



SAVE THE CHILDREN **DEFINITIONS OF** **GREEN SKILLS & JOBS** **FOR ADOLESCENT & YOUTH**

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1 INTRODUCTION

Today, around 67 million of the world's youth are unemployed and a further 145 million are living in poverty. The growth of the green economy – driven by rising demand for low carbon, resource efficient products and services – has created new opportunities for meaningful work, as well as protecting our planet and driving social change. Save the Children wants to equip adolescents and youth with the 'green skills' they need to capitalise on these opportunities and secure 'green jobs' and also live a more sustainable lifestyle – so they can achieve their full potential.

There is no single or standard definition of green skills or green jobs. Organisations define these terms differently according to their views, perspectives, areas of work and interests. Besides, there is not a defined line that separate jobs (or businesses) that are, or are not, 'green'. There is a full spectrum of activities, processes, products or services within companies or income generating activities (IGAs) with different levels of environmental impact, and the measurement and comparison of jobs based on their environmental performance are not direct or straightforward.

The intention of this document is to provide a definition¹ and a set of principles that define **green skills and green jobs specifically for adolescent and youth (A&Y)**, to be used by Save the Children (SC) in its programming, advocacy agenda and in its discussions with the business sector and in developing corporate and institutional partnerships. It can be used to identify and classify skills and jobs as green skills or green jobs, taking into account the wide range of situations that can be found in the operation of businesses/IGAs. This definition is useful for SC to engage with the business sector and partners to outline the role and responsibility of businesses to promote green jobs for A&Y, particularly those most impacted by inequalities and discriminations.

The concepts of green skills and green jobs, as they are conceived in this document, contribute to the realisation of the rights of the child² and the Sustainable Development Goals (SDGs), especially SDGs 12 and 13.



SDG 12: sustainable consumption and production, as the main objective of green jobs for A&Y for SC is to transform the economy, while empowering children and youth, especially young women and girls, with more sustainable production processes, products and/or services, together with a more environmentally conscious society that makes more conscious consumption and lifestyle choices (aspect that is captured in the green skills concept defined below).

SDG 13: take urgent action to combat climate change and its impacts, as one of the key priorities of green jobs for A&Y for SC is to contribute to climate change mitigation and also help communities to adapt to the effects of climate change. Aligning with the UNFCCC and The Paris Agreement, and its goal to limit global warming to well below 2, preferably to 1.5 degrees Celsius, compared to pre-industrial levels.³

In line with SC's Gender Equality Policy, all SC programmes and advocacy must be gender sensitive at a minimum or gender transformative where possible. SC work must empower women and girls, and work to eliminate all forms of gender-based violence. Green skills and green jobs for A&Y provide a chance to break down gender barriers and promote more gender equitable access to opportunities and resources.

¹ The definitions provided are working definitions and would need to be updated based on developments.

² UN Convention on the Rights of the Child (UNCRC), Convention on Elimination of all Forms of Discrimination (CEDAW), Convention on the Rights of Persons with Disabilities (CRPD), ILO Conventions 138 and 182; authoritative guidance (e.g., Committee on the Rights of the Child General Comment No.16 on child rights and business; Human Rights Council (HRC) resolution 48/13 on climate change and the right to a healthy environment; and voluntary guidance (Children's Rights and Business Principles).

³ UNFCCC, <https://unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement> (accessed February 2022)

2 SAVE THE CHILDREN DEFINITION OF GREEN SKILLS FOR ADOLESCENT AND YOUTH

Save the Children's definition of green skills for adolescents and youth is:

The knowledge, abilities, attitudes and behaviours that help adolescent and youth to access and perform green jobs, realise their rights, and make sustainable consumption and lifestyle choices every day, contributing to sustainable development and a low-carbon economy.

This definition of green skills aligns with SC's [Adolescent Skills for Successful Transitions \(ASST\)](#) position paper, which aims to *provide A&Y with capabilities (i.e. skills, attitudes, knowledge and behaviours) and opportunities for obtaining decent and productive work, as well as agency, hope and aspirations for their life chances.*⁴ In the case of green skills, these capacities and opportunities are oriented towards accessing and performing green jobs (which are also decent and productive work) and to make sustainable choices in their lives.

As UNESCO⁵ points out, green skills consist of skills for the 'world of work,' including entrepreneurial education, technical and vocational education and training (TVET) or technical skills, but also skills for the 'world of life,' such as transferable life skills (communication, higher-order thinking, positive self-concept, self-control or social skills)⁶ or education for sustainable development, sustainable consumption and lifestyles.

The main principles of Green Skills for A&Y for SC, that constitute the main building blocks of this definition, are:

- 1 Green Skills consist of knowledge, abilities, attitudes and behaviours that A&Y need to access and perform green jobs, realising their rights.**
- 2 Green Skills help A&Y make sustainable consumption and lifestyle choices every day.**

1 Green skills consist of knowledge, abilities, attitudes and behaviours that A&Y need to access and perform green jobs

The main purpose that SC pursues when developing A&Y green skills is to support them to access green jobs (including self-employment and wage employment, in line with the definition provided in section 2 below) and to provide them with the capacities to perform the professional tasks needed within these green jobs. This includes the 'greening' of jobs, i.e. adapting traditional jobs so that they contribute to a reduction in environmental impact (e.g., plumbers that use their skills in solar thermal installations or farmers that apply organic agriculture principles).



The following set of skills, which includes a mixture of technical and transferable life skills, and skills for the world of work and the world of life, have been identified by SC as key for A&Y to access and perform green jobs. They also contribute to ASST goals and the [Adolescent Wellbeing Framework for Action](#).

- **Transferable Life Skills:** as defined in SC's [Life Skills for Success](#) Common Approach, these are communication skills, higher-order thinking skills, positive self-concept, self-control and social skills. They are a core competency (also a building block of ASST) that should be delivered for all A&Y in SC green jobs for A&Y programmes.
- **Engineering and technical skills:** hard skills encompassing competences related to the design, construction and assessment of technology usually mastered by engineers and technicians (e.g. for eco-buildings or renewable energy design, or energy-saving technologies) and environmental sustainability (e.g., carbon footprint calculation, life-cycle assessment, environmental impact assessment, resource management and efficiency, waste management, water management, etc.)

⁴ Save The Children, [Adolescent Skills for Successful Transitions position paper](#), (p.1).

⁵ UNESCO, UNEP, ILO, 2016, [Youth X Change: Green Skills and Lifestyles Guidebook](#), (p. 33).

⁶ Save the Children, [Life Skills For Success](#).

- **Technical and Vocational Education and Training (TVET)⁷:** including competences needed for the installation, repair, management, operation and maintenance of technologies and/or practices with reduced environmental impact (e.g. for solar system installation and maintenance, organic agricultural practices, construction of eco-buildings, waste operations or energy-saving practices).
- **Coordination, management and business skills:** to facilitate holistic and interdisciplinary approaches incorporating economic, social and ecological objectives.
- **Green entrepreneurial skills:** to seize the opportunities within the green economy, by developing sustainable business models and plans that tackle environmental challenges.
- **Innovation skills** to identify opportunities and create new strategies to respond to environmental challenges.
- **Awareness and knowledge of environmental issues, impacts and risks:** that affect or could affect communities, to be able to identify solutions to environmental and climate change challenges (including climate change adaptation solutions).
- **Knowledge of environmental rights.**
- **Systems and risk analysis skills:** to assess environmental and climate change risks, interpret them and identify the measures required to reduce or mitigate risks.
- **Marketing skills:** to promote greener products and services.
- **Advocacy and campaigning skills:** to influence the creation of green jobs, sustainable consumption and sustainable lifestyles.
- **Adaptability and transferability skills:** to enable workers to learn and apply the new technologies and processes required to green their jobs.

Not all these skills are to be promoted among A&Y in all green jobs programmes, but a selection or combination of them should be, depending on the objective of the programme and the green jobs to be promoted in a given market. In line with ASST position paper, the skills (and especially technical skills) to be developed should be **market-relevant**. The definition of this for a particular market should be based on market assessments and the interests and aspiration of A&Y themselves. However, and as indicated above, transferable life skills should be delivered to all A&Y in all SC green jobs for A&Y programmes.

⁷ Transferable life skills, the technical skills and TVET are included within the key building blocks of market-relevant technical skills in Save the Children's [ASST position paper](#).

Ultimately, this set of skills should help A&Y to access jobs in organisations (newly created or already established) that are providing green products or services, or reducing the environmental impact of their production processes (in line with the definition of green jobs provided below).

In the framework of this definition, apprenticeships and internships are considered a form of training to build the necessary skills of A&Y to thrive in the professional stage of their life and a pathway to obtain a green job, but in principle, are not considered green jobs.

2 Green skills help A&Y make sustainable consumption and lifestyle choices every day

Save the Children has identified the following green skills that will support and guide A&Y to make more sustainable consumption and lifestyles choices every day.

- **Transferable life skills:** including communication skills, higher-order thinking skills, positive self-concept, self-control and social skills.
- **Knowledge of environmental issues:** including basic environmental concepts, environmental problems affecting A&Y and their communities, and sustainable development.
- **Sustainable environmental practices:** applicable in A&Y daily life, that contribute to environmental sustainability (e.g. recycling, walking or using public transport instead of using a private car, using solar energy to power the house or for water heating, etc.).
- **Conscious consumerism:** conscious consumers and their purchasing power can increase the demand for green products or services, or products or services that have been created with a reduced or positive environmental impact, supporting the creation of green jobs and a shift to the green economy.



3 SAVE THE CHILDREN DEFINITION OF GREEN JOBS FOR ADOLESCENT AND YOUTH

The definition of Green Jobs for Adolescent and Youth for Save the Children is:

Decent jobs, including self-employment and wage employment, which are accessible to adolescent and youth who are most impacted by inequalities and discriminations, contribute to the realisation of their rights, promote gender equality and have the aim to preserve or restore the environment (including the climate) through:

- A the provision of products or services that directly benefit the environment or**
- B production processes or service delivery mechanisms with reduced negative, or positive, environmental impact. In addition, jobs that help communities adapt to the effects of climate change are also considered green jobs.**

Although green jobs focus on the environmental aspects of businesses or IGAs, they should balance the three dimensions of sustainability: the economic dimension, creating jobs that are realistic and profitable; the social dimension, by promoting decent jobs and benefiting local communities; and the environmental dimension, as explained further below.

Green jobs, as defined above, contribute to the goal set out in the [Adolescent Skills for Successful Transitions \(ASST\)](#) position paper, which is that *girls and boys, young women and young men successfully transition (or begin a transition) to decent livelihoods and work, breaking the intergenerational cycle of poverty and therefore reducing survival, learning and protection deprivations for themselves and their family*. They do so by promoting decent work and economic opportunities for A&Y most impacted by inequalities and discrimination.

The main principles of green jobs for A&Y for SC, which constitute the main building blocks of its definition, are:

- 1 Green jobs are decent jobs.**
- 2 Green jobs include self-employment and wage employment.**
- 3 Green jobs are accessible to vulnerable A&Y who are most impacted by inequalities and discrimination.**
- 4 Green jobs contribute to the realisation of the rights of A&Y.**
- 5 Green jobs promote gender equality.**
- 6 Green jobs help preserve or restore the environment (and the climate).**
- 7 Green jobs help communities adapt to the effects of climate change.**

1 Green jobs are decent jobs

1.1 Green jobs are, in the first place, **jobs**, understood as *work that generates an income*, in any type of organisation, structure or activity, including:

- SMEs or businesses (paid employment)
- Cooperatives or producer groups
- Informal or non-registered income generating activities (IGAs), including smallholder farming
- Public or private organisations
- For profit or non-for-profit organisations

Apprenticeships and internships that are not creating an income for A&Y are regarded as a means to acquire the necessary skills to perform a job, but in principle they are not considered a green job for the purposes of this document.



It is important to emphasise that when developing a green jobs programme, the creation of jobs for A&Y (as defined above) should be an objective or outcome of the programme. For example, a climate change adaptation project, which has the objective of supporting a community and its infrastructure (e.g., schools) to withstand extreme weather events, but does not have any support for job creation for A&Y, would not be considered a green job programme. This is because its objective isn't to create any jobs, although some green jobs will be necessary and involved (e.g., workers hired by the project that will do construction works in the school to withstand weather events).

1.2 Secondly, green jobs should be decent jobs. Based on the International Labour Organization (ILO) concept of decent work,⁸ for SC the following criteria should be met for a green job to be considered a decent job:

- It is productive and delivers a fair income
- It guarantees safe working conditions
- It includes social protection for the worker and their family
- It offers prospects for personal development and encourages social integration
- It offers freedom for the worker to express their concerns, organise, and participate in the decisions that affect their life
- It offers equality of opportunity and treatment

In case where these conditions can't be guaranteed (for example, in informal income generating activities), SC will maximise its efforts to comply with these criteria and provide the same benefits for A&Y.

The concept of decent jobs is also captured and mainstreamed in the ASST position paper, including in its goal that decent livelihoods and work should be pursued and in its second key outcome availability and access to decent economic opportunities increased. It is also included in the Wellbeing Framework for Action, which states that a key goal is the transition from harmful to decent work for A&Y.



2 Green jobs include self-employment and wage employment

Save the Children's definition of green jobs includes both types of employment, self-employment and wage employment.

2.1 Self-employment: A&Y could start businesses or informal income generating activities that comply with international and national standards.⁹ When business or IGAs are designed to either provide green products or services, or to reduce the environmental impact of business processes, they are in line with the concept of **green entrepreneurship**.¹⁰ Support to green entrepreneurs provides SC with great opportunities to create green jobs, as A&Y can be supported to ideate and create sustainable business models and business processes from the start, with more possibilities to influence and design businesses in line with SC priorities. Examples of green entrepreneurial initiatives would be using hydroponics or aquaponics systems (that considerably reduce the water used in agricultural production), organic agriculture, generating bio-gas or compost out of agricultural waste or dung, or manufacturing pellets or briquettes for clean cooking.

2.2 Wage employment: A&Y could secure jobs that comply with the principles laid out in this document, particularly the pathways to generate environmental value, as highlighted in point 6, and also with international and national standards. In this case, the level of control and the ability for Save the Children to influence how the business or IGA operates is more limited and would depend on the relationship with the business. Examples of green wage employment would be electricians hired by a company to install or maintain solar systems, farmers hired to cultivate lands under organic or regenerative agriculture principles, or a person hired to sew in a textile industry that is producing organic fabrics or clothes.

⁸ ILO, [Decent Work](#) (accessed January 2022).

⁹ ILO standards, including ILO Conventions 138 and 182.

¹⁰ Green entrepreneurship can be defined as a way of 'developing business solutions to environmental challenges that are economically viable and socially empowering. Sustainable Consumption and Production Regional Activity Centre (SCP/RAC) (2015), [Create your Green Business! The Workbook for Green Entrepreneurs in the Mediterranean](#) (p.6).



3 Green jobs are accessible to A&Y most impacted by inequalities and discriminations

Aligning with the ASST position paper (in particular its good practice principle 2)¹¹ and the Adolescent Wellbeing Framework for Action, SC should promote non-discrimination, diversity and inclusion in its green jobs programmes, with a particular focus on empowering participation of the following groups:

- A&Y with limited economic resources or facing extreme poverty
- A&Y living with disabilities
- A&Y that identify as LGBTQI+
- A&Y that belong to ethnic minorities
- Migrants or displaced A&Y
- Female A&Y

4 Green jobs contribute to the realisation of the rights of A&Y

Green jobs should respect all relevant child rights legal frameworks (UNCRC,¹² CEDAW,¹³ CRPD,¹⁴ and the ILO Conventions 138 and 182), authoritative guidance (Committee on the Rights of the Child General Comment No.16 on child rights and business, and Human Rights Council (HRC) resolution 48/13 on climate change and the right to a healthy environment) and voluntary guidance (Children's Rights and Business Principles).¹⁵

In line with the Children's Rights and Business Principles, businesses and IGAs should:

- Meet their responsibility to respect children's rights and commit to supporting the human rights of children, adolescent and youth
- Contribute to the elimination of child labour, including in all business activities and business relationships
- Provide decent work for young workers, parents and caregivers (as indicated in green jobs principle 1)
- Ensure the protection and safety of children, adolescent and youth in all business activities and facilities
- Ensure that products and services are safe, and seek to support children's rights through them
- Use marketing and advertising that respect and support children's rights
- Respect and support children's rights in relation to the environment and to land acquisition and use
- Respect and support children's rights in security arrangements
- Help protect children affected by emergencies
- Reinforce community and government efforts to protect and fulfil children, adolescent and youth's rights



¹¹ Good practice principle 2 is 'reach and engage the most deprived'. Save the Children, [Adolescent Skills for Successful Transitions position paper](#) (p.6).

¹² UN Convention on the Rights of the Child.

¹³ Convention on the Elimination of all Forms of Discrimination Against Women.

¹⁴ Convention on the Rights of Persons with Disabilities.

¹⁵ UNICEF, the UN Global Compact, and Save the Children (2012), [Children's Rights and Business Principles](#).

5 Green jobs promote gender equality

Aligning with SC's Life Skills for Success Common Approach, the ASST position paper and the Adolescent Wellbeing Framework for Action, Save the Children green jobs programmes will promote gender equality by:

5.1 Ensuring equal access to jobs for A&Y women and A&Y who identify as LGBTQI+. Save the Children will work to identify and reduce the gender barriers and discrimination norms that affect and hinder access to job opportunities for women and members of the LGBTQI+ community. This includes access to highly qualified jobs (e.g., middle- or higher-management positions) in addition to less qualified jobs that are traditionally oriented to women in some contexts. Green jobs programmes will, therefore, pursue an equitable participation of all genders at all levels.



5.2 Ensuring fair and equal working conditions for all genders. SC will work to ensure that green jobs created or accessed by A&Y promote fair and equal working conditions for all genders, including fair and equal salaries, positions held, promotion opportunities, maternity and paternity leave rights, childcare support, working hours, prevention of sexual harassment and abuse, etc.

The promotion of green skills and jobs enables SC to promote gender equality by proactively promoting the access of young women to non-traditional, often more lucrative and more secure, jobs. This has an intergenerational effect, as young women provide role models for younger girls to expand their ideas of what roles are possible. In order to do this, green skills and jobs need to be safe, accepted by families and wider communities, and appealing to young women.

6 Green jobs help preserve or restore the environment (including the climate).

This is the main and core characteristic of green jobs: they contribute to the preservation or restoration of the environment, including the climate. Green businesses and IGAs create environmental value by tackling environmental challenges through their business solutions and operations, but also social value by empowering and benefiting their stakeholders (including employees, suppliers, communities and future generations) and meeting the needs of their customers.¹⁶ The environment is preserved or restored by following two **complementary** pathways:

A OUTPUT PERSPECTIVE: the provision of green products or services. Following this pathway, green jobs should lead to the provision of green products or services that benefit the environment and/or tackle environmental and climate related challenges and problems. Below are common examples of green products and services, classified by sector, which could be created or found in developing countries, depending on the context:

- **Renewable energy (RE):** production of renewable energy equipment (solar panels, biogas systems, biomass burners, hydropower systems, windmills, geothermal systems, etc.); production and delivery of renewable energy (electricity or heat coming from RE systems); production of sustainable fuels (pellets, briquettes, biogas, etc.); delivery of services within the sector (installation, consulting, engineering, repair and maintenance, etc.).
- **Energy efficiency (EE):** production of energy efficiency equipment (clean cookstoves, intelligent meters, efficient LED bulbs); delivering services within the EE sector (consulting, engineering, installation, etc.).
- **Waste management:** design, production or installation of water efficient equipment, water harvesting systems or irrigation systems; services within the water sector (consulting, engineering, installation, etc.).
- **Water management:** design, production or installation of water efficient equipment, water harvesting systems or irrigation systems; services within the water sector (consulting, engineering, installation, etc.).
- **Sustainable construction:** design and construction of green buildings, with reduced environmental impact (e.g. less energy and water consumption).
- **Sustainable transportation:** design and production of electric transport (e.g. electrical cars, bikes, bicycles or scooters), car sharing schemes, delivery services using less-polluting means of transportation (e.g. electrical vehicles or bicycles).

¹⁶ Op. cit. SCP/RAC (2015), p.51.



- **Ecotourism:** tourism services that promote responsible travel to natural areas, conserve the environment, sustain the wellbeing of local people, and involve interpretation and education.¹⁷
- **Education for sustainability:** educational services that teach topics relating to sustainability, environment, sustainable lifestyles, sustainable consumption, biodiversity conservation, etc.

B PROCESS PERSPECTIVE: production processes or service delivery mechanisms with reduced negative, or positive, environmental impact. In this pathway, businesses or IGAs don't necessarily create products or services that directly benefit the environment. However, they produce or deliver products or services following processes with limited or reduced environmental impact, or positive environmental impact. By 'reduced' we mean compared with regular production or delivery processes in a business-as-usual scenario or below established thresholds of the impact on the environment (on the soil, water, air, biodiversity, etc.).

When considering climate change mitigation actions and greenhouse gas emissions, reductions should be in line with Paris Agreement targets.

When businesses or IGAs take into account the environmental impacts of any product or service from the very early stages of its design, throughout its life cycle, they are eco-designing. This considers not only the product assembly, but also the materials, packaging, distribution, use and final disposal of products.¹⁸

As indicated above, in order to consider these jobs as green jobs, they should, among other measures:

- Reduce material, water and energy consumption, including the reduction of plastic usage (especially single-use plastics).
- Use renewable energy sources to supply electricity or heat, contributing to climate change mitigation.

- Source materials locally (or as close as possible) to the customer, to reduce transportation and associated greenhouse gas emissions.
- Use recycled materials, reused components and/or certified sustainably sourced materials.
- Use renewable or sustainable materials/supplies (e.g., organic materials instead of plastic).
- Reduce solid waste, liquid waste and emissions (including greenhouse gas emissions).
- Reduce the use of chemicals, pesticides and other toxic substances, to avoid them reaching the environment.
- Avoid land and soil damage, or restore soil health.

In principle, these measures can be applied to all the sectors of the economy and not only those related to the environment. Some examples of industries and processes with reduced or positive environmental impact are:

- **Agriculture:** one of the key sectors in which SC can apply a green jobs perspective with concepts such as organic agriculture, agroforestry, regenerative agriculture, permaculture, hydroponics, aquaponics, etc., which typically avoid or substantially reduce the use of agrochemicals (reducing water and soil pollution and improving health); improve water management/efficiency; increase soil health and can increase its carbon content (contributing to climate change mitigation); and protect and increase biodiversity, etc. Also sustainable livestock production, sustainable forest management, or sustainable fishing. Supply chains for agricultural products are key entry points for reducing the environmental impact of agri-businesses, while ensuring decent jobs and realisation of child and A&Y rights.



¹⁷ Definition of ecotourism by the International Ecotourism Society, accessible at <https://ecotourism.org/what-is-ecotourism/>

¹⁸ Op. cit. SCP/RAC, (2015), p.11.



- **Textile:** use of natural and/or organically produced fabrics; use of natural dye products when producing clothes, which reduces water and soil pollution; using plastics from the ocean to create new clothes (upcycling), which reduces raw material demand and reduce plastic pollution; collecting and selling second hand clothes; design and production of washable sanitary pads etc.
- **Productive uses of renewable energy (RE):** within this category is the creation of businesses or IGAs, usually in rural off-grid communities, which use RE (typically solar PV systems) to power a wide array of businesses and IGAs, such as solar water pumping for agriculture, mobile phone/battery charging, selling of cool beverages or ice, electricity to power small appliances or working tools, lighting to extend working hours, etc.

It is important to note that, ideally, businesses and IGAs that create environmental products or services (pathway A), should also aim to reduce the environmental impact of their production processes (i.e. also follow pathway b).

For more examples of green jobs (for both pathway A and B) or green job programmes visit the Switchers website¹⁹ (in the Mediterranean region), the Switch Africa Green website²⁰ and the Switch Asia website.²¹

Within businesses and IGAs that offer green job opportunities, there are different positions and roles that A&Y could play, depending on their skills and qualifications:

- Operation and maintenance technicians
- Repair technicians
- Manufacturing technicians
- Installation technicians
- Design and engineering roles
- Consulting roles
- Management positions.

These green jobs should generate an income or profit for A&Y and be linked to competitive and market-relevant businesses or IGAs, avoiding unrealistic solutions that are too expensive, that are not competitive, or that generate more environmental problems than they solve. As indicated in the ASST position paper, a market assessment is a fundamental tool to understand which businesses or IGAs would be considered market-relevant.

7 Green jobs help communities to adapt to the effects of climate change

In this case, the products or services produced by businesses and IGAs don't necessarily help to preserve or restore the environment. The main purpose of the green jobs in which A&Y would be engaged is to help communities to adapt to the effects of climate change. For example, construction services to help communities and their infrastructure to withstand extreme weather events, provision of seeds that are adapted to suit warmer climates (e.g., drought resistant varieties), water harvesting systems or technologies, etc.



Jobs linked to reforestation activities help communities adapt to climate change while contributing to mitigate it

By promoting businesses and IGAs that help communities to adapt to the effects of climate change, these interventions will help to increase the climate resilience of A&Y and complement SC risk reduction strategies in these communities.

Again, ideally, when businesses and IGAs create products or services that help communities to adapt to the effects of climate change, they should also aim to reduce the negative environmental impact of their production processes, or have a positive environmental impact (pathway B).

¹⁹ <https://www.theswitchers.eu/en/switchers/>

²⁰ <https://www.unep.org/switchafricagreen/projectitems>

²¹ <http://www.switch-asia.eu/grants-projects/database/>

4 HOW TO CLASSIFY A JOB AS A GREEN JOB?

Due to the complexity and numerous types of businesses and IGAs with jobs that could fall under the definition of 'green jobs for A&Y' shown in this document, it is not straightforward to define clear boundaries for what is, or what is not, a green job using specific standards or metrics. For example:

- What volume of greenhouse gases could be emitted by IGAs or companies for their jobs to be considered green jobs?
- What volume of raw materials used in a manufacturing process could be considered 'green'?
- How much toxic material or waste is allowed?
- And even more complicated, how do we compare IGAs and companies that create environmental value in different areas of the environment (e.g., an IGA that produces electricity with solar panels compared with an IGA that sorts e-waste for recycling)?
- Do we consider a job 'green' if the business or IGA has good environmental performance in one part of their operation, but not in another? (e.g., a business or IGA that uses solar energy to power its activities, contributing to climate change mitigation, but also uses substantial amounts of single-use plastic).

For that reason, the definitions outlined in this document are based on general principles that can be used to classify jobs as green (e.g., they have 'greener' manufacturing processes when compared with business-as-usual), rather than quantitative indicators or metrics (e.g., tonnes of greenhouse gases emitted or kilograms of plastic used).

However, in order to be accountable, transparent and avoid greenwashing (even if unintentional), it is recommended to use a monitoring system that tracks and measures quantitatively the environmental and social performance of IGAs and businesses.

Such a system could be created by SC and tailored to the needs of green jobs for A&Y or available impact monitoring systems and indicators could be used, such as:



The [B Impact Assessment](#) of the [B Labs / B Corps movement](#)



The [Switchers Toolbox](#)



The [Global Reporting Standards \(GRI\)](#)



[IRIS+ from the Global Impact Investing Network](#)

Taking the above into consideration, in order to classify a job as a green job, SC could follow two approaches in its programmes:

- **First approach – a qualitative assessment:**
the consideration of jobs as green jobs will be based on a qualitative assessment by SC staff (or its partners), assessing how the IGAs or businesses perform from an environmental point of view (e.g. establishing low, medium or high environmental impacts to the soil, air or water) and how they adhere to the principles established in this document.
- **Second approach – a quantitative assessment:**
using a monitoring system to measure quantitatively the environmental (and social) performance of businesses or IGAs, setting up thresholds and targets for different environmental and social metrics.

Using the first or the second approach will depend on the available resources and the size and type of the IGA/ business being assessed, whether it is already established or not, interest of the business/IGA to use the system, among other factors.

Adolescent

Statistically, adolescents are defined by the World Health Organization (WHO) as individuals aged 10–19 years old. However, adolescence is also a stage of social development between childhood and adulthood that cannot be exactly limited by an age range.

Attitude

A mental and neural state of readiness conditioned by stimuli directing an individual's response to all objects with which it is related.

P.G. Schrader and Kimberly A. Lawless, 2004, *The Knowledge, Attitudes & Behaviors Approach*.

Behaviour

The way in which a person, organism, or group responds to a certain set of conditions.

P.G. Schrader and Kimberly A. Lawless, 2004, *The Knowledge, Attitudes & Behaviors Approach*.

Circular economy

A model of production and consumption that involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products for as long as possible. In this way, the life cycle of products is extended.

European Parliament, <https://www.europarl.europa.eu/news/en/headlines/economy/20151201STO05603/circular-economy-definition-importance-and-benefits> (accessed February 2022).

Climate

The condition of the atmosphere at a particular location (microclimate) or region over a long period of time. It is the long-term combination of atmospheric elements such as solar radiation, temperature, humidity, precipitation type (frequency and amount), atmospheric pressure and wind (speed and direction).

OECD, <https://stats.oecd.org/glossary/detail.asp?ID=359> (accessed February 2022).

Environment

The totality of all the external conditions affecting the life, development and survival of an organism.

OECD, <https://stats.oecd.org/glossary/detail.asp?ID=813> (accessed February 2022).

Green Economy

UNEP defines the green economy as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.

UNEP, <https://www.unep.org/regions/asia-and-pacific/regional-initiatives/supporting-resource-efficiency/green-economy> (accessed February 2022).

Greenwashing

UNEP defines the green economy as low carbon, resource efficient and socially inclusive. In a green economy, growth in employment and income are driven by public and private investment into such economic activities, infrastructure and assets that allow reduced carbon emissions and pollution, enhanced energy and resource efficiency, and prevention of the loss of biodiversity and ecosystem services.

Cambridge Dictionary, <https://dictionary.cambridge.org/dictionary/english/greenwashing>.

Knowledge

All information that a person possesses or accrues related to a particular field of study.

P.G. Schrader and Kimberly A. Lawless, 2004, *The Knowledge, Attitudes & Behaviors Approach*.

Sustainability

- A** Use of the biosphere by present generations while maintaining its potential yield (benefit) for future generations and/or
- B** Non-declining trends of economic growth and development that might be impaired by natural resource depletion and environmental degradation.

OECD, <https://stats.oecd.org/glossary/detail.asp?ID=2625> (accessed February 2022).

Young people

Statistically, young people are defined by the World Health Organization (WHO) as individuals aged 10–24 years old.

Youth

Statistically, youth are defined by the World Health Organization (WHO) as individuals aged 15–24 years old.



Save the Children