EMPOWERING A JUST TRANSITION

Susanne M. Nielsen
THE GREEN AND DIGITAL TRANSITIONS

Green transition

Digital transition

Skills change
GREEN AND DIGITAL TRANSITIONS IMPACT ON LABOUR MARKET

‘Dirty’ & manual jobs disappear

New green & digital jobs emerge

Most jobs change to become greener and digital

Green and digital skills

Reskill
ETF’S NETWORK OF EXCELLENCE (ENE)

Supporting Centres of Vocational Excellence
> 300 members from > 40 countries worldwide

Peer learning network          Development of strategic partnerships          Supporting lifelong learning
Just transition eco systems

CoVEs can form integrated place-based skills ecosystems for:

✅ Aligning green transition strategies with skills development.

✅ Driving innovation and green technologies to new job markets

✅ Equipping individuals with skills for emerging sustainable industries

✅ Assisting displaced workers in transition to new roles

✅ Promoting inclusion of vulnerable groups
GRETA
Greening Responses to Excellence through Thematic Actions

- Greening vocational education and training
- Focus on green skills eco systems
- Identification of greening processes
- Practice sharing – case studies
- Co-design of thematic sessions and webinars
- Formulation of policy recommendations
GRETA

A WHOLE SYSTEM APPROACH

TRAINING

TEACHERS

STAKEHOLDERS

STRATEGIES

FUNDING
GRETA
A 360° SYSTEM APPROACH

A holistic, 360° approach to the greening of vocational education and training

Supporting CoVEs to start their greening journey

- It is not one-size fits all!
- Start small but think big
- Inspiration from everywhere

All institutional stakeholders have a key role to play

- Management/administration
- Local enterprises
- Policymakers
- Employers’ and workers’ organisations
- NGO’s
- Teachers
- Students and parents
GREEN SKILLS ECOSYSTEM

Past:
- Provision of the same skills for years
- Skills demand was analysed by policy actors and experts
- Curricula were changed to reflect changing skill needs

Present:
- Skills change at a rapid pace
- Education providers cannot keep up with technological developments
- Innovation requires input from different specialisations
- Necessary to have an international dimension
- Need for experts and practitioners to learn from each other

STAKEHOLDERS
Interaction with stakeholders and engagement in skills ecosystems

- **Employers**: Invest in competence development and work-based learning
- **VET providers**: Provide workforce training and skills development
- **Public authorities**: Provide resource infrastructure and institutional framework
- **Universities & Research centres**: Contribute to innovation
- **Sector associations & NGOs**: Provide expertise and learning opportunities
- **Individuals**: Students and employees take part in lifelong learning
COOPERATION ON SKILLS FOR THE GREEN AND DIGITAL TRANSITIONS

**Employers**
Invest in competence development and work-based learning

**Public authorities**
Provide resource infrastructure and institutional framework

**Individuals (employees, learners)**
Take part in lifelong learning

**Research centres**
Contribute to innovation

**Education and training providers**
Provide relevant and transferable skills

**Sector bodies, NGOs**
Provide expertise and learning opportunities

**Skills**
- Common projects
- Apprenticeships
- Entrepreneurship
- Incubators
- Research

**Employers**
Invest in competence development and work-based learning

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Take part in lifelong learning

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GRETA: STAKEHOLDERS
KEY CHALLENGES

❖ Difficulty engaging employers in joint initiatives
❖ Differing viewpoints on who should take the lead
❖ Complications associated with managing multi-stakeholder partnerships
❖ Lack of access to relevant and updated green technologies and knowledge
Knowledge Exchange: Facilitating discussions and sharing expertise on environmentally friendly practices, fostering a deeper understanding of green skills requirements.

Skills identification and development: Identifying the most relevant skills needed for a sustainable future and designing training programs that address these requirements through input from all stakeholders.

Policy formation: Enabling the development of inclusive policies that consider diverse perspectives, leading to effective strategies for promoting green skills development and sustainability.

Enhanced implementation: Encouraging the implementation of green initiatives by ensuring buy-in and support from all involved parties, thus increasing the effectiveness and impact of sustainability efforts.

SOCIAL DIALOUGE – plays a key role in skills eco systems
GRETA: STAKEHOLDERS CASE STUDIES TO INSPIRE

Construction college Construct 2 (Georgia)

- Private-Public Partnership with Georgian Ministry of Education and Science and private company, BK Construction
- Collaboration between educators and employers to understand the skills needs and identify the skills gaps
- Focus on energy efficient building materials and facilitating students’ hands-on training

STAKEHOLDERS Interaction with stakeholders and engagement in skills ecosystems
GRETA: STAKEHOLDERS
CASE STUDIES TO INSPIRE

Mykolaiv Higher Vocational School No. 21 (Ukraine)

- Private-Public partnerships to support the professional development of teachers and trainers

- Greening the campus with the support of local government by installing energy saving light sources and implementing information campaigns on energy saving aimed at students

STAKEHOLDERS
Interaction with stakeholders and engagement in skills ecosystems
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‘Greening of VET – Processes, Practices and Policies’

GRETA REPORT
Available online!
ADDITIONAL INFORMATION

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