



# Project aims and purpose

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## **INTEGRATED PROGRAMME of the EU Social Dialogue 2013-14**

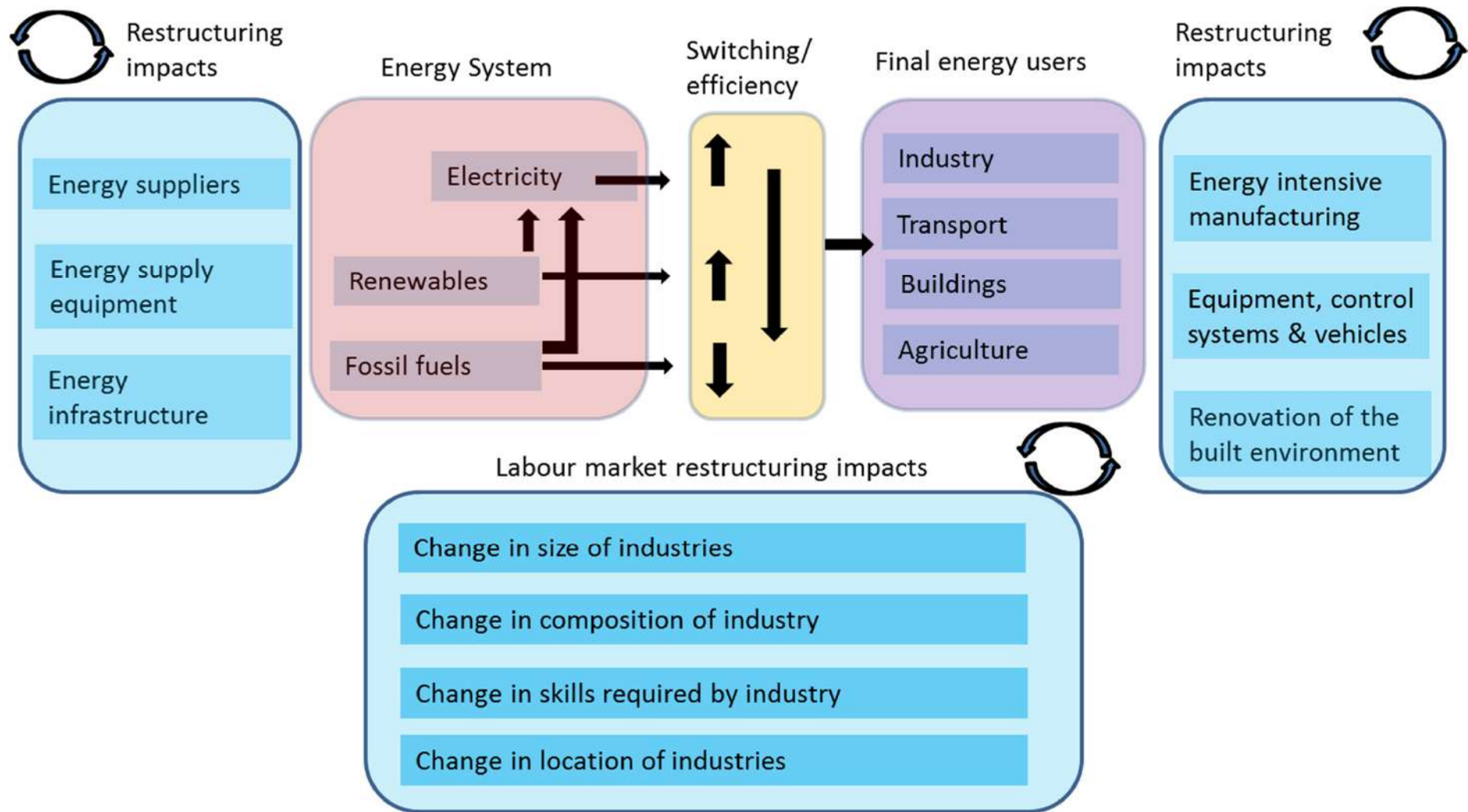
### **"Skills needs in greening economies"**

- **Framework of Actions for Lifelong Learning: 4 priorities**
- **Europe 2020 Strategy and the development of long-term policy frameworks**

#### **Project aims:**

- Map existing national and sectoral initiatives;
- Understand different models of social partner engagement; and
- Identify success factors to effective practices.

# ‘Greening’ = dynamic process of structural change



Source: ICF GHK, CE, IER (2012): Studies on Sustainability Issues – Green Jobs; Trade and Labour

# Skills gaps require a lifelong learning approach

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**Knowledge, abilities, values and attitudes needed to live in, develop and support a society which reduces the impact of human activity on the environment**

- **Technical / occupation-specific**

- skills and competences needed to perform the tasks required to produce a good or service in ways that are sensitive to environmental drivers

- **Generic / transversal**

- the capacity to include environmental concerns alongside others (such as performance and safety) in making decisions, including in the choice of products, processes and technologies.



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*Source: ICF GHK, CE, IER (2013): Skills for a low carbon economy: the role of vocational education and training*

# Key challenges for lifelong learning actions

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- Multi-dimensional nature of environmental and climate challenges
- Fragmentation of industry (SMEs, sub-contractors)
- Blurring of boundaries between sectors and occupations;
- Novelty of skills utilisation
- Overcoming policy driven risks and political uncertainties.
- Collaboration between social partners, public authorities, and training providers to support the ongoing reform of VET systems.
- Strengthen and expand existing alliances to include new and non-traditional industries and actors across the value chain.
- Reliance on ad hoc project-based funding that may not be conducive for a long term vision, and sustainable response.

# Map of existing national and sectoral initiatives

Case study example	Country	Sector(s)
<b>Klima:aktiv</b>	<b>Austria</b>	<b>Cross-sectoral</b>
Arbeid and Milieu	Belgium	Cross-sectoral
Inter-Union Networks of Environmental Awareness (RISE)	Belgium	Cross-sectoral
<b>Marshall Plan 2 "Green"</b>	<b>Belgium</b>	<b>Cross-sectoral</b>
Sofiyska Voda: Environment Training	Bulgaria	Water supply
Overgas: more knowledge for clean energy	Bulgaria	Energy supply
<b>National Network of Competence Assessment</b>	<b>Bulgaria</b>	<b>Cross-sectoral</b>
ČEZ Group: support for technical education	Czech	Cross-sectoral
Eesti Energia: Continuing Vocational Training	Estonia	Energy supply
<b>Sector Skills Councils for Public Utilities</b>	<b>EU</b>	<b>Public utilities</b>
<b>Energy Efficiency in Buildings</b>	<b>France</b>	<b>Buildings</b>
Objective CO2	France	Transport
<b>BUILD UP Skills</b>	<b>Germany</b>	<b>Buildings</b>
Resource efficiency for works councillors	Germany	Cross-sectoral
<b>Skillnets Training Networks</b>	<b>Ireland</b>	<b>Cross-sectoral</b>
<b>Green Economy Competence of Organisations (GECO)</b>	<b>Italy</b>	<b>Cross-sectoral</b>
Enel Green Power	Italy	Energy supply
Social Dialogue Centre	Poland	Glass
Danfoss Trata Competence Centre	Slovenia	Industrial repairs
<b>Integrated Centre For Training In Renewable Energy (CENIFER)</b>	<b>Spain</b>	<b>Energy supply</b>
Co-modality and eco-driving	Sweden	Transport
<b>Green Skills Partnership London (GSPL)</b>	<b>UK</b>	<b>Cross-sectoral</b>
Skills for Energy in the East of England	UK	Energy supply
Green Workplaces	UK	Cross-sectoral

# Models of social partner engagement

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“The extent, and form, of social partner involvement in lifelong learning activities is largely a reflection of wider approaches to social dialogue and social partnership in the national context.”

Active engagement and cooperation by the social partners is considered essential at all appropriate levels.

- **National level**, where they are consulted and/or share responsibilities with the authorities in accordance with national practices;
- **Industry level**, where they can have a key role in forecasting skills needs and designing adequate sectoral training initiatives;
- **Enterprise level**, where they can contribute to greening workplaces, while enhancing competitiveness and productivity of enterprises;
- **Individual companies and their union representatives** where they exist, regardless of company size, can make a difference too.

# 1. Identification and anticipation of skills needs

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*“...a necessary pre-condition for lifelong learning responses”*

Types of action	Success factors
<ul style="list-style-type: none"><li>▪ Tools to identify business needs</li><li>▪ Collective analysis of skills needs at sector level</li><li>▪ Support development of labour market intelligence</li></ul>	<ul style="list-style-type: none"><li>▪ Bring together key stakeholders</li><li>▪ Coordinate different measures into holistic framework</li><li>▪ Open and flexible governance models at regional and local levels</li></ul>

## Case study examples:

- BUILD UP Skills (ZDH, Germany)
- National network of competence assessment (BIA, Bulgaria)



## 2. Recognition and validation of skills

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***“...comparability and transparency [of qualifications] are essential”***

Types of action	Success factors
<ul style="list-style-type: none"><li>▪ Formal adjustment of VET qualification systems</li><li>▪ Recognition of non-formal and informal learning</li><li>▪ National qualifications authorities or councils</li></ul>	<ul style="list-style-type: none"><li>▪ Flexible certification system to assess practical or applied skills</li><li>▪ Document individual learning outcomes</li><li>▪ Align skills acquired with national standards</li></ul>

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### **Case study examples:**

- Green Economy and Competences of Organisation (OBR, Italy)
- Integrated National Centre for Training in Renewable Energies (Cenifer, Spain)

### 3. Information, support and guidance (ISG)

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***“Tailor ISG according to individual needs and stakeholder interests”***

Types of action	Success factors
<ul style="list-style-type: none"><li>▪ Develop information platforms and tools for workers</li><li>▪ Regular dialogue and networking events</li><li>▪ Support the work of employment services</li></ul>	<ul style="list-style-type: none"><li>▪ The use of a variety of communication channels</li><li>▪ Exchange and spread information through networks and partnerships</li><li>▪ Frame activities according to different stakeholder needs and concerns</li></ul>

#### **Case study examples:**

- The Marshall Plan 2 “Vert” (SPW, Belgium)
- Green Skills Partnership London (TUC, UK)

## 4. Mobilising resources and finance

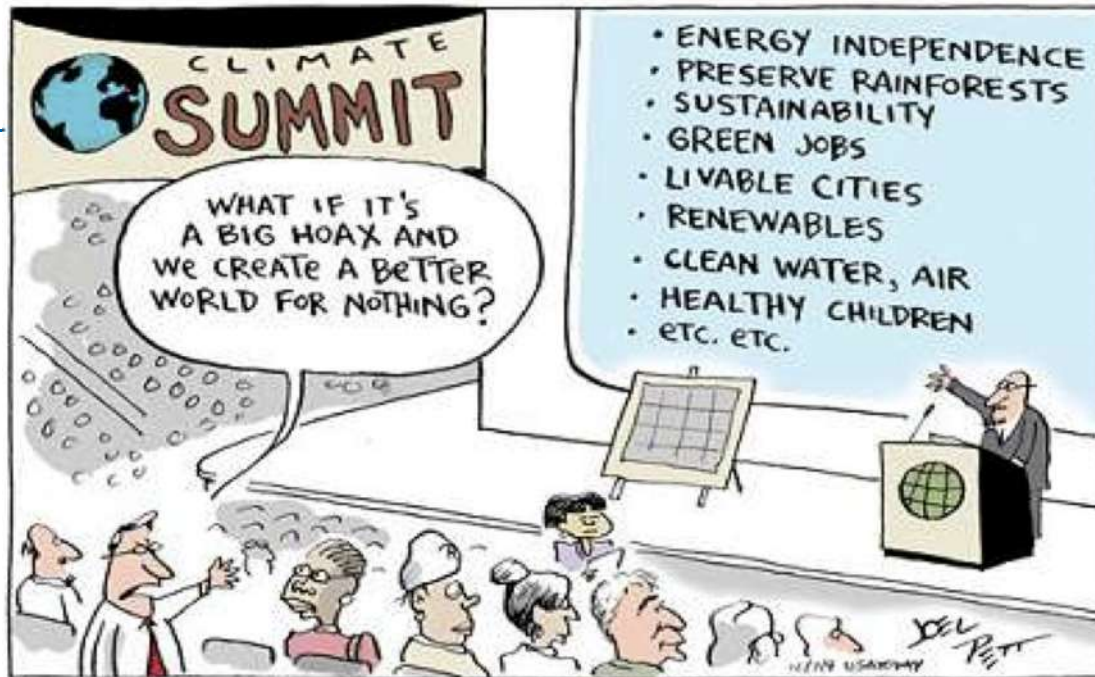
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***Investment in training is a “shared responsibility”***

Types of action	Success factors
<ul style="list-style-type: none"><li>▪ Creation of training funds</li><li>▪ Mobilisation of public investment and EU structural funds</li><li>▪ In-kind support from stakeholders</li></ul>	<ul style="list-style-type: none"><li>▪ Monitor financial inputs, programme activities and outputs</li><li>▪ Prioritise initiatives with added value and demonstrate that this is achieved.</li><li>▪ Co-investment and pool resources, in terms of time, equipment and finance</li></ul>

### **Case study examples:**

- *Klima:aktiv* (Austria)
- Energy efficiency in Buildings (FEE:Bat, France)



**Thanks for listening**

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## Discussion points (1/2)

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- What role should the social partners play in anticipating the labour market effects and lifelong learning needs associated with greening economies?
- To what extent has the greening of economies been identified as a priority area for action for social partners involved in curriculum development?
- In what ways can models of social partnership be developed to further engage with training institutions and other centres of learning?
- In what ways can the social partners effectively support the recognition of new curricula into accredited qualification frameworks?
- Does an explicit focus on 'greening' add value to programmes of lifelong learning?

## Discussion points (2/2)

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- In the prevailing economic climate, are actions on lifelong learning an unaffordable luxury; or a necessity?
- In what ways can public, companies' and workers' resources be better mobilised to finance lifelong learning actions in relation to the greening of economies?
- How can social partner initiatives be more effectively communicated and promoted to achieve ever greater levels of awareness and take-up?
- What more can be done at European level to inform, support and/or complement lifelong learning actions by the social partners to adapt skills to greening economies?