

## Submission by the International Labour Office

March 2022

### Paris Committee on Capacity-building (PCCB) Call for submissions from Parties and non-Party stakeholders: *2022 PCCB focus area*

**‘Building capacity to facilitate the coherent implementation of nationally determined contributions in the context of national development plans and sustainable recovery’**

#### Background

The PCCB aims to address gaps and needs, both current and emerging, in implementing capacity-building in developing country Parties and further enhance capacity-building efforts. Current priority areas are:

- a) Enhancing coherence and coordination of capacity-building under the Convention;
- b) Identifying capacity gaps and needs, both current and emerging, and recommending ways to address them;
- c) Promoting awareness-raising, knowledge- and information-sharing and stakeholder engagement.

To learn more about the work of the PCCB, you can access its annual reports and other documents [here](#).

#### Topics for submissions

The PCCB annually focuses on an area related to enhanced technical exchange on capacity-building. It determined, in its 2021-2024 workplan, to make calls for submissions from Parties and non-Party stakeholders on the annual PCCB focus area.

#### Who can submit?

The call is open to all UNFCCC Parties and non-Party stakeholders, such as public and private sector entities, government and non-government organizations, philanthropic organizations, academic and research organizations, international and regional organizations or initiatives, and UNFCCC constituted bodies.

#### How will the inputs be used?

The inputs will feed into the PCCB's workplan activities in 2022, including a focus area day at the 4th Capacity-building Hub at COP 27, and envisaged regional activities and webinars. The inputs will also inform the design and preparations of the 11th Durban Forum on capacity-building to be held during the Bonn Climate Change Conference in June 2022. Responding to the request of the COP for the SBI to align the theme of the Durban Forum on capacity-building with the annual focus area of the PCCB, the PCCB has been working to ensure alignment between discussions at the annual Durban Forum and the work of the PCCB related to its annual focus area.

## Submissions form

We thank you in advance for filling out this template with concise, evidence-based information and for referencing all relevant sources. There are 2 sections in this template:

- *Details about your organization*
- *Guiding questions about implementing NDCs and national development plans in developing countries in a coherent manner, while supporting a sustainable recovery*

### Further information:

You are welcome to provide any other information that your organization thinks would highlight suggestions made in response to this call for submissions.

Address for submission: [pccb@unfccc.int](mailto:pccb@unfccc.int)

Deadline for submissions: 25 February 2022 (*Note: The UNFCCC Secretariat extended the deadline to ILO till 2<sup>nd</sup> March 2022*)

*Please only fill out sections that are relevant to the work of your organization. Please note that no section is mandatory.*

### Organization or entity name:

International Labour Organization (ILO)

### Type of organization:

*Please choose as appropriate:*

- |                                                                          |                                                                     |
|--------------------------------------------------------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> Intergovernmental organization                  | <input type="checkbox"/> Development bank / financial institution   |
| <input checked="" type="checkbox"/> UN and affiliated organization       | <input type="checkbox"/> Non-governmental organization              |
| <input type="checkbox"/> International network, coalition, or initiative | <input type="checkbox"/> Research organization                      |
| <input type="checkbox"/> Regional network, coalition, or initiative      | <input type="checkbox"/> University/education/training organization |
| <input type="checkbox"/> Public sector entity                            | <input type="checkbox"/> Private sector entity                      |
| <input type="checkbox"/> Development agency                              | <input type="checkbox"/> Philanthropic organization                 |
|                                                                          | <input type="checkbox"/> Other (Please specify) _____               |

### Organization Location

City: ILO Headquarters based in Geneva

Country: Switzerland

### Scale of operation:

- |                                            |                                        |
|--------------------------------------------|----------------------------------------|
| <input checked="" type="checkbox"/> Global | <input type="checkbox"/> Regional      |
| <input type="checkbox"/> Local             | <input type="checkbox"/> Subregional   |
| <input type="checkbox"/> National          | <input type="checkbox"/> Transboundary |

### City(ies)/Country(ies) of operation (if appropriate):

The ILO is a specialised UN agency that brings together governments, employers and workers from 187 member States to set labour standards, develop and design policies and programmes on decent work and promotes a just transition through social dialogue to foster a greener, sustainable and fair economies

and societies for all. Re-skilling and up-skilling measures are key to make the transition just, fair and inclusive.

## The annual PCCB focus area

At its fifth meeting in June 2021, the PCCB agreed on the following focus area for 2022:

***‘Building capacity to facilitate the coherent implementation of nationally determined contributions (NDCs) in the context of national development plans and sustainable recovery’***

The Paris Agreement aims to strengthen the global response to the threat of climate change through the implementation of NDCs and national development plans, in the context of sustainable development and efforts to eradicate poverty. This presents ample opportunities for synergies and the PCCB, with its strong mandate to engage with other bodies under and outside the Convention, is well positioned to promote coherence in achieving climate and development objectives.

Building closely on the PCCB’s 2021 focus area on building capacity to facilitate coherent implementation of NDCs in the context of national development plans, the 2022 focus area is dedicated to the question of how this process can support a sustainable recovery from the COVID-19 pandemic.

The COVID-19 pandemic accelerated multiple crises, and solutions for economic recovery efforts need to be responsive to the climate emergency and facilitate a transition to a greener, fairer, and more sustainable world, and capacity-building is a key enabler for this.

The [PCCB’s work on its 2021 focus area](#) contributed to an enhanced understanding of the key barriers and capacity-building needs and gaps hindering the coherent implementation of NDCs and national development plans, as well as of existing solutions. Through this call for submissions, **the PCCB seeks to contribute to a better understanding of how the coherent implementation of NDCs and national development plans can be aligned with and support a sustainable recovery.** What good practices and lessons learned exist with regard to aligning NDC implementation and national development planning with recovery efforts that are focused on sustainability and what are the major capacity-building needs and gaps in this area?

**To facilitate coherent NDC implementation and planning in developing countries that are aligned with and support a sustainable recovery, in your experience, what are:**

*the key interventions?*

**Aligning key national and sectoral policies in a more integrated manner** and facilitating systematic policy coordination at planning, design, implementation and monitoring stages that increase relevance of skills development to NDC implementation are crucial to reach the goals of the Paris Agreement, 2030 Agenda and support a sustainable recovery.

In addition, **effective labour market information and skills needs anticipation and monitoring systems** should be put in place to enhance understanding of employment shifts in the context of NDC implementation and ensuing changes in skills demand. With better analysis and data on employment effects and skills needs and gaps, informed policy decisions and actions could be made to seize opportunities of the green transition and support a sustainable recovery.

The shift to low-carbon and resource-efficient economies and societies **requires technical vocational and education training (TVET) system to engage more systemically in response to the changing job opportunities and skills needs.** It has the potential in facilitating coherent climate action by preparing the current and future workforce with the relevant knowledge and skills to transform the workplaces, communities and societies as a whole. It is therefore essential to strengthen governance and management structures required to mainstream environmental sustainability and climate action in TVET systems and to incorporate skills required for the NDC implementation in the development and upgrading of competency standards, curricula, and assessment packages in both initial and continuing TVET.

Ensuring a just, inclusive and sustainable transition necessitates **targeted policy measures to address the needs of disadvantaged and vulnerable groups** including young people, especially those who are not in education, employment or training, women, older workers, people with disabilities, persons living with HIV/AIDS, migrant

workers, refugees, unemployed people, informal workers, low-skilled workers, indigenous and tribal peoples and those living in rural areas.

#### *the enabling conditions?*

Implementation of NDCs and national development plans cannot be realised by a single policy area alone but requires an integrated approach through **collaborative and active engagement** of governments, employers, workers, and other civil society actors, and education and training providers at all levels as well as international community. In other words, any intervention should be grounded on **social dialogue and broader social partnerships** to have a chance of successful design, planning and implementation of NDCs and national development plans.

Other elements that the capacity to facilitate successful and just implementation of NDCs and related policy measures include effectiveness of labour market institutions, including public employment services, availability of labour market information to facilitate informed policy making and career guidance, social security mechanisms to ensure that workers have secured income for the time of reskilling and upskilling, stable financing of lifelong learning sourced from public and private sources, institutional development and capacity building to support social dialogue at national and sectoral levels.

#### *the key institutional barriers?*

**Weak policy coordination** between government, ministries, social partners, training providers and other stakeholders remains a key obstacle to an effective and coherent implementation of NDC and national development plans. Often, national commitments and sectoral priorities to implement the Paris Agreement have not included sufficient skills development component to support their implementation while there is little chance of materialising those commitments in the absence of relevant skills in the labour market. In general, coordination tends to occur for specific purposes, with weak monitoring and unsystematic follow-up. Poor inter-ministerial coordination hampers the effective and coherent design, planning, implementation and evaluation of national climate and skills development policies.

The increase in skills gaps and shortages are posing a challenge to the implementation of NDC and national development plans. At the same time, **systematic, innovative and institutionalized mechanisms for skills anticipation and development**, in which the private sector is directly and actively involved, **exist in only a few countries**. This in turn makes it difficult to develop specific skills and lifelong learning policies, shape TVET and active labour market policies (ALMPs) to current and future demand to support the implementation of NDC and national development plans.

In low-income countries, **social partner organizations and social dialogue mechanisms are generally underdeveloped**. Given that the presence of institutional platforms for social partners' involvement increases coherence between environmental and skills policies, facilitating exchange of ideas and information between government, businesses and workers, and supporting relevant planning and implementation, institutionalized social dialogue mechanisms and procedures should therefore be strengthened.

#### *the capacity gaps and capacity-building needs?*

**Institutional capacity building and awareness raising on the roles of various stakeholders** (social partners, training institutions, government ministries, the education and skills policy community) in the planning and implementation of NDC and national development plans will be important to strengthen multi-stakeholder engagement.

In addition, institutional capacity **to design, adopt, evaluate and effectively implement policies and legislation responding to climate change** is a critical bottleneck, particularly in developing and emerging economies.

Enhancing **technical and financial capacity to collect, disseminate and analyse labour market data and information** is crucial for building effective skills needs anticipation and monitoring systems in the context of coherent implementation of NDCs.

*the knowledge and skills priorities?*

It is critical to have **high awareness of linkages between implementation of NDCs, national development plans and the role of skills development measures** for equipping the workforce with relevant technical, digital and core(soft) skills. **A wide range of both technical and core skills**, including STEM (science, technology, engineering and math) skills are needed to support the implementation of NDCs. Some core skills such as environmental awareness, teamwork, communication, negotiation, entrepreneurship and occupational safety and health (OSH) skills are needed by all workers, regardless of the general skill level of their occupation. Required technical skills depend on NDCs and sectoral priorities of the national development plans but certainly concern a large range of occupations, including construction workers, plumbers, sales workers, manufacturing workers, renewable energy installers, maintenance technicians, teachers and this is not an exhaustive list. The awareness and knowledge on necessary technical and core skills will help countries to consider designing the climate change commitments and national development plans more effectively and coherently, integrating climate change literacy, skills training and capacity building at national and sectoral levels and translate the commitments of the Paris Agreement into action.

Having knowledge on **how implementation of NDCs would affect the employments, existing and new occupations and tasks, and required skills in the future** is important to facilitate coherent national development planning and implementation.

In addition, knowledge and skills that enable more **effective monitoring and evaluation of the implementation of policies** as well as **efficient communication and coordination for multi-stakeholder engagement** are crucial.

How can existing capacity-building efforts be improved and what kind of new or additional capacity-building efforts are needed to ensure that coherent NDC implementation and planning in developing countries are aligned with and support a sustainable recovery? Who should be the target recipients of such capacity-building?

*At the subnational level:*

- **Sub-national and sectoral policies and interventions can enable NDCs implementation process.**

The weak policy coordination remains to be a common gap and challenge at sub-national and national governmental levels of the skills for green jobs landscape while sometimes is offset.

**Policy action at sectoral and subnational levels** can foster the structured and operational mechanism to green sectoral roadmaps and interventions, if are well-aligned and coherent. Good examples from Republic of Korea, United Arab States, Australia and United States (state-level) showcased the opportunities of actions at subnational level, those contributed to national policymaking on green growth, establishment of regional green growth committees and reduction of carbon emissions. Indeed, it is just a piecemeal of some progress made since Paris Agreement adopted in 2015 (ILO, 2019).

It is central to increase the **capacity building**, training and skills measures for green jobs and advocacy on effective NDCs implementation embedded at **sectoral and sub-national policy levels** and implementation (or federal, province, state-level) not at ad-hoc basis and making them heavily dependent on projects. Regular and holistic approach to integrate and mainstream the skills measures for green jobs into subnational and sectoral policies could help better shape effective implementation of the national policies addressing a just transition and sustainable development. The sectoral skills bodies and councils, sectoral and regional observatories, sub-national level of education and training administration and the network of public employment services (PES) can play a pivotal role for coordination, design and integration of climate change literacy, skills measures and trainings at sub-national and sectoral levels. That can lead to:

- a. seize more opportunities to enable to make the transition just and inclusive at sub-national and sectoral levels,
- b. lead to coherent and effective implementation of the NDCs to fill the gap at national-level coordination and reinforce the institutional mechanisms.

For example, Indian Skill Council for Green Jobs (SCGJ), that was established in 2015, supports the Green Skill Development Programmes with an objective to identify skills needs and to implement interventions at industrial, sectoral and national levels. The Skilling Task Force which consists of a number of sector skills councils was established to facilitate cooperation between the Government and the private sector in identifying training needs and reforming training curricula in Uganda.

- Mayors, sub-national policy-decision makers and social partners could advocate and play significant role in NDCs implementation through climate smart, urban planning, sustainable construction and greener transport **policy-making** via **social dialogue** mechanism. That may help to address the socio-economic inequalities for a greener transition at subnational level too.
- Policymakers at sub-national level would require **capacity building trainings on measuring job loss and creation** in transition to energy transition, use of renewable energy and clean technologies.

*At the national level:*

- **Stronger inter-ministerial coordination and more holistic policy coherence required to effectively implement the NDCs at all levels**

Skills development is one of central pillar in fostering and addressing environmental, economic and social sustainability for a just transition towards carbon-neutral economies. Resilient recovery from current global crisis caused by COVID-19 pandemic, requires bold and joint actions at all levels (national, regional and global levels). The transition to an environmentally sustainable and low-carbon economies will not happen by default. It is likely conditional on countries' effective, holistic and systematic implementation of made commitments to the objectives 2015 Paris Agreement, as outlined in their NDCs. NDCs prioritize adaptation and mitigation measures in targeted economic sectors as national pathway to respond to

current climate crisis, but where skills, training and capacity building measures are reflected, it remains very weak or mentioned with prioritization of awareness raising component. Action planning on skills development will have to be integrated with key climate and environmental policies and regulations, including NDCs, to ensure that skills needs are met, and climate commitments are implemented effectively. The process of NDCs design, review and implementation must be done in parallel with formulation of relevant skills development measures at all levels (global, regional, national, sectoral and sub-national).

The ILO global report (2019) revealed that while most NDCs address either capacity building or awareness raising on climate change, less than 40% of them plan skills training measures. This should set alarm bells ringing, for commitments in different sectors set out in NDCs to meet the Paris Agreement and the 2030 Agenda as they are all subject to the availability of relevant skills in those industries. At national level response, the NDCs:

- need to **integrate** firmly and clearly the **human capital development** for a just transition through upskilling and re-skilling measures in key sectors.
- **better address skills development measures systematically** in the NDCs as key tool to ensure, prepare and capacitate current and future workforce for inclusive, green and just transition including sectors such as mining, oil and gas, land use and construction.
- Simply adding word “skills” in the core text of the NDCs is not good enough. Concrete actions with tangible **reskilling and upskilling measures** in targeted sectors need to be set out in the NDCs.
- Furthermore, **collaboration and financing partnerships between public and private institutions** to mainstream climate education at all educational levels including primary and secondary school, initial and continuing TVET and tertiary level need to be incorporated in NDCs.
- **Active engagement and involvement** between national policy makers (industry, labour, education, energy, finance and economy) and key national stakeholders (social partners, TVET, youth activities, women’ representatives and civil society) holds the key in full NDCs’ cycle (i.e., process of planning, design, revision, implementation, evaluation and reporting). It enforces an effective implementation of NDCs thorough **inter-ministerial coordination** and fosters a participatory and integrated approach to meet climate change objectives.
- Finally, **short, medium, and long-term capacity-building activities** (training, peer-learning, forums and webinars) on **broader understanding of the NDCs** (purpose, objective, policy alignment) are needed to equip the national stakeholders with relevant skills for climate change negotiations to pursue the climate goals and the SDGs. This may also help to integrate a just transition mechanism in NDCs to ensure the socio-economic opportunities and sustainable recovery are addressed with notion of a social inclusion.

*At the regional level:*

- ***“Regional & South-South Collaboration” for advancing NDCs and greener recovery: from ASEAN to African Union – MERCOSUR- Arab league - and beyond***

Regional platforms and organizations (like European Commission, ASEAN, MERCOSUR, African Union, Arab league and others) can play a significant role in coherent and effective NDCs implementation and ensuring a just transition towards carbon-neutral economies and sustainable recovery. For example, the recent ILO regional study in ASEAN (2021) highlighted that pursuing a just transition and creating more green jobs are a high priority agenda for ASEAN.

Most of regional bodies are committed in combatting climate change. One of policy priority actions which could be enhanced via regional platforms is to enable well-coordinated and structured pathway in re-skilling and upskilling of workers for a just transition, notably in labour-intensive sectors and addressing the needs of youth, women, migrants and other vulnerable groups through regional climate action and education. In addition, these regional mechanisms can play a major role in capacity building activities for effective and coherent NDCs implementation through:



- First, **anticipating capacity needs and measuring skills needs** (technical and core skills) for sectors that have green growth potential and will be impacted by the transition towards energy sustainability, shift to use of renewable sources, resilient recovery, circular economy and building carbon-neutral economies.
- **Systematic design, implementation and evaluation of trainings** for present and future workforce with mainstreaming green curricula and greening occupations.
- More collaboration and partnership on **green competency standards** and training programmes development at regional level.
- **South-South collaboration** could be established and enhanced through regional exchanges, and capacity building activities (peer-learning, global forums) to share best practices and key challenges in NDCs revision and implementation process.
- **Recognition of skills and all forms of prior learning** for green jobs and just transition in regions as practical mechanism for formalization of economy, sustainable recovery and achieving the SDGs (8 and 4).
- **“Climate change and Just transition Ambassadors programs”** can strengthen advocacy on climate action education, social dialogue and coherent and effective NDCs implementation at regional level.

### Good case studies, best practices, tools and methodologies, lessons learned, or examples of support:

*Please describe any that build capacity to facilitate coherent NDC implementation and planning in developing countries that are aligned with and support a sustainable recovery*

- Global Covid-19 pandemic has exacerbated the world of work in addition to devastating effects caused by climate change. The ILO supports its constituents on the pathway to a sustainable growth, low-carbon economy, decent employment creation and a human-centred recovery. In June 2021, the 109th session of the International Labour Conference (ILC) has unanimously adopted the **Global Call to Action for a Human-Centred Recovery from the COVID-19 crisis** that is inclusive, sustainable and resilient. The global comprehensive agenda has also underlined the importance of strengthening public and private partnerships and investments in skills development and life-long learning (LLL) to ensure equal, quality-based and effective access to training, reskilling and upskilling to facilitate successful labour market transitions. The Global Call shaped and made joint commitments to address the dimensions caused by the COVID-19 pandemic to enhance the regional and international cooperation towards achievement of the 2030 Agenda, the 2015 Paris Agreement and support a just transition towards carbon-neutral economies and green recovery.
- Furthermore, the recently adopted **Resolution on skills and life-long learning** at second part of the ILC 109th session (11 December 2021) had particularly stressed on urgent actions to support and assist governments with consultation and involvement of social partners (employers and workers’ organizations) to develop resilient and inclusive skills systems that are responsive to climate change and support in a just transition. This Resolution pays particular attention to coordinate training and education policies with other public policies and strategies including climate change, fiscal, trade, industrial, investment policies at all levels.
- As part of international cooperation for the Climate Education, the ILO actively participates in dialogues on **Action on Climate Empowerment (ACE)** coordinated by the UNFCCC and is member to the UN Alliance on Climate Change Education, Training and Public Awareness (<https://unfccc.int/members-of-the-un-alliance-on-ace>).
- In line with the National Climate Change Response Strategy and NDCs, the ILO supported Zimbabwe to develop qualifications standards and training programmes to help young women and men build their skills to access employment opportunities, especially in the renewable energy and agriculture sectors. The ILO Green enterPRIZE Innovation and Development Programme supported the development of 5 competency curricula: Domestic Solar PV Installation and Maintenance; Biogas Systems Installation; Solar Sales and Marketing; Solar Agro-

Processing and Climate Smart Market Gardening. So far, 30 institutions are using the newly developed training packages and the teachers have built their capacities to adopt competency-based training approaches (Promotional short video clips is available: <https://youtu.be/F9xy5rNSwe8>).

- To support the energy transition goal of Zambia, the ILO piloted a project of Skills Development for the Renewable Energy Sector (SkiDRES). Through this project, five new training courses on renewable energy and energy efficiency were developed and 194 participants including students and young workers were trained. This project is now scaled up at regional level in Southern Africa with new name - Skills for Energy in Southern Africa (SESA) with a dedicated programme to train young female electrical engineers (Skills for the Renewable Energy Sector (SkiDRES) Project Report: [https://www.ilo.org/africa/countries-covered/mozambique/WCMS\\_761097/lang--en/index.htm](https://www.ilo.org/africa/countries-covered/mozambique/WCMS_761097/lang--en/index.htm)).
- The ILO is supporting Mauritius to develop and validate Skills Roadmap for green transition and advancing human capital to serve as policy-guidance document for further implementation at sectoral and national levels to contribute to Climate Agenda until 2030. It will enhance support in mainstreaming and greening the TVET system and sensitize employers in view of promoting green jobs.
- To support the implementation of NDCs and national development plans in Bangladesh, the ILO Skills 21 intervention on Green Initiatives for TVET Institutes is facilitating the implementation of action plans for green practices and piloting specific greening initiatives in seven model TVET institutes in Bangladesh. In addition, the project is supporting Bangladesh Technical Education Board (BTEB) to revise competency standards and learning materials to ensure green components in TVET.
- The ILO has developed a step-by-step guidance tool for greening TVET, competency standards, curricula, training and assessment packages and this provided the basis for subsequent piloting in several countries, including Cambodia, Ghana, Thailand, Zambia, Zimbabwe and the Philippines. Piloting ranged from specific support measures to coaching programmes with the aim of using the tool to support developments in greening TVET whilst collecting further information and feedback to revise, strengthen and update the tool. Roll out of the tool to more countries is planned in 2022.

#### Useful sources:

*Please give examples of additional useful sources relevant to this topic (e.g. webpages and portals, publications, fora, organizations working on this issue)*

For the ILO's mission, support and impact at global and country levels, please refer here: <https://www.ilo.org/global/about-the-ilo/mission-and-objectives/lang--en/index.htm>

Full text of the Global Call to Action is available at:

[https://www.ilo.org/ilc/ILCSessions/109/reports/texts-adopted/WCMS\\_806092/lang--en/index.htm](https://www.ilo.org/ilc/ILCSessions/109/reports/texts-adopted/WCMS_806092/lang--en/index.htm)

Full text of the ILO Resolution concerning skills and lifelong learning available at: [Resolution XVII \(ilo.org\)](#)

**[Skills for a greener future: A global view](#)** (2019): Global study with analysis on the implications of the transition to low-carbon and resource-efficient economies for skills, gender and occupations (based on 32 country studies); Global projection of the implications of energy sustainability and circular economy for skills, gender and occupations by 2030.

**[Skills for green jobs - country studies](#)**: National studies on skills for green jobs are available.

**[Skills for a greener future: Infographics \(2019\)](#)**: This fact sheet aims to raise awareness on the concept of green skills and on how the green transition could create millions of jobs.

**[Skills for a greener future - Policy brief](#)** (2019): List of 6 main challenges, 6 policy messages and a policy checklist.

**[Anticipating skill needs for green jobs: A practical guide](#)**: Guidance on how to embark on the identification of current and anticipation of future skill needs for the green economy and green jobs.

**Guide on greening TVET and skills development (forthcoming, 2022):** A step-by-step “how to” tool for greening TVET, competency standards, curricula, training and assessment packages, focusing on low- and middle-income countries.

[ILO Guidelines for a just transition towards environmentally sustainable economies and societies for all \(2015\)](#): These Guidelines are both a policy framework and a practical tool to help countries at all levels of development manage the transition to low-carbon economies and can also help them achieve their Intended Nationally Determined Contributions (INDC) and the 2030 Sustainable Development Goals.

[ILO Regional study on Green Jobs Policy Readiness in ASEAN](#) (2021): The ILO and ASEAN worked together to conduct a study to assess policy readiness for promoting green jobs and a just transition across AMS.

For more information on **ILO decent country work programmes (DWCPs)** that, among other objectives, promoting green jobs’ creation and skills development measures, available at:

<https://www.ilo.org/global/topics/decent-work/lang--en/index.htm>