

The Role of Skills and Training in Greening Economies of Least Developed Countries

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What are Green Jobs?

- Reduce consumption
- Limit green house gas emissions
- Minimize waste
- Protect ecosystems

Why LDCs

- Based on the 4th UN conference on LDCs held in May 2011, sustainable development is a goal on the agenda of LDCs. The objectives include to:
 - Achieve sustained, equitable and inclusive economic growth, to at least at the level of 7 per cent per annum [...]
 - Build human capacities by fostering sustained, equitable and inclusive human and social development, gender equality and the empowerment of women;
 - Reduce vulnerability to economic, natural and environmental shocks and disasters, as well as climate change, and enhance their ability to meet these and other challenges through strengthening their resilience.

Dilemmas and solutions for greening LDCs economies

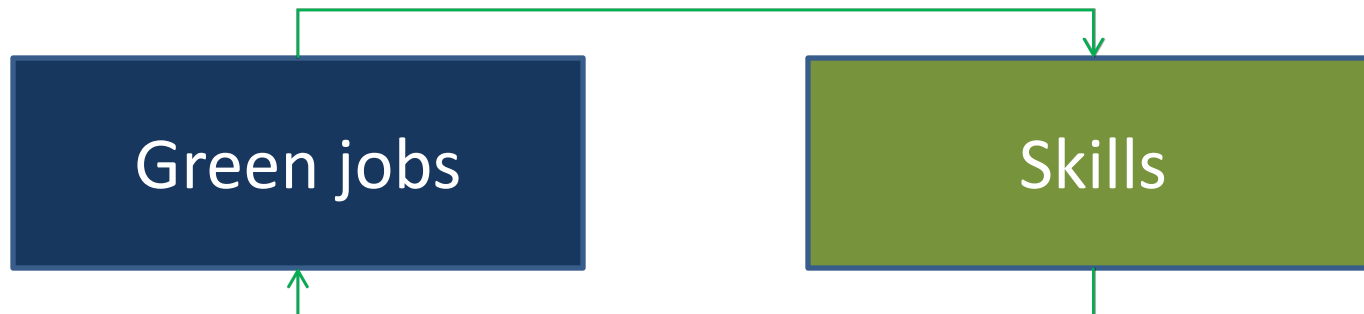
- Natural resource driven economy
- Economic production and jobs are already being adversely affected by environmental change and resource degradation
- Demographic challenges characterized by:
 - Large cohorts of unemployed youth
 - Persistent gender and youth gaps
 - Relatively high proportion of vulnerable workers
- Low level of urbanization but higher rate of urbanization
- Pressure on labour market absorption in rural areas since majority of the poor live and will still live in rural areas.
- Higher inefficiencies in energy and resource use/consumption

What is in the greening agenda for LDCs?

- Early stage of industrialization offers avenues for leapfrogging and adopting technologies avoiding costly technology lock-ins
- Transitions to greener economies offers potential for further growth generation.
- Opportunity to leapfrog the pollution and resource intensive growth paradigm
- A green economy offers significant potential in creation of more and better jobs



The role of skills



- Green jobs and skills for green jobs form a feedback loop
- Gaps open up when one of the two changes
- Causes pressure for the other to change too
 - Changes in green markets create a need and incentive to bridge gaps in skills and capability
 - Skills for green jobs move green practice forward, as people seek jobs and opportunities for their skills
- Green strategies need a skills component

Why Skills Matter

In conjunction with other employment and macroeconomic policy measures, more and better skills:

- Contribute to job creation
- Enhance productivity in existing jobs and capacity to move up in value chains
- Shift jobs towards more sustainable ways of production and consumption
- Help people adjust to changes and better prepare for environmental shocks and labour market transitions
- Can act as a driver of change and innovation in its own right by spurring investment in new green economic opportunities.
- Example of Eco-Tourism in Lao People's democratic Republic

How are occupations affected?

- Some occupations will not change at all
- Established occupations requiring new ways of working.
- Some jobs will disappear
- New occupations-call for higher-level qualifications



Changing and Emerging Occupations

Degree of skill change	Occupational change	Typical skills response	Examples
None	None or only quantitative	None or increased training in existing occupation	National park ranger, bus driver
Low	Changing Occupation	On-the-job learning or short training courses	Organic farmer, Tourist guide in eco-tourism
Medium	Changing or emerging occupation	Short courses or longer continuous training	Plumber installing solar water heaters, Bricklayer building biogas digesters
High	Emerging occupation	Initial training, university degree or longer continuous training	Solar Energy Technician, Carbon consultant, Architects, and Agricultural engineers



Skills Challenges for Greening LDC Economies

- Weak foundation skills
- Skills shortages hold back transitions to greener economies
 - Unbalanced national skills structures
 - Lack of STEM skills
 - Training systems not responsive to changes in the economy
 - Shortage of qualified teachers and trainers in specific skills

Challenges cont...

- Workers in informal and rural economies lack access to skills upgrading
 - A large labour supply of young people
 - Limited access to training of people in rural areas and the informal economy
 - Agriculture is the primary motor for LDC economies employing high percentages of economic workforce.

Key Policy Messages

Policy Message 1: Coordinate skills and environmental, economic and social concerns in national development policies

- In existing skills development strategies and measures
- National Adaptation Programmes for Action (NAPAs)
- Sectoral policies
- Investment policies
- Technology development policies
- Employment policies
- Trade policies
- NDPs

UN CC:Learn

National strategies to promote skills for climate-resilient development

- Benin, one of the 5 pilot countries on national strategies to promote skills for climate-resilient development.
- The strategy:
 - Capacity development of teachers and students
 - Informal training and public awareness raising
 - Capacity development of public sector leaders
 - Institutional capacity in all segments of education
 - Capacity development in key sectors

Policy Message 2

Investments in:

- Labour intensive investment
- Infrastructure development
- Public Transportation
- Efficiency building projects
- Renewable energy

Linking such initiatives with:

- Training measures
- Entrepreneurship training
- Business support services

Policy Message 3

Boost productivity and sustainability of farming through better skills

- Improved outreach services that impart skills
- New farming techniques and skills
- Mobile training units and extension practices

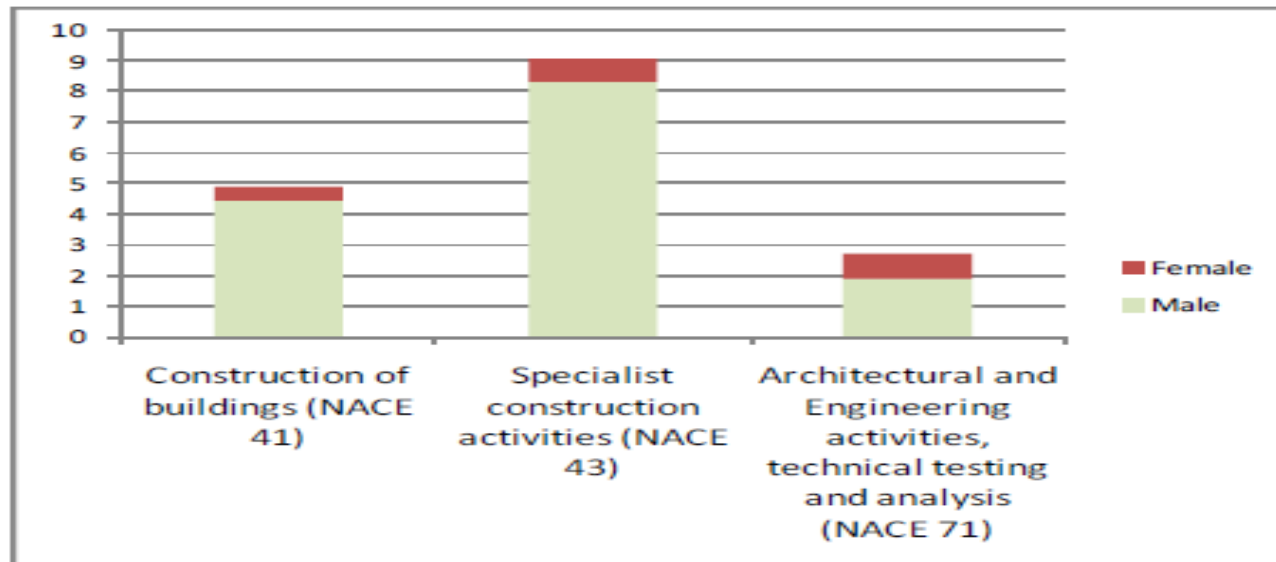
Policy Message 4

Prioritize training and entrepreneurship opportunities for disadvantaged groups

- The training should be gender sensitive.
- Access to training should be targeted
- Small-scale community based projects E.g. Benin and Burkina Faso
- Incentives to increase women's and youth participation in green work (the case of Bangladesh)

The Gender Dimension

- ❑ Women are underrepresented in STEM studies in all countries
- ❑ Translated into the technology divide in jobs
- ❑ Women are overrepresented in recycling and waste collection (low income and poor working conditions)
- ❑ But women are interested in eco-occupations (e.g. in Thailand women are overrepresented in eco-tourism, in Uganda- in organic farming)



Good practice

☐ Targeted training:

- e.g. Indian Barefoot College: solar tech training for the illiterate and women;
- e.g. targeted shares of trainees in “Working for Water” Programme in South Africa (women 60 %, youth 40% and people with disabilities 5%)
- e.g. Youthbuild –for youth at risk in the US

☐ Social dialogue, roundtables and PPPs:

- e.g. SSCs in retraining,
- e.g. the US round table on “Strategies for Including People with Disabilities in the Green Jobs Talent Pipeline”

☐ Complex measures:

- e.g. “A woman’s guide to green jobs in the United States”: jobs and training opportunities, child care etc.;
- e.g. Grameen Shakti: microcredit + training + guidance

Policy Message 5

Expand sustainable practices and use of new green technologies through peer learning

- Technology transfer
- Existing market potential
- Social innovation
- Capitalization of existing skills e.g Uganda

Policy Message 6

Mobilize highly-skilled nationals in the diaspora to contribute to green transitions

- The large pool of skilled emigrants can be mobilized to:
 - Share knowledge
 - Contribute to R&D
 - Engage in joint ventures and alliances for development and transfer of technology
- This requires adequate institutional support and policy frameworks

Policy Message 7

Enable trainers and teachers to keep skills for green jobs up to date

- The availability of teachers and trainers is critical.
- Their role is critical
 - Environmental awareness
 - Technical training amongst young people within the formal education and training system
- Top priority for the strategy on greener economies should be on should be the education and training of such teachers and trainers.

Policy Message 8

Improve relevance of skill supply to the labour market demand through social dialogue, labour market information and provision of core skills

- Setting up institution mechanisms
- Strengthening the capacity of trade unions and employers' associations
- Social dialogue
- Developing labour market information and analysis
- Using 'soft' analytical methods for anticipating skills demand for green jobs
- Core skills

An example towards this initiative- Youth Entrepreneurship Facility in Kenya Uganda and Tanzania

Policy Message 9

Use skills development and awareness raising to promote green change

- Skills – driver in its own right
- Will help to overcome cultural inertia
- Will help to promote recycling and resource saving practices
- Through social dialogue to awareness raising at company (including SMEs) and industry levels
- And developing capabilities of industries and enterprises

Further ILO reading

- The global synthesis report “Skills for GJs”
- The European synthesis report
- 21+ background country reports
- Policy brief:
<http://www.ilo.org/skills/>
- Three ILO-EC reports
- Methods of Identification of skill needs
- Skills and Occupational Needs in Renewable Energy
- Green Building
- Research Briefs



http://www.ilo.org/skills/projects/WCMS_140837/lang--en/index.htm

Forthcoming:

- A step-by-step guide on identifying skill needs for green jobs
- Policy Brief for LDCs

Thank you!



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