

Why us, why now, what for?

INTEGRATED PROGRAMME of the EU Social Dialogue 2013-14

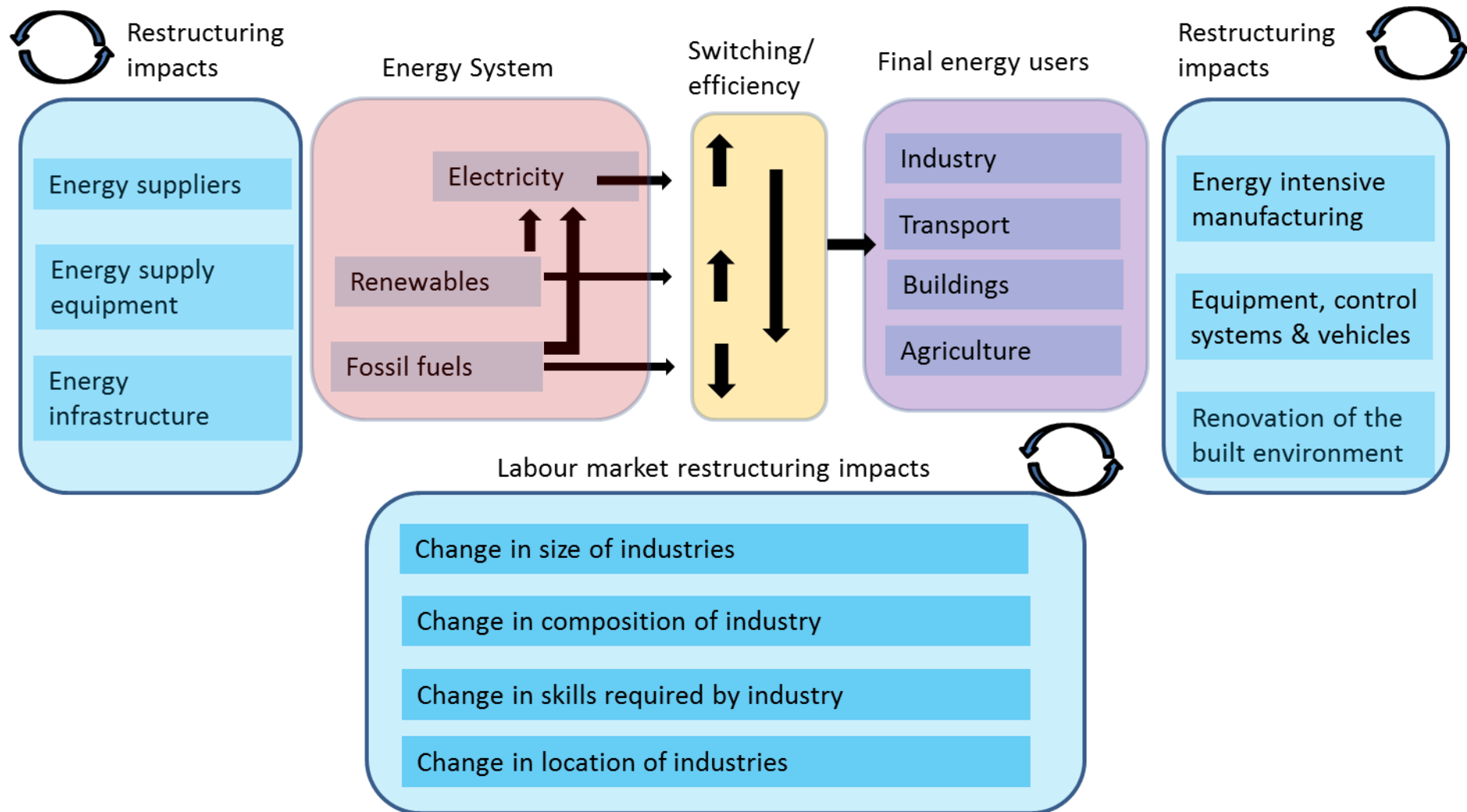
"Skills needs in greening economies"

- **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

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.



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

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

Models of social partner engagement

“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

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

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

Case study examples:

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

2. Recognition and validation of skills

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

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

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)

“Tailor ISG according to individual needs and stakeholder interests”

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

Case study examples:

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

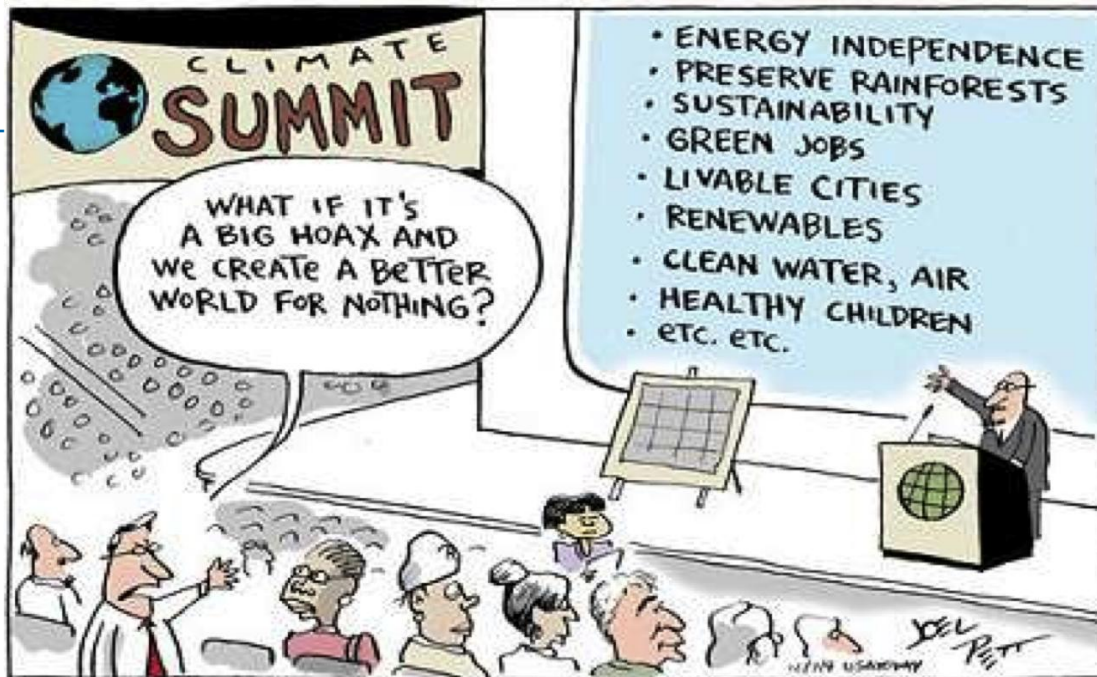
4. Mobilising resources and finance

Investment in training is a “shared responsibility”

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

Case study examples:

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



Thanks for listening

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Discussion points (1/2)

- 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)

- 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?