



# Skills needs in a transition to low carbon and climate resilient economies

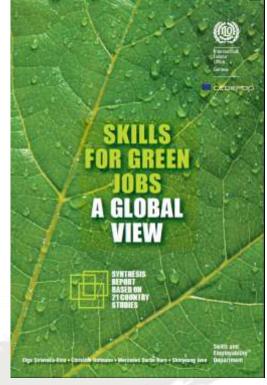
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An ILO contribution to the UNFCCC work program on Article 6 (i) education, training and (ii) public information, awareness, participation and cooperation

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# Global and country assessments to know size and sectors of transition



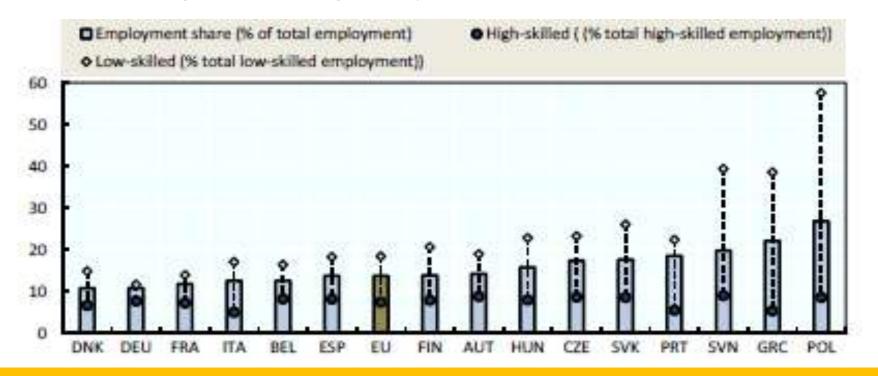




# What's employment effect of transition? Understanding the magnitude first

Shifts between sectors: ~ 1% (globalization 20%)

=> Change in existing occupations outnumber new ones



15 Industries account for 70% of emissions (EU&US 8-10% of jobs) But high emitting sectors majority low vs. high skilled in RE (OECD 2012)



### Changing and new occupations

Degree of skill change	Occupational change	Typical skills response	Examples
None	None or only quantitative	None or increased training in existing occupation	Bus driver in CNG driven buses; forester
Low	Changing occupation	On-the-job learning or short training courses	Welder in wind turbine production; Organic farmer
Medium	Changing or emerging occupation	Short courses or longer continuous training	Energy consultant in building; car mechanic for electric cars or CNG cars
High	Emerging occupation	Initial training, university degree or longer continuous training	Solar energy technician; eco-designer; biofuels technician



# Conclusion: Skills shortages hinder the transition 3 Policy recommendations

- PPP (Gov. Industrial Org.- Unions) at sector, local and national level
- 'Greening' of curricula and introduction into national vocational training system (core & technical skills)
- Coherence of climate and skills policy (A climate policy without HR will not work!)



#### 1. PPP Bangladesh

## Grameen Bank & National Training Institution 'Solar System' 100,000 jobs by 2015

- Institutionalization of training curricula in Technical and Vocational Institutions
- Job placement and linking trainees with renewable energy service providers
- Promoting solar entrepreneurship through business skills and finance





#### 2. Greening training curricula

#### 7 Countries:

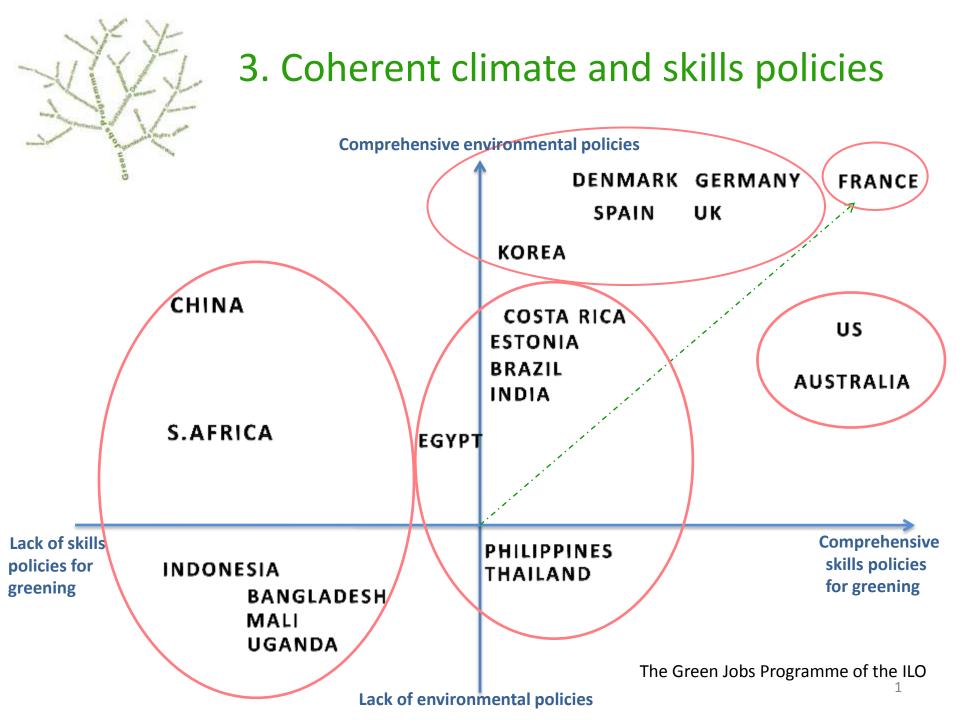
Methodology to assess skills gaps

#### Prospección de necesidades formativas

- Instituto Nacional de Aprendizaje de <u>Costa</u> Rica, INA
- Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano de Panamá, INADEH
- Instituto Nacional de Formación Profesional de Honduras, INFOP
- Instituto de Formación Técnico Profesional de la República Dominicana, INFOTEP
- Instituto Nacional Tecnológico de <u>Nicaragua</u>, INATEC
- Instituto Técnico de Capacitación y Productividad de Guatemala, INTECAP
- Instituto Salvadoreño de Formación Profesional de El Salvador, INSAFORP









### Thank you very much!

For more information

www.ilo.org/green-jobsprogramme