



International  
Labour  
Organization

# ILO/Japan Regional Workshop: “Sectoral Approaches to Skills for Green Jobs”

Meeting report

24-25 January 2017

Bangkok, Thailand

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## Background information

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<sup>1</sup>

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.

A just and inclusive transition to a greener economy requires focus on skills. But already, studies show that skills shortages are constraining the transition to a green economy, in preparing for new occupations and in changing the skills profiles of some occupations. 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.

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.

Responding to current and emerging concerns on skills development for green jobs, the ILO/Japan Skills Programme focuses on the theme: Skills for Green Jobs covering the year 2015-2018. This Regional workshop is part of the second year activity, focusing on sectoral approach to skills for green jobs. The ILO has conducted a number of researches as well as implemented Projects in the region which highlight the importance of the sectoral approach to skills for green jobs. These were in tourism, building and energy sectors. Focusing on prioritized sectors can support the creation of sustainable enterprises and create decent work opportunities for all, especially for those who need it most.

With green structural change, it is anticipated that a number of sectors may require extensive restructuring and therefore, training and other active labour market programmes may be necessary to avoid displacements. Key issues like investing in the skills that will be needed for a low-carbon global economy and policies to handle the employment adjustments in different economic sectors need to be addressed. In addition, implementation of green structuring measures will depend on how training and re-training opportunities can be made available to the existing workforce and new entrants of the labour market as well as with the affected sectors.

The sectors affected by green structural change (and retraining needs) are agriculture, forestry and fisheries; extracting industries and fossil-fuel energy generation; and emissions intensive manufacturing. Industries that are likely to grow and retraining needs are renewable energies; green building and retrofitting; transport; recycling and waste management; and water resource management. Skills shortages already pose a major barrier to transitions to green economies and green job creation.

In Asia and the Pacific, tourism, agriculture and construction are among those key sectors for green job creation, for instance. Tourism is significant and the main contributing sector to the world’s economy. Asia-

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<sup>1</sup> Source: Green Jobs: Towards decent work in a sustainable, low-carbon world UNEP/ILO/IOE/ITUC, 2008

Pacific region is the world's second most visited destination and predicted to be the fastest growing in the next few decades<sup>2</sup>. Meanwhile, Asia is the largest regional construction market worldwide as well as the major area for intensive subsistence farming. These major sectoral priorities have undoubtedly great impact towards global economy, labour market and environmental sustainability.

## Objectives

The immediate objective of this Workshop was to increase the knowledge and capacity of the participating partner organizations on sectoral approaches to skills for green jobs through tripartite social dialogue, sharing knowledge and good practices.

This Regional Workshop was designed to promote social dialogue to discuss on skills for green jobs in specific sectors affected by green structural change and the needed intervention. It provided opportunities for productive exchange of information and knowledge on integrating skills for green jobs in the selected sectoral priorities. It also discussed on identification of training and other active labour market programme to avoid displacements, skills and occupational needs in the proposed sectors and integrating green technology components in skill standards development for the identified sector. Good practices were identified and shared among the participating countries. Recommendations and lessons learned from this regional workshop are fed into the follow-up national activities.

By the end of the Workshop, participants were expected to have deepened knowledge of:

- Sharing of participating countries' experiences in the two selected sectoral priorities
- Identification of training and other active labour market programmes to avoid displacement
- Skills and occupational needs in the proposed sectors
- Integrating green technology components in skills standards development for the identified sectors
- Good practices and information sharing

## Participants

Tripartite participants were invited from 7 countries namely India, Indonesia, Mongolia, Myanmar, Sri Lanka, Thailand and Vietnam. One representative from each country's government, workers' and employers' organization were nominated by their organizations. They are senior level staff of their respective ministries/organisations involved in the regulation and/or implementation of skills policy and skills standards development. However, the Ministry of Manpower, Indonesia and Vietnam Chamber of Commerce and Industry were unable to attend. The workshop highly achieved in gender mainstreaming and promoting women participation. Out of 34 participants, there were 17 female participants attended the workshop. Please refer to the list of participants in Annex A.

Resource persons were from both ILO SKILLS-HQ in Geneva and Decent Work Team for East and South-East Asia and the Pacific. Delegates from the Ministry of Health, Labour and Welfare of Japan shared Japan's experiences and introducing Human resources Development Policies Experiences relating to the Environment (Skills for Green Jobs) in Japan in Construction/Building sectors. ILO/Japan Multi-bi project in Indonesia was also invited to share good practices, tools and experiences on workplaces and industries for sustainable and inclusive growth.

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<sup>2</sup> Source: UNWTO Tourism Highlights 2015 Edition

## Day 1: 24 January 2017

### Welcome and Introduction

The inaugural session was jointly opened by Mr David LAMOTTE, Deputy Regional Director, ILO Regional Office for Asia and the Pacific and Mr Kazushi Nishida, Director, Overseas Cooperation Office, Human Resources Development Bureau, Ministry of Health, Labour and Welfare of Japan.

Ms Lamotte welcomed the participants, representatives from MHLW as well as resource persons to the workshop. He highlighted the significance of skills for green jobs and environmental impact in all industries and business sectors as well as key challenges in meeting skill needs.

Mr Lamotte thanked the Government of Japan for their continuous supports and invaluable inputs, knowledge and experiences in these ILO/Japan Regional Skills Programme forums. He also thanked the participants, all parties involved and organizers for their contribution to make this workshop happened.

Mr Nishida gave his speech next by greeting and welcoming the participants and thanking the ILO for organising the workshop within a short period of preparation.

Environment and energy are crucial for human resource development (HRD) in Japan as part of its national strategy, however, workforce shortage and enhancing HRD productivity are challenging. Hence, skill development measures are necessary in leveraging HRD in Japan. He was very pleased to introduce Japan's green job experiences and share its good practice in this workshop. He urged the participants to make the maximum use of knowledge learned from this workshop and he hoped that the action plans will be materialized to create visible outcome of action.

### Session 1: Sustainable Development Agenda: ILO and DWA

Ms Carmela TORRES, Senior Specialist on Skills and Employability, DWT- Bangkok introduced the concept of sustainable development goals embracing the three dimension of sustainability including economic, social and environment. She highlighted the linkage between ILO decent work and goal 8 in aiming to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. Furthermore, ILO focus on Goal 4 is to ensure inclusive and quality education for all and promote lifelong learning. A video presentation on the SGs and Decent Work was also shared.

### Session 2: Sectoral Approach to Skills Development

The session led by Ms Akiko Sakamoto, Senior Skills and Employability Specialist, DWT –Bangkok. She introduced the sectoral approach which is relatively new to many developing countries in Asia and explained its significance to skills development. With this new approach, it provided analysis of business environment affection quantitative or qualitative skills needs, forecasting skills needs, matching training provision to meet specific skills needs, facilitating skills utilization and enabling productive transformation, for instance. There are variations in this approach in terms of forms and the roles and structures. Ms Sakamoto also provided examples on how sectoral approach are evolving and discussed some challenges and enabling factors of the approach. Implications for skills and green jobs was explained that it depended on how sector see the challenges, priorities and solution and likely impact on both quantitative and qualitative jobs.

### Session 3: Sectoral Approach on Skills for Green jobs: Good Practices in Asia

Ms Carmela Torres started with the effect of green structural change towards employment and employability such as new and additional jobs, jobs elimination, and substitution. Some sectors affected by the change are, for instance, agriculture, forestry, fisheries, energy industries, automotive sector. Consequently, retraining is needed to cope with the change. Several challenges in greening economies were identified as shortage of

trainers, lack of information, limited access to training in rural areas and informal economy. More importantly, skills shortage hold back transitions to greener economies due to unbalanced national skills structures, lack of STEM skills, outdated training system. Skills components was crucial in green strategies. Without appropriate skills for green jobs, a smooth transition to green economies and green job creation was unlikely to happen. Skills shortage for green economies caused from underestimated growth of green technologies, lack of technical human resources, poor coordination, just to name a few.

Ms Torres identified potential industries and retraining needs and gave examples of changing and emerging occupations in selected sectors. She cited examples of core occupations in three different sectors including green construction and renewable energy and tourism. Good practices in different countries such as Australia, China, India, and Korea were introduced and shared.

#### Session 4: Skills Needs in Changing and Emerging Green Jobs: Sectoral Approach

The session was presented by Ms Olga Strietska-Illina, Senior Specialist of Skills and Employability from Skills Branch, ILO headquarters in Geneva. She introduced key ILO resources on skills for green jobs which include 'Skills for Green Jobs: A Global Overview', 'Skills and Occupational Needs in Renewable Energy', and 'Skills and Occupational Needs in Green Building'. She stated the drivers of change to greening economy including natural or built environments changed, climate change policy and regulation, green technology and innovation, as well as markets for green industries and consumer habits.

She explained necessary steps in promoting green job policies as well as employment potential and skill needs in a greener economy. The focus was on renewable energy sector with high potential for job employment and identification of core occupations with different level of required skills. She mentioned that global renewable energy employment was estimated to increase. This growth had reflected in the total number of jobs in renewable worldwide continued to rise, in contrast with depressed labour markets in the broader energy sector. Countries with the highest number of renewable energy jobs were China, Brazil, the US, India, Japan and Germany. Jobs continued to shift towards Asia and the share of the continent in global employment increase to 60%.

She provided a case example of public policy in renewable energy in Spain where successfully took renewable energy measures to overcome employment crisis and create emerging green job opportunities as well as a successful collaboration among multi-stakeholders.

The process of green building production exemplified complex value chain and demonstrated how environmental component takes into account at all stage of the construction from policy making, planning to production. Examples of skills gaps and shortage in green building occupational clusters were, for instance, insufficient knowledgeable architect, advice on retrofitting, green plumber, management skills. The greatest challenge is how to synchronize skills development with green building initiatives. The experience of green building and occupations in Gambia was shared as a good practice.

In this session, the participants had an opportunity to conduct an exercise on identification of core occupations and types of occupational change.

Good practice from Australia on green plumbers initiative showed integrated standard green plumbing and environmental services for the more efficient use of water and energy resources and the reduction of greenhouse gas emissions. It demonstrated the consumption of natural resources reduction through the use of new technology, skills and knowledge in plumbing industry. A case study of solar home system installation in Bangladesh was discussed and shown that thousands of young people and women benefits from training and new job opportunities.

In conclusion, successful skills sectoral strategies should be coordinated and coherent, complemented by national/other sectors/territories strategies and measures. It should be mainstreamed through education and training, social dialogue, and including cross sectoral issues.

### Session 5: Introducing Human Resources Development Policies Experiences Relating to the Environment in Japan (Sectorial Approach) – Skills for Green Jobs Experience in Japan

This session was presented by Mr Shigeyoshi Kobayashi – Chief Officer for Technical Cooperation on Vocational Training of the Human resources Development Bureau, Japan’s Ministry of Health, Labour and Welfare (MoHLW). Mr Kobayashi began by providing a background of necessity on skills for green jobs in Japan He outlined the ten strategic public-private joint project in response to the fast growing market size of the environmental industry and employment as well as the environment protection and national growth strategy. He highlighted HRD policies to improve productivity that support skills development in green jobs. The national and prefectural governments implement public vocational training to employed-and unemployed people and recent graduates. Mr Kobayashi illustrated the process and the development of training course to reflect the training needs. Afterward, he shared the HRD experiences by giving an example of some environment training courses.

He summarized the HRD experiences for the improvement of skills for green job in five areas including policy determination, public vocational training, support for employer’s training, vocational ability evaluation standards and coordination effort of other ministries.

The future challenges in skills development for green jobs including its 10<sup>th</sup> HRD basic plan and promotion of cooperation with other ministries on skills for green jobs were addressed.

### Session 7: Industries and Workplaces for Sustainable and Inclusive Growth Through Tripartite Dialogue and Sharing of Tools, Practices and Knowledge (InSight Project)

Ms Gorgenia Pascual, Project Technical Officer, InSight Project shared experiences and achievement of ILO Japan project in Indonesia under the Japan Multi-bi support. She began by providing an overview of the Green Business Asia and InSight Project and then sharing key project results from the previous phrase. The industry component tools and approaches included a provision of training package and expert advisory services. The objective was to build capacity to achieve greener, safer workplace and sustainable enterprises through a model of worker-employer cooperation. The thematic scope covered 1)green business practices 2)industrial relations through bi-or tripartite cooperation and 3) Occupational Health and safety (OSH)+ workplace conditions. The project targeted mainly on tourism and auto sector. She shared the success of implementation, initiatives, tools& method used in Thailand and Philippines. A concrete examples of environmental conservation, energy saving and effective waste reduction were demonstrated. She explained how successful outcome was yielded through the developed tools, practice and industrial relations enhancement. She concluded green issue as a good starting point for joint action through social dialogue to yield positive concrete change toward environmental awareness and energy & resource efficiency.

### Session 6: Country presentations (Part I)

The tripartite country delegations were asked to present their jointly prepared country reports outlining their country background, current policy, challenges and opportunities, sharing of good practices and recommendation for the next steps.

#### **Mongolia**

A joint presentation on green jobs study in Mongolia was given by representatives from the Ministry of Labour and Social Protection, Confederation of Mongolian Trade unions and Mongolian Employers

Federation. The presenter gave an overview on green jobs and its relation to decent work and environment. She stated that the green job in the country is relatively low only 7%. Tripartite agreement has been made to ensure standard minimum wage, rights to freedom of association and collective bargaining, OSH, prohibition of force labour and child labour and no employment discrimination. Speaking of employment context and situation in Mongolia, out of 3.2 million population the working age population accounted 63%. Water sector has the highest level of employment, following by communication, energy and construction. She concluded that it is crucial to have related green jobs policies prioritized and integrated into the National Green Development Strategy. Making green changes is necessary to transit to environmental friendly green model.

## **Sri Lanka**

Tripartite delegates jointly presented sectoral approaches to skills for green job in Sri Lanka. '*Haritha*' programme is the main national policy framework for sustainable and environmental development. Emerging skills and opportunity for green jobs in Sri Lanka is immense. Even though no direct link to green jobs, they perceived the government priority strategies dealing indirectly with environment aspect. The occupations are, for instance, auditors, administrative services and consultancy for environmental management system. Many opportunities are found in certification services, data analyst, waste management, green experts in sustainable architecture and can be seen in tourism and agricultural sector. In addressing challenges, they included the lack of skilled, experiences human resources, and legislative and regulatory framework. Furthermore, the lack of understanding in addressing green skills needs, skill mismatch in the construction, ICT and tourism sectors are addressed.

Country good practices were given on apparel sector and tourism sector. In leisure business, the Aitken Spence group has taken initiative and action to ensure sustainability across their organizations. Another example in apparel sector has shown how to apply effective energy technologies to reduce energy consumption and energy-saving initiatives in their business.

Recommendations and next steps were proposed to improve skills development in green jobs. Firstly, it is essential for national level policies to focus more on environmental friendly alternatives for green jobs. It recommended to improve linkage between economic, environmental, employment and training policies. Environment awareness raising shall be prioritized and integrated into green practices in all occupations.

## Day 2: 25 January 2017

### Session 6: Country Presentations (continued)

#### **India**

There are 8 national missions towards skills development and green jobs. For example, in response to the increasing energy consumption demand, with its national solar mission, India envisaged as the world largest green energy producer. This mission is anticipated to create job opportunities for more than 1.3 million skilled workers and emerging jobs such as green engineers, field installations and specialised technicians in solar application. Another example was sustainable agriculture mission to improve water efficiency, farm practices and etc. In addressing challenges in industry and service sectors, they mentioned a large gap between energy consumption and effort in enhancing energy efficiency opportunities and the lack of data and systematic monitoring on energy consumption. The presenter also shared green initiatives in tourism sector and agro-based industry. Aligned to the national skill development missions, the skill council for green jobs (SCGJ) was established to identify skill needs within green business sectors.

The key challenges are how to attract talent and investment and adaptation to the technological change. Besides that, sufficient and skilled workers, lack of resources, market and policy support, weak political commitment are main problems for India.

In response to those challenges, it recommended 1) to establish regulatory frameworks 2) to prioritize state investment to stimulate greening economy 3) to restrict spending in depleting natural resources. Furthermore, it proposed market and economy incentive to promote green investment and innovation and more investment in green capacity building and training.

After the presentation, other participants expressed their interest on Indian good practice in the establishment of the industry-led SCGJ.

## **Myanmar**

The country economic policy focuses on agriculture, industry, construction, SME and environmental conservation. Considering the economic output projected in the next decade, it is crucial for Myanmar to train workers on green jobs particularly in manufacturing, agriculture and infrastructure/construction sectors. The presenters provided current status of green jobs and environment requirement in sectors such as in construction, tourism and agriculture. The following skills need for green jobs was identified - environmental engineer, responsible tourism and manpower in chemical management.

Public sector is the main organization providing skill training and only one private training provider - UMFCCI. Recognizing the importance of skills recognition system and in response to ASEAN labour mobility, the country is actively working to establish standard skill recognition system with Cambodia, Laos and Thailand. Currently there are competency standard guide for arc welder, air condition, technician, concreter, poultry farm worker and tour guide. National Skills Standard Authority (NSSA) is the leading institution to facilitate the improvement of labour market flexibility and to establish the national occupational skill framework to enhance the labour productivity. Its functions are, for instance, to develop skill standards and curriculum, to register/accredit training providers and to organise and monitor national assessment and certification. Joint initiative in skills development between the government, workers', employers' organizations and ILO project is mainly focusing on agriculture sector. Good practice of skills development and green jobs in mango sector was shared and illustrated. However, many challenges still remain in terms of market, incentive for green jobs, infrastructure, the lack of environmental awareness and country development priority. Hence, it proposed to conduct occupational and competency mapping. Furthermore, good collaboration and joint action among multi-stakeholders are needed.

## **Thailand**

Energy sector is responsible for the highest greenhouse gas (GHG) emission in Thailand, following by Industry, and agriculture sectors. Thai government policy and national plan has supported and geared towards environmental conservation and committed to reduce the GHG emission by at least at 20-25% after 2030. The country master plan for climate change implementation aims to guide actions to mitigate climate change and promote effective action plans in all sectors and levels. Lastly, it plans to move towards low carbon society. In relation to skills development, Department of Skill Development has included vocational skill standards and curriculum development for environmentally friendly occupations in industry and service sectors. Training curriculums developed for green jobs are, for example, green titling, R32 installation, solar cell maintenance, CNG/NGV gas installation vehicle. Thailand shared their green job programs through public- private partnership such as cooperation with air conditioner manufacture and international NGO for green skill standard and training curriculum development for green skills. Thailand still lacks data on skill demand and job analysis on green jobs, it is recommended to conduct a research on green skill development

for occupations. Furthermore, it is suggested that a concerted coordination and efforts among public and private sectors will lead to continuous and sustainable collaboration for skills development for green jobs. The 'work from home project' is an example of best practice and success of good collaboration and coordination between public and private sectors.

## **Indonesia**

Indonesia has become the third largest emitter of greenhouse gas contributed from industry, transportation, households and massive deforestation and peat land degradation. Indonesia focusses to pursue a decentralized youth apprenticeship programme for Green Jobs and take measures to foster entrepreneurship and self-employment in the green sector. Recently the tripartite partners had declared national apprentice implementation. In addition, the country has discussed with Germany on partnership and vocational education enhancement. Through the cooperation, it is recommended to establish vocation coordination institution and vocational committee at both national and regional levels to accelerate the development of national work competency standard. The presenter gave an outline of policy and strategy for green jobs in Indonesia in general as well as in agriculture, industry, and tourism sectors.

Challenges in skills for green jobs, are for instance, no coherence between environmental and green skill policy initiative; lack of horizontal/vertical coordination and communication among the government units; no formal, comprehensive, direct, and explicit national strategy in the area of green education and skills development (including curricula and training programs); more emphasise is put on green competency standardisation, but not on green skills development strategy. Furthermore, there is a lack of public data on green jobs, vacancies and no instrument on green skills need anticipation. From the demand-supply analysis, green business is yet to emerge, hence, limited capacity for potential labor force as well as a shortage of educated and trained labor of green job.

Best practices on skills development for green jobs in Indonesia companies were referred to the development of environmental health and safety, green business on farming, community based ecotourism and geothermal business. The Indonesia representative concluded that the way forward is to set the incentive right and to develop a comprehensive strategy to increase public awareness on government's environmental and sustainability programme. Furthermore, it is suggested to set up regional vocational committee, industry priority and pilot in various sectors, to accelerate certification system and to conduct national manpower planning convention/summit.

## **Vietnam**

The following sectors relevant to green jobs in Vietnam are identified: renewable energy, agriculture, forestry and aquaculture, environment, construction, production, tourism and transportation. The presenter pointed out that green sectors have mainly attracted low-skill employees and focused on some industries and service sectors. Hence, it is recommended that training is required in new and redefined skills to prepare the workforce for a green economy. Furthermore, skills development for green jobs require 1) redefinition and augmentation of existing curricula and qualifications 2) creating extended curricula or developing completely new curricula for existing jobs and 3) defining new vocational qualifications for new green jobs. Skills development for green jobs in Vietnam falls under the policy framework of National Green Growth Strategy (VGGS) and Green Growth Action Plan (GGAP). However, the country is still facing a number of challenges. These are community green awareness, lack of competence TVET trainers, communication and coordination between TVET sector and industry, financial and technical investment in new technology. Furthermore, green skills demand are not yet identified and TVET institutes has yet take green skills into account. The presenter

gave a few interesting examples of green activities and initiatives in Vietnam. The team provided recommendations to improve skills development in green jobs. It is recommended that a national green skills development strategy should be developed and skills requirement for green jobs should be identified. It is also proposed that TVET institutions should become role models for environmentally friendliness. Lastly, community awareness raising is crucial to the green growth and skills for green jobs as well as the establishment of sector skills councils.

## Sessions 8-9: National Action Plan Preparation and Presentation

In the previous session, extensive good practices and experiences of sectoral approaches to skills for green jobs at both national and regional levels were shared and exchanged through comprehensive presentations and discussion. During the country presentation sessions, most participating countries identified challenges on sectoral approach to skills for green jobs and provided recommendations for improvement. In this session, participants had an opportunity to materialize their knowledge and translate them into plan of action. Each country was asked to develop their national action plan by identifying three key priority (technical) areas in skills for green jobs for the duration of six months. They had also to identify practical activities that can be implemented in their country/institution. See annexes at the end of the report for the developed national action plans.

After the national action plan was developed, each country was asked to present their action plans starting from Indonesia, Thailand, Mongolia, Vietnam, India, Myanmar and Sri Lanka. Comments, inputs and observations from resource persons and other participants were provided for the improvement of the national action plans.

## Sessions 10: Introduction to Skills and Employability Community of Practice (CoP)

This final session of the meeting covered introduction to the COP, by Ms Anyamanee Tabtimsri, Programme Officer. The CoP is an online community and one stop access point for information, news, ideas and events on skills development in Asia and the Pacific. It is a platform for discussing and sharing ideas, experiences and resources. All presentation files and photos of this meetings are uploaded on the CoP. More information can be available at <http://apskills.ilo.org/>

Ms Sakamoto added on an online-discussion forum and invited all participants to take part in the upcoming E-discussion on inclusive growth through skills development in March. Ms Strietska-Ilina also suggested ILO headquarter website [www.ilo.org](http://www.ilo.org) of which useful resources and information available on skills and employability platform and green job platform as well as an e-learning tools available on ILO Turin training centre webpage.

## Programme evaluation

Tripartite participants were asked to complete an evaluation form to provide feedback from the Workshop. All of the twenty participants completed the form and indicated that the workshop has achieved the workshop objectives 100 per cent. The overall assessment of the event is at 90 per cent. 94% of the informants asserted that they will be able to use or will use the content of the workshop in a worthwhile way. 83% of the participants stated that knowledge and information gained from the workshop meet their expectations. 87% of the participants responded that the knowledge and information gained will be useful and applicable in their work's responsibilities. Suggestions for the workshop improvement include additional site visits and more time for discussion and experiences sharing as well as interactive mixed group work.

## Conclusion and Next Steps

The participants took an opportunity to express their gratitude to the Government of Japan and ILO's support and effort in organizing the workshop. They inquired further on the way forward after the meeting and wished for continuous support from ILO and the Government of Japan on skills development and green jobs.

For the next steps, participants were encouraged to implement the developed national action plans and continue to develop their own internal policies and practices after the workshop. Ms Torres stated that the Regional Skills Programme, through its country offices, will follow up and monitor the implementation of the proposed national action plans and continue the dialogue with the participants. Should technical support needed, the participants can contact directly ILO country office or three skills specialists responsible for the AP region. She affirmed ILO readiness in providing wide array of technical support, not only the area of skills development. Knowledge sharing and good practices on sectoral approaches to skills for green jobs will be documented and shared to all other partner organizations via ILO Asia-Pacific Skills & Employability website.

Mr Nishida expressed his appreciation to all participants' contribution and ILO work on green jobs. He emphasized that green jobs is crucial in skills development and HRD, particularly with sectoral approach, in integrating all important components for skills in green jobs. In addition, awareness raising and comprehension on green job are necessary to foster skills development to green job. He remarked on the significance in continued networking and working in tripartite and in developing country ownership of which ILO/Japan is happy to assist and support.

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## Annex II:Table 1 Action plan: India

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
Conceptualising Green future	6 Months	Awareness workshops with stake holders.	<ul style="list-style-type: none"> <li>- Active involvement</li> <li>- Compliance from the investors</li> </ul>	SSC	<ul style="list-style-type: none"> <li>-Sponsoring workshops.</li> <li>-Coordinating with Global institutions.</li> <li>-Provide Input</li> </ul>	<ul style="list-style-type: none"> <li>-Provide Input</li> <li>-information dissemination</li> </ul>	<ul style="list-style-type: none"> <li>-Sponsoring workshops</li> <li>-Provide Input</li> </ul>
Advancing Sector Skill Councils	6 Months	Converging the SSCs	<ul style="list-style-type: none"> <li>-Improved functioning.</li> <li>-Motivating other SSCs</li> <li>-Developing standards for generic green jobs</li> </ul>	Ministry/ SSCs	<ul style="list-style-type: none"> <li>-Coordination</li> <li>-Facilitating the convergence model</li> </ul>	<ul style="list-style-type: none"> <li>-Provide Input and recommendations</li> </ul>	Facilitating and providing Input
Developing of Policy (Appex)	12 Months	Developing multi sectoral task force for drafting policy	Comprehensive Green Policy	Govt.	<ul style="list-style-type: none"> <li>Selecting Experts.</li> <li>Involving Global Institutions</li> </ul>	<ul style="list-style-type: none"> <li>Providing inputs and proposals</li> </ul>	<ul style="list-style-type: none"> <li>Providing inputs and proposals. Sponsoring the meetings.</li> </ul>

Table 2 Action plan: Indonesia

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
Green Job Basic Thinking (Awareness)	month 1-4	<ul style="list-style-type: none"> <li>• Preparing Socialization Materials</li> <li>• Focus Group Discussion</li> <li>• Socialization                             <ul style="list-style-type: none"> <li>• VTC</li> <li>• Private Sector/ Association</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Module, brochure</li> <li>• Policy Paper</li> <li>• 3 VTCs (Bekasi, Karawang, Surabaya)</li> <li>• Manufacturing</li> </ul>	MoM	<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Facilitator</li> <li>• Budget</li> <li>• Participants</li> </ul>	<ul style="list-style-type: none"> <li>• Participants</li> <li>• Socialization</li> <li>• Internal Training</li> <li>• Support as Trainer</li> </ul>	<ul style="list-style-type: none"> <li>• Participants</li> <li>• Socialization</li> <li>• Internal Training</li> <li>• Support as Trainer</li> </ul>
Regional Vocation Committee	month 2-5	<ul style="list-style-type: none"> <li>• Focus Group Discussion</li> <li>• Identify sector as regional priority</li> <li>• Structure of the Regional Vocation Committee (tripartite)</li> </ul>	<ul style="list-style-type: none"> <li>• List of regional priority sector</li> <li>• Structure Vocational Committee in 3 districts</li> </ul>	Regional Government	<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Facilitator</li> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Participant</li> <li>• Members of committee</li> </ul>	<ul style="list-style-type: none"> <li>• Participant Members of committee</li> </ul>
Vocational Education (High School)	month 1-6	<ul style="list-style-type: none"> <li>• Coordination among stakeholder</li> <li>• National Conference with involving the head of high school and the head of education depart at district level</li> <li>• Develop Materials</li> <li>• Adjust curriculum and strengthen second competence</li> </ul>	<ul style="list-style-type: none"> <li>• Some paradigm among stakeholder</li> <li>• Effective Curriculum</li> </ul>	MoE	<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Facilitator</li> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Support curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Industry competence requirement</li> </ul>

Table 3 Action plan: Mongolia

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
Comprehension of Green Job	4-6 months	<ol style="list-style-type: none"> <li>1. Conduct a survey on green jobs in Mongolia.</li> <li>2. Report the survey result to ILO and make such information publicly available in Mongolia.</li> </ol>	Green Job comprehension will be disseminated to relevant stakeholders.	Ministry of Labour and Social Protection (MLSP)	-To conduct survey with support of Labour and Social Protection Research Institute under the MLSP.	-To provide inputs and recommendations  -To assist in information dissemination info among members	-To provide inputs and recommendations  -To assist in information dissemination info among members
Create national example of green job implementation	3-6 months	<ol style="list-style-type: none"> <li>1. Financial support and incentives to entities and employers who will promote and create green jobs.</li> <li>2. Receive proposals on creation of green jobs and select the best ones.</li> </ol>	Best practices will be shared to others.	MLSP	-To organize event and to provide event's venue  -To publicize the event	-To provide inputs and recommendations  -To assist in information dissemination info among members	-To provide inputs and recommendations  -To assist in information dissemination info among members
Sharing information results and Regional workshop on sectoral Approaches to Skills for Green jobs .	2-4 month	<ol style="list-style-type: none"> <li>1. Organize "Green job training".</li> <li>2. Register participants of this training to the database and mediate them to appropriate jobs.</li> </ol>	Improved awareness on green jobs.	MLSP	-To organize event and to provide event's venue  -To publicize the event	-To provide inputs and recommendations  -To assist in information dissemination info among members  -To disseminate info by social media	-To provide inputs and recommendations  -To assist in information dissemination info among members

Table 4 Action plan: Myanmar

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
Sharing information, results and action plan of Regional Workshop on Sectoral Approaches to Skills for Green Jobs	2 weeks	Sharing meeting with respective key actors/ related sectors	-Provided information regarding regional trends of green skills/ green jobs -Promotion of green energy -Share other countries' experiences, policy framework and good practices	-NSSA -MFVP (UMFCCI) -CTUM	-Facilitator -Presenter	-Facilitator -Presenter	-Facilitator -Presenter
Development of skills standard in National Mango Sector	6 months	-Preliminary Meeting with tripartite, social dialogue partner -Develop skills standards ( draft ) -Pilot Consultation with stakeholders -Discussion for establishment of " skills building body/center"	1 <sup>st</sup> Draft of Skills Standards of Mango Sector including green skills	NSSA with ILO technical support	-To organize to set up skills standard development -To identify skills standards set	-To participate to provide inputs, feedback, advices, information -To promote awareness on this initiate to mango farm workers	-To facilitate more actors participation from Mango Chain -To provide inputs, feedback, advices, information-To disseminate information of this imitative to Mango Industry
Mainstreaming green skills in skills standard development	6 months	Awareness Workshop on Sectorial Approaches to relevant Occupational Skills Standard Sectorial Committees	At least 3 out of 15 Sectorial Committees gain awareness on green jobs	NSSA with ILO technical support	-To facilitate with respective Sectorial Committees -To provide recommendations to executive and legislator	-To participate to provide inputs, feedback, advices, information	-To facilitate more actors participation from respective sectors -To participate to provide inputs, feedback, advices, information

Table 5 Action plan: Sri Lanka

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
1. Improving links between the relevant ministries, Employers and Employee Trade Union representatives	6 months	Create a council with nominated members from the respective institutions.  Suggestion taken by a Consolidated Policy Paper	Information dissemination to relevant stake holders	Ministry of Labour and Industrial Relations /ILO	To organize and facilitate awareness raising event	To provide inputs and recommendations	To provide inputs and recommendations
2. Increasing the Social Awareness and importance of Green Development. Improving and encouraging the involvement of the private sector in green development	6 Months	Conducting awareness program in collaboration with the Ministry, Employers and the Unions.  Identifying resource persons  TOT programs	Information dissemination to relevant stake holders	Ministry of Labour and Industrial Relations /ILO	To organize and facilitate an event	Ensure the participation	Ensure the participation
3. Strengthen and support industry related institutions, associations, chambers and bodies that support entrepreneurship and promote incubators in educational institutions of repute	12 Months	Conducting awareness program in collaboration with the Ministry, Employers, Universities and vocational training institutions	Developing a set of common green competences that should be included in all training programs.	Ministry of Labour and Industrial Relations /ILO	To organize and facilitate an event.	Ensure the participation.	Ensure the participation.  Facilitate

Table 6 Action plan: Thailand

Technical area on Skills for Green Jobs	TIME FRAME	PROPOSED ACTIVITIES	EXPECTED OUTPUTS	LEAD AGENCY	ROLES OF:		
					Government	Workers	Employers
Switching to R32 coolant type	3 months	-To learn how to change from old coolant type to R32 coolant type for existing air conditioner - To be able to compare electricity cost unit in before and after using R32 Coolant type -To concern environmental-friendly -To train the trainers	Awareness of environmental protection To be able to save energy make to earth cool down	DSD, Private company, Ministry of Industry	-To organize awareness raising event and to provide event's venue -To publicize the event -To take a lead in developing core competencies	-To assist in information dissemination into among member workgroup -To provide inputs and recommendation	-To assist in information dissemination into among member workgroup -To provide inputs and recommendation
Paint roof white	2 months	To be able measure temperature reduction energy saving before and after paint	Awareness of environmental protection To be able to save energy make to earth cool down	DSD, Private company, Ministry of Energy	-To organize awareness raising event and to provide event's venue -To publicize the event -To take a lead in developing core competencies	-To assist in information dissemination into among member workgroup -To provide inputs and recommendation	-To assist in information dissemination into among member workgroup -To provide inputs and recommendation
Telework	1 year at least	To reduce traffic, CO2 and sickness related to pollutant from commuting and stress  Increase productivity and tap into talent pool better Generate saving Improve work life balance	Awareness of environmental protection  To be able to save energy make to earth cool down	DSD, Private company, Ministry of Energy	To organize awareness raising event and to provide event's venue  To publicize the event To take a lead in developing core competencies	To assist in information dissemination into among member workgroup To provide inputs and recommendation	To assist in information dissemination into among member workgroup To provide inputs and recommendation

Table 7 Action plan: Vietnam

Technical area on skills for green jobs	Time frame	Proposed activities	Expected outputs	Lead agency	ROLES OF		
					Government	Workers	Employers
Raising awareness of community about green jobs, skill for green jobs	4 months	- Training of trainers about green jobs, skills for green jobs	2 training courses for government staffs, manager and teachers in TVET institutions, VCCI staffs...	Ministry of Labour	Attracting supports from international organizations (ILO, WB, GIZ, UN, etc) for implementing training courses (finance, experts)	Nominating participants for training courses	Nominating participants for training courses
	6 months	Implementing media campaigns about importance of green growth, green jobs and requirement of skills for green jobs	- Approve Programme of Action on communication for skill development for green jobs - Community have basic knowledge about green jobs, skills for green jobs	Ministry of Information and Communication	- Developing and approving Programme of Action on Communication with participation of responsible ministries (Molisa, Ministry of Education, ministry of Environment and resource energy, etc) - Implementing communication activities by all forms of media - print, radio, TV and social	- VGCL participating in Programme of Action on Communication  -Implementing communication activities by all forms of media - print, radio, TV and social	Provide recommendation on Programme action on Communication  - Holding up events about skills for green jobs for labours at workplace
Identifying skills for green jobs by sectors	6 months	- Researching, conducting survey and analysing to identify skill requirements for green jobs by priority sectors (tourism, construction, logistic)	- Initial results about skills for green jobs by selected sectors.	Ministry of Labour	Research institutions of Molisa, Ministry of Industry and Trade	Participating surveys	Providing information, documents related skill requirements for green jobs in selected sector
Conducting researches about sector skill councils (tourism, construction, logistic)	6 months	- Researching international experiences on SSC establishment (India, Europe countries) - Acquiring and applying in accordance with Viet Nam conditions (structure, function, process, responsibilities of stakeholders, etc)	Initial results about structure, process to set up SSCs	Ministry of Labour	Responsible ministries start to studying the research	Participating	Participating

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**ILO/Japan Regional Skills Programme: Regional Workshop on Sectoral Approaches to Skills for Green Jobs**  
**Bangkok, Thailand, 24-25 January 2017**  
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