF.

It emphasized the role of technical and vocational education and training (TVET) in boosting skills for green jobs, covering approaches to green competency standards, qualifications and curricula; financing solutions; and incentives for skills development and lifelong learning to achieve a just transition and climate action.

The panel discussion of challenges relating to greening TVET and skills was attended by:

- **Mr Henderson Eastmond**, Executive Director, TVET Council, Barbados;

- **Mr Mario Patuzzi**, Head of the Unit, VET Policies, Confederation of Trade Unions (DGB), Germany;
- **Ms Yngve Rosenblad**, Chief Analyst, National Qualification Authority, OSKA Estonia;
- **Ms Bev Jack**, Business Unity South Africa;
- **Mr Andrew McCoshan**, international expert; and
- **Ms Alice Vozza**, Project Manager, ILO Green enterPRIZE Innovation, Zimbabwe.

Three **main challenges** were identified:

- Lack of a coherent national green skills framework: many countries and institutions are struggling with the terminological and other demands of conceptualizing green development and skills.
- Lack of expertise at the institutional and practical levels, with limited investment and resources being devoted to addressing the demand side of the transition to green skills.
- Lack of direction and fragmented policies: TVET policies are not aligned with policies related to the environment, the economy, the just transition and social justice; some countries have comprehensive climate change policies but have not linked these with skills development.

The **following ways** of overcoming these challenges were suggested:

- Building the capacity of institutions to appreciate their roles in the ecosystem and in delivering effective strategies.
- Creating incentives for all actors to engage in skills development and lifelong learning to achieve a just transition.
- Making governments more aware of markets that are developing **green products** and the dynamic business models that are coming out of the green economy.
- Developing an ecological mindset and raising green awareness, thereby disseminating attitudes that translate into green behaviours.
- Strengthening **monitoring and evaluation of trends in VET** to shape better policies.
- Developing financing in the TVET system through effective public–private partnerships.
- Sustaining social dialogue as the instrument of choice, while ensuring that all partners are convinced of the need for the structural transformation and transition, and that it will be beneficial for all.

### **SESSION 3. Linking skills development to the three pillars of sustainable development: Reflections on the environmental, social and economic dimensions of skills for a just transition**

*Moderated by: **Mr Aurelio Parisotto**, Employment and Labour Market Policies Branch, ILO.*

Mr Parisotto placed a particular emphasis on vocational training and developing green skills. The diverse range of panellists shared their varied national and international experiences and expertise; all agreed on the crucial importance of identifying the needs of the market.

**Ms Marieke Vandeweyer** (Labour Economist, OECD) argued that we need to reconsider how we train, not merely transferring the focus to green skills, but changing the training itself. Both Ms Vandeweyer and **Mr José Salas Carillo** (Human Resources Adviser for the Industrial Chamber Organization) discussed best practices in the development of training programmes. Both stressed the importance of inclusiveness and the need to target people who are most at risk of losing their jobs due to automation (mostly low-skilled workers, which was mentioned with a particular focus on Brazil).



**Mr Yutong Liu** (Counsellor, Permanent Mission of the People’s Republic of China to UNOG), **Mr Salas Carillo**, **Mr Kwaben Nyarko Otoo** (Director of Labour Research and Policy Institute of the Trade Union Congress, Ghana) and **Mr Antonio de Luis** (Director, State Foundation for Training in Employment, FUNDAE, Spain) discussed the *important role the private sector* can play and the need for social partners to take responsibility for vocational training and for helping to create and implement policies. For China, Mr Liu argued that it is important to encourage continued training and skill development “on the job”, to improve green labour productivity and growth. Mr Salas Carillo, Mr Nyarko Otoo and Mr de Luis mentioned the crucial role of communication between stakeholders when creating a skills development policy, to identify not only the problems but also the trends that are under way and the needs to be met, both today and tomorrow. **Mr José Salas Carillo** (Costa Rica) shared its experience and stressed the need to draw on entrepreneurial knowledge about the future labour landscape, to know which skills to teach, but at the same time to allow the worker to choose which skills they prefer to learn.

Both the Chinese delegation and **Ms Mariana Eugenio Almeida** (Coordinator, National Observatory on Labour Markets in Brazil) stressed the importance of *creating an up-to-date list of occupations and classifications*, to help develop vocational training. Mr de Luis and Mr Salas Carillo pointed out that their training programmes targeted medium and small companies, which required more help in realizing their relative advantage and informing themselves about the changing landscape of work. Mr Parisotto’s final comments reminded the panel that a just transition does not end with the development of green skills, but requires the involvement of employees to implement and participate in the policies within enterprises.



#### **SESSION 4. Green structural change: Sectoral approaches to skills development in selected sectors (energy transition and green building)**

*Moderator: Ms Camilla Roman, Green Jobs Programme, ILO*

Ms Roman noted that cross-sectoral policies need to be complemented by in-depth sectoral strategies, particularly for sectors that are crucial for the transition towards low-carbon economies (e.g. construction and renewable energy).

**Mr Michael Renner** (Programme Officer, IRENA), presented some findings from research conducted by IRENA on employment around the world in the different segments of the renewable energy value chain:

- **Employment in renewable energy has grown** from 7 million in 2012 to 10 million in 2017.
- While there has been a general expansion of employment in this new sector, 30 million workers are employed in the energy sector overall.
- The renewable energy industry is more labour intensive than the fossil fuel sector.
- Women comprise around 32 per cent of the workforce in the green energy economy, against 22 per cent in the fossil fuel sector.
- A small handful of countries are dominant in this sector: China, EU member states, the United States, India, Brazil.
- There is growing evidence of good progress in the decentralized solar power industry in Africa.

In the renewable energy sector, jobs are opening up in manufacturing, construction, project planning and implementation; as there is more deployment, cumulative capacity increases. Sound industrial policies can ensure that countries develop and strengthen input across the value chain. It is necessary to talk about education and training, and to keep **mapping skills requirements across supply chains**; it is also necessary to closely monitor labour market dynamics. In this context, governments should play a coordinating role between the renewable energy sector and educational institutions. While the largest occupational groups are construction workers and factory workers, there is a growing demand for skilled workers and those with skills in science, technology, engineering and mathematics (**STEM**), management, legal affairs, logistics, marketing and other areas. Overall, there is a need for a very broad range of skills in this sector.

**Ms Isabella Aurich** (Deputy Managing Director, Swiss Sustainable Building Council), noted that the number of **sustainable buildings** has been rising consistently over the past six years. She emphasized the importance of establishing a definition of “sustainable building” that encompasses technical quality, ecological, economic and structural and functional quality, and architectural value. The Swiss sustainable construction sector requires a range of skills, from energy consultancy and energy management to life-cycle management of real estate and core skills.

**Ms Monika Hackel** (Head of Department, Ministry of Education, Germany) focused on sectoral strategies in Germany, emphasizing the importance of training not only for young people but also for **older workers and teachers, to propagate and multiply training**. Germany has strong pathways in vocational training, but needs to bring in new training for the green economy and adapt it to the existing successful pathways of VET. The Government has founded networks in the sustainable energy field and in the German construction sector, driven by a range of specialist professions, with a multidisciplinary approach.

**Mr Vicente Posada Unay** (Secretary-General, Center of United and Progressive Workers, POWER-SENTRO Philippines) spoke about the **role of trade unions in identification of skills needs and responses**, focusing on the experience of the Philippines. Here, the trade union movement believes that promoting green skills must be a sustainable and inclusive process. This process must consider the rights and well-being of workers, and how to integrate education, enterprises and workers in the development of curricula that will ensure people can be matched with green jobs. It is also necessary **to ensure stakeholders’ participation in developing skills for green jobs**: if the supply of skills is to match demand, the needs of both employers and workers need to be considered.

**Ms Malika Bose** (Senior Assistant Director, Federation of Indian Chambers of Commerce and Industry, India), asked: What is the role of the private sector in helping to meet sectoral skill needs? India has established a **Skill Council for Green Jobs** to address the sustainability aspect of skills. Environmentally responsible activities are being introduced in the Indian secondary sectors. Water and waste management, as well as cement and aluminium, have experienced a growth in additional jobs and skills, as well as entrepreneurship development in relation to green jobs. The Skill Council for Green Jobs tries to use connections between industry and government to involve various stakeholders in the process, and private-sector involvement in this activity could be increased. Large entrepreneurs can help smaller entrepreneurs to build their capacity, in both infrastructure and expertise; at the same time, large entrepreneurs can gain local knowledge from small entrepreneurs.

There are already 900 employment exchanges in India, but digitalization is required. Also, more investment is needed to build a world-class training institute, which would provide mentorships to university graduates. **Climate action has become a core part of business strategy** in many large companies, but the missing link between government and the private sector needs to be addressed.

The **private sector** plays a big role in supporting the development of sector-specific skills. Ms Bose mentioned an interesting business-to-business initiative launched by the Skills Council for Green Jobs, wherein larger companies support **mentorship initiatives to facilitate more direct transmission of skills** that are linked to market demand.



*“ ... In South Africa, there are good opportunities to absorb jobs through just transition, but more informed social dialogue is needed ...” Ms Belynda Petrie (international expert, OneWorldGroup)*

Ms Petrie noted that there are opportunities within and between sectors, but information and comprehensive planning are crucial. Skills interventions are not always reaching marginalized and vulnerable jobseekers. Vulnerable communities in South Africa are resource poor, and should be provided with good-quality land, water and green energy; these resources are interconnected and so we should be thinking about transition as an overall process, not just an energy transition. Initiatives being taken in **sectoral approaches** are very relevant in the context of climate policies and national development planning.

In summing up, the following key points were made by participants:

- Not all sectors operate in the same way. They involve different actors and are subject to different constraints. They are affected by different policy frameworks and different levels of investment; they operate in different types of markets; they employ and have impacts on different groups of people. So we need sector-specific policies.
- **Multi-stakeholder engagement and social dialogue are essential.** We need to base policy on the needs and voices of various **different stakeholders**, including workers, employers, academia and civil society, and this can be achieved through social dialogue. **Social dialogue** can help build alliances and a common agenda to raise ambitions in each sector in terms of achieving environmental, economic and social objectives.
- There needs to be a concerted effort in each sector to look at employment of, and impacts on, different groups of people, including women, young people, and vulnerable and marginalized groups.
- Interventions in one sector have both direct and indirect effects on other sectors, and can have significant impacts on marginalized and vulnerable communities. Therefore, when developing policy, we need to look at the likely impacts on different natural resources and different groups both within and between sectors, and adjust them in a way that ensures a just transition.
- **Education and training institutions need to develop updated sector-specific curricula** that respond to the needs of workers and employers.

## **SESSION 5. Panel discussion: Policy mix – national and sectoral perspectives (16.00–16.30)**

*Moderated by: Mr Damian Grimshaw, Director, Research Department, ILO*

Mr Grimshaw opened the discussion by introducing the panels' expert speakers; **Ms Stelina Chatzichristou**, an expert from Cedefop's Department for Skills and Labour Market; **Mr Moustapha**



**Kamal Gueye**, Coordinator of the ILO's Green Jobs Programme; and **Ms Catherine Saget**, Chief of Unit within the ILO's Research Department. Mr Grimshaw highlighted the importance of building research capacity and knowledge on a new and transformative approach to models of economic development. The transformative approach implies interlinkages and interconnections, including between organizations, and between countries. The moderator posed the following questions, respectively, to the three experts:

- (1) *What are the key elements in a policy mix for skills for green jobs and a just transition?*
- (2) *Why are TVET interventions an important component in a policy mix for skills for a just transition?*
- (3) *Why is it important to take a sectoral perspective in policy formulation and coordination, and how should sectoral policies be included in a policy mix for a just transition?*

In response to the first question, Ms Saget identified three building blocks for skills development for green jobs and a just transition: ***the integration of skills development in national green strategies; the systematic collection and analysis of labour market information; and the establishment of institutional mechanisms for, and participation of social partners in, social dialogue.***

Ms Chatzichristou answered the second question, highlighting the ***importance of TVET in any policy mix***, because without the provision of relevant skills there could be no progress at sectoral level and therefore at national level. Specific and targeted interventions were needed at sectoral level in order to address the needs of each sector in a specific country. In addition, TVET could be a mechanism to provide transferable skills to facilitate mobility for workers. TVET had to be part of a policy mix and well linked with other policies. Finally, TVET should play a role in raising awareness about the importance of the green economy as a societal issue in order to involve the whole society in the formulation of relevant policy programmes and curricula.

Regarding the third question, Mr Kamal Gueye stated that different economic sectors faced different realities. This was one of the reasons why ***sectoral perspectives need to be considered in policy formulation and coordination.*** However, sectors should not be viewed in isolation as there were links between them. Understanding of the realities of economic sectors should be sought through analytical work in order to identify and measure the potential needs and demand for skills and how to anticipate them in different economic sectors. Multi-stakeholder engagement and social dialogue were also key to the inclusion of sectoral policies in a policy mix for a just transition. The private sector should play an important role, for example through sector skills councils.

The key points to take away for policy-makers working in skills for green jobs and a just transition were:

- the ***importance of social dialogue***;
- ***the value of a detailed understanding of skills requirements for green jobs, including specific sectoral needs***; and
- ***the development of a “green dictionary” that defines skills development for the green transition in and for each sector*** and sets out a sound and positive narrative on the role of skills achieve a just transition.

## **SESSION 6. Skills development and lifelong learning for the future of work in a greener economy (16.30–17.45)**

**Moderator: Mr Vic Van Vuuren**, Director, Enterprises Department, ILO

The session reflected on some of the key conclusions arising from the ILO's Global Commission on the Future of Work, with particular attention to the notion of Life Long Learning (LLL). Discussants shared their views on how skills development and LLL can be used as instruments to achieve a just transition for all.

**Mr Van Vuuren** introduced the session by stressing the huge challenge ahead in training the employable young people who will take on green jobs.

**Mr Cesare Onestini** (ETF) referred to shaping attitudes and changing ways of consumption towards achieving LLL. He pointed out that governments should work on updating and redefining skills within traditional sectors, as well as on identifying skills in new sectors. He referred to *skills recognition as a tool towards a green transition* and highlighted the importance of understanding innovation and its role in the transformation of economies. **Mr Onestini** highlighted the changing role of the state in education. He noted that in today's economy, the state is less and less regarded as the only influencer of the education system, and therefore *financing of LLL should be diversified*. In this regard, he stressed the importance of governance of skills development to mobilize resources for LLL.

**Ms Shanti Jagannathan** (ADB), participating via video link, highlighted the importance of LLL. She mentioned that a *solid LLL ecosystem would contribute not only to sustainability, but also to a well-functioning labour market*. Making reference to technological changes, she stated that timely investments in skills are required in order to derive maximum benefit from innovation. Ms Jagannathan also touched upon the importance of apprenticeships and on-the-job training in achieving sustainability. Regarding financing green skills development, she suggested a long-term approach to promote private-sector engagement. Concerning international partnerships on this issue, Ms Jagannathan reminded the audience that the G20 this year is focusing strongly on environmental sustainability, and that there is also a lot of interest within the ADB in strengthening partnerships for sustainable development.

**Ms Hendrina Doroba** (Division Manager, Education, Human Capital and Employment, AfDB), participating via video link, said that the most important contributions that LLL ecosystems can make to environmental sustainability are: *looking at women's and girls' participation in green sectors*; paying particular attention to people who are not yet in employment and who could potentially contribute to a just transition; applying an LLL perspective from basic education onwards, to cover education through life and the adaptation of skills over time; and considering how individuals are prepared to respond and adapt to environmental changes. She highlighted that LLL can only be achieved by strengthening inter-ministerial collaboration. Furthermore, she added that TVET should be structured to cover all skill levels, so that everybody is motivated to participate. Regarding financing LLL, Ms Doroba suggested a need for increased investment in the education sector as a whole; she also highlighted the *importance of green bonds* and agreed with other speakers on the importance of private-sector engagement in working towards a sustainable LLL ecosystem. Ms Doroba stated her belief that international partnerships on skills improve accountability and increase awareness of environmental issues.

**Mr Angus Mackay** (Director, Division for Planet, UNITAR) focused on the importance of international organizations working together towards achieving a just transition. He further highlighted the importance of *building skills in the public sector*. Mr Mackay stated his belief that LLL increases people's adaptability to change. He noted that the basic education system has not changed as rapidly as it should have, and suggested the current system needed to be adapted to the new challenges arising from technological development. Mr Mackay stressed the role of young people in developing knowledge and persuading others to engage in sustainable development.

## CLOSING REMARKS: A WAY FORWARD (17.45–18.00)

The conference ended with closing remarks from **Mr Sangheon Lee** (Director, Employment Policy Department, ILO) and **Mr Vic Van Vuuren** (Director, Enterprises Department, ILO). Mr Lee, in addition to thanking the ILO teams, participants, delegates and international agencies, talked about his four main takeaways from the conference:

- that the green and just transition has the potential to create more jobs, and that these jobs can contribute to reducing inequality;
- that the transition will have far-reaching implications, and will therefore be very challenging;
- that many countries are already making efforts towards greening their policies; and
- that in many cases these policy developments are being undertaken with strong social dialogue and commitment.

Mr Van Vuuren pointed to the importance of research. He emphasized the need to remember that success would be measured on three dimensions: economic success, social impact and environmental impact. He said that the transition would be a complex process and that particular attention needs to be paid to workers in emissions-intensive sectors, so that no one is left behind. The conference ended with sincere thanks to all the participants, delegates and ILO teams who had worked towards the success of this conference, with a special mention to the team led by women that had organized the event.

## POLLING and INTERACTION WITH AUDIENCE

During the Global Forum an **open-polling exercise** was conducted in which three questions were displayed, in three languages, allowing participants to freely express their views and opinions on the role of skills development in greening economies, societies and the future:





Active poll

List the 2 most important types of skills for green jobs/ Indiquez les 2 plus importants types de compétences pour les emplois verts / Selezionare 2 tipos de competencias más importantes para los empleos verdes 0 3 0

Core work skills (e.g. problem solving, communication)/Les compétences de base fondamentales (résolution de problèmes, communication,etc.)/ Competencias laborales fundamentales (e.g. resolución de problemas, comunicación)

67%

STEM (Science Technology Engineering and Mathematics) skills/ Les compétences STIM (Sciences, Technologie, Ingénierie et Mathématiques) / Habilidades STEM (ciencia, tecnología, ingeniería y matemáticas)

43%

Technical and vocational skills /Les compétences techniques/ capacidades técnicas y profesionales

33%

Basic skills (literacy, numeracy, environmental literacy,...)/Les compétences basiques (alphabétisme, calcul, sensibilité à l'environnement,...)/ Habilidades básicas (alfabetización, matemática básica, conocimientos basicos sobre medio ambiente,...)

20%

STEAM (STEM + Arts & Humanity) skills/Les compétences STIAM (STIM + Arts & Sciences humaines)/ Habilidades STEAM (STEM + Artes y Humanidades)

20%

Entrepreneurial skills/Les compétences entrepreneuriales/ Habilidades empresariales

17%

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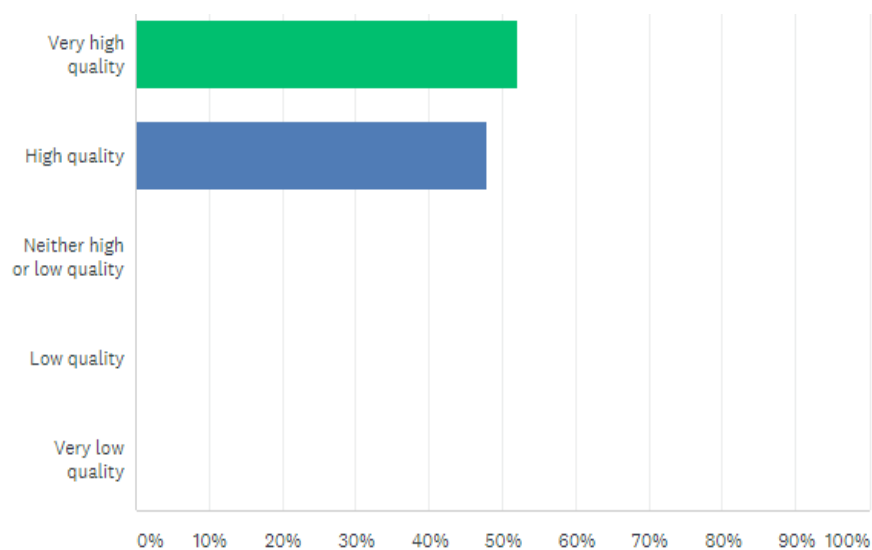




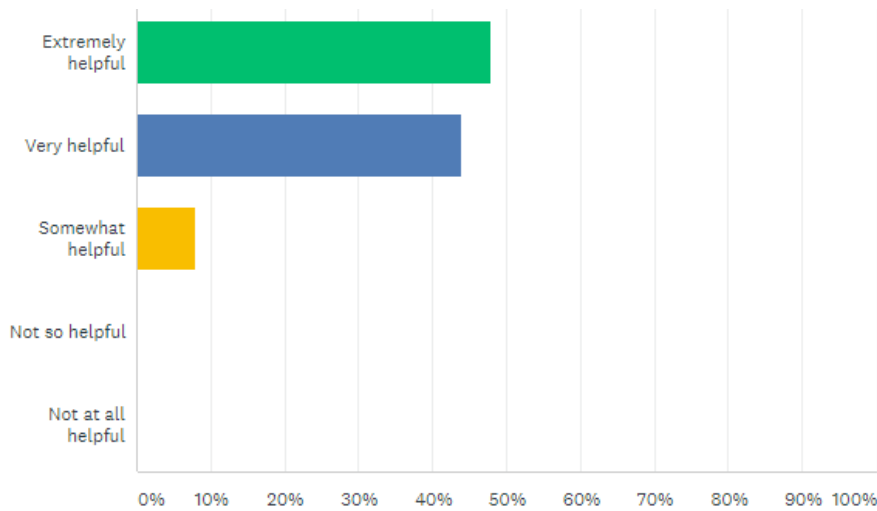
## POST-FORUM EVALUATION

An online survey was conducted via SurveyMonkey to evaluate and collect feedback anonymously from participants on the event's technical content and logistic arrangements. The participants provided very positive feedback on the Forum and indicated that the event was very useful, rich in content and well organized with a structured agenda.

**Q1: "What is your overall assessment of the conducted event?"**



The logistic arrangements of the Forum were also highly rated.



Extracts of answers from e- monkey survey to Question 7: "In your view, how could the event have been made more effective?"

- ❖ Suggestion to make the activity for two days for deeper exchange of ideas and sharing of country experiences.
- ❖ The event has been very good, the next action would have to be more technical level to specify the ideas
- ❖ Was perfect!
- ❖ It's effective, as it is.
- ❖ I wish more countries will participate in the future especially US, Russia, China ...
- ❖ It was quite an interactive event. However, more Q & A sessions could have been there.
- ❖ More discussions among the government, employers and workers groups.  
Request that this type of activity be made at least 2-days to solicit more sharing and exchange of ideas from the participants. Leave time for a few interactive sessions/group work sessions. I trust that many attendees were highly knowledgeable on this topic and the event could have benefitted from having participants share their own insights in an informal but structured way.... Other than that, really great event and indeed lots of valuable insights!

## ANNEXES

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- [Agenda](#) and concept note
- Event [web-page](#)