Integrate Just Transition Towards a Green Economy

International Labour Organization

Annual Spring 2020 Model UN Conference
Global Classrooms DC
INTRODUCTION TO THE COMMITTEE: INTERNATIONAL LABOUR ORGANIZATION (ILO)

The International Labour Organization (ILO) is the only United Nations Organization that gives an equal voice to workers, employers, and governments to ensure decent work around the world. The 187 member states of the ILO work together to set labor standards and develop policies and programs to promote decent work for all women and men. The ILO supports countries, employers, and workers organizations to create policies that ensure social justice to achieve lasting peace.  

Founded in 1919, the ILO has set international labor standards, which are legal instruments setting out basic principles and rights at work. These standards build on and support human rights, aim to create safe working conditions, ensure workers’ rights, and support social dialogue between workers and employers. Back in 1919, one of the first ILO conventions limited the hours of work and provided the framework for rest periods on the weekend. International labor standards define conditions of employment, help protect workers’ wages, and support workers with special conditions (such as being HIV positive, a migrant worker, or a domestic worker). They consist of either conventions, which are legally binding international treaties and/or recommendations, which are non-binding guidelines.

The International Labour Conference (ILC) (right image) brings together government, trade unions, and businesses as representatives of the member countries. In this tripartite system, the ILC sets the broad policies for the ILO at a yearly conference in Geneva, Switzerland. This structure is unique to the ILO, which is the only tripartite UN organization. It creates the need to find an agreement between governments and the partners of a country’s economy. Workers’ organizations and the ILO are connected through the Bureau for Workers’ Activities (ACTRAV), which coordinates all the activities at the headquarters and works directly with trade

unions around the world. Similarly, the Bureau for Employers’ Organizations (ACTEM) maintains direct relationships with employer organizations and businesses in member states to provide ILO resources.\(^7\) 187 out of the 193 member countries of the United Nations are member states of the ILO. All of them participate in the ILC.

For the Spring 2020 Model UN Conference, student delegates will represent countries through three representatives: one person for employers (1), for labor unions (1), and for the government/labor ministry (1), mirroring the tripartite system of the ILC.

STATEDMENT OF THE PROBLEM

Work and the economy are closely linked to the climate. Climate change can have a severe impact on the economy, with extreme weather impacting hundreds of thousands of people every year and climate conditions changing how jobs are performed. Countries are adopting climate-friendly policies to shift towards a green low-carbon economy, or an economy that “improves human well-being and builds social equity while reducing environmental risks and scarcities.”\(^8\) As part of this process, the ILO estimates that 24 million jobs will be created and 6 million jobs will be lost.\(^9\) The loss of these 6 million jobs is an important social issue that requires countries to protect workers who lose their jobs as a result of this process and provide a fair and just transition towards new sectors and jobs that are created as a result of the green economy.

Workers in high-emission sectors, or areas of work like oil and coal that create large amounts of carbon dioxide emissions, will experience the most change. As countries shift from oil, gas, and coal towards renewable fuel sources such as solar or wind power, workers in the resource extraction or energy sector will likely see their jobs disappear. Regions that are historically dependent on coal or oil will not only be affected by unemployment but also will need to reinvent how they see their home without such a defining characteristic. Other sectors such as agriculture will need to change enormously to cope with changing weather patterns that lead to desertification, or soil erosion, which will make farming harder.

While more jobs will be created than destroyed, governments and the private sector will need to make sure that displaced workers have the skills and qualifications to join the economic boom that will come with a green economy. In 21 of 27 countries surveyed by the ILO, the mismatched skills, or the difference between skills offered and skills needed for the green economy,
transition, was a big problem to the greening of the economy.\textsuperscript{10} This is especially important for the \textbf{working poor}, women, and people with few resources.

In addition to retraining displaced workers, the transition to a green economy will also mean that vocational training programs for youth will need to be restructured to include new skills. As technology continues to advance, young people entering the job market in the future will need to have skills for jobs that may not exist yet.

\textbf{Why is \textit{just transition} important?}

The concept of \textit{just transition}, or a set of social programs to protect workers’ rights and livelihoods when the economy shifts to more sustainable production, is a key part of the UN’s vision for 2030. In 2015, all 193 member countries in the UN adopted the 17 \textbf{Sustainable Development Goals} (SDGs). They are the world’s plan to build a better world for people and the planet. Among these, \textbf{Sustainable Development Goal #1}, a pledge to end \textbf{poverty} everywhere, means that governments will need to ensure workers who lose their jobs as a result of the green transition are protected so that they do not fall into poverty.\textsuperscript{11}

Similarly, \textbf{Sustainable Development Goal #8} calls for decent work and economic growth for all. This is particularly important during the green transition to ensure that those affected are given the opportunity and skills needed to have meaningful work in the new green economy. \textbf{Sustainable Development Goals #10 and #13} call for reducing \textbf{inequalities} and climate action, and the transition to a green economy will have a chance to reduce inequality, if done in the right way, by expanding job opportunities and combat the negative impacts of climate change.

At the 2015 \textbf{UN Climate Change Conference}, more commonly known as \textbf{COP21}, 197 countries agreed to fight climate change and adapt to its effects by keeping global temperatures below a rise of 2 degrees Celsius. This agreement highlighted the importance of “just transition of the workforce, and the creation of decent work and quality jobs.”\textsuperscript{12}

The transition to a green economy represents a massive economic opportunity for the world, especially in the face of a global economic slowdown and tensions among large trading partners such as China and the U.S. For the last two centuries, developed countries used oil, gas, and goal to build their economies, but countries without these natural resources could not do so. In contrast, \textbf{renewable energies} such as solar and wind power are available to every country, which

\textsuperscript{10} “Skills for the Green Transition.” International Labour Organization. \url{https://www.ilo.org/weso-greening/#Chapter-5/1}.


\textsuperscript{12} “Action Taken by the Conference of the Parties at its twenty-first session.” United Nations Framework Convention on Climate Change. \url{https://unfccc.int/resource/docs/2015/cop21/eng/10a02.pdf#page=25}.
represents an opportunity for economic equality among both resource-rich and resource-poor countries.

Despite this tremendous economic opportunity, a just transition is critical to ensure that overall economic growth does not hide the loss of jobs. Without government support, those who lose their jobs due to the green transition will feel abandoned, which can lead to protests like the Gilets Jaunes in France, who protested the government’s plan to raise fuel taxes.\(^{13}\) Also, the ILO has warned that new jobs may not be created at the same pace that old jobs are being lost, so governments will need to carefully plan how to protect unemployed workers in the meantime.\(^{14}\)

**Previous UN Action**

In addition to COP21, the UN has taken important steps to move towards a green transition. The ILO has done a number of studies and held forums that explores a just transition towards environmentally sustainable societies.

In December 2018, the ILO published its “Guidelines for a Just Transition Towards Environmentally Sustainable Economies and Societies For All,” which lay out a plan that influenced the **Silesia Declaration** at COP24 in 2018.\(^{15}\) The Silesia Declaration, which was

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signed by 56 heads of states, identifies just transition as a particularly important part of global climate policy. It calls attention to the “issue of social cohesion, working for the well-being of all citizens, and promoting the values of solidarity at the international level.”

CHALLENGES OF A JUST TRANSITION TOWARDS A GREEN ECONOMY

Although a green transition can create huge economic benefits, countries whose economies are heavily dependent on natural resources like oil will likely be reluctant to transition. For example, Ghana has invested heavily in infrastructure built around crude oil. A transition from oil to renewable energy as a source of income will displace workers. In addition, the leaders of these countries often benefit from the sale of natural resources, like in Russia, where wealthy oil oligarchs heavily influence government policy and would be reluctant to transition away from the source of their wealth. While other oil-rich countries like Saudi Arabia have started moving their economies away from oil exports and towards tourism and other industries, they are still largely dependent on oil profits.

Developing countries also face many challenges, even if they have the political motivation to carry out a green transition. Countries like Ghana don’t have the financial resources or the technical knowledge to manage a just transition, and will require international support and investment. On-ground support like government advisers or technology transfers can also help smoothen this transition and allow developing countries to plan an orderly transition.

In the short-term, governments will likely face significant obstacles unless they are supported by the international community and have a detailed plan of action. A green transition could lead to a decrease in the standard of living in the short-term, since the economic benefits of such a transition might not always be immediately clear. Governmental policies and international action need to be orchestrated in order to have a positive outcome for the international economy and local economies.

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For example, in Egypt, eliminating fuel subsidies to discourage the use of fossil fuels has been good for the environment, but it has affected poor households that depend on the fuel subsidy.  

**ADDRESSING THE SKILL GAP THROUGH RESKILLING AND UPSKILLING**

One of the main ways that governments can help workers who are affected by the green transition is through reskilling and upskilling. Reskilling focuses on learning different skills to prepare workers for a different job, whereas upskilling focuses on learning new skills that complement existing skills to prepare workers for a more environmentally-friendly version of their current job. Currently, there is a major gap between the skills needed for green economy jobs like renewable energy, environmental science, and eco-friendly manufacturing, and the skills that workers currently have. This **skills gap** is a major problem in the transition between the current economy and the new economy, and will require updating training programs and qualifications to ensure that workers are prepared for the new economy.

The ILO has identified some major challenges that countries face when addressing the skills gap:

1. **Lack of a clear national green skills framework**: many countries struggle to define exactly what skills will be needed and to explain it clearly, partly because some of the technology involved is still so new. In other cases, not enough work has been done to identify the skills necessary.
2. **Lack of expertise at the institutional and practical level**: countries are not investing enough in addressing the skills that green jobs need, and many don’t have the expertise or the knowledge to do so efficiently.
3. **Lack of direction and fragmented policies**: while many countries have Technical and Vocational Education and Training (TVET) policies that provide the education and training needed for employment, these programs are not aligned with climate policies or just transition. Even though some countries have comprehensive climate change policies, they have not yet linked them to economic development and skills training, leading to a disconnect that makes addressing the skills gap more difficult.

Often, a job sector will require both upskilling and reskilling. One example is the construction sector. As the world transitions to a low-carbon economy, construction workers will renovate existing buildings to help them be carbon-neutral, as well as to build new sustainable buildings that don’t harm the environment. This is an example of upskilling because, while they would need to learn new skills, workers are complementing what they already know how to do. In contrast, an example of reskilling might be a former coal miner being retrained as a construction worker to build wind turbines or hydropower dams. In these cases, coal miners will need to learn completely different skills and technical knowledge. These new skills will help make these workers competitive in the new economy.

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New sectors will also emerge from the green transition. Currently, the world economy is based off of an “extract-manufacture-use-discard model” that creates a lot of waste because materials like plastic aren’t being reused or recycled. As part of the green transition, the ILO urges countries to embrace the **circular economy**, which aims to eliminate waste by continually reusing resources. The ILO estimates that six million jobs will be created in waste-management, the re-processing of materials to be reused, and services like rental and repair.\(^2^2\) These sectors, however, will require workers with different technical skills that today’s workforce is lacking. Identifying the skills needed and equipping workers with them is very important to ensure that the transition is smooth for both the industry and the workers.

At the same time, it’s important to recognize that every country and every region has different needs and will require a different approach. Countries should be careful to not apply one-size-fits-all methods when addressing the skills gap, but instead study and plan out a unique approach.

**Supporting Vulnerable Populations during the Green Transition**

While much of the focus of a just transition is on workers already in the workforce, vulnerable populations like young people also need support to ensure that the skills they are learning in the classroom are skills that companies want when they graduate. With technology changing rapidly, many students today will be working in jobs that do not yet exist.

In particular, **vocational training** needs to be aligned with the kinds of jobs the future will hold. Some countries, like Germany, have excellent vocational training programs, where half a million students enroll in an apprenticeship program every year, creating a pool of highly qualified workers in fields as diverse as manufacturing and banking.\(^2^3\) As the shift towards a green economy occurs, governments, companies, and labor unions should examine how their

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\(^2^3\) “Robust Apprenticeship Program Key to Germany’s Manufacturing Might.” NPR.
vocational training curriculum is structured so they can make necessary changes to help students keep up with changes in the workplace.

One way for countries to support each other in reforming and retooling their vocational training and classroom curriculums is to establish some way of sharing best practices among countries. Such a system would allow different countries to share the lessons learned from their own reforms, so that other governments could use their experience to fine-tune their own programs based off of the successes and failures of other countries. Some countries in ASEAN, a group of countries in Southeast Asia, have already begun sharing their experiences with each other.24

Other groups that should be taken into consideration are the working poor and women. The working poor are generally those who have a job but their income is not enough to pay for their basic needs. Because some of these jobs will be affected by the green transition, there is a high risk that the people will be negatively affected. Countries will need to protect these groups when planning green transition policies. One example is the Ecological Transition Contracts that France introduced in their 2017 Climate Action plan. These contracts are signed between regional authorities and the government, and includes €15 billion ($16.7 billion) of public

investment for workers in sectors affected by the green transition.\textsuperscript{25} In addition, the French government is providing energy vouchers for over 4 million low-income households that will help reduce the impact of \textit{carbon pricing}.

The European Union has also pledged an EU Just Transition Fund, which would include €4.8 billion ($5.6 billion) to support coal-dependent regions during the green transition. The Just Transition fund would not only support efforts to prevent \textit{industrial decline} from affecting the region, but would also support families who want to relocate to other parts of the EU in search of new opportunities.\textsuperscript{26} Programs like these can help communities in affected areas feel like their government is listening to them and that they aren’t being forgotten, while still giving them the dignity of choosing to stay in their home or relocate elsewhere.

\textbf{ROLE OF THE PRIVATE SECTOR IN THE GREEN TRANSITION}

Although governments are responsible for policies that can help facilitate the green transition, both the jobs that are destroyed and created as a result will be jobs in the private sector, meaning that businesses also need to rethink their business models and invest in more sustainable practices. It’s important for businesses to recognize that the same challenges that communities face as a result of climate change will also pose serious challenges for the private sector. Companies depend on “community members as suppliers, customers, and employees,” and they need many of the same resources, services, and infrastructure threatened by climate change to operate.\textsuperscript{27} As a result, the health of the environment is deeply tied to a company’s viability and a country’s economic growth.

Businesses that take a responsible approach to climate change can get a competitive edge by building resilience and strengthen corporate reputation, while companies that undermine efforts to adapt to climate change can face reputational and brand risks, especially in the age of social media. In a survey conducted by Caring for Climate, a UN Global Compact initiative, 83\% of companies believed that climate change poses “a risk to their product or services,” while 86\% believe that “responding to climate change risks… poses a business opportunity.”\textsuperscript{28} However, while there is widespread recognition of the challenges and opportunities of climate change, companies are not yet taking steps beyond planning for immediate threats from climate change, and there is little understanding of how to apply the green transition practically into day-to-day

\begin{itemize}
  \item \textsuperscript{25} “Phasing out coal in the French energy sector.” Syndex.
  \item \textsuperscript{26} “An EU fund for a just transition - what it should be and why it matters.” World Wildlife Foundation. \url{http://awsassets.panda.org/downloads/wwf_aneujustenergyltransittionfund_briefing4_final.pdf}.
  \item \textsuperscript{27} “Adapting for a Green Economy: Companies, Communities, and Climate Change.” United Nations Environment Programme. \url{http://pdf.wri.org/adapting_for_a_green_economy.pdf}.
  \item \textsuperscript{28} “Adapting for a Green Economy.” United Nations Environment Programme. \url{http://pdf.wri.org/adapting_for_a_green_economy.pdf}.
\end{itemize}
business decisions. While the government can provide guiding frameworks to help businesses make these decisions, the responsibility ultimately rests on corporate shareholders and CEOs to make the green transition a priority.

The private sector has a unique ability to influence the green transition. The global financial system alone “has enormous transformative power, and has the potential to serve as an engine for the global economy’s transition to sustainable development,” according to Erik Solheim, the former head of UNEP.\(^29\) Initiatives such as the Sustainable Banking Network can help to integrate environmental risks into business practices by financing business practices that improve the environment.\(^30\) **Multinational companies** are especially able to have a positive impact in developing countries, where governments may not have the resources necessary to kick-start the green transition. By adopting new business models that prioritize the greening of their economy and taking the green transition into account in their strategic business planning process, businesses can better position their company to avoid climate change risks while seizing the new opportunities that come with the green transition.

**THE IMPORTANCE OF SOCIAL DIALOGUE**

Social dialogue is the process in which the social partners, labor unions (left image), and employer associations, together with the government negotiate to find the best solution to a labor market challenge. This process is especially important because the actors of the real economy may have perspectives or knowledge that the government does not. Throughout the process of the green transition, trust and popular support of government policies are critical to its success. Workers and communities will resist changes that they believe threaten their livelihoods, and the rise of populist parties and politicians have taken advantage of this fact, campaigning on promises to make their regions prosper and denouncing climate-friendly policies as bad for job creation. An inclusive social dialogue is necessary to properly inform workers about the nature of the green transition, as well as how they will be supported throughout the process. Failure to proactively manage this process will need to people feeling disenfranchised and marginalized, which could obstruct or even derail the process.

Here, private companies and trade unions can be extremely useful. The private sector is most up-to-date on the skills that new workers will need to be successful in the new economy, and can inform government policies about what skills to focus on. They can also help governments

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develop tested training and apprenticeship programs to prepare workers for the new economy. The private sector is particularly helpful in supporting the development of sector-specific skills, and groups like the Skills Council of Green Jobs in India have helped launch mentorship initiatives to directly link high-demand skills with workers. In exchange, trade unions can be a powerful way for workers to have their voices heard, and to address concerns specific to workers. Traditionally, trade unions have been an important part of the fight for basic rights and more just social relations in the workplace, and can help ensure job security and workplace rights in the new jobs created by the green transition.

However, it is also important to recognize that companies whose business models are built on oil and carbon emissions are likely to oppose any attempts to move away from these high-emission sectors. For example, German auto manufacturers have fiercely opposed the move towards electric vehicles because bankers and analysts predict in 2017 that these companies could lose as much as 2% of their profit margin when shifting towards electric cars. While governments can provide incentives to encourage companies to rethink their manufacturing and production, the private sector will also need to recognize the importance of the green transition and develop greener business models.

According to recommendations from the World Wildlife Fund, governments should prioritize clear communication with all affected stakeholders throughout the process to ensure transparency and widespread support. Doing so will not only help define the responsibilities of different groups, but often improves the decision-making process by revealing “decentralised information about regional economic strengths and weaknesses.” At the same time, countries should recognize that stakeholders in affected industries may have conflicts of interest, and should take care to clearly define the role and decision-making power of each stakeholder to avoid interference with the green transition process.

Another issue that social dialogue can help address is the cultural identity of affected regions. Many regions that are heavily dependent on coal or other natural resources will lose much of their regional identity as countries green their economies. One example is the Rust Belt in the U.S., which gets its name from the abandoned factories and urban decay after manufacturing and coal jobs dwindled. The future of regional cultural identities must be addressed, since they are a central part of how people think of themselves and their home, and are an inviting target for

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populist movements seeking to tap into people’s desires for the past. As such, countries should think about how these regions can be revived, whether it is by repurposing manufacturing regions to produce solar panels and wind turbines, or by introducing new green industries or technologies to a region.

This can also represent an opportunity for cooperation between countries, since engaging with other regions in other countries that have undergone similar transitions. To help facilitate these inter-regional dialogues, the European Commission launched the Platform for Coal Regions in Transition in 2017. The Platform is an open forum that allows local, regional, and national governments, non-governmental organizations (NGOs), businesses, trade unions, and academics to discuss the issues that surround the transition to clean energy. It helps different regions exchange their experience and share knowledge about how best to manage the transition, and represents a way for regions to identify and respond to challenges unique to their own circumstances. With 18 regions, each at a different point in the transition, the Platform is well-placed to advise regions on long-term planning and can provide technical assistance and material support to coal regions.

Other successful models of social dialogue include Germany’s Coal Commission (right image). In January 2019, Germany agreed to phase out coal entirely by 2038 and shut down many of its coal plants by 2022. This agreement between the national and regional governments, workers, and the private sector came about after several months of negotiations through the Coal Commission, which brought together industries, trade unions, coal regions, environmental NGOs, research institutes, and affected communities. Although there were major disagreements about financial support for coal regions, this expert commission was able to arrive at a set of recommendations that it delivered to the government in early 2019. This agreement sets an example for other countries to follow, especially in how it approaches civil

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society. By financing civil society in the region and facilitating these conversations, the Commission was able to find compromises among groups with very different goals and interests.

However, because political commissions tend to deliver recommendations that are non-binding, firm leadership from the national government is still necessary to pass laws that make those recommendations legally binding. In addition, while a diverse membership helped give it legitimacy and transparency among all groups affected, it also means that it is difficult to address all the problems in the final report.

CONCLUSION

Climate change is expected to have an impact on all countries’ economies, and will change how many jobs are performed. As countries green their economies and move towards an economic model that has less impact on the environment, they risk leaving behind some sectors of their economy. While the green transition will create many more jobs than it will destroy, it is important that those whose jobs are destroyed have enough social protection during the transition and can reenter the workforce without difficulties.

Governments must take political leadership in the transition, and both the private sector and labor unions have critical roles to play in this transition. All can provide perspectives and experience that the other sectors do not have. All three groups must work together to address important obstacles to the green transition, such as bridging the skills gap and supporting vulnerable populations during the process.

QUESTIONS TO CONSIDER

1. What are the primary challenges to a just transition?
2. Why is a just transition important?
3. What action is your country taking to provide a just transition and support those affected by the green transition?
4. What industries in your country will likely be involved?
5. What social protections are available in your country to unemployed workers? How can your country protect vulnerable workers and their families?
6. What kind of apprenticeship or training program does your country have for youth? What kind of skills are youths being trained in?
7. What are other countries doing to provide a just transition, and can your country learn from other’s examples?
GLOSSARY

**Carbon dioxide emissions**: Carbon dioxide are emitted into the atmosphere when fossil fuels like coal, oil, or natural gas are burned, and are a major contributor towards climate change

**Carbon-neutral**: A net-zero carbon footprint, where any carbon emissions made by a country or company is balanced out by carbon removal practices

**Carbon pricing**: A price on carbon that accounts for the costs the public pays for in other ways, such as damage to crops from heat waves. By making carbon emissions more expensive, it puts the responsibility back onto the emitters

**Circular economy**: An economic model where products are used as much as possible and then are recycled and reused to minimize waste

**Conventions**: Legally binding international treaties ratified by all member states

**COP21**: The 2015 global climate conference where 196 countries signed the Paris Climate Agreement

**Cultural identity**: Identities or feelings of belonging to a group based on nationality or regional locality

**Decent work**: Work that is productive and delivers a fair income with job security and social protection

**Desertification**: Process in which a dry piece of land becomes a desert

**Disenfranchised**: Deprived of some right, privilege, or immunity

**Displaced workers**: A worker who loses a job that has been important to their livelihood

**Ecological Transition Contracts**: A French initiative to ease the transition of a worker who loses their job in a high-carbon emission sector as a result of climate policies

**Fuel subsidies**: Government action that lowers the cost of fossil fuels, typically by using government funds to offset the costs of producing fossil fuels

**Future of work**: The discussion about what the workplace will look like and what kinds of jobs will be available in the future

**Green economy**: An economical model that is friendly to the environment and aims for sustainable development

**High-emission sectors**: Economic sectors like oil and natural gas that rely on activities that emit large levels of carbon emissions

**Industrial decline**: When an industry does not keep pace with the country’s economic growth

**Inequality**: Lack of equality or fair treatment in the sharing of wealth, access, or opportunities

**International Labour Conference**: An annual conference where ILO members meet and discusses key social and labor questions

**Just transition**: The range of social interventions necessary to secure workers’ rights when economies shift towards sustainable production

**Member countries**: The 187 countries that are a part of the ILO

**Mismatched skills**: The difference between skills needed for a job and the skills workers have

**Non-governmental organizations**: Non-profit organizations that operate independent of a government

**Poverty**: The state of being extremely poor

**Recommendations**: Non-binding proposals issued by the ILO

**Renewable energy**: Energy from a source that is not depleted when used, such as solar energy
**Reskilling:** Equipping workers with new skills to prepare them for a different job  
**Retrain:** To teach someone new skills so they can do a different or more specialized job  
**Sector:** A part of the economy grouped by the products or services they produce  
**Silesia Declaration:** A UN declaration that emphasized the need for a just transition  
**Skills gap:** The gap between the skills workers have and the skills they need for a job  
**Social dialogue:** The process in which the social partners, labor union and employer associations, together with the government negotiate to find the best solution to a labor market challenge  
**Soil Erosion:** The wearing-away of agricultural topsoil needed for plant growth  
**Stakeholders:** People or groups with an interest in an issue or business  
**Standards of Living:** The degree of wealth and material comfort available to a person or community  
**Sustainable Development Goals (SDGs):** UN global goals that aim to ensure that all people enjoy peace and prosperity by 2030  
**Technical and Vocational Education and Training (TVET):** Education and training that provides the knowledge and skills necessary for employment  
**Technology Transfer:** The transfer of technology from developed to developing countries to bolster economic growth  
**Tripartite:** ILO structure where a country is represented by the government, labor unions, and businesses  
**Upskilling:** Equipping a worker with skills that build on their existing skills for a more specialized job  
**Vocational training:** Education that prepares people to work in a technical or trade job  
**Working poor:** Working people whose income fall below a given poverty line due to low-income jobs

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**EXTRA RESOURCES**

*In our Extra Resources section, we provide resources for students to use in their research for the Spring Conference. Students are responsible for researching their position for their assigned countries, and these resources help point them in the right direction.*

**ILO: Greening with Jobs**

The ILO provides a basic overview of the green transition and how it will impact jobs

Read more here: [https://www.iло.org/weso-greening/#Intro-1](https://www.iло.org/weso-greening/#Intro-1)

**ILO: The Employment Impact of Climate Change Adaptation**

This document for the G20 Climate Sustainability Working Group lays out how climate change will impact the labor market and proposes different ways of implementing just transitions.

ILO: Green Jobs Programme

The ILO Green Jobs Programme was established in 2016 and helps over 30 countries build relevant experience and the tools in dedicated areas of work.


ASEAN: Preparing for the future of work

This ASEAN report examines national policy responses from ASEAN countries and provides lessons learned and goals to strive for moving forward in the green transition.


ILO: Skills for a Greener Future – Background Country Studies

The ILO has compiled a series of in-country studies that analyze what skills will be necessary for a green economy in each country.


OSCE: The Role of the Private Sector in Transition to Green Economy

The OSCE presents an overview of how the private sector can help in the transition towards a green economy, with a number of examples.

Read more here: https://www.osce.org/secretariat/323401?download=true

OECD: Engaging the Private Sector for Green Growth and Climate Action

This OECD report outlines the role of the private sector in support of green growth in developing countries, highlighting lessons learned and challenges identified.


ILO: Skills for Green Jobs
This ILO page provides an overview of the skills necessary for a green transition and provides some other resources for further research.


**UN Sustainable Development: Climate Change and the Just Transition**

This UN report looks at how to motivate investors for the green transition and where investors can start in the process.

Read more here: [https://sustainabledevelopment.un.org/content/documents/22101ijtguidanceforinvestors23november1118_541095.pdf](https://sustainabledevelopment.un.org/content/documents/22101ijtguidanceforinvestors23november1118_541095.pdf)

**EURACTIV: European Union Just Transition Fund**

EURACTIV’s article on how the EU’s Just Transition Fund could be applied is a helpful introduction towards the EU’s approach towards Just Transition.

**Carbon Brief: Has Germany’s transition to green energy been a success?**

This video looks at Germany’s transition from oil and coal to green energy and evaluates the successes and failures of the process.

Watch here (2:23): [https://www.youtube.com/watch?v=UAJ_RyQt5yc](https://www.youtube.com/watch?v=UAJ_RyQt5yc)
GLOBAL CLASSROOMS DC POSITION PAPER OVERVIEW AND REQUIREMENTS

What is a Position Paper?
A position paper is a short document that outlines a country’s opinion on an issue. The paper includes a short summary of what the issue or problem is, explains why the country is interested in the issue, and communicates the country’s stance on what should be done to address the issue. A position paper is written as if you were the actual representative of the country stating its position. Your personal opinions on the issue should not be included. A position paper is not a summary of your country’s GDP, government, economy, languages, etc. unless directly relevant to the issue. Only one position paper is written per country, per grade school committee; if there are 2 or 3 delegates representing the same country on a committee, they should write the paper together.

Why write a Position Paper?
Writing a position paper will help you organize why an issue matters to your country and what your country wants done on the issue. The first thing you will likely do in committee is present an opening speech about your country’s position. You should be able to pull portions of a well written position paper into an introductory speech on your country’s perspective. Also, your delegation is not eligible to win best / outstanding delegation without the submission of a position paper. There are separate awards given for best position paper.

How to Write a Position Paper
(1) Research the Issue. The questions you want to answer are:
1. How does this issue affect your country?
2. How does this issue affect your country’s neighbors or allies?
3. Is this a global problem that impacts everyone?
4. What would your country like to see done on this issue?
5. Are there countries or groups of people who will be particularly sensitive to addressing this issue?
6. Are there any conventions or resolutions on the topics that your country has signed or ratified?
7. What are UN actions on the issue? Has your country supported or opposed these actions?
8. Keep in Mind: What a country says, and what it actually believes should be done may be different. Also, some countries may believe that no action should be taken on an issue. They may disagree with how others feel or may not want international involvement. It is okay if your position is that the international community should do nothing, but you will need to explain why.

(2) Brainstorm Specific Actions. Come up with 3-4 specific things that can be done to reach the outcome your country desires. For example: “The United States believes we should send a peacekeeping mission to monitor human rights abuses in Syria and encourage talks between both sides.” You will present these ideas in committee as possible solutions to the problem and attempt to pass a resolution which includes these actions.
(3) Outline Your Paper. Make an outline of what points you want to cover in your paper and the order in which you would like to address them. Remember a good paper should briefly explain the problem, explain why your country cares about the issue, and inform others what your country should like to see done. If you know other countries favor a solution that you will disagree with, make sure to include why your country disagrees.

(4) Write your Paper. Position papers should be no more than one page long and be written from the perspective of the country you are representing. Rather than being a report on the topic, a position paper should explain what your country wants to see done to address the issue. Start by giving a brief summary of the issue and how it impacts your country. Then explain the specific actions you would like to see taken. Close by summarizing your country’s overall position. Proper grammar and spelling are a must!

Award Criteria and Eligibility

- One position paper award will be given out per committee.
- The ideal position paper will have a clearly defined and summarized topic with your country’s position clearly outlined. Points are also awarded for organization, style and correct grammar.
- GCDC Staff will be fact checking position papers, so be sure to include the most up to date information and a works cited (or list of all the sources you use).
  - Proper source citation: if an idea or quote came from another source, you must provide a footnote / citation.
- Papers will be disqualified if the conference staff has discovered that students did not write their own papers or that content has been plagiarized.
- Make sure your position paper must have the required header below! Do not create any additional title pages - points will be deducted for improper format.
- Formatting Requirements: 500 words minimum, 1,500 words maximum. Times New Roman font, 12-point size
- All position papers must be sent to gcdc@unanca.org by March 25, 2020 at 11:59 PM EST.

REQUIRED POSITION PAPER HEADER

<table>
<thead>
<tr>
<th>Committee:</th>
<th>Examples:</th>
<th>UN Environment Programme (UNEP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic:</td>
<td>Climate Change</td>
<td>The United States of America</td>
</tr>
<tr>
<td>Country:</td>
<td>Bob Smith and Jane Doe (gr. 7)</td>
<td>Madison High School (Mr. Jones)</td>
</tr>
</tbody>
</table>

The United States of America believes …