

*Call for Papers for a Special Issue on*  
**Skills for Local Sustainability Transformations  
and Development**

*Guest Editor*  
**Martina Fuchs**

In various countries and regions, policies are being put in place to promote “Green Skills” to enable apprentices, workers and employees to support sustainability transformations. These skills relate to a range of ecological goals and measures. They contribute to the aim of achieving climate goals, decreasing industrial emissions, protecting natural resources and biodiversity, and revitalizing ecosystems. Many researchers and practitioners argue that these competencies also have to be aligned with “just transformations”, particularly aiming at the reduction of economic, social and regional inequality and supporting the improvement of living and working conditions, including participation and empowerment.

Considering the relevance of multinational companies and global value chains, Green Skills are an important issue in regions of the Global North and the Global South. Due to the immense ecological challenges and the impact of non-sustainable social conditions on labour, which exist particularly in regions of the Global South, Green Skills are considered to be highly relevant for sustainable development in these regions. Green Skills relate not only to work in official companies but also to teaching and learning processes in the informal sector.

Green Skills frequently are related to (technical and organizational) operational skills in companies. These are considered as generic (transferable between different work tasks). Researchers and practitioners frequently understand skills as comprehensive competencies and argue that Green Skills should also comprise social and self-competencies.

Various countries have started to introduce policies for Green Skills in their skill formation systems. Thereby, the actors follow different notions and interests. For instance, they ascribe different levels of importance to operational, social and self-competencies. Some actors disregard the emancipatory power of skills and use training as a means of subordination. Moreover, while some actors emphasize the relevance of Green Skills to satisfy the demand for new jobs in “green” industries, others underline that Green Skills are also important for “brown” businesses (or for business in general). Until now, there

has been a lack of systematic analysis of different notions, implementation and impacts. This Special Issue aims to investigate the place-specific contextual preconditions, structures/processes of implementation, and impacts. It seeks contributions dealing with regions of the Global South as well as the Global North.

We welcome papers from a range of perspectives from around the world inspired, for example, by economic/labour/human/political geography, business education, business administration, sociology, anthropology and political science. All contributions should comprise a theoretical contribution, a part on methods, and sound empirical evidence. We welcome quantitative and qualitative methods, including theory-driven case studies. Reviews of literature and policy papers can also be submitted.

Key issues include:

- Organizational implementation of teaching and training in a “Green Skills Ecosystem” of a region (preconditions, processes, impacts), including multi-scalar approaches
- Implementation of teaching/learning practices for sustainability transitions in companies and vocational schools
- Implementation of teaching/learning practices for sustainability transitions in (applied) universities and higher education institutions
- Further training of Green Skills in companies and local settings
- Actual impacts of Green Skills on local sustainability transformations and development
- Multinational companies, global production networks / global value chains and the dissemination of Green Skills
- Demand of companies and of learners (workers, apprentices)
- Sustainability competencies, “green growth”, “post-growth”, and “greenwashing”

Potential contributors should submit an abstract (about 500 words) to [fuchs@wiso.uni-koeln.de](mailto:fuchs@wiso.uni-koeln.de) by **15 April 2024**, and will be informed about the editors’ decision on invitation of the manuscript from the end of April 2024. *Please note:* An invitation for paper submission does not mean that the paper will be accepted; as usual, this is the task of reviewers and editors.

Submission of full papers are requested by **19 July 2024** (5000-8000 words, see the [journal Author Guidelines](#)). To submit the paper, please go to the online submission system for this journal by visiting: <https://wiley.atyponrex.com/journal/IJTD>. Please also select the title of this Special Issue (Skills for local sustainability transformations and development) from the list of Special Issue choices at the appropriate stage of the submission procedure. The Special Issue is planned to be published in issue 2, 2025.

Should you have any questions regarding the submission of your Special Issue contribution, please do not hesitate to contact the Guest Editor via email (Martina Fuchs [fuchs@wiso.uni-koeln.de](mailto:fuchs@wiso.uni-koeln.de)).