Skills Development Measures for Climate Resilience: ILO's approach in the Asia and Pacific region

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ILO work on Skills for Green Transitions

The main areas of work include:

- Skills needs identification for green transitions
- Facilitating social dialogue at the sectoral level on greening and green skills
-   Greening TVET curriculum
- Assessing transferability of skills to support work transitions
- Skills project(s) for economic diversification

The key ILO resource materials include:

- **Skills for Green Jobs: A Global View, 2009**
http://www.ilo.org/skills/pubs/WCMS_162799/lang--en/index.htm
- **Skills for a Greener Future, 2019**
https://www.ilo.org/skills/pubs/WCMS_732214/lang--en/index.htm
- **Skills and Occupational Needs in Renewable Energy, 2011**
https://www.ilo.org/skills/pubs/WCMS_166823/lang--en/index.htm
- **Skills and Occupational Needs in Green Building, 2011**
http://www.ilo.org/skills/projects/WCMS_140837/lang--en/index.htm

Skills Measures for Climate Change Resilience

The main approaches include:

1. Skills development for promoting **economic diversification**

2. A**rea-based and multi-stakeholder approach** to support local communities

3. Support for **employment resilience** through identifying future skills needs and transferability of existing skills sets for work transitions

4. Developing **individual capabilities to be 'resilient'** for major disruptions in livelihoods and jobs

1. Skills Development for Promoting Economic Diversification

- **Skills project aiming to enhance climate resilience**

  e.g. Agroforestry Skills for Employment and Resilience in Timor-Leste (EU supported) 2023-27

  - Roadmap for agro-forestory development
  - Identification of green and circular economy needs and employment opportunities for the youth in the agroforestry sector
  - Developing and aligning TVET to support
  - Demand-driven, Community based training –e.g. Training for Rural Economic Empowerment (TREE)

- **Targeted technical skills training**

  e.g. e-commerce, digital skills, financial literacy, entrepreneurship, organic agriculture, land preservation

2. Area-based and multi-stakeholders' approach to support local communities

➢ Key features of the approach:

❖ **Local TVET network and governance** set up, led by local government, supported by multi-stakeholders

❖ **Joint identification** of employment opportunities, skills needs and training providers in the local area, with a focus on inclusion

❖ **Role, responsibilities and financial** (or in-kind) contributions by the stakeholders **mapped**

❖ **Local Action Plan** on skills and employment **signed** by the multi-stakeholders

e.g. Development of skills programme to support indigenous communities

➢ The project provided facilitation and technical support for specific activities (e.g. skills needs assessment, skills standard development)

**Skills for Prosperity Project-Philippines (ended Sept.2023)**

➢ Skills needs to be part of the concerted effort for climate resilience, combined with insurance and social security measures

3. Support for **Employment Resilience** through Assessing Future Skills Needs and the Transferability of Existing Skills -1
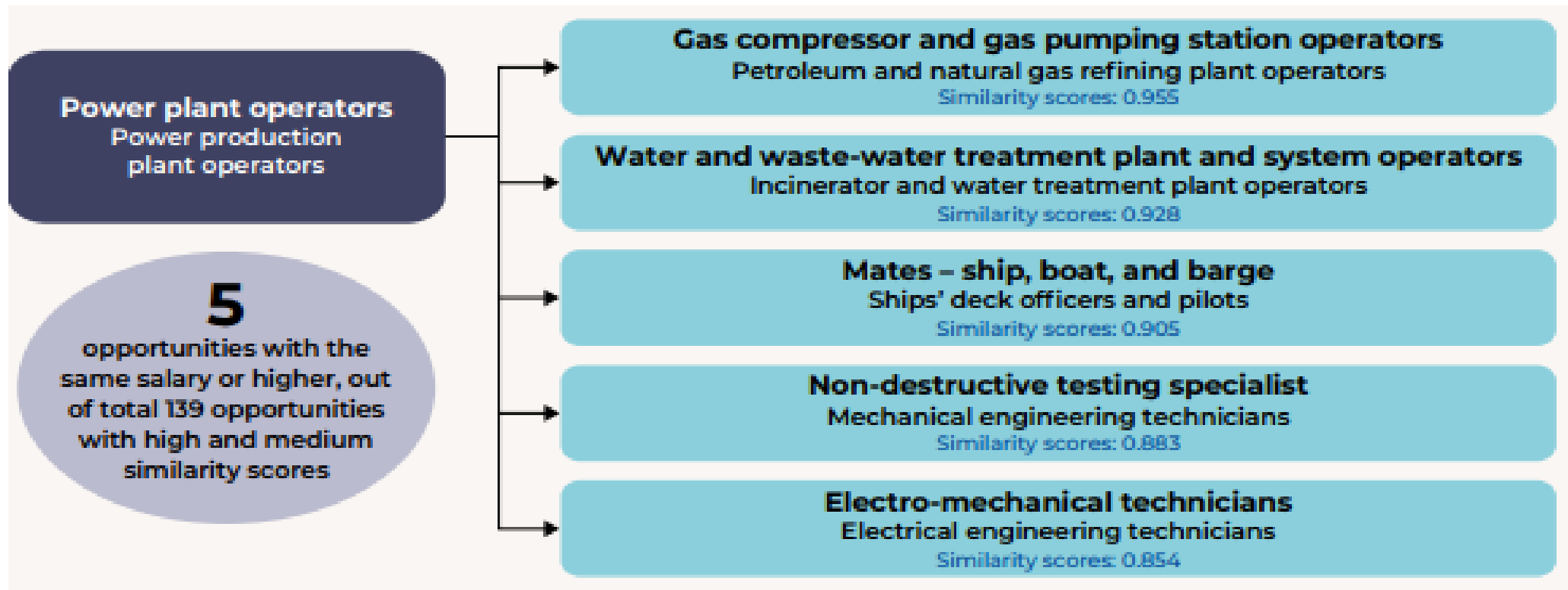
- Identification of future skills needs assist workers to prepare (e.g. *Skills for Trade and Economic Diversification: STED* methodology)

- Assessing the transferability of skills from one job to another is also important -there are significant overlaps of skills of jobs in declining and growing industries in green transitions

- A significant part of skills in the existing job can be transferred to gain another job in growing sectors, with additional skills training

- Combined support for income and social security are also important for resilience

Overlap of skills in declining and growing industries for building and related trade workers
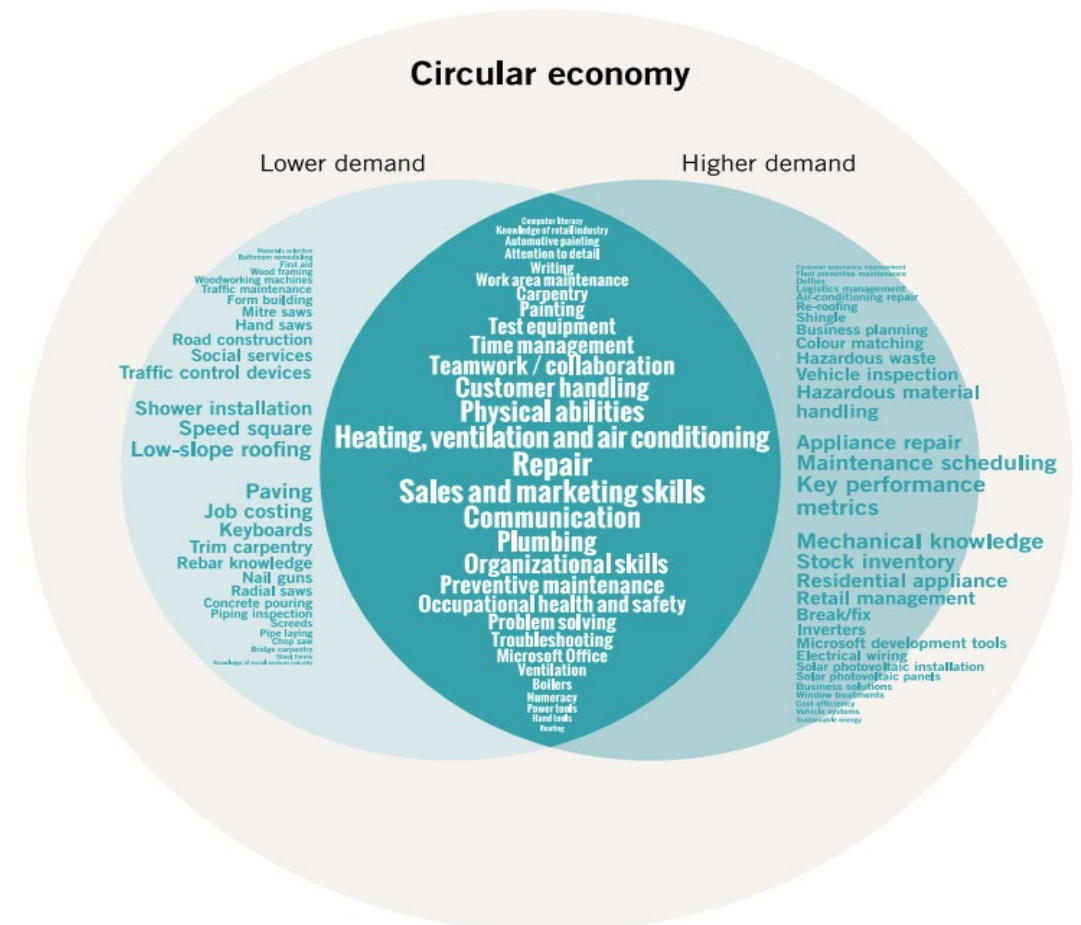
2. Support for Employment Resilience through Identifying the Future Skills Needs and Transferability of Skills -2

Transition paths for power plant operators (ISCO 31 group) under the energy sustainability scenario

Power plant operators
Power production plant operators

5 opportunities with the same salary or higher, out of total 139 opportunities with high and medium similarity scores

Gas compressor and gas pumping station operators
Petroleum and natural gas refining plant operators
Similarity scores: 0.955

Water and waste-water treatment plant and system operators
Incinerator and water treatment plant operators
Similarity scores: 0.928

Mates – ship, boat, and barge
Ships' deck officers and pilots
Similarity scores: 0.905

Non-destructive testing specialist
Mechanical engineering technicians
Similarity scores: 0.883

Electro-mechanical technicians
Electrical engineering technicians
Similarity scores: 0.854

Source: ILO (2019), Skills for a greener future – global synthesis report

4. Developing individual capabilities to be 'resilient' for major disruptions in livelihoods and jobs

- Promotion of 'core work' skills, with a focus of STEM competencies (e.g. analytical skills, sense-making, problem solving, learning to learn, adaptability)

- Integration of STEM-competencies in TVET delivery

- Learner-centred pedagogy (e.g. inquiry-based, project-based approaches)

➢ Currently collaborating with SEAMEO-STEM-ED and SEAMEO-VOCHTECH for further dissemination in ASEAN
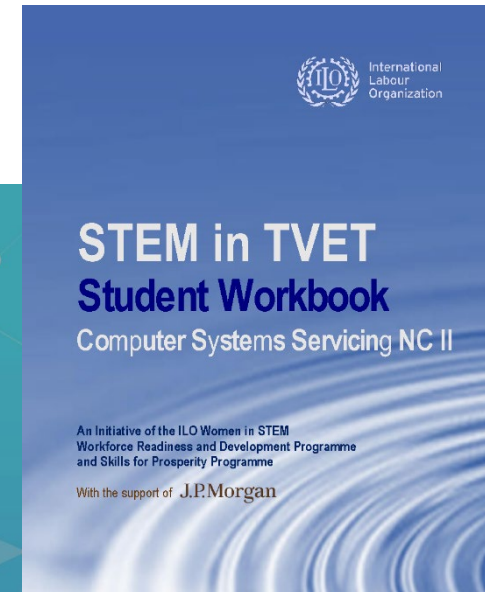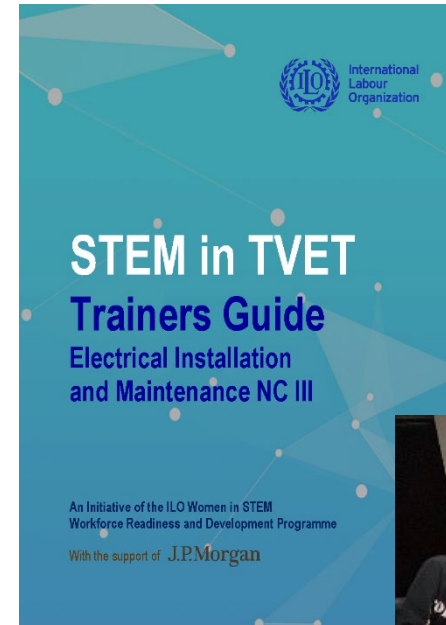
Thank you for your attention!

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