Background

A just and inclusive transition to a greener economy requires focus on skills. Skills are needed both for the newly emerging jobs and for the adjusted or “greened” existing jobs. Without a suitably trained workforce, a smooth and effective transition will be impossible. The use of environmentally sustainable and clean technology requires skills in technology application, adaptation and maintenance. Environmental awareness needs to be part of education and training at all levels. Countries need strategies that combine both environmental and skills development objectives and policies. Effective social dialogue with the social partners and coordination among related stakeholders and training providers will be key for the success of these strategies. Skills-led strategies to support the green transition can serve as a driver of change. Identifying and anticipating skills needed for the green and low-carbon economy must precede training decision that skills acquired are relevant for the labour market.¹

The green transition will generate far more demand for upgraded skills in established occupations as well as create brand new occupations. The core skills will be important and identified as necessary for green jobs to include environmental awareness, waste management and energy efficiency together with the willingness to learn about sustainable development and leadership skills.

In this light, the ILO has been producing practical tools and guidelines for easy use of policymakers, social partners and practitioners, particularly in the area of anticipating skill needs for green jobs. ILO has identified the anticipation of future skills needs as a key measure to avoid skills mismatch (ILC, 2008), and as the first building block in a strong training skills development system (ILO, 2010). Demand for skills is changing faster than the delivery of training. A number of global drivers of change (e.g. demographic change, educational attainment, technology, and innovations, globalization of markets, etc.) provides the rationale for identifying skills needs for the future. Forward looking approaches to skills needs should be at the heart of strategic policy mechanisms, with skills development planning integrated in the creation of investment, trade, environmental, fiscal, employment and other national strategies and industrial policies.

It is crucial to understand that the mere production of information on current and future skills needs is necessary but not sufficient for effective skills anticipating and matching. The concept of anticipation is broader, requiring not only the production of results from analytical models, but the analytical expertise to interpret and validate them, and the capacity then to translate them into the development of practical policies. Both these steps require agreed and coordinated response by a range of stakeholders.

A number of methods are used to forecast future skill needs. These includes forecasting occupational and skills profiles at various levels of disaggregation; social dialogue; labour market information system (LMIS); and analysis of the performance of training institutions, including tracer studies. Experience from various countries continues to provide lessons on the limits of skills forecasting. Quantitative analysis based on LMI is important but needs to be complemented by additional qualitative information, especially from employers and workers.

A strong partnership between government, employers and workers is an essential feature of an effective and enduring bond between the world of learning and the world of work. Institutional structures and incentives that are in place in some countries are designed to engage social partners in skills development as training are client-based, order-made and demand-driven. Gathered from experience, some countries have put in place a feedback mechanism between the government and the private sector as it is essential to successful skills development. The forecasting of skills supply and demand is a complex process which requires understanding of the link between occupations, qualification and skills, and requires aggregation of enterprise training institution data at the national level that accounts for regional variations.

This Regional Workshop is organized with support from the ILO/Japan Skills Programme. The current ILO/Japan Skills Programme aims to respond to current and emerging concerns on skills development for green jobs. The implementation period covers three years where the initial focus was on skills for green jobs, the subsequent focus was on sectoral approaches to green jobs, and the final and current focus is on anticipating skills needs in green jobs.

Green jobs are decent jobs in any economic sector that reduce consumption of energy and raw materials; limit greenhouse gas emissions; minimize waste and pollution; and protect and restore ecosystems- bringing down the environmental impact to a level that is sustainable.2

Within national development frameworks, countries in the Asia-Pacific region have expressed together their commitment to address the issue of climate change from the national to the enterprise level. Policies, good practices and training programs need to be developed to help employers and workers to achieve sustainable production and promote a green workplace that provides better decent work opportunities.

Source: Green Jobs: Towards decent work in a sustainable, low-carbon world UNEP/ILO/IOE/ITUC, 2008
Approach/Objectives

The Regional Workshop will be tripartite and designed to provide opportunities for participants to improve knowledge on the analysis of future skill needs; understand the central importance of identifying current and future skills needs and labour market imbalances in a broader policy framework; and develop proposals on how to meet future skills needs. Consequently, it will be necessary to have adequate national skills data and LMI which can guide policy makers in deciding on how to invest their limited resources.

By the end of the Workshop, the participants are expected to:

- understand the drivers of change which impact the demand for skills and the reasons for labour market imbalances and their consequences;
- recognize critical milestones, question, objectives, beneficiaries and target groups of anticipating skill needs for the labour market;
- learn about the underlying principles of and different approaches to skills needs anticipation;
- different methods and tools related to quantitative and qualitative methods, which can be used for skill needs anticipation and matching supply and demand in the labour market;
- discuss the different institutional approaches and implications of setting up anticipation systems;
- acquire a better understanding of how to analyze and translate data from anticipation exercises into adequate policy making and planning;
- learn about the experiences in the LMI institutional building from the ILO;
- learn about how to use LMI findings in National Skills Planning – acquire a better understanding of how to analyze and translate data from anticipation exercises into adequate policy making and planning;
- develop a national strategy to strengthen LMIS;
- establish mechanisms to disseminate information on LMIS amongst the social partners;
- make synergies with and maximize existing ILO’s programmes on skills development and employability, for instance, making linkages with the Community of Practice;
- learn about national, regional, sectoral institutional and enterprise levels linkages and roles in skills needs assessment and anticipation planning;
- find practical ways of identifying future skills demands; and
- demonstrate information of skills anticipation and share experiences and lessons learnt on LMIS and skills anticipation.

Discussions, findings and conclusions of the ILO work on Jobs and Skills Mismatch at global and regional level will also be shared at this Regional Workshop. Participants will discuss the incidence and different types of mismatch, labour market impact of mismatch and
measurement issues, in the context of specific mismatch issues in the transition to a greener economy.

Good practices will be identified and shared among the participating countries. Recommendations and lessons learned from the Workshop will feed into the follow-up national activities.

Participants will be encouraged to implement and continue to develop their own internal policies and practices after the workshop is completed. Knowledge sharing and good practices on sectoral approaches to skills for green jobs will be documented and distributed to all other partner organizations via the ILO Asia-Pacific Skills & Employability website.

Further, the ILO/Japan Skills Programme is a forum where Member States will be able to gain information and good practices from Japan's experiences in the field of skills and employability. The ILO/Japan Skills Programme promotes close cooperation with all the tripartite partners and encourage social dialogue in all its skills and policy development among the countries in the region.

**Workshop Structure and Methodology**

The workshop will consist of a number of technical sessions, panel discussions (including country presentations), and technical working group sessions. The workshop sessions will be organized under the following units:

- rationale for anticipation and matching;
- approaches and methodologies;
- generation and analysis of labour market data;
- institutional mechanism and different actors;
- panel discussion and sharing of country level experiences;
- sectoral approaches; and
- translation into policy and practices.

Recommendations and lessons learned from this regional workshop will feed into ongoing national activities and follow-up by ILO offices in the region.

**Participation**

This year, tripartite delegations from the following countries will be invited: Cambodia, Indonesia, Myanmar, Philippines, Sri Lanka, Thailand and Vietnam. Participants should be senior level staff of the Ministry/agencies/organizations, who are involved in the regulation and/or implementation of skills policy and skills standard development. The participation of women in the Workshop is strongly encouraged and supported.
Country Papers and Presentations

Participants are requested to jointly prepare one consolidated country paper for the Workshop. The paper (and supporting presentation in MS PowerPoint) will be prepared in collaboration with the tripartite participants from the country and should be submitted to the ILO by 25 September 2017. The length of the paper should be no more than 15 pages, A4 and single-spaced. The papers and presentation will follow the outline below:

1. Country background
   a. overview of skills anticipation system
      i. country needs and initiatives on plans for green job
      ii. policies and activities related to anticipating/forecasting skills needs in the past
   b. role of skills development in facilitating the transition to a greener economy and seizing the employment opportunities that the transition entails
   c. how skills anticipation facilitates the country’s transition to a greener economy.

2. Current policy (and policy coordination), governance, and institutional framework for
   a. supporting skills development for green jobs, and
   b. forecasting skill needs for green jobs

3. Types of skills anticipation methodologies used in the forecasting of green skills needs;

4. Types of analysis and report generated based on labour market data – analysis of labour market supply, demand, imbalances and mismatch

5. Country challenges, issues and opportunities within the context of anticipating/forecasting skills needs in facilitating the transition to a green economy

6. Sharing of good practices, case studies (i.e. sectoral approaches in skill needs anticipation/forecasting and analysis) and initiatives in the country

7. Recommendations and proposed next steps including areas for improvement.