

Future skill needs for the **green** economy

6-7 October 2008, Thessaloniki, Greece

Focus group questions

- 1. What are the main trends and mechanisms that are restructuring Europe's green economy? Which specific and general skills are new and emerging and which are declining?**
- 2. Which occupations are needed to mitigate climate change and what policies (national or EU initiatives) should be designed to meet the demand for green occupations?**
- 3. How to develop education and training systems to respond quickly to continuously changing requirements? How to bring closer educational and training standards to occupational standards and employer priorities in green jobs?**



Focus group report (1)

John McGrath
FÁS



Drivers of Green Economy

Scientific, social understanding of climate change

Targeted reductions in carbon emissions

Rising cost of energy

Security of supply issues

Population growth

‘Cool to be green’



Drivers of Green Economy

Incentives/subsidies

Fiscal policies (e.g. carbon taxes)

Liberalisation of utilities

Regulation/legislation

Trends towards preventative measures

Restructuring of companies



Skills (general) for Green Economy

Strategic/leadership skills

Adaptability/transferability skills

Systems analysis (primacy of design)

Holistic approach

Risk analysis

Co-ordination skills

Entrepreneurship

Less complex at lower levels



Skills (specific) for Green Economy

Knowledge of sustainable materials

Relevant traditional skills

“Carbon foot printing” skills

Environmental impact assessment skills (flora, fauna)

Good grasp of the ‘sound’ sciences



Policies for developing the green economy

Promoting awareness of critical importance of green agenda

At national and EU levels

Positive supports for those who ‘lose out’ (e.g. Globalisation fund)

“Spreading the Pain”

Ban eating meat

EU exemption for selective incentives

Broader based skills training



Role of education and training

Greater understanding of market needs

Able to work in multi-disciplinary teams

“Train the trainer”

Incentives for work placed learning

Role of social partners in defining competences

Extension of ‘right to be informed’ to green agenda

Strengthen “skills foresight mechanisms



Role of education and training

‘Recognition of formal/non-formal learning

Analyse other green economies

More quality internships

Incentives for quality internships

EU guidelines for promotion of green awareness in education

EU wide certification for energy assessors etc..



Focus group report (2)

Clive Walmsley
Countryside Council for Wales

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- 1. What are the main trends and mechanisms that are restructuring Europe's green economy? Which specific and general skills are new and emerging and which are declining?**



Question 1: Main trends and mechanisms

- Climate change
- Resource availability and demand
- Market – rising energy prices
- Energy security
- Flexibility and diversity of supply
- Ecosystem goods and services
- Varying national priorities relating to both policy, legislative and natural capacities



Question 1: Main trends and mechanisms

- Kyoto and Post-Kyoto
- EU emission reduction targets
- Renewable Energy targets
- EU Biofuel targets
- EU energy efficiency
- Habitats and Birds Directive
- WFD and Soils Directive

Question 1: Declining and emerging skills

- Decline in coal and some other heavy industries but most sectors will have to evolve
- Decline in physical, low skills employment
- Growth in virtual, electronic interaction
- Innovation and high skills research
- “Green collar” vocational employment to implement technologies
- Multi-disciplinary, inter-cultural working
- Value engineering methods: relative inputs & outputs

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2. Which occupations are needed to mitigate climate change and what policies (national or EU initiatives) should be designed to meet the demand for green occupations?



Question 2

- All occupations will need ‘greening’ spectrum from solely green focused
- Skills base for each mitigation technology
- Technological expertise and communication skills
- Providing advice to companies, eg carbon auditing and consumers
- Cascading information to professionals eg. planners, architects, builders, plumbers



Question 2

- Small professions could be key to delivery of emission reductions and achieving GHG targets but their size may be overlooked
- Revised curriculum only applicable to students – must address Life Long Learning
- Retraining professionals and blue-collar workers
- New policies – early ID of skills needs and support for training the trainers to take on skills implications of new policies e.g. biomass plan



Question 2

- New Skills for New Jobs agenda
- EU Climate Change Action Plan – ECCPII
- Green Jobs Strategy – Scotland, Wales
- Renewable Energy Strategy
- National Energy Efficiency Scheme

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- 3. How to develop education and training systems to respond quickly to continuously changing requirements?
How to bring closer educational and training standards to occupational standards and employer priorities in green jobs?**



Question 3

- Social dialogue between employers and unions with education systems/training standards
- CPD – training of trainers as fast moving technological area – greening/technological modules
- Poor communication between govt. and education – coordination, coordination
- Rate of change limiting factor – market may develop ahead of education so need accreditation
- Innovators link to educators



Question 3

- New way of working for society – will affect whole of society so skills, education needs across direct, indirect and wider society
- Behavioural/technological changes to deliver mitigation will happen because economically beneficial, legislative/fiscal measures **or training/education**