



Skills needs in greening economies

ETUC, BUSINESSEUROPE, CEEP, UEAPME

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Key messages

The conference held in Brussels on 10-11 October 2013 provided an opportunity for social partners from across Europe to discuss a number of issues emanating from this discussion paper.¹

- 1. The priorities set in the 2002 Framework of Actions for Lifelong Learning remain relevant:** Despite having been negotiated over 10 years ago, the four priorities for action (anticipation of competencies and qualification needs; recognition and validation of competencies and qualifications; information, support and guidance; and mobilising resources for lifelong learning) remain as relevant for social partners and other actors in education and training systems as they were when they were first agreed.
- 2. A 'greening' skills agenda is important for all sectors:** An emphasis on skills required for a greening economy is by no means limited to a few readily identifiable sectors. Instead, it pervades all sectors of the economy in the context of efforts to safeguard the environment and realise resource efficiencies. Education, initial vocational training and continuous vocational training (or "lifelong learning") have a critical role to play in delivering and updating relevant skills. The 'greening' dimension therefore needs to be integrated into each activity that supports the implementation of the four priorities for action at national, regional, local and enterprise levels.
- 3. The strong involvement of social partners is key to success:** This involvement should be ensured at all appropriate levels and strong information flows ensure that relevant national stakeholders and training providers are continually aware of and responsive to the skills requirements of enterprises and workers. Some countries have strong institutionalised systems to regularly update training curricula to meet these requirements. However, even in countries where this is not the case, case study examples have shown that strong local partnerships can be successful in anticipating developments and communicating requirements to training providers. This is particularly important for smaller businesses, which may not have a systematic skills strategy in place for the manager-owner and workers. EU, national, regional, local and sectoral dialogue on future skills requirements has already played an important role in shaping the lifelong learning agenda. At European level, existing initiatives such as, the EU skills panorama, sector skills councils, sector skills alliances and the classification of European skills/competences, qualifications and occupations (ESCO) need to be continuously reviewed in a coordinated way to ensure that they are practical and add value.
- 4. Policy coordination, coherence and consistency can help ensure smooth skills and economic transformation:** Effective adaptation and restructuring of economies and labour markets in response to environmental challenges rely on clear, co-ordinated and predictable policies. Coherent approaches to industrial, social and environmental policies require active coordination between public authorities in this field. This can make it easier for employers, workers, and public authorities to identify efficient responses in terms of providing the skills needed in greening economies. Social partners play an important role in mapping, monitoring and regularly assessing skill needs in light of the competitive dynamics across all sectors.
- 5. Training provision needs to be affordable, effective and accessible.** Having identified skills needs and even having developed training provision to respond to these, it is important for training offers to be affordable, relevant, timely and accessible in order to be taken up. The demand for training is driven by a number of factors including: identified skills needs, legal requirements, quality control, the perceived value of the training, and the personal motivation of the learner. The social partners can influence these by promoting the benefits of lifelong learning to enhance competitiveness and by providing practical mechanisms to support enterprises and their workforce, and particularly SMEs often with limited financial resources, to engage in training.
- 6. Recognition of 'green skills' can be developed further:** To date, there are limited examples of actions taken by the social partners and other stakeholders to fully integrate and mainstream

¹ All materials from the event can be found online at the ETUC Resource Centre at: <http://resourcecentre.etuc.org/Framework-of-actions-56.html> ; and the Employers' Resource Centre at: <http://www.erc-online.eu/content/default.asp?PageID=511>

training provision to adapt to a greener economy within appropriate national frameworks and to enable systems for the recognition of such skills acquired in the workplace. Further efforts are needed to build links between education and training actors, and industry, business and public services to adapt existing qualifications and develop nationally accredited add-on modules that match the needs of individuals and the labour market.

7. **Social partners can play a key role in raising awareness on skills needs in greening economies and learning opportunities:** A prerequisite for successful socially responsible change is a general awareness and acceptance of the need for change among workers and employers. Infrastructure to actively engage employers, workers and jobseekers, and clearly communicate relevant economic and policy developments and the opportunities for lifelong learning linked to greening economies are therefore critical. There is no shortage of tools or instruments available to share and disseminate information. Instead, a strengthened role of social partnership and a corresponding multiplication of efforts are needed.
8. **There is potential for more mutual learning:** There is limited evidence of 'scaling up' or replication of effective practices from local or regional projects. This means there are opportunities for exchanges and further peer learning between projects at country level. The same is true at the European level, where a focussed exchange of experience could help to inspire innovation based on a full understanding of underlying differences in policy and structural frameworks.
9. **EU finance offers opportunities but also requires internal capacity:** A variety of financial support is available at EU level such as the ESF that can co-fund the delivery of lifelong learning activities. In the next financial period, "Erasmus+" will provide further opportunities to support peer learning and country exchanges for teachers, trainers and trainees. The Commission should ensure priority access to EU funding to social partners who apply for these funds. At a local level, open partnerships can provide further support in issues of compliance, in leveraging co-finance and/or drawing in further channels for in-kind support.
10. **Making the case for lifelong learning:** Further support for lifelong learning initiatives could also be generated by creating a better evidence base on the positive impacts of lifelong learning activities to develop the skills needed in greening economies on long-term competitiveness and performance of enterprises and organisations.

Next steps

The outcomes and conclusions of the discussions contained herein will be taken into account to pave the way forward in developing further initiatives in the context of the European social dialogue.

1 Introduction

This paper has been commissioned by the European social partners ETUC, BUSINESSEUROPE, CEEP and UEAPME, on 21 December 2012 in relation to external expertise on “Skills needs in greening economies”.

The “Skills needs in greening economies”, project takes place within the context of the **INTEGRATED PROGRAMME of the EU Social Dialogue 2013-14**. It serves to underline the important role played by trade unions, employers’ organisations and individual employers in supporting the Europe 2020 strategy’s goal of turning the EU into a smart, sustainable and inclusive economy capable of delivering high levels of employment, productivity and social cohesion.²

The project is based on the four priorities of the 2002 Framework of Actions for the lifelong development of competencies and qualifications.³ It also builds on the European social partners 2011 joint study on national and sectoral initiatives which has identified a number of issues regarding the involvement of social partners on interlink between climate change, employment and training policies across Europe.⁴

This paper explores a selection of different and emerging models of social partner participation and engagement in the transition towards a low-carbon economy. The evidence presented herein has been gathered through a combination of desk-based research, telephone interviews and email correspondence with representatives of national trade unions and employers’ associations in Europe. Full details of the methodology employed and a full list of consulted stakeholders are presented in Annex 1 and 0 respectively.

In its thematic presentation, the background discussion paper follows the four priority headings of the 2002 framework of actions that remain valid in the present context. These are the:

- identification and anticipation of competencies⁵ and qualification needs;
- recognition and validation of competencies and qualifications⁶;
- information, support and guidance; and
- mobilising resources for the lifelong development of competencies.

The conference organised on 10 and 11 October 2013 seeks to enhance the exchange of experience between trade unions, public and private employers (including SMEs), and to foster discussions both at national and European levels between social partners on lifelong learning development of competencies and qualifications in Europe, in the context of greening economies.

The structure of the background paper to the conference is as follows:

- Chapter 2: Background information and context
- Chapter 3: Social partner lifelong learning actions to support greening economies
- Chapter 4: Proposed discussion points for the conference

² For further details see: http://ec.europa.eu/europe2020/index_en.htm, accessed on 31 January 2014.

³ <http://www.etuc.org/a/580>, available at 31/01/14

⁴ ETUC, BUSINESS EUROPE, UEAPME, CEEP (2011), Initiatives involving social partners in Europe on climate change policies and employment, Report by Syndex for the EU Social Partners

⁵ ‘Competencies’ are the knowledge, skills and know-how applied and mastered in a given work situation

⁶ ‘Qualifications’ are a formal expression of the vocational or professional abilities of the employee. They are recognised at the national or sectoral level.

2 Background information, context and models of social partner engagement

2.1 Europe's green future: policy context and the impact on employment and skills needs

The shift towards a resource-efficient, low-carbon economy is supported by the Europe 2020 strategy. This strategy recognises that greening the economy is a multidimensional challenge and therefore must be addressed through cross-cutting measures at the sectoral level that include targeted economic, employment and skills development policies along with policies for industrial development, innovation and competitiveness. Looking ahead, the future climate and energy framework for 2030 is an important step to ensure a balanced approach. For 2050, the European Commission and a vast majority of member states have endorsed the objective of reducing Europe's greenhouse gas emissions by 80-95%. In order to preserve Europe's competitiveness, this objective should be part of efforts by all developed countries to reduce their emissions by a similar degree in the context of the United Nations Framework Convention on Climate Change (UNFCCC).

The sustainable dimension of the Europe 2020 Strategy relies on a variety of legislative and non-legislative instruments. Policy frameworks include the establishment of legally binding climate and energy 20:20:20 targets⁷, which is in turn supported by market based instruments and regulations to internalise environmental costs, for example through the EU emissions trading system and eco-design directives. Alongside these legislative instruments, social dialogue and other non-legislative instruments can play a role in order to raise awareness, to facilitate behavioural change, and more effective investments and policy implementation, in particular on issues mostly relevant for social partners such as the adaptation of skills to greening economies.

Therefore, in addition to the policy and legislative framework in place, the European strategy for 'greener' (*resource efficient and environmentally sustainable*) economies recognises and seeks to enhance the role of consumers, workers, public and private enterprises (including SMEs) and industry from across a wide range of established and emerging sectors to foster and implement innovation and change. To this end, fiscal and financial tools, education and communication activities, funding for research, development and innovation, and the creation of platforms and networks to exchange best practices are critical. The approach recognises that top-down frameworks are effective insofar as they establish the conditions in which European citizens and enterprises can thrive – leaving room for entrepreneurial, industry and other stakeholder initiatives to develop.⁸

In its 2012 Communication, *Towards a Job Rich Recovery*,⁹ the European Commission has indicated that the green economy is one of the key strategic domains for economic growth and job creation to overcome the ongoing employment crisis and increase industrial competitiveness. The accompanying document - *Exploiting the Employment Potential of Green Growth*¹⁰ - highlighted that progress towards the transition to a resource efficient economy will coincide with structural changes in employment. A successful transition will therefore benefit from policies that support the labour force in restructuring and through

⁷ A reduction in EU greenhouse gas (GHG) emissions of at least 20 per cent below 1990 levels; The need for renewable sources to represent 20 per cent of EU final energy consumption⁷ and a reduction in energy consumption of 20 per cent from projected 2020 levels by improving energy efficiency, EC (2008) , *20 20 by 2020, Europe's climate change opportunity*, COM (2008) 30

⁸ DG Enterprise and Industry: Sustainable and responsible business, http://ec.europa.eu/enterprise/policies/sustainable-business/index_en.htmhttp://ec.europa.eu/enterprise/policies/sustainable-business/index_en.htm , accessed on 27 June 2013

⁹ EC (2012), *Towards a Job-Rich Recovery*, COM (2012) 173

¹⁰ EC (2012), *Exploiting the employment potential of green growth*, Staff Working Document (2012) 92

strengthened green skills intelligence, which embeds the skills and training dimension within wider national and regional strategies for green growth and sustainable development.

As well as needing to interact and anticipate the labour market effects of industrial, innovation, energy and environmental policy actions taken, the Commission also points out that employment and skills policies can also make an important contribution to the transition to a greener economy by supporting and capitalising on new possibilities and addressing existing bottlenecks. It is therefore considered essential that labour markets and associated policies at EU and Member State level act as a catalyst, and not an obstacle, to this transformation process, and that there is mutual understanding and collaboration between the relevant labour market actors¹¹, including the social partners.

2.2 The rationale for lifelong learning to seize the opportunities and meet the challenges of transition to a greener economy

The transformation of the present European economy to one which can be sustained over the long-term, given the physical limits to the use of natural resources, represents a challenge for businesses, public organisations, and industry to integrate environmental considerations, innovate and diversify.

As a result of the process of the ongoing shift in the fundamental structure of the economy, some industries and regions will have to cope with important challenges.¹² On balance, the accumulated evidence is that the policies and measures taken to encourage the shift towards a low carbon economy do not pose a threat to overall levels of employment.¹³ At the same time, this has contributed, among others factors such as price of raw materials, energy dependency and its consequences, to an increase in energy prices in Europe, which has a negative impact on the global competitiveness of European enterprises.¹⁴ Therefore, it will be important to assess the impacts on individual sectors with environmental concerns seen as intensifying the processes of change brought about by broader challenges including globalisation, information technology developments and an ageing workforce.¹⁵

The gradual greening of the economy will lead to a progressive redefinition of skill requirements in many jobs, across all sectors. Indeed, research evidence has shown that changing skill requirements are largely found in traditional, existing occupations.¹⁶ It also shows that the dividing line between 'green' and environmentally inefficient work shifts over time as all jobs become greener, and traditional sectoral and occupational boundaries become increasingly blurred.

Managing structural change to increase resource efficiency and reduce the level of CO₂ emissions will require, among other things, labour markets and education and training systems that facilitate the necessary adjustment in an efficient, sustainable and inclusive way.¹⁷ European industry and its workers also have a clear commercial stake and established track record in delivering efficiency improvements. In many cases, since the transition is often a policy-driven process, the anticipation of green change can be explicit, while management measures can be planned and launched at the outset.¹⁸

¹¹ *Ibid.*

¹² GHK, CE, IER (2011), *Studies on sustainability issues: green jobs; trade and labour*, European Commission

¹³ Cedefop (2013), *Skills for a low carbon Europe*, European Centre for the Development of Vocational Training

¹⁴ See for example, DECC (2012), *Estimated impact of energy and climate policies on energy prices and bills*, UK Department of Energy and Climate Change

¹⁵ Chateau, J., Manfredi, T., Saint-Martin, A., Swain, P. (2011): *Employment impacts of Climate Change Migration Policies in OECD: A general-equilibrium perspective*, OECD Environment Working Paper No 32

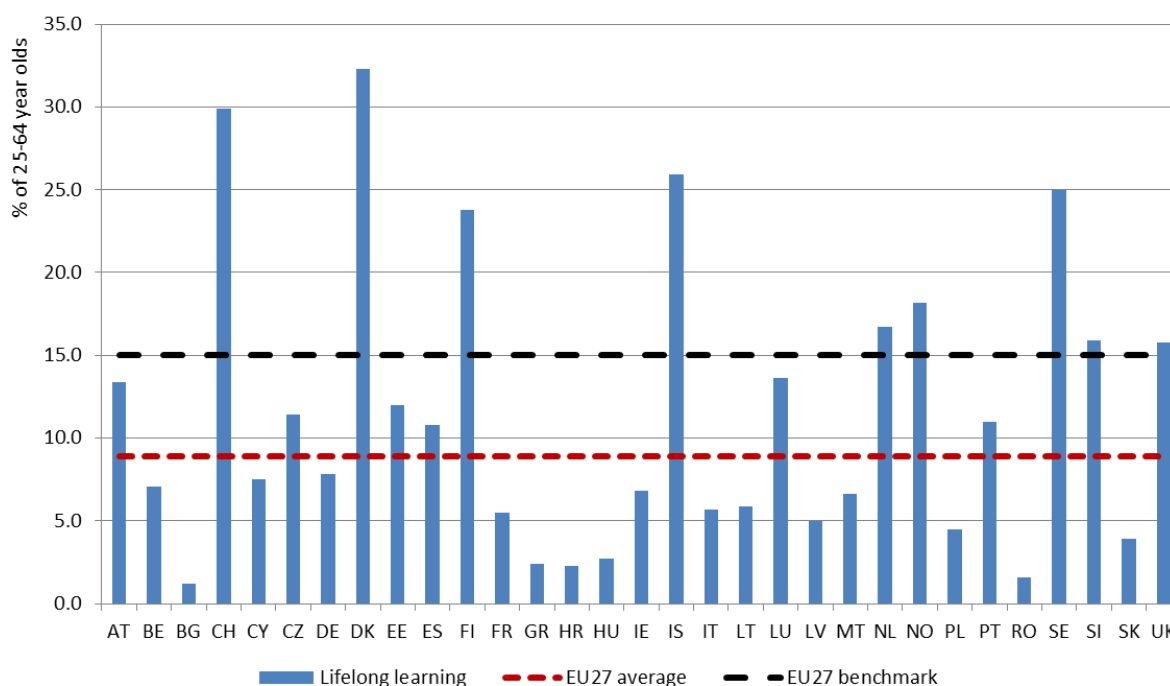
¹⁶ Cedefop (2012) *Green skills and environmental awareness : the role of vocational education and training*, European Centre for the Development of Vocational Training

¹⁷ EEO (2009), *The Employment Dimension of Economy Greening*, European Employment Observatory

¹⁸ Eurofound (2013), *Greening of industries in the EU: Anticipating and managing the effects on quantity and quality of jobs*, European Foundation for the Improvement of Living and Working Conditions, p. 2

Lifelong learning - the continuous development of competencies – is a shared interest and responsibility for employers, employees and public authorities. For employers, access to and development of a skilled and adaptable workforce is one of the conditions for innovation and competitiveness. For workers, acquiring, updating and developing relevant knowledge and competences throughout working lives is most effective to find and remain in employment.¹⁹

Figure 2.1 Adult participation in education and training (“Lifelong Learning”) in Europe, 2011



Source: Labour Force Survey and Adult Education Survey, Eurostat

Figure 2.1 however shows that levels of adult participation in education and training vary considerably across Europe. The high performers in Europe are the five Nordic countries - Denmark, Finland, Iceland, Norway and Sweden – plus the Netherlands, Slovenia, Switzerland and the UK. At the other extreme, less than 5 per cent of adults participate in education and training activities in countries such as Bulgaria, Croatia, Greece, Hungary, and Romania.²⁰

On the one hand, relatively low levels of participation or engagement with continuous professional development and lifelong learning may suggest that there are interesting issues here relating to how skill levels can be developed and maintained in response to greening economies. On the other hand, those countries which have relatively high levels of participation in adult learning may face a different set of challenges in supporting the adjustment of well-established training provision to the needs of greening economies.

2.3 Models of social partner engagement and participation

Approaches to lifelong learning (LLL) in Europe vary between countries with respect to the extent to which the State, the employer, or the individual meets the costs of training, as well

¹⁹ ETUC, BUSINESS EUROPE, CEEP, UEAPME (2002), *Framework of actions for the lifelong of competences*

²⁰ A training culture is defined as ‘an environment in which training is seen as important and is closely linked with business strategy, particularly in creating competitive advantage for an enterprise. Opportunities are given to all employees to participate in training to develop their skills and competencies.’ Source: Mackenzie J. and Polvere, R.A. (2009) *TVET Glossary: Some key terms* in International Handbook of Education for the Changing World of Work, UNESCO International Library of Technical Vocational Education and Training

as the degree of influence social partners and the State have over training standards and accreditation.²¹

The overall picture is one of Government - at either national or regional levels - establishing a framework within which qualifications can be designed. 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. It can therefore be strong in some countries (or sectors) and virtually non-existent in others, while the stakeholders involved may differ on a case-by-case basis.²²

Cooperation by the social partners is considered essential at all appropriate levels.²³

- **Central 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.

Participation of social partners in these processes varies in the EU countries, in line with the diversity of national industrial relations systems. Trade unions and employers' associations are involved mainly in policy development within the framework of national training systems, national qualifications frameworks and standards and legislative provision at national level. Social partners at EU, national and local levels can contribute to establish the appropriate framework conditions to facilitate and coordinate these roles and shape effective policy strategies and reforms.

The emergence of **European Works Councils** (EWCs) has also had an impact on transnational industrial relations institution-building due to EWC's involvement in transnational corporate restructuring. Through EWCs, workers are informed and consulted at transnational level by management on the progress of businesses and any significant decision that could affect them.

Good practice example 1: ČEZ Group, Czech Republic

In the Czech Republic, a European Works Council (EWC) has been established for the national electricity provider, ČEZ Group. The EWC serves as a platform to keep employee representatives informed, and hold discussions concerning key strategic issues of the group. Within the context of this EWC agreement, a right to training has also been established. This has supported the development of actions to support technical education among young people at school or college and promote pathways to jobs in energy generation.

In the context of emerging skill needs in greening economies, the precise institutional structure of such social dialogue systems is likely to need to vary on a case by case basis. In any case, it is likely though to involve the active engagement or leadership of industry or employer representatives and employers in designing training activities in collaboration with professional associations and trade unions including where appropriate crafts and commerce chambers, to ensure training provision is timely, widely accessible and relevant to both learner and labour market needs.

²¹ Cedefop (2008) *IVET Thematic Report: Synthesis Report*, European Centre for the Development of Vocational Training, Thessaloniki

²² Cedefop (2009), *Initial vocational education and training (IVET) in Europe: review*

²³ EMCO (2010), *Towards a greener labour market - the employment dimension of tackling climate change*, Employment Committee, European Commission

At sector level, they may play an active role in **sector councils**, setting occupational standards by defining occupational training needs and the structure, contents and duration of courses (e.g. *Sector Skills councils* in the UK). More rarely, they are directly involved in the assessment process as members of examination boards e.g. direct union involvement in the delivery of training in Austria. Social partners may also be involved in the delivery and management of **sector training funds** (e.g. Inter-sectoral funds in Italy, and the joint registered collection agencies (OPCA) in France). A further innovative example is the social partner networks established to anticipate and deliver effective training responses at regional or sector level in Ireland (see box below).

Good practice example 2: Skillnets, Ireland

Skillnets is an enterprise-led initiative aimed at improving competitiveness and providing improved access to opportunities for skills development among existing employees, and to expand the pool of available labour by also providing the unemployed with upskilling opportunities. It achieves this by bringing together groups of private companies and related stakeholders at regional or sectoral level to form training networks.

At the board level, the Skillnets programme includes ministerial representatives from the Department for Education and Skills, representatives of employee bodies through the Irish Congress of Trade Unions (ICTU) and representatives of four employer bodies: Irish Business and Employers' Confederation (IBEC), Chambers Ireland, Construction Industry Federation (CIF) and the Small Firms Association (SFA). Together this group promotes the network among its member groups, considers the applications for establishing new networks, and agrees on priorities for State funding. One such priority aims at supporting training to develop skills needs in greening economies.

The overall responsibility for managing a given network rests with the contracting organisation (typically an employer association). This organisation is also responsible for conducting training needs analysis, managing and mobilising resources to match the State funding, as well as procuring and promoting training courses to be delivered for the sector or region.

The flexible and open enterprise-led approach and model of match funding has the added value of ensuring active employer engagement in identifying the training needs of staff in concert with other enterprises, and following this up with a lifelong learning response. Social partner involvement is central to the programme at all levels, while the network-based approach has proved successful in attracting SMEs.

Trade union representatives also influence training policy and issues related to internal and external occupational mobility of their members through the process of collective bargaining to promote decent work. Enterprises also engage in lifelong learning and 'greening' activities as part of human resource management practices or Corporate Social Responsibility (CSR) activities. The majority of firms typically sponsor and/or provide time off for further training of their staff in line with organisational requirements.²⁴ Furthermore, some collective agreements also contain provisions about lifelong learning (including in cases of restructuring). Lifelong learning is, for example, directly embedded in company-level collective bargaining in the Training Policy Programme of the Bulgaria Water Utility Provider, Sofiyska Voda, and in the Business Development Plan of Eesti Energia in Estonia. In spite of these provisions however, the average level of adult participation in education and training in Europe remains below 10 per cent.

Good practice example 3: Green Workplaces, UK

Several examples of the role of social dialogue and collective bargaining related to skills development can be highlighted. In the UK, the government established the Union Learning Fund in 1998 which funds unions' learning projects. Some union learning projects have drawn down funding from the ETUC's Green Workplaces programme to support energy efficiency projects led by union

²⁴ Cedefop (2013), *Benefits of vocational education and training in Europe: for people, organisations and countries*.

representatives in public services and social housing. -The Green Workplaces programme originated from trade unions in the UK where over a thousand 'green representatives' have been trained, although the role still lacks formal recognition.

At the European level, social dialogue is an integral part of policy making, both in terms of consultations and negotiations which can take place both at the cross-industry and sectoral level. This process supplements the national social dialogues existing in the majority of the Member States, and has notably lead to the adoption of some 60 joint texts by the inter-professional social partners. In the context of the European sectoral social dialogue, the feasibility and added value of European sector skills councils is currently being assessed in a number of sectors. If assessed positively by EU sectoral social partners, this may lead to the establishment of more of these councils at European level in the future. An example of this is the framework of sectoral dialogue committee on electricity made up of EPSU, Eurelectric and IndustriALL.

For such sectoral dialogue at EU level to function effectively, it is necessary to establish an environment of trust between different sets of employers and unions in order to promote the exchange of information necessary to develop a common understanding of changes and challenges facing the industry. Establishing effective channels to relay and feed in information to and from local actors at national level can be a particular challenge for sectors with less experience of social dialogue. To this end, the EU sectoral dialogue committee for electricity, for example, makes use of workshops and sponsored events, and disseminates newsletters, research studies and joint position papers.

2.3.1 Key challenges for social dialogue

Evidence from this project underlines the fundamental importance of establishing dialogue and exchanges between public authorities and the social partners at appropriate levels, in order to develop and design VET responses that are relevant to worker, employer and industry needs.

Where formal systems for such dialogue already exist, these need to be increasingly responsive to reflect changes in industrial composition and structural change. Where existing alliances produce positive outcomes, they need to be strengthened and expanded to include new and non-traditional industries as well as incorporate industry actors at different stages in the value chain.

Where systems of social dialogue are more *ad hoc* and less institutionalised, the low carbon transition may reinforce the need for VET systems' adaptation. New mechanisms of social dialogue may contribute to positive solutions, incorporating new and emerging sectors and cutting across ministerial and occupational boundaries.

Employers and trade unions are well placed to find solutions reconciling economic and social needs of labour market players, and to devise concrete arrangements that benefit enterprises, employees and the wider environment. In the current context of high levels of unemployment (and particularly youth unemployment) however, it was often highlighted that in the context of the economic crisis, national social partners no longer see 'greening' as an immediate or pressing priority, despite their continued sensitivities towards the issue. This finding is also corroborated by findings of the 2013 EEO review.²⁵

In the case of the social partners in Sweden for example – which have supported skills adaptation initiatives for economy greening over the past 20 years – in spite of continued awareness of the problem, the recession and the lack of an international agreement on climate change are seen to have limited the development of concrete actions in recent years.

²⁵ European Employment Observatory, (2013), *Promoting green jobs throughout the crisis: a handbook of best practices in Europe*, Report by ICG GHK and SYSDem experts for the European Commission

3 Social partner lifelong learning actions to support greening economies

3.1 Identification and anticipation of competencies and qualification needs

Social partners are deeply involved in initiatives and actions aiming at identifying and anticipating competencies and qualification needs at national, sector and enterprise level. They act at national, sectoral and enterprise level in order to develop tools to address specific needs at enterprise level or to be involved in the collective analysis of competence needs and in the development of the qualifications.

In terms of distribution between national, sectoral and enterprise level mechanisms, among the initiatives selected for analysis, the identification and anticipation of skills tends to be implemented more at sector or national level rather than at enterprise level. Partnerships with key players are particularly important to advise on national policies.

Social partners are particularly well placed to offer insights into the direction of changing work and worker requirements. They are therefore often involved in agencies and councils responsible for the development of labour market intelligence and skills anticipation systems.

At national level, mechanisms to anticipate and identify skills needs are in place in many of the analysed initiatives. These tend to be developed at sector or national level through the activation of a wide range of stakeholders, including the social partners, State agencies and non-governmental organisations (NGOs).

- The adopted mechanisms for identifying and anticipating skills and training needs are largely reliant on the ability to activate the most important stakeholders. Various examples approaches to establishing stakeholder buy-in and engagement have been identified, including through national observatories established by public authorities (FEE: Bat, France), national centres for training (CENIFER, Spain), the creation of sector-specific national platforms (BUILD UP Skills, Germany).
- A project by the Bulgarian Industrial Association (BIA), with funding from the European Social Fund (ESF), and in partnership with the trade union confederations CITUB and Podkrepa, concerns the evaluation of workforce competence requirements. By the end of 2012, studies of workforce competence requirements were elaborated for 40 sectors. The job profiles which were prepared include those relevant to environmental protection and eco-oriented consumption.²⁶
- The BUILD UP Skills initiative in Germany coordinated by the German Crafts Confederation (ZDH), has developed a National Skills Platform in Germany in order to identify and anticipate possible qualification and competencies needs in the construction sector, with a particular focus on SMEs.
- By establishing a relationship to the Austrian version of the BUILD UP Skills platform, the *Klima:aktiv* programme, whose identification and anticipation mechanism was not previously in place, has adopted this same approach. Further details of which are provided in the box below.

Good practice example 4 – BUILD UP Skills, Germany

The BUILD UP Skills is an EU wide project aiming at providing the necessary information on the actual workforce needs considering the 20-20-20 goals in the Building sector in Germany. Therefore the focus is on “on-site/blue collar workers. The first step of this initiative is to deliver a Status-Quo-Analysis which identifies quantitative and qualitative information of the existing workforce and the qualification bundles in 2020. On the basis of this analysis gaps and the required workforce and qualification programmes were identified.

²⁶ See website: <http://en.competencemap.bg/> , accessed on 14/08/2013.

To analyse the status quo of the building workforce and determine the requirements up to 2020 a broad-based consortium of stakeholder from the academic world, trade associations, the vocational education and training sector and the energy sector was established. Alongside the consortium partners a National Skills Platform made up of 54 institutions and a Steering Board were established. The aim of the Steering Board – composed by important stakeholder of the National Skills Platform such as trade unions and trade associations and by stakeholders from the industry – was to support, advise and provide further expertise to the qualitative and quantitative analysis conducted by the partners. This resulted in three meetings during the project. In the first meeting quantitative and qualitative deficits were developed, with recommendations regarding possible barriers and gaps. This allowed to build up on the analysis provided by the project partners and to identify the competences and qualification needs. The second meeting aimed at defining concrete proposals for the National Skills Roadmap. Finally during the third meeting proposed measures and actions were defined with a list of steps institution responsible for their implementation and the timescale. This meeting enabled the stakeholder to participate in the anticipation measures that should be implemented in order to address the needs.

The ability to develop tools that enabled a wide range of stakeholder to participate in the identification and anticipation mechanism is expected to have a positive impact in terms of acceptance of the results and the actions intended to be implemented. It is however too early to ascertain whether such positive outcomes have been realised.

At enterprise level:

- The Italian Green Economy and Competences of Organisations (GECO) project, in contrast, integrated the analysis of qualification and needs within the occupational context. This bottom-up approach links professional needs analysis and training design through the logic of “ageing with competence” at the workplace. This good practice example is explored in greater detail in the box below.

Good practice example 5 – Green Economy and Competences of Organisations, Italy

The project’s aim is to test and provide a tailored tool at company level to map, manage and anticipate the competencies and qualification needs in the company. The project applied the Guy Le Boterf model “how to act and interact with competence in a given professional situation” methodology experimentally adapting the methodological tools in the “green economy” sector. This method allows anticipating the likely evolution of the professions within a certain company and helps to pinpoint what capacities should be developed.

The identification and anticipation mechanism implemented is a bottom-up approach. It starts with mapping the professional profiles present in the company, its organisational structure and relationships between employees. This information is collected through meetings with the employees. By overlapping these mapping exercises it was possible to identify both the competencies and qualifications present and needed in the company.

This approach has been particularly useful in small companies where the employees usually need to cover a wide range of tasks. In order to identify their competencies and training needs, it was important to relate the “internal language” used in the company with the standard definitions of competencies and qualifications at national and international level.

3.1.1 Success factors

The anticipation and early identification of skills and competence needs is a necessary pre-condition for lifelong learning responses capable of increasing the effectiveness of the workforce and its adaptability to the requirements of sustainable development. The social partners are perceived as key players in the identification of competence needs and in the implementation of adequate training policies to address the identified skills gaps.

With regards to the identification of the skills mechanisms implemented at national and sectoral level, the main success factors among the analysed initiatives are the ability to bring together key stakeholders and consequently the identification of coordinated measures to anticipate the identified competencies and qualification needs.

For instance, the National Skills Platform developed in the BUILD UP Skills initiative involved key actors in construction sector, in the technology use and in the education and further education. This allowed for an identification of the skills and qualification needs through a more comprehensive approach. In addition the ability to bring together relevant stakeholders ensures a better coordination among the different measures implemented to anticipate skills and qualification needs.

In this respect the networking tools developed by the *Klima:aktiv* programme managed to bring together a high number of heterogeneous and uncoordinated training and initiatives under the same umbrella. This eased the alignment between the training delivered at local level and industry needs. In both cases the social partners have been involved in discussions around the identification and anticipation of competences and qualification needs.

Another important success factor is the openness and flexibility of the partnership structures at regional and local level. This enables the development of collaborations among a wide range of stakeholders with common interests in lifelong learning activities. This aspect has been particularly relevant in the Skillnets initiative in Ireland where the flexibility has supported the better alignment between the training on offer and industry needs. In allowing and facilitating organisations to choose to collaborate and engage in training, it has helped to drive the creation of common interest and advocates for lifelong learning.

With regards to the enterprise level an important factor is the ability to develop flexible tools which can be used to identify the needs of different enterprises. The Italian GECCO project tested a mechanism that enabled them to identify competences and qualification needed in small enterprises characterised by different working organisations.

3.2 Recognition and validation of competencies and qualifications

In the context of developing skills for greening economies, it is particularly important to understand that not all initiatives involve the formal adjustment of VET qualifications systems in terms of their content. Much of the relevant skills are delivered instead through simple short vocational training courses and workplace learning which may arise as a result of strong social partner engagement.

Mechanisms for the validation of the knowledge, skills and competences and the recognition of qualifications acquired through non-formal and informal learning activities are therefore seen as critical complements to formal learning acquired through the education system. For this reason, comparability and transparency are essential – particularly for young people.²⁷

From an individual perspective, validation brings prospects of enhanced employability, increased wages and career moves, easier transferability of skills across occupations and countries, improved access to formal education, and increased self-confidence. For employers, improved mechanisms that ensure individual learning outcomes are documented make it easier to compare job candidates, and understand individual training needs and career development pathways. Enterprises can also benefit from a more qualified workforce through the role that such certification or licencing can play in increasing consumer confidence in the quality of the services on offer – a particular issue in the construction and buildings retrofit service sectors.

The participation of social partners in national qualifications authorities or councils allows them to be a key player in the development of national policies on the validation of competences. The recognition and validation of competencies and qualifications is still very heterogeneous among countries and mostly depends on the extent to which the validation mechanisms are developed.

²⁷ EC (20 December 2012), 'Proposal for a 'Council Recommendation on the validation of non-formal and informal learning, COMlearning', EU (2012) 485/C 398/01)

- In *Klima:aktiv* initiative (Austria) training is certified across the four thematic areas through a specific logo. This accreditation is given to training institutions that fulfil specific quality targets.
- Particularly interesting is the GECCO initiative (Italy). Through a bipartite partnership, this tested a bottom-up model which enables the skills used by the workers in their day-to-day work to be aligned with existing national occupational profiles. As a result a private institute for accreditation developed the occupational profiles and accredited solar PV installers. Conversely, the other company level initiatives analysed, Sofiyska Voda (Bulgaria) and Eesti Energia (Estonia), do not result in formally accredited and certified training.
- In the Czech Republic, the ČEZ Group has helped to create new and modify existing curricula focused on energy sector. To further extend this reach, the group is currently undertaking a four-year project to build a leading educational centre to support the development of a new generation of power engineers.
- In line with the growing need for greater vocational dimensions and enterprise influence on Higher Education, the Irish Skillnets programme provides a mechanism for enterprise-led or union-led networks to support the development of tertiary level training courses (Masters) leading to formal accreditation at national level.
- In the UK, the Green Skills Partnership supports the formal accreditation of informal training as well as for other projects related to the renewable energy sector. Furthermore the initiative provides training of “leaders” and “ambassadors” through Environmental Skills and Eco-Awareness courses with a progression pathway to prepare to teach in the Lifelong Learning Sector qualification (level 3 and 4 on the national framework of qualifications). This good practice example is explored in greater detail in the box below.

Good practice example 6 – Green Skills Partnership, UK

The Green Skills Partnership is essentially an umbrella, pooling together a range of actors to support the training and reintegration of the unemployed or low-skilled through the development of pathways for progression into jobs in a green economy. The programme was initiated in 2011 and is coordinated by Unionlearn, the learning skills organisation of the UK Trade Unions Congress (TUC).

Partner organisations include trade unions, Further Education (FE) colleges, Sector Skills Councils, as well as various London borough councils, private companies, community groups and voluntary organisations. Organised on a project-by-project basis, with Unionlearn acting as a broker or facilitator, the partnerships provide opportunities for accredited lifelong learning.

To engage employees in greening activities, union representatives can receive training as 'leaders', or 'ambassadors' through mentoring and online courses e.g. TUC Discussion Leaders training - Environmental Skills and Eco-Awareness. This course includes a progression pathway to a Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification (level 3 and 4); and part-time paid training as 'green ambassadors'.

The Green Skills Partnership is particularly active in the horticulture, construction and waste management sectors. In construction, employers (e.g. Lend Lease) and individual tradesmen have collaborated with the public employment service (Job Centre Plus) to identify what skills were needed and identify shortfalls. Following this analysis, pre-entry routes and progression pathways for the unemployed, low-skilled and other disadvantaged groups (e.g. ex-offenders) have been developed to facilitate labour market re-entry through programmes to retrofit social housing. Through the established links to existing networks of FE colleges and other training providers, what would have otherwise amounted to informal training is instead fully accredited. Furthermore, the lifelong learning activities are mapped onto the national framework of qualifications and the learner is provided with a pathway to further develop competencies and gain qualifications of increasing importance in greening economies.

As new vocational qualification standards or training requirements emerge, these are typically signalled by the social partners. The work required to revise existing training provision or qualifications is then done in cooperation with the representatives of the education sector, while the social partners may adopt the role of advisors. Evidence from the

case study examples and a 2011 study by Cedefop²⁸, however suggest that in the presence of uncertainty – such as that arising from political decisions to delay the implementation or reduce the funding of policy instruments to support renewable energy technologies – the social partners may refrain from requesting changes at national level until there is a clearer trend in emerging occupational requirements. A stable policy environment is therefore needed to support the development of pro-active and long-term training responses.

Also, in order to enable geographical and occupational mobility, social partners need to ensure the transparency of validation and recognition. Transparency occurs through discussions on the National Qualification Frameworks to validate and recognise the competencies acquired by the workers. However the validation of the acquired skills and competencies does not always lead to a standardisation of job profiles and their recognition at national level. This is mainly due to the fact that these certificates are still not always related to the National Qualification Framework. As a result in Austria for the *Klima:aktiv* and in Italy for the GECO initiatives these certification do not define occupational profile standards at national level.

3.2.1 Success factors

As part of the national qualification authorities/councils social partners have the opportunity to heavily influence and enhance the development of a standardised and recognised National Qualification Framework which is a condition to increase the effectiveness of the policies to develop competencies.

With regard to the analysed initiatives the most relevant success factor is not only the ability to provide a certificate for the training and vocational training activities, but also to align the skills and competences acquired with national standards. In this respect the Skillnets training network programme in Ireland and Green Skills Partnership London initiatives seek to support the formal accreditation of non-formal training and thereby provide workers or the unemployed with portable skills that enhance their employability.

Another important success factor is the ability to create a flexible certification system that allows certifying the competencies of workers that do not possess formal qualifications. This is particularly important for blue-collar workers such as plumbers and for employees working in small companies where usually no competencies development strategy is in place. In this context the private certification body within the GECO initiative provided an interesting methodology to certify PV installer not through a theoretical exam but through the ability to use theoretical knowledge while addressing practical issues.

3.3 Information, support and guidance

To ensure that the competence development strategies implemented by enterprises and workers are effective, it is important that both companies and workers access relevant information and guidance tailored to their needs. In this context, social partners can support the work of employment services and implement activities to ensure existing information and guidance systems are aligned to the needs of enterprise and individual workers.

To ease the access to information among workers and enterprises specific tools and information platforms have been developed:

- The Green Skills Partnership London initiative (UK) organised events, publications and competitions such as the hair and beauty sector project “Skin” awards green salons.
- The Integrated National Centre for Training in Renewable Energies (CENIFER in Navarra (Spain) offered visits to the centre for engineers and technical architects, free lectures for different productive sectors, and public sessions and orientation activities for students in order to promote the courses and share new techniques.

²⁸ Cedefop (2011), ‘Green Skills and environmental awareness in vocational education and training’

- The Swedish Transport Workers Union (STWU) has established a web-based platform to support the environmental education of its union members, and promote energy, fuel and cost saving means of transport.
- In the UK, the Green Workplaces initiative led by the TUC, has been helping to introduce energy saving and waste reduction measures at work since 2006. To this end, the TUC has issued guidance to its members with suggestions for how employee representatives can get involved and providing practical examples of measures that have been adopted at local level.
- In Belgium, out of a concern to integrate environmental issues into union practice and create jobs in sectors favourable to the environment, inter-trade union networks to raise awareness and provide training on environmental and climate issues in the three regions have been established since the late 1990s. This has resulted in the 'RISE' (in Wallonia), 'BRISE' (in Brussels) and 'Arbeid en Milieu' (in Flanders) platforms being established, which help to train trade union representatives on environmental issues.
- In Austria, the *Klima:aktiv* programme created an online platform to empower consumers, enterprises and professionals. Moreover new communication architectures were established to facilitate large group interventions via networking tools such as Open Space, World Café and Future Conferences. This good practice example is explored in greater detail in the box below.

Good practice example 7 – *klima:aktiv*, Austria

Overall the aim of the initiative is to facilitate the introduction of energy efficient and climate-friendly technologies. It consists in a bundle of measures of regulations, taxes and subsidies in four thematic areas: construction and refurbishment, energy efficiency, mobility and renewable energy. Under these areas specific programmes are carried out by various programme managers of different institutions. These programmes follow a comprehensive and systematic approach in supporting the market introduction of climate-friendly technologies, services and activities.

Klima:aktiv puts together differentiated bundle of communication measures in order to raise awareness among the public and to reach a vast audience of persons.

The tools developed vary and are tailored to the audience. Online communication is pursued through websites, social media activities and monthly newsletters. Furthermore *Klima:aktiv* has developed cooperation's with other organisation, such as the expo Energy Wels and the new 2011 Salzburg Climate Protection Congress, in order to increase its visibility. Cooperation with media are also used to target specific branches and "green scholarships" are awarded in cooperation with the daily newspaper "Der Standard" and the Danube University Krems with intention of drawing attention to the programme of further education opportunities in the sector of green skill.

Since its first implementation the *Klima:aktiv* initiative brand and logo has broadened appeal for the programme. As a result voluntary measures want to have the *Klima:aktiv* logo in their websites and communications.

Further, general information tools have been developed by several initiatives:

- The Italian GECCO initiative has organised seminars, conferences and meetings at regional and national level. The bilateral project coordinators (OBR Campania) has also worked with industry partners in Greece and Latvia to further promote mutual learning and the exchange of good practices.
- As part of the FEE Bat ('*Formation aux économies d'énergie des entreprises et artisans du bâtiment*') initiative in France, the Federation of construction SMEs (CAPEB) and other industry organisations have promoted the programme among its members in order to increase its visibility. Similarly within the Walloon Marshall Plan 2 "Green" (Belgium) workshop activities with stakeholders within the sustainable construction sectors have been carried out.

With regards to information, support and guidance tools developed to exchange information among partners, the following tools have been provided:

- The BUILD UP Skills initiative (Germany) set up a National Skills Platform and a Steering Board to support the activities and define a National Skills Roadmap. Peer review meetings with other Member States involved in the project were organised.
- The Green Skills Partnership London (UK) organised regular meetings (every 6 weeks) in order to share the information and guidance. It has also developed a guide to conceptualise what is meant by 'partnership' in order to facilitate effective transfer and take-up by other regions and localities.
- The information exchange within the Skillnets initiative (Ireland) is based on a regular dialogue and meetings with the Network via bulletin emails, cluster group meetings and two annual plenary sessions in order to keep networks up-to-date with compliance requirements, the conditionality of financial support and other matters.

3.3.1 Success factors

Public and private organisations and their employees play a pivotal role in promoting the provision and enhancing investments in training and workplace-based learning to continually develop skills relevant to the labour market. Being in direct contact, the social partners provide tailored information, support and guidance to the needs of enterprises and individuals.

Regarding the access to tailored information the use of different channels to reach the audience is an important success factor. In this context the *Klima:aktiv* programme has developed several and innovative tools to address the different needs and to reach its heterogeneous audience.

Another important factor is the ability to spread information through networks and partnerships. For instance the Green Skills Partnership for London used the existing networks of employers and colleges to support the development of new forums. However in this context the lack of partnerships between employers, lack of trust and lack of training infrastructures and a limited number of potential providers to partner with can be an impediment to participation. Another interesting tool developed by the Green Skills Partnership for London was the organisation of tailored competitions, whose aim was to raise awareness and increase participation.

Trade Unions in the UK and Sweden also emphasised the need to tailor and target the presentation of an initiative according to stakeholder needs and concerns, and explain by use of examples (e.g. via videos). For instance, rather than presenting 'green' restructuring as an environmental benefit, it can instead be presented as an opportunity to foster greater business success, achieve savings on resource costs, and/or improve the quality of working life.

Finally another success factor is the ability to effectively and efficiently exchange and spread information among partner. This was perceived as a pivotal contribution to achieve the target in the FEE Bat initiative.

3.4 Mobilising resources for the lifelong development of competencies

A key area for skills and competences development is the ability to mobilise resources. Across Europe, social partners engaged different private and public institutions in order to increase the efficiency in mobilising and making use of resources. Enterprises and individual workers also invest substantial amounts of time and money to develop and update their skills at their own cost. Given that the benefits of training are not only borne by the individual or the enterprise, but are also shared by society and the wider economy, the social partners have undertaken several initiatives to ease the access to learning (learning grants and e-learning), and facilitate alternative sources of funding for enterprises and workers.

Access to funding for training programmes is particularly important for SMEs, which have limited financial resources. A specific support should be also provided to vulnerable groups of individuals. However, the important point is that the work of advisory or consultative forums and the prognostications that emerge from networks of skills anticipation need to be

sufficiently supported by available funds to move things forward and deliver the training required.

In this perspective the social partners have developed strategies implying a shared responsibility and co-investment of workers, enterprises and public authorities.

- The Skillnets initiative (Ireland), the project was co-funded by the Department of Education and Skills through the National Training Fund and the network members. Currently, Skillnets provides up to 50% of the cost of all eligible network activities and participating companies contribute match funding in the form of network membership and payment of the fee set for training on a course-by-course basis. Total budget for lifelong learning activities in 2012/13: €30 million.
- Similarly, the Green Skills Partnership London (UK) was increasingly able to mobilise private funding from the employers whose workers are involved in the training activities. Funding for this initiative has also been drawn among others from the union learning fund (worth €20 million), Learning Skills and Improvement Service and the BIG lottery fund. Funding for this initiative is mobilised on a case-by-case basis.
- The FEE Bat initiative (France) has been co-funded by voluntary contributions of Electricité de France (EDF) through the energy savings certificate scheme, supported by public authorities and the professional bodies of the sector. The social partners and bodies responsible for the implementation of education and vocational training activities. Estimated budget for training activities in 2012: €10 million.
- European funds are also often mobilised.
 - In Italy, the GECCO initiative to assess skills needs at enterprise level was co-funded through European structural funds (75%), with the social partners contributing the remaining 25%. Total project budget (2010-2012): €388,683
 - Similarly the BUILD UP Skills (Germany) is mainly funded through EU funds through the Intelligent Energy Europe programme (90%), with the remainder made up of stakeholder contributions. Total project budget (2011-2013): €373,634
 - The Bulgarian National Network of Competence Assessment, is also part financed by the European Social fund. Total project budget (2009-2013): 8,902,959 BGN (*circa* €4.5 million)

3.4.1 Success factors

The ability to mobilise resources to invest in training is a key issue for the lifelong learning development strategies. Continuous, resource efficient investment is needed. This should be done on a cost-sharing basis between those who benefit from training – the public authorities, companies, and workers.

A major success factor in generating and maximising a return on training investments (to both enterprises and their employees) is to prioritise funding for initiatives with real added value in terms of learning outcomes in order to increase the perception of sustained actions among both employers and employees. This requires that the initiatives should be able to pool resources and not only rely on funding provided ones. Payment in tranches conditional on activity can also promote timely implementation.

This notwithstanding, the impact of the economic and financial crisis has affected some of the assessed initiatives such as the CENIFER initiative in Spain and Skillnets in Ireland. In Ireland the drastic budget reduction resulted in an increased level of private contributions which led to increasing focus in offering bespoke training of particular relevance to the internal operations of the individual firm, where the short-term private returns on investment in training are highest. As a result the initiative experienced a trade-off between long-term social-goals and short-term industry needs. Conversely this more enterprise-led model of funding has the added value of ensuring active employer engagement in identifying the training needs of staff in concert with other firms.

Across all of the case studies, further efforts could be made to monitor financial inputs, programme activities, outputs and outcomes to assess their cost effectiveness and impact. The evaluation of the programmes and their initiatives can serve to demonstrate its value, and thereafter may support future funding applications, help to attract new sources of funding, and/or new project partners. The monitoring of programme activities should be targeted at generating the most added value and any requirements in place should be wary of creating excessive bureaucracy. For this, it is important to liaise closely with trade unions and enterprises (including SMEs) to determine proportionate controls to monitor outcomes, and the effectiveness and efficiency of policy implementation.

Budget cuts affecting other sectors are also directly relevant to the mobilisation of resources in the lifelong learning sector. For instance the policy decision to cut the feed-in-tariff in the United Kingdom resulted in a reduced interest to develop initiatives to develop skills in the photovoltaic sector. While this initially was perceived as a major hindrance for the development of the Green Skills Partnership for London, it enabled the programme to open up to the wider green agenda and consider the job opportunities in horticulture and other growth industries such as social housing.

ANNEXES

Annex 1 Methodological notes

A1.1 Case study identification, selection and assessment

The case studies were identified through a combination of desk-based research and telephone interviews and email correspondence with representatives of national trade unions and employers' associations in Europe. A full list of those consulted is included in annex 3 to this report.

This led to the identification of 24 case study examples, though limited levels of information or awareness precluded 4 of these initiatives from more detailed analysis.

The term 'good practice' in relation to skill needs in greening economies' refers to:

any experience/initiative displaying techniques, methods or approaches which function in a way – and produce effects and results – which is considered to be particularly effective for delivering lifelong learning which supports greening economies and which, therefore, deserves to be disseminated and proposed to other organisational contexts.

A general definition of 'good practice' indicates an initiative that:

- has been working well (*effectiveness*);
- could be mainstreamed or replicated elsewhere (*sustainability*);
- is good for learning how to think and act appropriately;
- is embedded within wider skills development and/or greening strategies (*integrated*).

In addition to the above considerations, the final selection was conditioned by the need to ensure balanced coverage of initiatives across geography, sector, and the social partners.

A1.2 Case study overviews

There was a discussion about how best to publish and disseminate the case study write ups. It will be considered whether, rather than having the examples presented in a word document, these could be entered onto a database. The format of this is to be discussed by social partners to be compatible with the respective web platforms.

The 20 case study examples are provided in separate annex files to this draft background paper.

The stage 1 case studies represent the analysis and research carried out in the first phase, based on the interviews and email correspondence with national partners and desk research.

Table A1.1 Stage 1 case study overview

Title of initiative	Country	Sector(s)
Arbeid and Milieu (A&M)	Belgium	Cross-sectoral
Inter-Union Networks of Environmental Awareness (RISE)	Belgium	Cross-sectoral
Overgas: more knowledge for clean energy	Bulgaria	Energy supply
Objective CO2	France	Transport
Resource efficiency for works councillors (KoReBB)	Germany	Cross-sectoral
Enel Green Power	Italy	Energy supply
Social Dialogue Centre	Poland	Glass
Danfoss Trata Competence Centre	Slovenia	Industrial repairs
Skills for Energy in the East of England	UK	Energy supply
Green Workplaces	UK	Cross-sectoral

The stage 2 case studies present the findings of the extended analysis in phase 2 of the project, based on the additional desk research, country visits and/or interviews with the stakeholders engaged in the specific initiative.

Table A1.2 Stage 2 case study selection overview

Title of initiative	Country	Sector(s)
<i>Klima:aktiv</i>	Austria	Cross-sectoral
Marshall Plan 2 "Green"	Belgium	Cross-sectoral
Sofiyska Voda: Environment Training	Bulgaria	Water supply
Eesti Energia: Continuing Vocational Training	Estonia	Energy supply
Energy Efficiency in Buildings (FEE: Bat)	France	Buildings
BUILD UP Skills	Germany	Buildings
Skillnets Training Networks	Ireland	Cross-sectoral
Green Economy Competence of Organisations (GECO)	Italy	Cross-sectoral
Integrated Centre For Training In Renewable Energy (CENIFER)	Spain	Energy supply
Green Skills Partnership London (GSPL)	UK	Cross-sectoral

During the course of the fieldwork phase, three further cases were identified. The main findings from these examples have been incorporated into the discussion paper.

Title of initiative	Country	Sector(s)
National Network of Competence Assessment	Bulgaria	Cross-sectoral
ČEZ Group: support for technical education	Czech	Cross-sectoral
Swedish Workers Trade Union: Co-modality and eco-driving	Sweden	Transport

Annex 2 List of social partners and stakeholders consulted

The authors of the report thank the following for their valuable contributions to the study:

- Alain Vaessen, Secretariat General, Service Public de Wallonie, Belgium
- APCMA ('L'Assemblée permanente des chambres de métiers et de l'artisanat'), France
- Bruno Real, Education and training coordinator, CAPEB ('Confédération de l'Artisanat et des Petites Entreprises du Bâtiment'), France
- Charlotte Renaud, Electricity for Europe (Eurelectric), Belgium
- CNSLR Fratia ('Confederația Națională a Sindicatelor Libere din România'), Romania
- CSC ('Confédération des syndicats chrétiens'), Belgium
- Daniela Simidchieva, Bulgarian Industrial Association (BIA), Bulgaria
- Eesti Energia, Human resources department, Estonia
- Elisa Majewsky, German Crafts Confederation (ZDH), Germany
- FEB ('Federation des Entreprises de Belgique'), Belgium
- Fundación ONCE ('Organización Nacional de Ciegos Españoles'), Spain
- Gergana Yankova, Bulgarian Industrial Capital Association (BICA), Bulgaria
- Idoia Arteta, CENIFER ('Centro Nacional Integrado de Formación en Energías Renovables'), Spain
- Irish Congress of Trade Unions (ICTU), Ireland
- Jerry van der Berge, European Federation of Public Service Unions (EPSU)
- Johannes Fechner, Education and training coordinator, *Klima:aktiv*, Austria
- Kristian Skånberg, Swedish Confederation for Professional Employees (TCO), Sweden
- Maria Nøleryd, Council of Nordic Trade Unions (NFS), Sweden
- Mario Vitolo, OBR Campania ('Organismo bilaterale per la formazione'), Italy
- Milena Micheletti, Italian Labour Union (UIL), Italy
- Natacha Zuinen, SPW ('Service Public de Wallonie'), Département du Développement durable, Belgium
- Nadezhda Daskalova, Institute for Trade Union and Social Research, Confederation of Independent Trade Unions in Bulgaria (CITUB), Bulgaria
- Philip Pearson, Trade Union Congress (TUC), UK
- Riccardo Viaggi, European Builders' Confederation, Belgium
- Richard Blakeley, Unionlearn, UK
- Sander Vaikma, Confederation of Estonian Trade Unions (EAKL), Estonia
- Small Firms' Association (SFA), Ireland
- Sofiyska Voda, Human resources and communications department, Bulgaria
- Spanish Confederation of Employers' Organizations (CEOE), Spain
- Stuart Barber Coordinator of the Green Skills Partnership, Unionlearn South and East Region Trade Union Congress (SERTUC), UK
- Ulf Jarnefjord, Regional Safety Official, Swedish Transport Workers' Union (SWTU), Sweden
- UPA ('Union Professionnelle Artisanale'), France
- VOEWG ('Verband der öffentlichen Wirtschaft und Gemeinwirtschaft Österreichs'), Austria

Annex 3 Case Studies

A3.1 Klima:aktiv, Austria

Country: Austria

Sector(s): Cross-sectoral

Model of social partnership: Tripartite

Timetable: 2004 – ongoing (2020)

National policy framework context

- In Austria, social partner involvement in the area of continuous vocational training (CVT) is institutionalised in the Public Employment Services (PES), whose relevant bodies are of tripartite nature. Furthermore, the social partners are deeply involved in the process of devising continuing training programmes and guidelines (EIROonline, 2013).
- The *Klima:aktiv* programme is embedded in the Austrian Climate Strategy to meet the Kyoto targets and has collected all voluntary and supportive measures under one umbrella. The *Klima:aktiv* programme coordinates specific green labour market measures with environmental policy and sustainable development initiatives (AEA, 2008, OECD, 2012).

Aims of the programme

- The aim of the initiative is to encourage and introduce energy efficient and climate-friendly measures for communities, households and businesses. In this respect the *Klima:aktiv* programme addresses 4 key areas: construction and refurbishment, mobility, energy savings and renewable energy. The support is mainly given through technical and financial assistance.
- One of the main objectives of *Klima:aktiv* is to create a network of highly trained and qualified professionals on climate protection by active investment in education and further training (OECD, 2012).

Model of social partner engagement

- The *Klima:aktiv* programme is “hosted” by the Ministry of Agriculture, Forestry, Environment and Water Management and managed by the Austrian Energy Agency. Several structures (boards and panels) help to ensure good communication between different employers and stakeholders affected by the programme (AEA, 2011).
- Co-operation agreements exist with several partners to provide training, including colleges, research institutes, and other organisations. Co-operation also exists with a range of other institutions, including business representatives such as chambers of commerce and chambers of crafts.
- Trade unions are partners in the project and have helped to identify the gaps and steer requirements for further training particularly where this relates to changes in traditional job profiles (e.g. solar installers as a new form of plumbing and heating installation).
- In 2011, the *Klima:aktiv* network consisted of 300 employers (including employers’ associations), and 5,000 ‘project partners’ helping to implement the programme (Cedefop, 2013).

Key content and results of the programme

- The key emphasis of the *Klima:aktiv* training programme is to build on existing skills to support a low carbon economy. In particular, the focus is on training to develop or update competences in the area of new technologies (AEA, 2008).
- The programmes operate in the 4 key areas in cooperation with existing local and regional activities, consulting on education and training initiatives, establishing clear and transparent standards, implementing quality assurance measures and providing financial subsidies and awareness raising campaigns.
- Until 2013, the identification of skill and competence needs was based on existing studies and stakeholder experience. Last year *Klima:aktiv* was involved in the first phase of the EU project

BUILD UP Skills. The result of the first phase provided an identification of skills and qualifications needed for the construction and refurbishment sector.

- The *Klima:aktiv* programme provides qualifications and coordinates further education and professional training activities for key players in a range of sectors to ensure quality management or to provide information and marketing of the training initiatives aimed at specific target groups. The main focus of the training activities is on advanced vocational training. It also develops and delivers certified training required across the 4 thematic areas.
- The training is tailored to the particular occupation and level of prior experience and training, and typically consists of both generic and more technical training. The generic training provides information on energy efficiency to raise awareness. In this context the main results achieved by vocational and further education can be summarized as follows:
 - More than 9,000 professionals trained by *Klima:aktiv* (plumbers, master builders, eco-driving trainers, planners, energy consultants, etc.)
 - 900 professional building specialists are actively using the e-learning platform. This platform aims at keeping the competence partner network engaged through an interactive community.
 - 980 fuel-saver trainers trained
 - In the mobility field new training courses and qualifications were introduced. Such measures include further training for driving instructors to obtain certifications as eco-driving trainers, tailored training “fit for E-bike” for the retailers of sports goods and bicycle mechanics and the qualification of youth mobility coaches (AEA, 2011).
- The dissemination process consists of online information platforms to inform consumers, companies and professionals of the range of ‘green’ training programmes and specialised training opportunities with leading institutes of further education.²⁹
- *Klima:aktiv* resulted in the ability to form partnerships and build up efficient networking activities between companies, public institutions and civil society. This experience has been leveraged to support Austria’s involvement in the first phase of the pan-European BUILD UP Skills project³⁰ aimed at boosting the continuing or further education and training of workers in the construction industry. The German experience of this EU initiative is considered as a separate case study.

Success factors and lessons learned

- The organisational structure and governance model between national, regional and local level allows for effective control of the initiatives and of the processes underlying it. Furthermore the networking activities developed by the programme play a crucial role in its effective implementation.
- In terms of training, a success factor has been the ability to bring a high number of heterogeneous and usually not coordinated training and initiatives under the same umbrella. This increased the overall efficiency and effectiveness of the programmes and ensured a better alignment between the delivered and industry requirements in terms of skills and competences developed.
- Another important success factor has been the positive “image” of *Klima:aktiv*, which is seen as an independent programme. This eased the collaboration among stakeholders representing different interests.
- *Klima:aktiv* increased public awareness concerning climate protection. This resulted in a change of the demand side of the market and induced stakeholders to pay more attention to climate-friendly investments.

²⁹ The *Klima:aktiv* website contains information on all the *Klima:aktiv* courses and provides links to searchable databases offering courses beyond those run by the programme. Available at: www.bildung.klimaaktiv.at, accessed on 03/04/13

³⁰ <http://www.buildupskills.eu/>, accessed on 28 June 2013

- The programme was initially planned as a bundle of 23 different initiatives around specific climate-relevant topics e.g. consulting, awareness raising, quality management and training. Implementing these individual initiatives led to a wide range of different arrangements being established with the partners, creating conflicts. To handle these, by, for example, ensuring that the initiatives address the same target group in a coordinated way, new, innovative ways to exchange information and align priority processes were needed. For this new communication architectures were established, to facilitate large group interventions via networking tools such as Open Space³¹, World Café³² and Future Conferences.³³

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³¹ <http://www.openspaceworld.org/>

³² <http://www.theworldcafe.com/>

³³ <http://www.futureconferences.com/>

A3.2 Arbeid & Milieu, Flanders, Belgium

Country: Belgium (Flanders)

Sector(s): Cross-sectoral

Model of social partnership: Partnership (Trade Unions and NGO)

Timetable: 1987 - ongoing

National policy framework context

- A series of initiatives have been developed by the General Federation of Belgian Labour (ABVV-FGTB) and the Confederation of Christian Trade Unions (CSC-ACV) and the General Confederation of Liberal Trade Unions of Belgium (CGSLB) to pilot and support activities on lifelong learning. This resulted in the creation of inter-trade union networks on awareness raising and training on environmental and climate questions in the 3 Belgian regions: Wallonia, Flanders and Brussels-Capital.
- The Flemish government and the social partners are represented in the Socio-Economic Council of Flanders (SERV). In 2009, SERV agreed an Employment and Investment Plan. This pays particular attention to the need for skills development linked to environmental challenges (SERV, 2009).

Aim of the initiative

- Arbeid & Milieu (A&M) aims to develop understanding, disseminate information and deliver research that adds value to trade union operations in the workplace. Its mission is to empower representatives to contribute to a social and environmentally responsible economy.

Model of social partner engagement

- A&M is a partnership through which the three trade union federations (ABVV-FGTB, CSC-ACV, and ACLVB-CGSLB³⁴) cooperate with the Flemish federation of environmental and nature organisations ('*Bond Beter Leefmilieu*', BBL).
- The highest decision-making body of A&M is the General Assembly. It includes representatives from the 3 trade union partners, BBL and academia. The Secretariat has 2 full time employees.
- Regular dialogue between the unions and the environmental movement helps to build mutual understanding and a joint purpose.

Key content of the initiative

- A&M carries out the following activities:
 - **Consultations:** A&M provides a forum for the organisations involved to discuss complex and delicate policy issues (emission trading, environmental taxes, among others) and establish common ground.
 - **Research, dissemination and raising awareness:** bringing together and synthesising information on issues where social and environmental aspects meet each other is a central task for A&M. A&M is also active in the dissemination and production of communication materials.
 - **Policy advice:** A&M is invited as a stakeholder for public policy consultations.
- A&M has also collaborated with CSC, ACLVB and BBL to develop a specific programme on green jobs as part of the ETUC "Green Workplaces" programme.³⁵
- In cooperation with ACV-CSC, the A&M partnership has also developed a training programme to raise awareness and build capacity on a variety of transversal green issues including knowledge of chemicals, soil contamination, and environmental legislation.³⁶

³⁴ The General Confederation of Liberal Trade Unions of Belgium

³⁵ http://www.groenejobs.be/nl/home_1.aspx, accessed on 22/03/13

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Consultations

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A3.3 Inter-union Networks of Environmental Awareness (RISE and BRISE), Belgium

Country: Belgium

Sector(s): Cross-sectoral

Model of social partnership: Unilateral (Trade Union) **Timetable:** 1996-ongoing (RISE), 2006-ongoing (BRISE)

National policy framework context

- A series of initiatives were developed by the General Federation of Belgian Labour (ABVV-FGTB), the Confederation of Christian Trade Unions (CSC-ACV) and the General Confederation of Liberal Trade Unions of Belgium (CGSLB) to support activities on: education and training, systemic dissemination of information, trade union pilot projects focused at the company level, as well as regular support and aid.
- Concretely, this resulted in the creation, at the end of the 1990s, of inter-trade union networks on awareness raising and training on environmental and climate questions in the 3 Belgian regions: Wallonia, Flanders and Brussels-Capital.

Aim of the initiative

- Inform and raise awareness among trade union members and delegates on climate issues.

Model of social partner engagement

- RISE offers support to trade union delegates on environmental questions and stimulate social consultation on environmental issues in business, to reinforce delegates' capacity for intervention on environmental questions, and to raise awareness among workers and their representatives about the environment.
- BRISE is tailored to the specific features of the socioeconomic landscape in the Brussels-Capital Region.

Key content of the initiative

- The networks aim to stimulate social consultation and negotiation on environmental matters, reinforcing the capacity of shop stewards to respond on these questions at company level.
- Various tools have been set up in the framework of technical support to delegates: training courses, awareness-raising sessions, games, TV broadcasts, inter-union forums.
- Actions include: pilot experiments in various businesses or in sub-sectors, various thematic brochures, and practical guides on the environment for trade union delegates, website, aid service, electronic newsletters, etc.

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CSC-ACV, Belgium, interviewed on 21 March 2013

VBO-FEB, Belgium, interviewed on 20 March 2013

A3.4 Marshall Plan 2 “Green”, Belgium

Country: Belgium (Wallonia)

Sector(s): Cross-sectoral

Model of social partnership: Tripartite

Timetable: 2010-2014

National policy framework context

- In August 2005, the Walloon Government adopted the priority action plan for the future of Wallonia, known as the Marshall Plan. The Marshall Plan 2 “Green” is a continuation and reinforcement of this initiative.
- The Employment-Environment Alliance (EEA) is at the heart of the 2nd Marshall Plan. The actions proposed in the framework of the EEA policy work to improve the match between supply and growing demand.

Aims and objectives

- The Marshall Plan 2 “Green” aims to create a cluster of competitiveness; stimulate new activities; reduce the costs of doing business; boost research and innovation related to firms; and develop skills for employment in a greening economy.
- The Marshall Plan 2 “Green” focuses on several green priorities. Indeed, the purpose of this plan is also to develop green synergy centres, promote jobs in eco-industries, advise job seekers on opportunities provided by a greening economy, organise training sessions for education institutions and to deliver eco-climate cheques.

Model of social partner engagement

- The Marshall Plan 2 “Green” set up employment-environment alliances drawing on the approach used in Germany.³⁷ The alliances seek to conclude a “multi-sectoral” contract with the social partners such as the FGTB (*Fédération Générale du Travail de Belgique*), CGSLB (*Centrale générale des syndicats libéraux de Belgique*), CSC (*Confédération des Syndicats Chrétiens*), UWE (*l’Union Wallonne des Entreprises*), UCM (*Union des Classes Moyennes*), as well as the CES (*Conseil Economique et Social*), research centres, universities, the region, the Walloon public employment service (FOREM), and Walloon training institute (IFAPME).
- Within the framework of this 2nd Marshall Plan, the Walloon Government also ensures greater synergies between Wallonia and the Brussels region (as well as the country’s other Federal entities) where they can be developed in an effective and mutually beneficial way.
- The working method of the EEA is highly participatory, through the establishment of working groups with industry. It is in this context that the Walloon Construction Confederation (CCW) is involved in various projects within the EEA.

Key content and results of the initiative

- In order to identify needs, policy makers proceeded in two ways. Firstly, ‘green’ components on the training already offered to unemployed individuals were identified, and developed where these were missing. Secondly, professional federations were interviewed to identify emerging occupations and skills requirements related to eco- industries.
- Workshops were implemented for stakeholders in the sustainable construction sector which covered issues surrounding relevant education and training, business support, access to funding, research and innovation, and the development of indicators of excellence (certification, labels, and charters).
- In total, 15 per cent of the programmes were devoted to training in green skills (ETUC, 2011). 25 skills centres were built, including one centre that concentrates exclusively on environmental

³⁷ In Germany, an ‘Alliance for Employment and the Environment’ was created by the German Federation of Trade Unions (DGB) in 1998.

training. It focuses on delivering training on different green building practices such as roof insulation.

- In total, 35,074 training programmes related to green skills have been carried out, including 80% of training courses linked to sustainable development. Around 2.4 million training hours have been delivered to job seekers (FOREM) and 23,541 job seekers have been screened in order to evaluate whether they could work in the field of sustainable development (Marshall Plan website). Moreover, 107,426 hours of bloc-release training have been carried out and new Master's (courses have been established in sustainable worksite and production management (Joris, 2013).
- The competitiveness cluster Greenwin was created in 2011. The main objective of the cluster is to favour economic development in Wallonia. It is a network which encompasses small and large companies, universities, research centres, training providers and organisations in order to promote the green economy and driven by the opportunities afforded by the pooling of skills and resources (Greenwin website, 2013). Its strategy relies on two types of needs among member companies:
 - The green symbiosis of existing areas of activity (e.g. design/architecture, heating and ventilation, chemical/biological processes), where training courses and content remain to be developed.
 - New green occupations: completely new careers that came into being a few years ago in response to the deepening of environmental concerns. These new green occupations include: carbon auditor, life-cycle analysis expert, energy/environmental auditor/advisor, eco-designer, thermographer, biomass expert, carbon strategist, industrial ecologist, waste evaluator/broker, fitting engineer installing technologically advanced insulation solutions, etc. (Greenwin, 2013)
- In order to encourage workers to engage in a process of retraining, free job trials were provided and young professionals were given the possibility of spending one week in three different firms in order for them to choose what field they wanted to specialise in.
- Some measures such as eco-climate cheques, which are cheques that firms buy for their employees who can only spend them on referenced green products, aim at stimulating demand for green products (Federal Public Service Employment, Labour and Social Dialogue website, 2013).
- A budget of €2.7 billion over five years (2009-2014) (Joris, 2013) has been made available to put the plan into action, of which €1.15 billion comes from 'alternative finance'.³⁸ Of the total available budget, €337 million is devoted to the development of human capital, and almost €280 billion to support the development of the EEA.

Success factors and lessons learned

- One of the main successes of the EEA is that it acts as a link between policy makers and the world of work, and brings together training providers, employers and other partners, including the PES.
- Coordination turned out to be a cornerstone of the success of the programme. The fact that all of the departments of the region such as the departments of employment, environment and education agreed on same policy strengthened the effectiveness of the program. This inclusive scheme enabled policy makers to take into account multiple dimensions when designing the programme.
- One of the specific features of this plan is its aspiration for regular evaluation in order to give better direction to the tools used in the recovery strategy. These evaluations are of two kinds: annual monitoring reports and specific evaluations. Furthermore, defining clear budgets for each component of the programme ensured the sustainability of the actions and played a key role in ensuring wide-ranging stakeholder involvement.

³⁸ Alternative financing comprises 'loans taken out by third-party institutions and the interest and write-down of which are partly or wholly covered by the Walloon Region, for the whole duration of the loan.' One of these third-party institutions is Société Wallonne pour la Gestion d'un Financement Alternatif (SOWAFINAL). Source: Cipriano (2011).

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A3.5 Overgas – Human Resource Development: more knowledge for clean energy, Bulgaria

Country: Bulgaria

Sector(s): Energy sector (gas heating)

Model of social partnership: Unilateral (Employer)

Timetable: 2007-2013

National policy framework context

- This programme was carried out as a result of the recognition that professions and skills connected to gas heating installation and systems are represented only in a limited extent in the training and education sector (ECORYS, 2010).
- The initiative falls under the EU Structural Funds, Human Resource Development Operational Programme. This programme supports projects focused on the acquisition of knowledge and skills. The goal is to affirm the practice of pursuing professional studies throughout one's life and secure higher quality of workforce and access to quality education and training. The programme finances projects guaranteeing equal opportunities and enhancing the development of social economics and improvement of labor conditions.

Aim of the initiative

- The overall aim of the module is to invest in human capital, supporting lifelong learning as well as personal and professional development in order to increase the efficiency and effectiveness of the working process (ECORYS, 2010)
- Specific objectives of the project can be listed as follows: (i) ensuring a skilled labour force, (ii) provision of additional skills enhancing training connected to gas systems, (iii) development and mastering of skills, knowledge and competencies of Overgas staff as a precondition of sustainable development, (iv) the retention of workplaces of participants in the programme for at least one year upon completion of the programme (ECORYS, 2010).

Model of social partner engagement

- The programme is offered by Overgas, which is the biggest Bulgarian private company for natural gas, in collaboration with the engineering firm, Gaztech, and the licensed national training centre (EA).

Key content of the initiative

- The training programme is closely related with the profession of "Gas heating installer" and contains substantial management training (DE Environment, 2010)
- 39 rounds of training are organised throughout the year. The training is organised in compulsory modules, such as management of gas distribution Company, and other modules that can be chosen by the participants.
- After every module participants have to pass an exam in order to receive a certificate of completion (ECORYS, 2010)
- The total cost of the project is approximately € 77,000. Funding of the project is shared 70:30 between the Operational Programme "Human Resource Development" and Overgas respectively (ECORYS, 2010).

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Nadezhda Daskalova, Insitute for Trade Union and Social Research, Confederation of Independent Trade Unions in Bulgaria (CITUB)

A3.6 Sofiyska Voda, Human Resource Management: Environment training, information sharing and communication, Bulgaria

Country: Bulgaria

Sector(s): Water supply and sewerage

Model of social partnership: Bipartite (company level)

Timetable: 2008 - 2012

National policy framework context

- The development of the industrial relations system in Bulgaria was highly influenced by the transition and 'accession' effects. This included the development of tripartite structures for decision making, but also resulted in a system of industrial relations dominated by company level collective bargaining (EIRO, 2013). Some collective agreements exist at the branch or sector level, as is the case for the water supply and wastewater treatment sectors (MLSP, 2012).
- Social partners in this sector discuss issues related to working conditions and worker social security in the industry. This collective branch agreement was extended in 2010, and provides for the delivery of training and employee acquisition of qualifications (CITUB, 2012).
- Representatives of the 48 companies delivering services to 63 water operators are members of the Union of Employers of the "Water Supply and Sanitation" system in Bulgaria. As a professional employers' organisation, the "Employers' Union" supports the development of professional skills of employees in the sector.
- The two national representative trade unions for the water supply sector are the Confederation of Independent Trade Unions in Bulgaria (CITUB) and the Confederation of Labour 'Podkrepa' (Podkrepa CL). These are both members of the World Trade Union of Public Services (PSI) and the European Federation Union Public Service (EPSU).

Aims of the initiative

- The objective of the training is to improve the qualification levels of employees and develop the professional and key competences needed for the effective implementation of the new combined heat and power co-generation technology, being introduced in the sewage treatment plant based in Kubratovo, near Sofia.
- The training programme represents part of the company's commitment to anticipate and manage green change in line with the requirements of the ISO 14001: 2005 standard and to provide the necessary environmental training, both for staff environmental occupational and for other employees to support the greening of all workplaces (EMCC, 2013).

Model of social partner engagement

- Sofiyska Voda AD is part of the Veolia Water Group and provides water supply and waste water treatment services in Sofia. Sofiyska Voda manages the implementation of new green technologies, as well as skills development related to green business practice in collaboration with the trade unions represented in the company through its company level information and consultation procedures (EMCC, 2013).
- A company collective agreement is negotiated every two years by the two company trade union organisations affiliated to CITUB Podkrepa CL. The collective agreement embedded lifelong learning in the Training Policy Programme of the company, which is adopted every year.
- At the industry level, the Employers' Union (of which Sofiyska Voda AD is a member) provides advice and recommendations to the relevant institutions and authorities on newly emerging laws and regulations and informs and advises its members on the implementation of existing legislation in the water sector, including new environmental legislation. Furthermore, it is involved in the development of national and regional strategies, analyses and programmes for the development of the water sector.

Key content and results of the initiative

- The “Human resource management: environment training, information sharing and communication” system is a special procedure elaborated under the environmental management system of Sofiyska Voda AD. It requires the company to assess new emerging skill requirements and opportunities relating to the greening of the sector on a regular basis.
- Training was provided to all of the staff involved in the co-generation process - usually conducted by external training bodies, but also by some internal specialists (EMCC, 2013).
- Training is considered part of the generic skills development providing for a better understanding of the need for environmentally friendly policies, energy efficiency, use of renewable resources, and enabling the employees to operate in more environmentally friendly ways (EMCC).
- The implementation of the new Combined Heat and Power (CHP) technology requires specialised skills related to understanding the essence of the new technology and the operation and maintenance of co-generators. (Eurofound, 2013).
- The company-level training initiative was financed as part of the EU Structural Funds, Human Resource Development Operational Programme. This programme supports projects focused on the acquisition of knowledge and skills. The programme finances projects guaranteeing equal opportunities and enhancing the development of social economics and improvement of labor conditions.

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Gergana Yankova, BICA (‘Bulgarian Industrial Capital Association’)

Nadezhda Daskalova, Insitute for Trade Union and Social Research, Confederation of Independent Trade Unions in Bulgaria (CITUB)

Sofiyska Voda, Human Resources and Communications Departments

A3.7 Continuous Vocational Training Initiative - Eesti Energia, Estonia

Country: Estonia

Sector(s): Energy sector

Model of social partnership: Bipartite

Timetable: 2010 - 2013

National policy framework context

- Continuous vocational training (CVT) has become increasingly relevant for government and social partners as a result of the implementation of flexicurity measures and resulting efforts to enhance the employability of workers (EIRO, 2013)
- A system of tripartite consultation allows social partners to input into the formulation of new legislation and government programmes by providing their opinions to the Government. Both trade unions and employers' representatives are represented in the Adult Education Council which advises the Government on the adult education programmes and initiatives. The Council also participated in the development of the Lifelong Learning Strategy which includes guidelines for the CVT system for 2008. Furthermore, it participates in monitoring the implementation of the strategy to improve learning opportunities for adults in Estonia (EIRO, 2013)
- In addition, social partners play an important role in setting the standards for the vocational qualifications systems by participating in the supervisory board of the Estonian Qualifications Authority (*Kutsekoda*) and the sectoral professional councils (EIRO, 2013).
- CVT initiatives are also implemented at the company level, including at Eesti Energia. The initiative is in line with the national targets in greening the economy. By 2016 Eesti Energia is required to shut down all old generation blocks in the Narva power plants and to install two new 300 MW blocks based on fluidised bed combustion technology (Eurofound, 2013)
- Achieving this will require the use of bio-fuels and waste to produce heat and power, generation of electricity in wind parks, as well as the expansion of heat and power co-generation.

Model of social partner engagement

- Eesti Energia, a state-owned energy company which has over 7,500 employees in Estonia, is the main electricity operator and it is fully owned by the Republic of Estonia (EMCC). As a state owned company, the board of the Eesti Energia AS is composed by representatives of the Government, employers' associations and experts in the field of engineering.
- CVT initiatives are also being delivered in other company at enterprise level. The Confederation of Estonian Trade Unions (*'Eesti Ametiühingute Keskliit'*, EAKL), particularly points to re-training initiatives supported for workers affected by restructuring and redundancy.

Aim of the initiative

- The overall focus of the initiative is to adapt production systems to take account of new environmental requirements in the industry..

Key content and results of the initiative

- Training is provided both in-service and externally in collaboration with VET institutions and Universities.
- The company's personnel and training development strategy is based on three pillars: (i) sponsoring education and training of new employees through cooperation agreements with higher education and VET institutions; (ii) in-service training and re-training of employees; (iii) investing in the development of managers of all levels with a particular focus on developing an international outlook (Eurofound, 2013).
- The personnel department is responsible for organising in-service training. In-service training covers all groups of personnel and is provided through weekend universities (with 6 thematic modules a year, each running over a 6 months period) (Cedefop, 2010).

- Skills needs are mainly identified in the process of Eesti Energia's business strategy development. The identification is based on SWOT analysis and structured Consultations with top managers and members of the board (Cedefop, 2010).
- The number of weekend university participants was 392 in 2008-2009 and 192 in 2009-2010 (Cedefop, 2010).
- In the case of redundancies, the trade unions have helped to secure retraining of workers through negotiations. For example, on 1 January 2013, Eesti Energia closed down its Aidu mine which resulted in the loss of 290 jobs. In this particular case, the company - following negotiations with the trade unions - has subsequently established a development fund of 1 million euros to help staff to cope with the changes (EMCC, 2013).

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A3.8 Formation aux économies d'énergie des entreprises et artisans du bâtiment (FEE Bat), France

Country: France

Sector(s): Building sector

Model of social partnership: Tripartite

Timetable: 2008 - ongoing

National policy framework context

- In France, the organisation of vocational training is entrusted to the Regional Councils as part of decentralisation. The social partners take part in setting up training at sector level, via Joint Registered Collection Agencies (OPCA).
- An 'Individual Right to Training' (DIF) was confirmed into French law in May 2004 and provides a key career tool for employees (EIRO, 2009). The trade unions in France have accepted the DIF on the basis that career development is collectively guaranteed for employees.
- The "Grenelle Environment" (Environment Round Table) is an open multi-party debate that brings together the government, local authorities, trade unions, business and voluntary sectors to prepare an action plan for sustainable development. The first Grenelle set of measures was adopted by the senate and became law in July 2009.
- The 'Grenelle Environment' has led to a large number of initiatives in the field of skills and training.

Aim of the initiative

- Improving the energy efficiency of buildings is a priority in France. FEE Bat ('*Formation aux économies d'énergie des entreprises et artisans du bâtiment*') is a key training initiative in the building sector that was established to train professionals to support the policy aim of reducing energy consumption.

Model of social partner engagement

- Through the National Plan for the Mobilisation for Jobs and Careers in the Green Economy, the French Ministry of Ecology and Sustainable Development (MEDDE) has established a national observatory whose role is to identify and define the jobs arising as a result of greening growth.
- It is conducted under the patronage of three public authorities: the Environment and Energy Management Agency (ADEME), the General Directorate for Energy and Climate (DGEC), and the Directorate of Housing and Urban Planning (DHUP).
- The initiative is piloted by a range of employers' federations, and industry organisations³⁹ and coordinated by the Energy Saving Certificates (CEE) scheme.
- It was set up with the financial support of Electricité de France (EDF), an electric utility company, which participates in the CEE scheme (Cedefop, 2013).
- Representatives of the State, territorial communities, employers' organisations, trade unions and non-governmental environmental organisations were brought together in order to define the needs in terms of skills and to define the programmes dedicated to vocational training.

Key content and results of the initiative

- The initiative takes the energy and environmental dimensions of renovations into account to ensure the quality (and environmental sustainability) of work done. It aims to strengthen the role of companies and craftsmen in the sector.

³⁹ ATEE ('*Association Technique Energie Environnement*'), CAPEB ('*Confédération de l'Artisanat et des Petites Entreprises du Bâtiment*'), the French Building Federation (FFB), the French Federation of Fuels, Fuel and Heating – (FFCCC), FGEE ('*Fédération des services énergie environnement*'), FNSCOP ('*Fédération Nationale des Sociétés Coopératives de Production du Bâtiment et des Travaux Publics*'), the French Gas Association (AFG), and the French Union of Electricity (UFE)

- Training is delivered through a network of training centres which need to be accredited in order to provide the training. The training is based on different modules and is targeted at all occupations in the buildings sector including craftsmen, project managers, employees, and since 2012, architects, consultants and economists as well.
- The short-duration training is accredited with a certificate of completion.
- In terms of funding, FEE Bat is financed by the voluntary contributions of energy providers through the CEE scheme, which is supported by public authorities and the professional bodies of the sector. In 2012, EDF covered 50% of the total cost (€10 million), with the remainder covered in equal proportions by the sectoral training funds (OPCA) and the FAF ('Fonds d'Assurance Formation'). The latter collect funds from the professionals of the sector to finance continuous training of employees (Cedefop, 2013).
- In 2010, at the end of the first phase of the programme, ADEME carried out a study in order to monitor and improve the effectiveness of the programme. In line with this, they restructured the training modules and reduced their number from 9 to 4 to make the programme more visible and clearer to the participants.
- The target in terms of participants was reached and, by July 2012, 46,273 individuals had taken part in the programme. Moreover, the indicators developed by ADEME in 2009 reveal high levels of participant satisfaction.
- One of the challenges to the programme is the slowdown in the growth of the building sector, as households are reluctant to invest in renovation or other type of work in their property, given the uncertain economic climate. This could reduce not only employment but also investment in training in the sector. However, new legal measures which impose norms on new buildings may provide further impetus for the delivery of such qualifications.

Success factors and lessons learned

- One of the lessons to be learned from the implementation of the training is that a long term funding plan should be considered in advance. The initial agreement with EDF was reached on a short term basis (until end 2012) and it took months of negotiation to elaborate a new financing system which had threatened the sustainability of the training programmes (CAPEB, 2013). The lack of perceived sustainability of the programme may have discouraged some firms from offering training to their employees.
- After a few years of increasing demand for training, the trend seems to have slowed down in line with the economic downturn. The decrease in demand also coincided with a change in terms of financing which meant that firms had to contribute a greater proportion of funds on this training which may also have been the cause of the reduction.
- The scheme is largely sector-specific as a result of the specific regulatory environment of the built sector. As a consequence, there is only limited potential for duplication in other sectors.

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Consultations

L'Assemblée permanente des chambres de métiers et de l'artisanat (APCMA) and Union Professionnelle Artisanale (UPA), interviewed on 20 March 2013.

Bruno Real, Education and training coordinator, Confédération de l'Artisanat et des Petites Entreprises du Bâtiment (CAPEB), interviewed on 12 June 2013

A3.9 Objective CO2, France

Country: France

Sector(s): Road transport

Model of social partnership: Tripartite

Timetable: 2008 - ongoing

National policy framework context

- The “Grenelle Environment” (Environment Round Table) is an open multi-party debate that aims to bring together the government, local authorities, trade unions, business and voluntary sectors to prepare an action plan for sustainable development.
- The first Grenelle set of measures were adopted by the senate, and became law in July 2009.
- Under the National Plan for Mobilisation for Jobs and Careers in the Green Economy, the French Ministry of Ecology and Sustainable Development has established a national observatory whose role is to identify and define the jobs provided by this new growth.
- The initiative is part of an overall scheme to combat climate change and more specifically to reduce CO2 emissions in line with the findings of *the Grenelle de l'Environnement* multi-party roundtable on the environment.

Aim of the initiative

- The focus of interventions is to train drivers, modernise fleet, control fuel consumption, improve the fill rates of its trucks and optimise its logistics schemes.

Model of social partner engagement

- The project is led by the Ministry of Ecology, Sustainable Development, Transport and Housing, and the French Environment and Energy Management Agency (ADEME), in cooperation with road freight industry bodies.
- On June 20 2012, second charter of voluntary commitments was signed by logistic and transport providers (e.g. STEF) along with the *Préfecture of Ile-de-France* and ADEME. The charter commits to reduce CO2 emissions from road transport activities in France for a further three-year period (2012-2014).
- The professional bodies of the sector involved in the design of the scheme are: FNTR, FNTV (Fédération Nationale des Transports de Voyageurs), OTRE (Organisation des Transporteurs Routiers Européens), TLF (Fédération des entreprises de transport et de logistique de France), UNOSTRA (Union Nationale des Organisations Syndicales des Transporteurs Routiers Automobiles), UTP (Union des Transports Publics et Ferroviaires).
- Professional representatives were also involved in the design of the methodological tools and guidance documents

Key content of the initiative

- The scheme is based on the voluntary commitment of companies in the sector. Companies commit to a three-year action plan to reduce their consumption.
- Eco-driving is at the heart of the training delivered as part of the plans. It is usually delivered in the form of in-company training. The training focuses on updating skills to adjust to the changing tasks and new technologies. Other training modules are also offered at an early stage.
- Companies cover the costs associated with the implementation of the action plan. However, the implementation of the action plan presents financial incentives and the company can benefit from financial support from ADEME. Furthermore, training activities can be funded by the Agreement for the development of employment and skills (*‘Engagement de développement de l'emploi et des compétences’*) concluded between the State and Trade Unions.

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Consultations

L'Assemblée permanente des chambres de métiers et de l'artisanat APCMA, UPA France, interviewed on 20 March 2013

A3.10 Cooperation project on resource efficiency for works councillors and employees (KoReBB), Germany

Country: Germany

Sector(s): Cross-sectoral

Model of social partnership: Partnership (TU + State)

Timetable: 2008-2011

National policy framework context

- The social dialogue in Germany is enshrined in the law. Collective bargaining in this context is exclusively bilateral. With respect to environmental and labour market issues, social partners are also in dialogue with the government. The model of social partner engagement in the policy process of the “transition economy” resulted in an increased participation of the trade unions in working groups for the “climate protection plan” (DGB NRW, 2013).
- In 2007 the German trade union confederation DGB and its member organisations (IG Metall and the IGBCE) launched the “Network Resource Efficiency” in order to put in place action plans to develop resource efficiency in the industrial sector (including aspects linked to the needs of skills and vocational education/training) (ETUC et al., 2011)

Aim of the initiative

- The primary focus of the initiative is to promote sustainable energy and efficient use of materials in companies. The overall aim is to contribute to long-term site and employment protection.
- The main aim of the project was to develop the training for resource efficiency in three sectors at different levels of education. (Eurofound, 2013)

Model of social partner engagement

- Under the above mentioned initiative the DGB together with the Environment Ministry (BMU) carried out programmes to train members of works and councils and employees about resource efficiency, primarily in the aluminium industry, involving trade unions organisations IG Metall and the German association of aluminium producers GDA. (ETUC et al., 2011)
- The project is a social partner initiative led by the German Federation of Trade Unions (DGB) in partnership with the DGB Bildungswerk (DBG's educational institution) and the Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (Eurofound, 2009)
- An important approach has been the direct involvement of employees and the work council (SUSTAINUM, 2011).

Key content of the initiative

- The overall emphasis of KoReBB is to raise awareness among employers and employees about energy efficiency in order enhance the effective utilisation of resources, materials and energy.
- The initiative provided training at several stages such as cross-sectoral events with local trade unions, sector specific training exchange of best practices, direct cooperation with companies. It trains work council members and employees in detecting and implementing ways to improve energy efficiency.
- The training provided is part of a programme that leads to a certified degree as an ‘efficiency expert’ (SUSTAINUM, 2011)

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A3.11 BUILD UP Skills, Germany

Country: Germany

Sector(s): Construction

Model of social partnership: Partnership (Employers + State)

Timetable: 2011-2013

National policy framework context

- In Germany the regulation of continuous vocational education and training (CVT) is highly dispersed and only affects a small proportion of CVT activities. Therefore collective agreements are of minor significance for the incidence of CVT (EIRO, 2013)
- Vocational training and life-long learning are guided by the principles of subsidiarity and plurality. Therefore, a national system of continuous vocational training that is jointly and statutorily regulated and that gives all employees an individual right to attend training programmes does not exist (EIRO, 2013)
- With respect to regulated CVT schemes that lead to publicly recognised qualifications, committees (*Bildungsausschüsse*) exist at the local, regional, and federal levels. They comprise, in equal number, delegates from unions and/or occupational associations as well as representatives from the employers' association (EIRO, 2013).
- Overall, social partners are both involved at national and regional level in the definition of the training systems. The social partners are also represented in the Council on Sustainable Development which was set up in 2001 to advise the government on its sustainable development policy and raising levels of awareness among all concerned and the general population.

Aims of the initiative

- BUILD UP Skills is an EU wide initiative funded under the Intelligent Energy Europe programme to boost continuing or further education and training of craftsmen and other on-site workers in the construction sector.
- The aim is to increase the number of qualified workers across Europe able to deliver renovations offering a high energy performance as well as new, nearly zero-energy buildings. The initiative addresses skills in relation to energy efficiency and renewable materials in all types of buildings.
- In order to achieve this, the project also aims to investigate whether the number of workers and their qualifications in the construction sector are sufficient to achieve the EU's energy targets in the construction sector.
- The focus of this initiative is to identify and anticipate possible qualification and competence needs, particularly for construction workers and craftsmen.

Model of social partner engagement

- To analyse the status quo of the building workforce and determine requirements up to 2020, a broad-based consortium of stakeholders was established. It included the following institutions: the German Confederation of Skilled Crafts (ZDH), the Federal Institute for Vocational Education and Training (BIBB), the German Energy Agency (dena), the German Construction Confederation (ZDB), the Research Institute for Vocational Education and Training in the Craft Sector (FBH), and the Heinz-Piest-Institute for Craft Technology (HPI).
- There was close cooperation between the consortium through the project, with each institution providing expertise in specific areas of the project:
 - The German Confederation of Skilled Crafts (ZDH) was responsible for coordinating the project.
 - The Federal Institute for Vocational Education and Training (BIBB) and the Research Institute for Vocational Education and Training in the Craft Sector (FBH) were responsible for the qualitative and quantitative analysis respectively.
 - At the same time, the Heinz-Piest-Institute for Craft Technology (HPI), the German Construction Confederation (ZDB) and the German Energy Agency (dena) estimated the

investment needed to achieve the EU energy and climate targets, analysed the construction processes and the technologies that need to be applied.

- Alongside the consortium partners, a National Skills Platform and a Steering Group has been established to support the analysis. Trade union representatives have been directly involved in the Steering Group and supported the project.

Key content and results of the initiative

- Qualitative and quantitative information was provided with regard to the existing workforce in the building sector. Furthermore, the project involved determining the demand for skilled blue collar workers up to 2020. Finally, on the basis of a skills gap analysis, national skills roadmaps were compiled, which defined the steps needed to ensure adequate availability of the workforce in terms of skills (qualitative) and numbers (quantitative). The roadmap was endorsed by the Steering Group and by the National Skills Platform in order to ensure that the skills and qualification needs identified were in line with the targets.
- The overall budget of the project is €373,634 and the EU contribution accounts for 90%.
- The National Skills Roadmap presents the requisite measures needing to be taken in order to ensure sufficient numbers of skilled blue collar workers to achieve the 2020 targets. The roadmap needs were developed through an extensive dialogue with all the key players in the fields of energy efficiency, renewable energy and the building sector.
- The status quo analysis for the building workforce in Germany showed a major boost to current investments was needed to achieve the 2020 targets. To cope with the rise in investment levels, 90,000 additional trades workers will be needed in the occupations of relevance to energy-efficient refurbishment between 2014 and 2020 (Weiss and Rehbold, 2012).
- No skills shortages are expected at national level until 2020. However, shortages are expected at regional level and for specific occupations in electrical occupations and metal construction, plant construction, sheet metal construction and installation fitters (Weiss and Rehbold, 2012).
- The status quo analysis identified a comprehensive system of CVT offers focused on short courses that seek to update existing skills or on providing information with respect to new statutory requirements. There are also a large number of longer courses for acquiring and upgrading skills. Overall, these CVT courses cover all relevant technologies and processes.
- The analysis however identified a number of possible shortfalls or barriers to achieving the 2020 targets including: potential shortages of skilled workers after 2020; early warnings for skills gaps are still not used systematically; the number of participants in CVT is low and has decreased in each of the past three years; the training courses are not always well structured or well known.
- In developing the National Skills Roadmap attention was paid to effective measures and to their ability to gain acceptance and support from the stakeholders involved. In the context of this process, strategic objectives were defined and a total of 40 measures were proposed. Finally these 40 measures were distilled into 26 concrete actions, each with a list of planned steps, responsible institution and the implementation timeframe. The measures were disaggregated according to their level of priority and whether implementation is foreseen under the second phase of the BUILD UP Skills initiative or not (Weiss and Rehbold, 2012).
 - Examples of priority measures/actions under the second phase of the BUILD UP Skills project are: (i) Development of staff development concepts for SMEs in the building sector, taking into account the career development concept (BLK) of the skilled craft sector and age considerations; (ii) Creating a database tailored to the needs of specific target groups and the market, and taking career development concepts into account (Weiss and Rehbold, 2012).
 - Examples of measures/actions which are considered to be a priority, but will not be implemented in the second phase of the initiative due to lack of funding are: (i) A pilot project with the aim of gaining university dropouts in specific disciplines for a career in the building sector; (ii) Information sessions for job centre staff for updating their knowledge of the relevant building occupations (Weiss and Rehbold, 2012).

- EU wide exchange meetings were organised as part of a Peer Review process in order to share information on challenges, key findings, best practices and other aspects with a small group of countries (Germany, Bulgaria and Ireland). The meetings were organised in flexible working group format.
- The National Skills Roadmap will provide the basis for the second phase of the project which will develop the training measures to close the identified gaps (this second phase will run for two years from September 2013).

and lessons learned

- The ability to involve all the stakeholders and the key actors in the sector. Collaboration with the further education sector played an important role in terms of acceptance of the results and in establishing actions to be carried out in the next phase due to their understanding of the technologies to be adopted.
- The Peer Review Process could be even more effective if dedicated teams had been established at the beginning of the project. In this way, the different approaches could be compared and suggestions given for each other country.
- Social dialogue on environmental protection and increasing energy efficiency at company level.

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Consultations

Elisa Majewsky, German Crafts Confederation (ZDH), interviewed on 21 March and 20 June 2013

A3.12 Skillnets, Ireland

Country: Ireland

Sector(s): Cross-sectoral

Model of social partnership: Tripartite (enterprise-led)

Timetable: 1999 - ongoing

National policy framework context

- Ireland's labour market is facing a number of related challenges following the dramatic setback of the global financial crisis in 2008 (ESRI, 2013). Although in general, the supply of labour is greater than demand, the 2013 Action Plan for Jobs (DJEI, 2013) recognises that shortages continue to exist in certain areas (ICT, engineering, science, healthcare, finance).
- There is consequently a recognised need to better align skills to identified enterprise needs. In particular, the National Skills Strategy prioritises efforts to support training and lifelong learning activities in Small and Medium-sized Enterprises (SMEs).
- Issues such as training and lifelong learning and gender equality were previously covered by tripartite national pacts, but the breakdown of centralised social partnership in 2009/10 means that there is now less certainty about engagement on these issues. As a result, training instead tends to be the subject of collective bargaining at company-level (EIRO, 2012).
- Skillnets represents a departure from this tendency as it brings together groups of companies, and related stakeholders at regional or sectoral level. The Training Network Programme (TNP) has remained resilient to both the breakdown in the centralised social partnership agreements and to the economic crisis and subsequent fiscal retrenchment *i.e.* cutbacks in government spending.

Aim of the initiative

- The initial primary focus of Skillnets TNP was to increase participation in course-based training by firms to improve competitiveness and provide improved access to opportunities for skills development among employees.
- This remit has since been extended to enhance employability and expand the pool of available labour by providing the unemployed with upskilling opportunities within each network.
- Since 2011, the renewed Skillnets mandate aims to closely align network activities to strategic areas of emphasis based on the four themes: transferability of individual's skills; company diversification; key competences for lifelong learning; and prioritisation of sectors.
- The green economy is one of four identified priority areas for which additional funding resources are available via the 'Future Skill Needs Programme'. In practice, the Skillnets programme supports the development of green skills insofar as they are identified as skills gaps. The prioritisation of sectors may however provide a means to encourage bidding parties to consider if this applies to their sector.

Model of social partner engagement

- Skillnets TNP is based on a tripartite agreement between government and the social partners, funded by the National Training Fund (NTF) through the Department of Education and Skills (DES). It has been in operation since 1999. The breakdown in centralised social partnership in 2009 had no effect on the Skillnets programme.
- The Skillnets board includes ministerial representatives, representatives of employee bodies through the Irish Congress of Trade Unions (ICTU) and representatives of four employer bodies: Irish Business and Employers' Confederation (IBEC), Chambers Ireland, Construction Industry Federation (CIF) and the Small Firms Association (SFA).
- Private companies and their employees are directly involved in the identification, design, delivery and evaluation of training processes, either as lead bodies or in partnership with other organisations *e.g.* state agencies, advisory groups, certifying bodies, educational establishments, training providers and/or trade union bodies. The network steering groups, unique to each network meet regularly to identify skills and training needs for the sector/region and direct the network activities.

- Skillnets Training Networks are co-funded by the Department of Education and Skills (DES) from the resources of the National Training Fund (NTF) and network members. Under the current TNP 2012/13, Skillnets provides up to 50% of the cost of all eligible network activities (€15m).
- Participating companies contribute match funding in the form of network membership and payment of the fees set for training on a course-by-course basis. The precise business model of the network is freely determined.
- Overall responsibility for managing the network rests with the contracting organisation, which is also responsible for conducting training needs analysis, managing and mobilising resources to match the State funding, and procuring and promoting training courses to be delivered for the sector or region. While typically an industry or employer association, the contracting organisation may also be led by a trade union (e.g. TU Skillnet and Union Learning Skillnet).
- The network is managed by a Network Manager, and supported by a Skillnets Programme Support Manager who provides a professional monitoring and support service including best practice advice on training, network management, quality assurance and compliance. Quality assurance consists of a yearly compliance visit, data monitoring and auditing including checks on the eligibility of recorded incomes and the procurement process.
- Skillnets maintain regular dialogue and meetings with the Network via bulletin emails, cluster group meetings (multiple networks) and two annual plenary sessions in order to keep networks up-to-date with compliance requirements, the conditionality of financial support and other matters.
- Social partners, which typically run the networks, raise awareness of the training offers and supporting private companies, employees and jobseekers in accessing the training.

Key content and results of the initiative

- The overall emphasis of Skillnets TNP is on the delivery of training network plans and activities that address the needs of multiple companies, tackling agendas identified collectively by industry.
- Among the 70 training networks in operation in 2011, 10,151 companies were actively involved in a training network. Of these, over 90 per cent of the companies were SMEs, and roughly 50 per cent are microbusinesses employing up to 9 people (Circa Group, 2012).
- Explicit objectives for the network programmes across a number of dimensions are made and the programme activities are continuously monitored, with reporting on a regular basis.
- The training networks may support the development of eco-industries and the greening of existing industries in a number of ways. Two prominent examples which have recognised the need for lifelong learning activities to support economy greening are the network for the wind industry (Wind Skillnet) and the network for the international financial services industry (Finaus).
 - Wind Skillnet, established in 2008, has conducted extensive training needs analysis with its 119 active member companies - taking guidance from leaders in the Irish Wind Industry - to develop a suite of industry-accredited courses tailored to meet the requirements of trainees in the Wind Industry.
 - In 2010/11, over 30 different training courses were offered by Wind Skillnet and more than 660 training days were delivered to 344 trainees, of which 45 were job-seekers. Examples include courses in 'constraint, curtailment and tie break decision' and 'REFIT power sales training' in response to proposed government programmes and regulations.
 - The Finaus network, for the international financial services industry in Ireland, has supported the development of accredited 'green enterprise' postgraduate courses in sustainable energy finance at Masters Level as well as a 1-day course in sustainable project management.
 - Across the Skillnets networks, 74% of all training leads to formal accreditation via national (59%) or industry recognition (15%).

Success factors and lessons learned

- Following the economic recession, the level of available government funding was reduced to its current levels (50% match funding). The main casualty of reduced State contribution was the

development and certification of new training programmes, which require higher levels of upfront support as there is effectively 'nothing to sell' during the set-up phase. A further effect associated with the increased level of private contributions is the increasing focus on offering bespoke training where the short-term private returns on investment in training are highest. The trade-off between long-term social goals and short-term industry needs is thereby influenced by the funding and compliance arrangements in place.

- The administrative burden on government and participating employers and associations is mitigated, in part, by the recruitment of a full-time Network Manager and the Skillnets programme support officers assigned to the different networks.
- Enterprise-led approach and model of match funding has the added value of ensuring active employer engagement in identifying the training needs of staff in concert with other firms. Provides an incentive for an industry body with expert knowledge of the sector to promote and maintain awareness of the importance of continued vocational training.
 - Social partner involvement is central to the programme in analysing training needs, developing training plans, coordinating, managing and promoting the networks and in generating and maintaining employer buy-in. The openness and flexibility of these partnerships enables a wide range of stakeholders with a common interest in lifelong learning to collaborate. The engagement of trade unions in the steering of the networks is limited however.
- The programme has in-built flexibility to adjust the training offers and seeks to continually improve those procured in order to ensure they are delivered in line with industry needs not only in terms of the subject matter and skills developed, but also in terms of its pricing, timing and location. The latter often being cited as barriers to firm participation in lifelong learning activities.
- Replication and transferability has been demonstrated in the context of Ireland, with the same Skillnets model being applied across a wide range of industry sectors and cross-sector groups at national, regional and local levels.

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Consultations

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Irish Congress of Trade Unions (ICTU), Ireland, interviewed on 13 June 2013

A3.13 Enel Green Power, Italy

Country: Italy

Sector(s): Energy sector

Model of social partnership: Bipartite

Timetable: 2009-2012

National policy framework context

- The focus of the intervention is in line with the goal of an overall reduction in energy consumption of 20 per cent across the EU compared to 1990 levels. The Italian National Reform Programmes of April 2011 sets an ambitious 27.9 per cent target.⁴⁰
- The focus of the initiative is consistent with the national plan on Corporate Social Responsibility and it includes training which goes behind the one required by law and contracts.

Aim of the initiative

- The first agreement called “Enel Corporate Responsibility Protocol” commits the parties to support actions to promote Corporate Social Responsibility and to adhere to the principles of fundamental rights of workers. This includes a commitment from ENEL to respect, promote and implement these in all countries in which the company operates.
- The second agreement established an “Observatory on Industrial, Environmental and Occupational Policies”. This is a joint body formed by six Enel representatives and six sector and confederation trade unions representatives. It acts as a platform for the discussion of the company’s industrial, environmental and occupational policies, with a particular focus on the issues relating to the safety of procurements, the liberalisation of the sector, environmental conservation and Enel’s industrial policy development.

Model of social partner engagement

- The initiative is based on a protocol agreed by the electric utility company (Enel) with the Italian Trade union confederations Italian General Confederation of Labour (CGIL), Italian Confederation of Worker’s Trade Unions (CISL), Italian Labour Union (UIL) and the national electric federations: Italian Chemicals, Energy and the national sector federations namely Manufacturing Federation (FILCEM-CGIL), Italian Workers of Electric Companies (FLAIEI-CISL) and Italian Labour Unions Chemicals, Energy and Manufacturing (UILCEM-UIL).

Key content of the initiative

- The protocol includes several initiatives relating to health and safety, training and the promotion of diversity.
- The lifelong training measures are regarded as the most effective means of increasing the know-how and competitiveness of the company.

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⁴⁰ Available at http://ec.europa.eu/europe2020/pdf/targets_en.pdf, accessed on 15/04/13

A3.14 Green Economy and Competences of Organisations (GECO), Italy

Country: Italy

Sector(s): Renewable energy sector

Model of social partnership: Bipartite

Timetable: 2010 - 2012

National policy framework context

- In Italy the continuous vocational training (CVT) system was established in 2003. It is not yet complete mainly because of the lack of agreed professional and training standards across the country and because of incomplete monitoring reports from the regions (EIROonline, 2013).
- The role played by social partners has been pivotal in the design of the system, in the goal setting and in the implementation, through specific training activities promoted also at company levels (EIRO, 2013).
- The involvement of the social partners actions in the CVT can be grouped and summarised as follows (EIRO, 2013):
 - Social partners are consulted at national and regional levels in the provision and definition of CVT.
 - Bilateral bodies, whose aim is to promote and monitor vocational education and training programmes agreed by social partners at national, sector, regional and provincial levels (i.e. regional and provincial level).
 - Inter-sectoral Bilateral Funds set at national level between the most representative social partners, namely the Italian General Confederation of Labour (CGIL), the Italian Confederation of Worker's Trade Unions (CISL), the Italian Labour Union (UIL) and Confindustria.

Aims of the initiative

- Taking into account the different competences and organisational models within the companies, the main purpose of the project was to test and provide a tailored tool that allows companies to map, manage and anticipate the skills needs within the company (GECO, 2012)
- It aimed at transferring and testing a specific methodology developed by *Le Boterf*. The emphasis of this original methodology is placed on what it means for a professional to act "with skills" in working situations corresponding to their job (GECO, 2012). Therefore it facilitates the identification not only of the present skillsets within the company but also the likely evolution of the occupations.
- Finally it aimed at identifying occupational profiles of several professionals working in the renewable energy sector.

Model of social partner engagement

- The Green Economy and Competence of Organisation (GECO) is a "Transfer of Innovation" Project approved by the Italian National Agency responsible for the EU Lifelong Learning Programme Leonardo. It is a transnational partnership which includes Italy, Greece and Latvia.
- Confindustria Campania was responsible for initiating and leading the project, while it is promoted by *Organismo Bilaterale Regionale per la formazione in Campania* (OBR Campania). OBR Campania is the bilateral organisation of the regional employer association (Confindustria) and the most representative trade unions. OBR is also the territorial division of Fondimpresa, the largest of the Italian inter-sectoral bilateral fund for training.
- The GECO project was supported by a range of partners:
 - OBR Campania is in charge for the promotion of the project and acts as a technical coordinator with national and international partners. It assists partners during workshops and development of testing. It is responsible for the construction of transnational seminars. It takes care of the website and the community management along with its partner Speha-Fresia.

- Speha-Fresia was mainly responsible for the implementation of monitoring and evaluation tools through questionnaires. As a result of this activity the company itself directly tested the methodology used in the project.
 - Confindustria Puglia as the Technical Committee partner, responsible for the implementation of the project in Puglia.
 - CEPAS is a private personnel and training courses certification body and was responsible for the certification of the PV installer and provided expertise for the design of the Tools kit of Quality Training.
 - CGIL, CISL and UIL branches in Campania are responsible for dissemination through seminars and meetings both at regional and national levels. As a result some regions such as Trentino Alto Adige were interested to better understand the methodology and its results.
- The transnational partnership also includes public training agencies in Greece (KEK) and Latvia (VISC) responsible for adapting transferring the training tools and instruments.

Key content and results of the initiative

- An external consultant ran several laboratories with the employees in each company in order to map the professional profiles present, the relationships between employees, the main problems and issues and the firm's projects. This bottom-up approach is not based on formal definitions but on the real situations experienced by workers and managers in their day-to-day work.
- By overlapping these mapping exercises it was then possible to identify the competencies and qualifications present in the company and the skills needed.
- This methodological tool to forecast jobs and skills needs is used to determine the impact of lifelong learning and the probable scenarios for development of different jobs, highlighting the essential elements and what training is needed to manage the anticipated changes.
- The occupational profiles identified through this methodological approach included: solar photovoltaic (PV) installers, wind farm managers, renewable energy installers, renewable energy operators, renewable energy construction managers, air speed (anemometer) services technicians, and persons responsible for the implementation of anemometer systems.
- The PV installers were certified by a private accreditation institution (i.e. CEPAS). The certification lasts 3 years and can be renewed. The certification is accredited and recognised at national level, although no specific rule for recognition is in place in several Italian regions.
- The project costs accounted for €388,683. It is the result of a co-investment between EU and social partner's funds. The funding was mainly provided by the Lifelong learning Project Leonardo (75%) whereas the rest was funded by the partners (25%).
- 14 companies have been involved in the initiative, 2 large companies and 13 SMEs (particularly micro-enterprises). A total of 260 employees working in these firms were directly and indirectly involved in the project.
- During the dissemination phase, approximately 300 teachers and trainers involved in the provision of lifelong learning courses participated in seminars and laboratories organised by the partners.
- During the dissemination activities it was also agreed that the renewable energy sector is undergoing a rapid transformation and that the workers in this sector need a more integrated set of skills to address these changes. In Campania, this resulted in a joint initiative presented by the regional social partners to the regional administration of Campania. This introduced specific occupational profiles and related training which takes into account of the integrated nature of the renewable energy technologies. As a result, training will in the future consider mechanical, electrical and hydraulic skills.
- The project was able to develop and implement model that starting from professional situations and practices leads to identifying training needs in a logic of progression of the workers' professional life.

Success factors and lessons learned

- The identification of training and qualification needs in the company has to be linked to a thorough description of the relationship between employees working in the company. Furthermore it was important to relate the “internal language” with the standard definition of skills and qualifications at national and international level. This was particularly important in small and micro-enterprises companies, where this allowed to identify skills and competencies needs and eased the process to access further funding opportunities.
- Another success factor was the bottom-up approach which helped to identify skills needs. For instance, as a result of the crisis the demand for solar thermal increased whereas the photovoltaic demand fell. As a result the skills required by the market changed and the companies needed specific training to address these challenges. The bottom-up approach helped to identify these gaps and address them through tailored training.
- In terms of lessons learned it was important to create a flexible certification system, based on “real problems” rather than on theoretical training. Professionals well known at local level that based their professionalism on experience had initially problems in passing the theoretical exams to obtain the certification, whereas were able to use theoretical knowledge when asked to apply the theoretical knowledge in practice. A more flexible examination approach helped to ease this process.
- In terms of innovation between countries the experience allowed mutual learning. The organisations involved in the project were able to share information and tools and tried to embed the experiences of the other countries within their national context. For instance the professional profiles developed in Italy have been used by the Latvian organisation for vocational training (VISC) to develop a “green competence path” in the training offered.

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Consultations

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Mario Vitolo, OBR Campania (‘Organismo Bilaterale per la formazione’), Italy interviewed on 13 June 2013

A3.15 Social Dialogue Centre for Glass Industry, Poland

Country: Poland

Sector(s): Glass

Model of social partnership: Bipartite

Timetable: 2004 - ongoing

National policy framework context

- The agreement in the Glass sector enabled common positions to be found between social partners on environmental legislation and the CO2 quotas allocated to the glass sector (ETUC et al. 2011).
- In 2004 the Federation of Trade Unions of Chemical, Glass and Ceramic Industry, Secretary's Office of Chemical Industry (NSZZ "Solidarność") and the Polish Glass Manufacturers Federation signed a Framework Agreement on autonomous dialogue in the glass industry. This agreement determines the targets and sets out the principles of social dialogue in the sector (SDGI, 2009).
- The initiative falls under the EU Structural Funds, Human Resource Development Operational Programme. This programme supports projects focused on the acquisition of knowledge and skills. The goal is to affirm the practice of pursuing professional studies throughout one's life and secure higher quality of workforce and access to quality education and training. The programme finances projects guaranteeing equal opportunities and enhancing the development of social economics and improvement of labor conditions.

Aim of the initiative

- The purpose is the strengthening of sectoral social dialogue in the glass industry. The project is aimed at employers and employees from glass industry companies.

Model of social partner engagement

- The agreement provides for two annual meetings between representatives of the employers and employees, at which point any main challenges affecting the glass sector are raised and discussed (ETUC, 2011).
- As part of the agreement the social partners undertook actions developed a "Social Dialogue Centre for the Glass industry" (SDGI, 2009).

Key content of the initiative

- The remit of the centre is fourfold: to constantly improve the social dialogue in the glass industry; to carry out economic and technical analyses on the basis of the work by the social partners and experts called in as required; to develop e-dialogue technologies; and finally to prepare training courses for employers and employees on topics relating to the glass industry (ETUC, 2011)
- Training courses covering environmental issues and the principles of social dialogue were organised at a regional level in order to prepare special partners to conduct dialogue in a variety of areas and at different levels.
- An internet system E-Dialogue Platform was prepared in order to assist the information and communication process (SDGI, 2009)
- The project is part financed by the European Social Fund and state budget, as part of the Operational Programme Human Capital.

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A3.16 Danfoss Trata Competence Centre, Slovenia

Country: Slovenia

Sector(s): Industrial machines and equipment

Model of social partnership: Unilateral (employer)

Timetable: 2010 - 2011

National policy framework context

- Following the decision to relocate the heat exchanger production from Finland to Slovenia, a competence centre for heat exchangers was set up at Danfoss Trata, which is engaged with in the sector of repair and installation of industrial machinery and equipment.
- One of the most important factors that led to the decision to establish the competence centre in Slovenia was the long-lasting cooperation with research and development institutes and universities.

Aim of the initiative

- The aim of the relocation was to reduce the number of production plants and to create a strong leading company in the field of heat exchanger development and technology (EMCC)
- A product development management was established to analyse trends and make suggestions in terms of to what products and processes should work in the future, including new skills needed (Eurofound, 2013)
- The overall focus of the initiative was to set up a permanent internal training process, with green business practices being one of the topics.

Model of social partner engagement

- Development of internal training practices among Danfoss Trata employers following the decision to relocate from Finland to Slovenia.

Key content of the initiative

- The needs of the new competence centre for workers in the services sector have been carefully anticipated and assessed by the business plan for the establishment of the centre. This included the anticipation of the quantity and quality employment needs.
- Overall, Danfoss Trata provides three types of training for its employees: (i) individual training related to a particular job (seminars, courses, training for new employees), (ii) group training (team learning and discussions, resolution of particular and / or conflict situations), (iii) periodical training of all employees (general issues, such as safety at work, labour relations, etc.) (EMCC).
- Learning-by-doing has been the prevalent type of training. In this respect 6 months before the new competence centre was opened in Slovenia, 45 employees had regularly visited Finland for training (Eurofound, 2013).
- Introductory training sessions for new employees were prepared. A series of 22 sessions in various topics was organised in 2010.

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A3.17 Integrated National Centre for Training in Renewable Energies (CENIFER), Spain

Country: Spain

Sector(s): Renewable energy

Model of social partnership: Partnership (regional government + enterprise) **Timetable:** 2006-ongoing

National policy framework context

- On the 6 February 2011 the Spanish Confederation of Employers' Organisations (CEOE), the Spanish Confederation of Small and Medium-Sized Enterprises (CEPYME), the Trade Union Confederation of Workers' Commissions (CCOO) and the General Workers' Confederation (UGT) signed the 'agreement for employment and collective bargaining' 2012–2014. The second chapter of this agreement focuses on employment, training, flexicurity, information and consultation, mostly including general recommendations such as the promotion of stable employment.
- Training activities are integrated in three fields; specific or regulated, occupational and lifelong learning in order to respond to the different needs of individuals and society. Training is provided in compliance with Law 5/2002 (Ley Orgánica de las Cualificaciones y de la Formación Profesional). The Government of Navarra (Comunidad Foral de Navarra) built a vocational training centre in accordance with Law 5/2002. The Integrated National Centre for Training in Renewable Energies (CENIFER) was created through the Royal-Decree 1936/2004 and its functions have been updated in the Royal-Decree 229/2008
- The Center for Training in Renewable Energies (CENIFER) is one of the 44 national educational reference centres for vocational educational and training. These centres, certified by the Ministry of Labour and Social Affairs, were created to perform actions for innovation and experimentation in the field of vocational training.
- Moreover, CENIFER has also a foundation for the promotion of training in the technical field of renewable energy. The creation of this foundation was approved by the Government on 22 December 2003.

Aims and objectives of the initiative

- CENIFER was created to train professionals in the field of renewables; some professionals have found employment in the region and others abroad. This national centre analyses training trends and skills needs in order to implement innovative practices, establish benchmarks and good practices for other vocational educational centres. They also seek to promote networks with business and universities.
- CENIFER is also responsible for designing and updating training courses at the national level and for coordinating universities, private companies and education centres in order to meet the needs of the labour market.

Model of social partner engagement

- The Government of Navarra with the collaboration of enterprises⁴¹ has promoted CENIFER to respond to the training needs that arise in the field of clean energy.⁴² Company participation is considered essential in CENIFER. Companies actively participate in the elaboration of the

⁴¹ Acciona energía, Acsolar XXI, Agencia energética Municipal de Pamplona, Bi-Yak, Cener, Frio y Hostelería Navarra, Fluitecnik, S.A, Gamesa Innovation and Technology, Ingetam, Gapi mantenimiento, Servicios de la Comarca de Pamplona, Giroa, Acciona Solar, Eólica Navarra, Instituto Nacional de técnica aeroespacial, Hospital de Navarra, Fontanería Tabar, Iberdrola, Ferrovial servicios, Inspección y control de instalaciones, K.L.Frio, Metalbauen, Gonzalez Estremad y asociados, Natura Climate Systems, Eca, Navarra de Componentes Hidráulicos, Soluciones mecánicas y tecnológicas, Soniclíma industrial, Schneider, Humiclíma Norte, Tudela Solar, T.I.R.Bostak Telecomunicaciones, Vaillant, Enerpal, Naven Ingenieros, Tesicnor.

⁴² "Navarra Plan for the development of Vocational Training" was approved by the Government on the 26th of December 2001. Chapter I, Economic and professional qualifications, emphasizes the importance of renewable energy and the role of Navarra in this sector.

curriculum of the students through Tripartite Foundation for Training in Employment, the state entity in charge of promoting and coordinating the execution of public policies in the field of Continuing Training.

- CENIFER training in renewable energies is sponsored by the Department of Innovation, Enterprise and Employment and the Department of Education of the government of Navarra as well as six of the biggest companies in the sector: Acciona Energía, Gamesa Eólica, Ecotecnia, Ingeteam, Gas Natural Eólica and Eólica Navarra Grupo Enhol (Government of Navarra, 2010). This tool promotes technical training in the field of renewable energies.

Key content and results of the initiative

- The first company management programme for renewable sector companies was established in 2006, in collaboration with the Association of Industry of Navarra (AIN), the Employers' Federation of Navarra (CEN), the Employment Service of Navarra and with support from the European Social Fund (ESF).
- CENIFER now offers various courses on renewable energies for different profiles including vocational training for businesses, professionals and teachers which are also often tailored to meet specific business needs. More than 50 courses have been offered, most of them, 35, addressed to enterprises and professionals, some have focused on Navarra region (5) and some others had a national approach (9). CENIFER offers 3 vocational training courses for young people.
- The centre covers all forms of training to develop, refresh, and update skills among new entrants, teachers and existing workers:
 - Specific or regulated, aimed at young people preparing for the professional world. CENIFER has developed 3 upper vocational and training cycles lasting 2,000 hours on solar energy and efficiency, thermal and fluids, and renewable energy. Students receive a formal accreditation after passing the exams.
 - Occupational: for unemployed people in order to work in a sector with growth prospects.
 - For businesses and professionals: intended for all those who already work into renewables and need to keep updated.
 - Technical development for teachers: for constant updating of teachers in this field.
 - Collaborative programmes for the training of technicians from other countries.
- CENIFER tries to optimize the possibilities by spreading and popularizing the use of their installations. CENIFER organises visits for engineers and technical architects, free lectures for different productive sectors, as well as sporadic sessions for general public and entry routes for students.
- The training encompasses six areas: thermal-solar energy; photovoltaic solar energy; regulation and control of industrial communication nets; wind energy; hydropower energy; and a common area. The common area includes: regulation, dealing with environmental aids and grants, electronics, air conditioning and industrial processes, etc. In 2011, 31 courses were implemented with 388 students (21 % less than in 2010).
- CENIFER is a public education and training centre mainly financed by the Government of Navarra. In 2012, 80,000 euros were assigned to them under the title renewable energy. Moreover, this centre has received the support from Employment Ministry (Ministerio de Trabajo) and European funds.⁴³ Enterprises also make donations of obsolete machinery. A total of 5.41 million euros has been invested in the creation of the centre. CENIFER has a workforce of 22 people at its 40,000-square-metre premises in Imárcoain. The complex has 9 classrooms and 8 workshops. More than 5,000 students have been trained in the centre from its opening up to December 2009.

⁴³ The resources that finance the subsystem of vocational training for employment come from the vocational training contributions collected by the Social Security system, European Social Fund grants and the specific contributions established in the budget of the Public State Employment Service.

- There are no specific studies on the impact of CENIFER courses on the development of renewable energy or on the direct impact on the professional development of participating students. The only formal evaluation procedure of the skills training response that has been carried out is feedback from students at the end of their course which, according to CENIFER staff, is widely positive.

Success factors and lessons learned

- The impact of the crisis has negatively affected CENIFER; the amount of resources has been reduced and enterprises have less material to offer on their courses. This is also compounded by enterprise concerns to safeguard their knowledge and know-how, and a corresponding reluctance to share this openly with potential competitors.
- The success of CENIFER is the involvement of the Government of Navarra and the participation of enterprises. Students are trained with the materials and machinery used in the companies, there is a good match between the skills demanded in the labour market and the training provided to the students.
- CENIFER has demonstrated leadership and strongly contributed to the development of vocational training that incorporates an environmental dimension into its schemes, learning cycles, tertiary degrees and programmes (EEO, 2013). A lack of monitoring and evaluation of training outcomes however precludes more detailed understanding of the programme's success.

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Idoia Arteta, CENIFER, interviewed on 23 May 2013

A3.17 Green Skills Partnership for London, UK

Country: United Kingdom

Sector(s): Cross-sectoral

Model of social partnership: Tripartite

Timetable: 2011 - ongoing

National policy framework context

- A lack of formal recognition of a role for 'green stewards' in collective bargaining processes however means that employers' are under no obligation to allow time off to support such union activities. Collective agreements on issues besides pay and working time are not widespread in the UK, and are primarily conducted at company level (EIRO, 2013). While vocational education and training (*or further education*) is strong in a minority of professional and technical sectors, it has historically been weak in others. Much of the provision of skills training is decentralized to the employer-led Sector Skills Councils (SSC).
- SSCs represent and co-ordinate the interests of employers and other stakeholders including trade unions on training issues in economic sectors. In 2012, the Green Deal Skills Alliance of three Sector Skills Councils - Asset Skills, Construction Skills and Summit Skills - was established through the Employer Investment Fund to support the UK government's flagship environmental policy.
- At national level, the Green Economy Council (GEC) is a tripartite grouping which provides advice to develop and implement the HM Government (2011) 'Green Economy Roadmap'. Employers and Trade Unions also participate in the related tripartite GEC Task Groups to support strategies on Skills, Energy Intense Industries, and Clean Coal.

Aims of the initiative

- Deliver the skills needed for greening economies through training in particular sectors: construction, building technology, horticulture, hair and beauty, white goods refurbishment and waste management. Where possible, Unionlearn acts to ensure training is accredited, of high quality and linked to actual employment outcomes.
- Increase individual employability and develop progression pathways in targeted sectors by supporting apprenticeships, work placements and employment opportunities.
- Work within communities to promote awareness and engagement with the low carbon agenda.

Model of social partner engagement

- The Green Skills Partnership is essentially an umbrella, pooling together a range of actors to support the training and reintegration of the unemployed or low-skilled through the development of green progression pathways.
- The projects are coordinated by Unionlearn, in partnership with a host of organisations and stakeholders. Unionlearn is the learning and skills organisation of the Trades Union Congress (TUC), and is perceived as a broker or facilitator of lifelong learning activities.
- Partner organisations include trade unions (the construction union - UCATT, Unite, and the University and College Union - UCU); Further Education Colleges, Sector Skills Councils; Job Centre Plus (JCP) as well as various London borough councils (e.g. Wandsworth, Lewisham, Lambeth, Southwark); private companies (e.g. Lendlease, Lakehouse, Carillion), community groups and voluntary organisations (e.g. Groundwork, Treesforcities and Remakery).
- Group meetings lasting 2.5 hours are held every 6 weeks to exchange information among the partners and discuss new funding and work opportunities.
- While individual enterprises and employers are involved in the partnerships, there has been limited engagement with employers' representatives such as the Confederation of British Industry (CBI) and the Federation of Small Businesses (FSB) to date.

Key content and results of the initiative

- Agreements and support of employers to provide work placements and pre-employment opportunities in horticulture, waste management and retrofit sectors. Here, as a result of the various projects in operation, more than 100 people have found full-time employment opportunities across South London.
- In the construction industry, employers (e.g. Lend Lease) and tradesmen collaborated with the public employment service to identify what skills were needed and identify shortfalls. Pre-entry routes and progression pathways for the unemployed, low-skilled and other disadvantaged groups (e.g. ex-offenders) have been developed to facilitate labour market re-entry.
- Supports the accreditation of otherwise informal training as well as coordinating projects to integrate renewable energy micro-generation into the retrofitting of social housing.
- 68 people trained as 'Discussion Leaders', through mentoring and online courses e.g. TUC Discussion Leaders training - Environmental Skills and Eco-Awareness with 17 opting to follow a progression pathway to a Preparing to Teach in the Lifelong Learning Sector (PTLLS) qualification (level 3 and 4).
- Communications and awareness raising through publications, events and competitions e.g. the hair and beauty sector project 'Skin' awards green salons and employees and has written a guide to greening the sector.
- Outreach through colleges to promote the environmental quality of the curricula: the Environmental Association for Universities and Colleges (EAUC) has awarded Lewisham College and UCATT 'Green Gown Awards' for Learning and Skills in recognition of their work under the Green Skills Partnership.
- Resources have in the earlier stages largely been mobilised in terms of people's time. Increasingly employers are considering and developing privately funded training initiatives with the help of the GSP. The union learning fund of £20m may also be drawn upon. Funding has also been drawn from the Learning Skills and Improvement Service, the JCP Flexible Support fund, City Bridge Trust and the BIG lottery fund.
- Working as a partnership has meant that the submitted bids carry more weight behind them as each stakeholder has something different to offer. The GSP is increasingly organising bids around the UK Employer Ownership Fund and the EU Structural Funds (e.g. ESF).
- Following the initial successes in establishing partnerships for delivering Green Skills in South and East London, the partnership approach is currently being extended to Kent, Sussex and Norwich, while Midlands Unionlearn are setting up an empty homes retrofit project with Carillion and UCATT in Birmingham.
- Through the connections forged between the partnerships, further links have been established between the GSP and existing pilot schemes funded by the European Social Fund, such as the Skills for Climate Change initiative led by Newham College (SFCC, 2013). This collaboration supports further bids for funding as well as support the continued development and dissemination of the initiative's pre-qualification toolkit.

Success factors and lessons learned

- Originally targeted at a particular technology (Solar PV), the subsequent policy decisions to cut the level of feed-in tariffs reduced the demand and employment opportunities in the sector. While this initially since as a hindrance, it enabled the programme to open up to the wider green agenda and consider the job opportunities in horticulture and other growth industries such as social housing.
- A particular challenge has been the effectiveness in engaging representatives at city or institutional level. Effective transfer from London to other areas e.g. North West Leicestershire, has been hampered by the lack of training infrastructure and limited number of potential providers to partner with. This suggests that a concentration of industries and bodies or 'critical mass' is a condition of a successful partnership.
- A further barrier to replication has been the difficulties of knowledge transfer associated with a lack of established partnerships with employers and/or trust between competing businesses and

providers. The use of existing networks of employers and colleges, identifying common interests among partners to support the individual and the development of new forums to reach out to and engage employers can all help to overcome such difficulties.

- One of the partnerships key strengths is its 'joined-up' approach, which enables organisations to share information and resources on funding applications, training opportunities, and work placements. The brokerage role played by Unionlearn is invaluable in this regard, as it is focused on increasing the accessibility and reach of the programme and maximising the benefits of the individual skills initiatives to the learner and the wider green agenda (rather than on winning any particular contract).
- Union Learning Representatives are provided with facilities and time where trade unions are recognised by legislation to promote skills and learning and 'green skills' are increasingly on their agenda.
- Full-scale evaluation is likely to be hampered by the fragmented and high number of micro-initiatives associated with it. The lack of a central database of monitoring indicators and the disparate funding sources and origins may impede a comprehensive evaluation to identify the added value at the programme level.

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Consultations

Richard Blakeley, Unionlearn, Trade Union Congress, UK, interviewed on 25 March 2013

Stuart Barber Coordinator of the Green Skills Partnership, Unionlearn South and East Region Trade Union Congress (SERTUC), UK

A3.18 Green Workplaces, UK

Country: United Kingdom

Sector(s): Cross-sectoral

Model of social partnership: Tripartite

Timetable: 2006 - ongoing

National policy framework context

- The Green Economy Council (GEC) is a tripartite grouping which provides advice to develop and implement the HM Government (2011) Green Economy Roadmap.
- Employers and Trade Unions also participate in the related tripartite GEC Task Groups to support strategies on Skills, Energy Intense Industries, and Clean Coal.
- TUC has set up a National Green Workplace Network Steering Group through the TUC's Trade Unions Sustainable Development Advisory Committee (TUSDAC).

Aim of the initiative

- Develop good environmental practices in workplaces to secure energy and resource savings. Sectors include public services, energy, telecoms, steel, finance, manufacturing etc.

Model of social partner engagement

- The green workplaces network is supported and coordinated by Trades Union Congress (TUC) in collaboration with a host of organisations and stakeholders: including unions at sector level e.g. PCS, UCU, CWU and NUT, employers' organisations and individual employers in the public and private sectors.
- Green Trade Union representatives are currently not officially recognised as union representatives. Instead Trade Unions have, on an ad-hoc basis, been extending the rights of existing TU reps (e.g. Shop Stewards, Health and Safety, and Learning representatives) to cover an ever widening environmental agenda at work to tackle climate change.

Key content of the initiative

- Joint work and consultations to build a strong business case for each project to promote workplace environmental policies, practices and management systems, identify potential resource savings and carry out environmental risk assessments and audits.
- Support and advice for green TU representatives and officers including via an online environmental training course, to support environmental consultations with employers and the implementation of programmes to increase resource efficiency.
- A number of affiliates also run their own environmental courses and in total 100 joint union-management training courses have been developed.
- Communication strategies (e.g. events, committees, publications) to raise awareness and monitoring and evaluation activities to demonstrate the benefits of greening for employers.
- A successful bid by a consortium of four unions (PCS, UCU, CWU and NUT) for Defra funding has led to the Climate Solidarity project, which aims to build community/workplace links for greening working and living.

References

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<http://www.tuc.org.uk/extras/greenworkplacesreport.pdf>, accessed on 25 March 2013

TUC, 2012, 'Stewarding the Green Skills Agenda', Report by Unionlearn with the TUC

TUC Green Workplaces website, <http://www.tuc.org.uk/greenworkplaces>, accessed on 25 March 2013

Consultations

Philip Pearson, TUC, interviewed on 25 March 2013

Richard Blakely, Unionlearn, UK, interviewed on 25 March 2013

A3.19 Skills for Energy, East of England, UK

Country: United Kingdom

Sector(s): Energy sectors

Model of social partnership: Partnership (Employer + State)

Timetable: 2004 - ongoing

National policy framework context

- The East of England is one of the hubs for the UK offshore oil and gas industry and areas off the regions coast have also been selected for major offshore wind farm expansion.
- The New Anglia Local Enterprise Partnership (NALEP) works towards long term, sustainable economic growth for both Norfolk and Suffolk.

Model of social partner engagement

- The programme is led by the industry association for energy in the East of (EEEGR), which represents over 390 member companies across the supply chain. The content and approach of the training programmes has been determined by industry and a number of companies have been actively involved from the outset.
- The various initiatives are supported by the Engineering Construction Industry Training Board (ECITB) and the Sector Skills Council for Chemicals, Pharmaceuticals, Nuclear, Life Sciences, Petroleum and Polymer Industries (COGENT).
- Local colleges and universities are involved in the delivery of the training programmes - notably Lowestoft College, Great Yarmouth College, and the University of East Anglia.
- The local County Councils (Essex, Norfolk and Suffolk) have also supported the development of further links between industry and providers.
- The programme is governed by an industry-led board of Directors, representing the whole energy spectrum. The committee meet quarterly to inform Skills for Energy projects and activities.

Aim of the initiative

- The goals of the programme are to: address the drop-out rate; encourage young people into the clean energy sector; and provide existing workers and new entrants with an informed choice of career opportunities.

Key content of the initiative

- The Regional Energy Skills Strategy Report assessed the training and skills needs of the energy industry in the East of England.
- Participants gain nationally recognised energy industry qualifications from foundation level (NVQ level 2) courses through to Bachelors and Masters Courses which involve practical experience of industry and employer placements. Work trials can lead to employment and/or open way to advanced apprenticeships in the energy sector.
- Development of an Education and Training Provider Network to learn from experiences and roll-out the course provision in other colleges across the local area.
- A Forum provides further support to those in the front-line of recruitment in the industry, and a dedicated programme seeks to facilitate the access of military service personnel to the industry.
- Since 2007, EEEGR has been supported by the European Regional Development Fund (ERDF). EEEGR is in the process of seeking further funding from industry and exploring a number of other avenues to support various projects e.g. the European Social Fund, and the UK Growth and Innovation Fund.

References

DG Environment, 2010, 'Programmes for Environmental Skills', Report for the European Commission
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