



International Labour Organization submission to the Subsidiary Body for Implementation (SBI) on the third dialogue on article 6 of the Convention to be convened during SBI 42 (June 2015)

In response to the invitation by the SBI to Parties, admitted observer organizations and other stakeholders to submit to the secretariat, by 18 February 2015, their feedback on the organization of the 2nd Dialogue and their views on the agenda for the 3rd Dialogue, which will focus on education, training and international cooperation on these matters.

The ILO congratulates the SBI for convening the 3rd dialogue on article 6 of the Convention during SBI 42 (June 2015). The ILO had the privilege to participate in the 1st Dialogue on Article 6 which was held during the thirty-eighth session of the SBI on 10 and 11 June 2013. This dialogue was found to be relevant, informative and a valuable opportunity to consider challenges, good practices and lessons learned from the planning, implementation and evaluation of climate change training at the national level.

The ILO presented on skills needs in the transition to low-emission and climate-resilient economies, on the basis of empirical evidence from the ILO Green Jobs Programme. The presentation was based on the findings from a study on skills for green jobs in 21 countries and highlighted three policy recommendations for addressing the skills shortage: (a) Creating public–private partnerships between governmental institutions, industrial organizations and trade unions at the sectoral, local and national levels to identify ways for the labour market to prepare for the required skills changes; (b) Adapting national curricula and the vocational training system; (c) Ensuring the coherence of climate and skills policies.

Since the 1st dialogue, the ILO has been working with Parties through specific programmes and projects for action-oriented and results-focused national level training, human skills building and capacity development to enhance implementation. We are pleased to report progress in these country-level programmes and projects involving UNFCCC Parties.

For the 3rd dialogue, the ILO would like to submit the view that the SBI and the Secretariat consider inviting representatives from countries where such programmes and projects are taking place (e.g. Bangladesh, Chile, Dominican Republic, Kenya, Philippines, Thailand, Zambia), and the funding partners (e.g. Australia, Denmark, Finland, United Kingdom,) for them to share their experiences and lessons learned. The programmes and projects address skills and employability for adaptation and income generation after natural disasters, skills gaps in the energy and building sectors, curricula for green occupations in TVET systems, and capacity for greener workplaces. The [hyperlinks](#) provide access to full information on each of the projects. The ILO would be pleased to participate in the 3rd dialogue along with Parties concerned to share the experiences and lessons learned.

Skills, capacity building and employability for adaptation to natural disasters

- After the typhoon Haiyan tore the **Philippines** in 2013, the ILO helped put in place **emergency employment programs** in the hardest hit areas. Such programs brought much-needed immediate income and guaranteed minimum wage, social protection and



safety and health to thousands of workers who had lost their livelihoods, while also ensuring better opportunities for affected communities in the longer term. Moreover, access to micro-insurance and innovative financial programmes for farmers and other workers active in highly climate dependent sectors have helped increase incomes, climate resilience and avoided job losses. The [ILO-led Climate Change Adaptation Demonstration Project \(CCAP\) in southern Philippines](#), aimed at providing micro-insurance to farmers, specific information about expected impacts of climate on their agricultural production and knowledge about adaptation options helped increase their savings, incomes and become more climate resilient.

Learning standards and curricula for green occupations in technical and vocational education and training (TVET) institutions in the Dominican Republic and Central America

- In **Central America and the Dominican Republic**, the [FOIL project](#) has provided technical support to the regional network of technical and vocational education and training (TVET) institutions. To date learning standards and curricula for eight [green occupations](#) have been developed and included into the vocational training portfolio of all countries.

Training of solar technical to roll out decentralised energy systems in Bangladesh

- In **Bangladesh**, [training of solar technicians](#) provides employment and income opportunities for young men and women, contributing to creating a skilled work force for the deployment of clean energy systems in the country. The solar home system and entrepreneur skills training programme implemented between 2010 and 2012 was successfully integrated in national programmes with: (1) the institutionalisation of training curricula (assembling, installation and maintenance) in the National Technical and Vocational Qualification Framework; (2) the provision of sustainable employment opportunities by linking trainees with renewable energy service providers (27 additional service providers) for job placements as solar technicians; and (3) promoting solar entrepreneurship by providing skills for entrepreneurs and access to finance.

Skills for sustainable construction in the building construction sector in Zambia

- In **Zambia** a One-UN programme on the promotion of green building under the [Zambia Green Jobs Programme](#) contributes to enhancing the capacity of micro, small and medium-sized enterprises (MSMEs) to effectively participate in the green building goods and services markets, a key segment for low-carbon housing.

Capacity building for greener work places

- The [Greener Business Asia project](#) in both **Thailand** and the **Philippines** developed tools and provided capacity building among tripartite constituents (employers, workers and governments) to green workplace practices by improving environmental impact, working conditions and thus the overall enterprise competitiveness and productivity. Likewise, the ILO provided support to the [Chilean forestry sector social dialogue process](#) to develop sustainable strategies for the forestry sector.