



INFORMAL COMMISSION EXPERT GROUP ‘WORKING GROUP ON VOCATIONAL EDUCATION AND TRAINING AND THE GREEN TRANSITION’

TERMS OF REFERENCE

1. BACKGROUND

The Commission’s Communication of 30 September 2020 on Achieving the European Education Area by 2025¹ (hereafter ‘EEA Communication’) and the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)² (hereafter ‘Council Resolution’) call for maintaining the format of working groups as part of the “tried and tested working arrangements” in the context of the new cycle of European cooperation in education and training. In particular, the Council Resolution stresses that the mutual learning initiatives should have “clear mandates, time schedules and planned outputs to be proposed by the Commission in cooperation with Member States”.

The overall **objective** of the new working group shall be to **promote mutual learning on policy reform of national education systems** with a view to **effectively contributing to the achievement of the European Education Area by 2025**, and as relevant, the **Digital Education Action Plan (2021-2027) through tangible outputs**.

By continuing the work done under the previous strategic framework for European cooperation in education and training (ET 2020), the new working groups shall be established as informal Commission expert groups, in compliance with the horizontal rules³. Through their respective roles and specific tasks, the expert groups shall provide the Commission with advice and expertise in the policy areas that they cover, and they shall be part of a governance structure that shall coordinate the work and steer the development of the strategic framework, within the overarching objective of achieving and further developing the European Education Area (EEA).

As part of the strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), their overall work shall reflect the vision, milestones and specific initiatives set forth in the EEA Communication and the priority areas, issues and actions of the Council Resolution, with each working group addressing concrete policy issues and actions, in line with their specific objectives detailed in annexes to their Terms of Reference.

¹ <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1601687240311&uri=CELEX:52020DC0625>

² [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

³ C(2016) 3301 final

One of these groups shall be covering issues of vocational education and training (VET) and the green transition.

The main objective of this group is to help countries implementing the principles and objectives of the **Council Recommendation on vocational education and training** for sustainable competitiveness, social fairness and resilience and the **Osnabrück Declaration** on vocational education and training as an enabler of recovery and just transitions to digital and green economies, **with particular reference to the green transition**. The work is in line with the European Green Deal and the European Pillar of Social Rights, as well as Action 6 of the European Skills Agenda, and priorities 2 and 5 of the Council Resolution.

Furthermore, the group shall **promote mutual learning** on sustainable practice in national VET systems. This would mean collecting, exchanging, assessing and disseminating good practices on ways to address the key challenges facing VET systems, in line with the policy documents mentioned above.

The group shall start its activities in September 2021 and end the first working cycle by the end of 2025.

2. SUBJECT MATTER

The group of experts on Vocational Education and Training and the Green Transition ('the group') is set up.

3. TASKS

The group's tasks shall be:

1. to assist Directorate-General for Employment, Social Affairs and Inclusion (DG EMPL), in the preparation of policy initiatives in the field of vocational education and training and the green transition.
2. to establish cooperation/coordination between the Commission and Member States or stakeholders on questions relating to the policies in the field of vocational education and training and the green transition.
3. to bring about an exchange of experience and good practice in the field of vocational education and training and the green transition.

Priority areas from the Council Resolution to be addressed: 1. Quality, equity, inclusion and success in education and training, 2. Lifelong learning and mobility, 3. Teachers and Trainers, 5. Green and digital transitions.

The specific objectives are further detailed in the annex.

4. MEMBERSHIP

1. Members shall be organisations, Member States' authorities, other public entities including public entities from acceding and candidate countries, Iceland, Liechtenstein

and Norway, Union bodies, offices or agencies and international organisations (Type C, D and E Members).

2. Member States' authorities, organisations and other public entities shall nominate their representatives and shall be responsible for ensuring that their representatives provide a high level of expertise. DG EMPL may refuse the nomination by an organisation of a representative if it considers this nomination inappropriate in the light of the requirements specified in the call for applications. In such case, the organisation concerned shall be asked to appoint another representative.
3. Organisations who are members who are no longer capable of contributing effectively to the expert group's deliberations, who, in the opinion of DG EMPL do not comply with the conditions set out in Article 339 of the Treaty on the Functioning of the European Union or who resign, shall no longer be invited to participate in any meetings of the group and may be replaced for the remainder of their term of office.

5. SELECTION PROCESS

1. The selection of organisations as group's members (Type C) shall be carried out via a public call for applications, to be published on the Register of Commission expert groups and other similar entities ('the Register of expert groups'). In addition, the call for applications may be published through other means, including on dedicated websites. The call for applications shall clearly outline the selection criteria, including the required expertise and the interests to be represented in relation to the work to be performed. The minimum deadline for applications shall be four weeks.
2. Registration in the Transparency Register is required in order for organisations to be appointed.
3. The members of the group shall be appointed by the the Director-General of DG EMPL from applicants with competence in the areas referred to in point 3 and who have responded to the call for applications.
4. Members shall be appointed for until 31 December 2025. They shall remain in office until replaced/until the end of their term of office. Their term of office may be renewed.
5. DG EMPL shall establish a reserve list of suitable candidates that may be used to appoint members' replacements. DG EMPL shall ask applicants for their consent before including their names on the reserve list.

6. CHAIR

The group shall be chaired by a representative of DG EMPL.

7. OPERATION

1. The group shall act at the request of DG EMPL, in compliance with the horizontal rules⁴.
2. Meetings of the group shall, in principle, be held on Commission premises, virtually, or hybrid (on Commission premises and virtually), depending on the circumstances.

⁴ C(2016) 3301, Article 13.1.

3. DG EMPL shall provide secretarial services. Commission officials from other departments with an interest in the proceedings may attend meetings of the group and its sub-groups.
4. In agreement with DG EMPL, the group may, by simple majority of its members, decide that deliberations shall be public.
5. Minutes on the discussion on each point on the agenda and on the opinions delivered by the group shall be meaningful and complete. Minutes shall be drafted by the secretariat under the responsibility of the Chair.
6. The group shall adopt its opinions, recommendations or reports by consensus.

8. SUB-GROUPS

1. DG EMPL may set up sub-groups for the purpose of examining specific questions on the basis of terms of reference defined by DG EMPL. Sub-groups shall operate in compliance with the horizontal rules and shall report to the group. They shall be dissolved as soon as their mandate is fulfilled.
2. The members of sub-groups that are not members of the group shall be selected via a public call for applications, in compliance with point 5 and the horizontal rules⁵.

9. INVITED EXPERTS

DG EMPL may invite experts with specific expertise with respect to a subject matter on the agenda to take part in the work of the group or sub-groups on an *ad hoc* basis.

10. OBSERVERS

1. Organisations and public entities other than Member States' authorities may be granted an observer status, in compliance with the horizontal rules, by direct invitation.
2. Organisations and public entities appointed as observers shall nominate their representatives.
3. Observers' representatives may be permitted by the Chair to take part in the discussions of the group and sub-groups and provide expertise. However, they shall not participate in the formulation of recommendations or advice of the group and sub-groups.

11. RULES OF PROCEDURE

On a proposal by and in agreement with DG EMPL the group shall adopt its rules of procedure by simple majority of its members, on the basis of the standard rules of procedure for expert groups, in compliance with the horizontal rules⁶. Sub-groups shall operate in compliance with the group's rules of procedure.

⁵ C(2016), Articles 10 and 14.2.

⁶ See Article 17 of the horizontal rules.

12. PROFESSIONAL SECRECY AND HANDLING OF CLASSIFIED INFORMATION

The members of the group and their representatives, as well as invited experts and observers, are subject to the obligation of professional secrecy, which by virtue of the Treaties and the rules implementing them applies to all members of the institutions and their staff, as well as to the Commission's rules on security regarding the protection of Union classified information, laid down in Commission Decisions (EU, Euratom) 2015/443⁷ and 2015/444⁸. Should they fail to respect these obligations, the Commission may take all appropriate measures.

13. TRANSPARENCY

1. The group and its sub-groups shall be registered in the Register of Commission expert groups and other similar entities ('the Register of expert groups').
2. As regards the group and sub-groups composition, the following data shall be published on the Register of expert groups:
 - (a) the name of Member States' authorities;
 - (b) the name of other public entities, including the name of third countries' authorities;
 - (c) the name of member organisations; the interest represented shall be disclosed;
 - (d) the name of observers.
3. All relevant documents, including the agendas, the minutes and the participants' submissions, shall be made available on the Register of expert groups. In particular, DG EMPL shall publish the agenda and other relevant background documents in due time ahead of the meeting, followed by timely publication of minutes. Exceptions to publication shall only be possible where it is deemed that disclosure of a document would undermine the protection of a public or private interest as defined in Article 4 of Regulation (EC) N° 1049/2001⁹.

14. MEETING EXPENSES

1. Participants in the activities of the group and sub-groups shall not be remunerated for the services they offer.
2. Travel and subsistence expenses incurred by participants in the activities of the group and sub-groups shall be reimbursed by the Commission. Reimbursement shall be made in accordance with the provisions in force within the Commission and within the limits of the available appropriations allocated to the Commission departments under the annual procedure for the allocation of resources.

⁷ Commission Decision (EU, Euratom) 2015/443 of 13 March 2015 on Security in the Commission (OJ L 72, 17.3.2015, p. 41).

⁸ Commission Decision (EU, Euratom) 2015/444 of 13 March 2015 on the security rules for protecting EU classified information (OJ L 72, 17.3.2015, p. 53).

⁹ These exceptions are intended to protect public security, military affairs, international relations, financial, monetary or economic policy, privacy and integrity of the individual, commercial interests, court proceedings and legal advice, inspections/investigations/audits and the institution's decision-making process.

ANNEX:

- Description of specific objectives.

Done in Brussels, on 23 July 2021.

Achieving the European Education Area by 2025

Annex: Working Group on Vocational Education and Training and the Green Transition 2021-2025

**Strategic framework for European cooperation in
education and training towards the European
Education Area and beyond (2021-2030)**



Working Group on Vocational Education and Training and the Green Transition

Title	Vocational Education and Training and the Green Transition
Duration of mandate	2021-2025 ¹⁰
Coordinating Unit(s)	EMPL.E.3. – VET, Adult Learning and Apprenticeships
Chair (Head of Unit level) ¹¹	Chiara RIONDINO/Norbert SCHOEBEL
Coordinating official(s)	Sue BIRD

OBJECTIVE

The main objective of the Working Group is to enable technical exchanges and contributions to help countries implement the principles and objectives of the **Council Recommendation on vocational education and training (VET)**¹² for sustainable competitiveness, social fairness and resilience, and the **Osnabrück Declaration**¹³ on vocational education and training as an enabler of recovery and just transitions to digital and green economies, **with particular reference to the green transition**. The work is in line with the European Green Deal¹⁴ and the European Pillar of Social Rights¹⁵, as well as Action 6 of the European Skills Agenda¹⁶, and priorities 2 and 5 of the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030)¹⁷.

The latter identifies the green transition, together with the digital one, as the core focus of the Union's agenda for the next decade. The transition to an environmentally sustainable, circular and climate-neutral economy will have significant social, economic and employment impacts. Without ensuring that all citizens obtain the necessary knowledge, competences, skills and attitudes to cope with these changes, a socially just transformation of the EU will be impossible.

Skills for the green transitions are not just about technical skills to learn a technology, trade or craft. They are also about transversal skills, such as in the fields of science, technology, engineering and math and digital skills as well as soft skills. This calls for modernised, effective, inclusive and excellent VET at all qualification levels, including higher levels of European Qualifications Framework (EQF),

¹⁰ The Working Groups will run until 2025, throughout the first cycle of the strategic framework, along broader objectives that can be reviewed and updated, if needed to reflect emerging policy needs, including during the stocktaking exercise foreseen in 2022 as part of the European Education Area Progress Report. Concrete outputs to support Member States in their national reforms and contribute to the achievement of the European Education Area will be further defined in the work plan of respective Working Groups.

¹¹ For some of the specific outputs and peer learning events identified below, Member State representatives may be invited to take the lead, if appropriate.

¹² <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32020H1202%2801%29>

¹³ https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

¹⁴ <https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal>

¹⁵ https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights_en

¹⁶ <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

¹⁷ [https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226\(01\)](https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX:32021G0226(01))

that has an impact on meeting labour market and societal challenges, and that offers an attractive and high-quality pathway for jobs and life.

The digital transition and digital skills can contribute to enabling the green transition. The Working Group will build on the work of the previous ET2020 VET Working Group on innovation and digitalisation, which already analysed in-depth how (i) innovation and digitalisation impact VET also in terms of teaching methods and ii) how to build the capacity of VET to support innovation and digitalisation¹⁸. It will also liaise closely with the EEA Working Group on Digital Education, which will also look into how the digital transformation affects all sectors of education and training, including VET.

The **Council Recommendation on VET** recognises that “vocational education and training is a driver for innovation and growth and prepares for the digital and green transitions and occupations in high demand”. Amongst other, it underlines that the offer of VET needs to be significantly adapted and/or expanded, and that VET institutions need to embed environmental and social sustainability in their programmes and organisational management, thus contributing to the implementation of the UN Sustainable Development Goals.

The Recommendation also highlights the need to further develop VET programmes at EQF levels 5 to 8 to support a growing need for higher vocational skills in line with national context. These higher skills will also be further demanded in the context of the green transition.

It also recommends that **Centres of Vocational Excellence**¹⁹ act as catalysts for local business investment, supporting recovery, green and digital transitions and that teachers, trainers and other staff in VET undertake initial and continuing professional development in order to deliver high quality training, including at higher qualification levels (EQF levels 5-8).

The **Osnabrück Declaration** devotes a specific objective (Objective 3) to “Sustainability – a Green Link in VET”, encompassing a number of actions at national level and highlighting the link between digitalisation and sustainability:

- Creating incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects;
- Defining labour-market-relevant skills for the green transition that are to be incorporated in curricula and VET provision, including basic skills across all sectors and occupations and sector-specific skills in cooperation with the social partners;
- Defining and supporting opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in view of increasing digitalisation and sustainability within the provision and management of training programmes.

The governance framework is also important. This includes management of skills sustainability mainstreaming into other policy areas. It includes securing the finance to implement policies, which in the case of skills at European level means primarily the **European Social Fund+, InvestEU** and the **Erasmus+ programme**. The governance framework in addition covers relations with

¹⁸ <https://ec.europa.eu/social/BlobServlet?docId=23274&langId=en>

¹⁹ <https://ec.europa.eu/social/vocational-excellence>

stakeholders – members of this WG for example, but also recent Commission initiatives such as the **Pact for Skills**.

Underpinning the above, is the **experience of the COVID-19 period** and the need to recover well from the setbacks it has caused, in line with what is already outlined above.

In as much as greening of the economy is happening at pace, equally a new more flexible, individualised learning environment is pertinent. **Micro-credentials and individual learning accounts** could have a role to play in this context.

The Working Group should support technical exchanges and contributions in order to:

- i) **help implement the objectives, priorities and principles** included in the Council Recommendation on VET, Osnabrück Declaration, European Skills Agenda and EEA Council Resolution with particular reference to the green transition.
- ii) **promote mutual learning** on sustainable practice in national VET systems. This would mean collecting, exchanging, assessing and disseminating good practices on ways to address the key challenges facing VET systems, in line with the policy documents mentioned above.

The Working Group should not duplicate the work of other Working Groups, past or present, and should inform and receive information from all other Working Groups, as relevant.

The fact that some upcoming initiatives are mentioned in these specific objectives, does not anticipate or pre-empt any future decisions on such initiatives, that will be taken at the appropriate level and according to the appropriate procedures.

MAIN CONCRETE ISSUES THAT WILL BE ADDRESSED

- i) **Helping to integrate environmental and climate considerations into vocational education and training, including curricula and training courses by:**
 - Defining and supporting opportunities to enable teaching and training staff, managing teams in VET providers and trainers and mentors in companies to act as multipliers and mediators, in order to increase sustainability within the provision and management of training programmes (Osnabrück Declaration, Objective 3)
 - Promoting incentives for greening VET programmes, including education and training in green technologies and innovation, in energy efficiency, circular economy, environmental awareness, sustainable use of learning and training material, digitalisation to reduce climate effects (Osnabrück Declaration, Objective 3)
 - Promoting initial and continuing professional development of teachers, trainers and other staff in vocational education and training in order to deliver high quality training (VET Recommendation, paragraph 13)
 - Mapping innovative tools for the greening of VET (linked to VET Recommendation, paragraph 12)
 - Identifying and supporting opportunities for sustainable learner and staff mobility, including virtual mobility, aimed at acquiring skills for the green transition (VET Recommendation 15).
- ii) **Providing technical input to the development of a core green skills-set for the labour market to guide training across the economy with a view to creating a**

generation of climate, environment and health conscious professionals and green economic operators by:

- Identifying labour-market-relevant skills for the green transition (Skills Agenda, Action 6), and
- Showcasing how they are to be incorporated in curricula and VET provision (Osnabrück Declaration, Objective 3)
- Using input as relevant and available from the Competence Framework for Sustainability under development.

iii) Sharing experience on how to make the greening of vocational education and training resilient by:

- Being part of economic, industrial and innovation strategies, and regional innovation/smart specialisation strategies including those linked to recovery and the green transition, including at higher qualification levels (EQF levels 5-8)²⁰ (VET Recommendation paragraphs 7, 8, 9)
- Providing an overview of relevant existing national/regional arrangements and financial frameworks with a focus on mainstreaming environmental sustainability across the entire VET sector (VET Recommendation paragraphs 25)
- Assessing sustainable partnerships (public/private) at regional and sectoral level for the governance of vocational education and training, focussing on the green transition and its link to the digital transition (VET Recommendation paragraphs 22).
- Exploiting the opportunities offered by new technologies, including artificial intelligence, to support the green transition.

Priority areas to be addressed:

The Working Group also contributes to the horizontal priorities of Annex III of the Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), as follows:

<input checked="" type="checkbox"/> 1. Quality, equity, inclusion and success in education and training
<input checked="" type="checkbox"/> 2. Lifelong learning and mobility
<input checked="" type="checkbox"/> 3. Teachers and Trainers
<input type="checkbox"/> 4. Higher education
<input checked="" type="checkbox"/> 5. Green and digital transitions

²⁰ Closely linked to the initiative on Centres of Vocational Excellence, that can also be a vehicle for supporting the implementation of these experiences, through Erasmus+ support.

Priority area 1 - Quality, equity, inclusion and success in education and training

i) Promoting the mastering of key competences, including basic skills, which are a prerequisite to thrive in life, to find or create fulfilling jobs and to become engaged citizens.

vi) Helping all learners reach a baseline level of proficiency in basic skills²¹, with a special focus on groups at risk of underachievement, including identifying effective policy reforms to support better achievement in basic skills, specifically concerning curriculum and/or assessment, as well as the capacity of institutions and staff to be innovative and develop their learning approaches and environments.

vii) Promoting green educational/training success strategies at national level in order to foster the successful conclusion of education and training pathways by all learners and to reduce low-achievement, by supporting a whole-institution approach with an overall inclusive learner-centred vision of education and training.

xv) Fostering sustainable investment in quality and inclusive education and training.

Priority area 2 - Lifelong learning and mobility

i) Relaunching and continuing lifelong learning strategies and addressing the transition phases within education and training, while promoting, through high-quality career guidance and recognition of prior learning, transitions to and between vocational education and training, higher education and adult learning, including non-formal and informal learning, and from education and training to work.

ii) Making lifelong learning strategies more robust and inclusive in order to allow those who have left early to re-enter education in flexible forms through life, and those who need it to be able to access higher education and VET programmes to update or acquire skills (upskilling and reskilling) that the jobs of tomorrow require, at all stages of life.

iii) Ensuring that education and training systems, including adult learning systems support all learners in accessing a changing and greener labour market and in contributing to their personal development, become more agile, resilient, future-proof, attractive and tailored to the green and digital transitions, should provide upskilling and updating training opportunities throughout the working life, and should strengthen the cooperation with other stakeholders, such as companies or other workplaces.

iv) Implementing the Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies.

v) Strengthening the key role of higher education and VET systems in supporting lifelong learning and reaching out to a more diverse student body. Exploring the concept and use of micro-credentials and individual learning accounts can help widen learning opportunities and could strengthen the role of VET in lifelong learning by providing more flexible and modular learning opportunities, and offering more inclusive learning paths.

viii) Updating the learning mobility framework accompanying the strengthened Erasmus+ programme to enable mobility opportunities for a much wider variety of participants, foster green and digital mobility, including by blending online and physical exchanges, and to encourage balanced mobility.

Priority area 3 - Teachers and Trainers

iv) Explore the possibility of developing policy tools [...] to increase relevance of initial teacher education programmes as well as development of continuous professional development opportunities and to provide guidance for teachers in their career progression.

vii) Supporting the promotion of excellence in teaching on the green agenda at all levels of education and training, through effective organisation of learning and structural incentives, by promoting

²¹ i.e. skills for the green transition.

appropriate support mechanisms, infrastructure and teaching materials and research-based teacher/trainer education, as well as exploring new ways to assess the quality of teacher training.

xii) Ensuring that teacher and trainer education and training programmes also prepare teachers and trainers at all levels and types of education and training programmes for their key role in equipping learners with the competences to live, work, and act towards sustainable development and in enhancing well-being and mental health for all learners.

Priority area 5 - Green and digital transitions

iv) Mobilising expertise and resources for networking, and supporting creative approaches in green education and training.

v) Promoting environmental sustainability perspectives across education and training curricula, at all levels of education and within an inter-disciplinary approach, and promoting educational concepts, such as Education for Sustainable Development and Global Citizenship Education, in order to empower citizens to contribute to sustainable development.

vi) Fostering new sustainable education and training infrastructure ('greening of education infrastructure').

Contribution to implementation of other major EU policy initiatives

- European Skills Agenda 2020
- Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience
- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies
- European Green Deal
- European Pillar of Social Rights and Action Plan

Contribution to implementation of major EU funding initiatives

The activities of the Working Group will contribute to the implementation of EU funds with and in Member States. This mainly concerns the European Social Fund+, **Erasmus+**, Recovery and Resilience Facility, Just Transition Fund, InvestEU, and Horizon Europe. The Working Group will provide guidance and inspiration for cooperation projects under European Social Fund+ and Erasmus+, in particular, and further measures to address the green skills and VET transition.

It will also provide guidance for further developing the green dimension of the initiative on Centres of Vocational Excellence (CoVE), while taking into account the results of the innovative CoVE projects funded by Erasmus+ that have a particular focus on Green skills²².

²² [GREENOVET](#) – European VET Excellence Platform for Green Innovation
[EPLUG](#) – European Platform for Urban Greening
[3LOE](#) – Three-Level Centres of Professional Excellence: Qualification, Entrepreneurship and Innovation in the Green Economy

Affiliations and joint activities with other bodies of governance (EEA and related areas):

Name of entity	Subject of cooperation	Planned joint activities/ reporting
Directors-General for Vocational Training (DGVET)	Green VET at national level	Reporting to meetings, consultation on the work of the Working Group, proposing lines to take, dissemination of main results/key messages
Advisory Committee for Vocational Training (ACVT)	Stakeholder views of green VET	Reporting to meetings, consultation on the work of the Working Group, proposing lines to take, dissemination of main results/key messages
Pact for Skills	Stakeholder (particularly the private sector) views of green VET	Reporting to meetings, consultation on the work of the Working Group, dissemination of main results/key messages, use the work of the Working Group as an encouragement to pledges by members of the Pact
European Alliance for Apprenticeships	Apprenticeships stakeholder views of green VET	Reporting to meetings, consultation on the work of the Working Group, dissemination of main results/key messages, use the work of the Working Group as an encouragement to pledges by members of the Alliance
EQAVET	EQAVET National Reference Points - views on green VET	Reporting to meetings, consultation on the work of the Working Group, dissemination of main results/key messages, use the work of the Working Group as a benchmark for members individual activities

EXPECTED TANGIBLE OUTPUTS (linked to concrete issues to be addressed):

Activities under this mandate will result in outputs that are both published (in digital format and for download) and are interactive (peer learning activities). The purpose of these different forms is to blend the sharing of policy approaches with critical reflection and action planning.

Common tools and approaches incorporating peer learning and good practice,

In relation to sharing of the Working Group:

- Planning, running of and reporting on in-depth peer learning activities on topics identified by the WG, including as relevant joint reports and background material shared by members of the Working Group that can be useful in national implementation as well as fora for mutual learning;
- Evidence - based input where requested;
- 2-page summary of Working Group outcomes translated into all EU languages;
- 1-page infographic translated into all EU official languages.

Research and policy analysis tasks:

- Gathering of current existing evidence on skills for the green transition and VET/Higher VET – in close cooperation with Cedefop, the European Training Foundation (ETF), as well as other relevant organisations, such as UNESCO-UNEVOC and the OECD;
- Proposal for a common understanding of skills for the green transition;
- Opportunities for VET / higher VET and how it links to other parts of the education and training system, as well as strengthening the link with the knowledge triangle and the modernisation of VET systems across the EU;
- Widely-accepted good practices in Member States at national and/or regional level, and based on this in-depth case studies;
- Set of success factors with preliminary conclusions.

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Support for communication and dissemination activities:

- Graphs and (web) infographics;
- Layout and graphical development.

Follow-up of EEA/European Skills Agenda actions:

- Council Recommendation on vocational education and training (VET) for sustainable competitiveness, social fairness, and resilience
- Council Recommendation on education for environmental sustainability
- Erasmus+ programme
- Centres of Vocational Excellence
- Approach to micro-credentials

RECURRENT ACTIVITIES:

• **Support to Member States facing issues on sustainability identified in CSRs:**

If relevant and on request to Working Group members, the Working Group will provide support to clusters of Member States in response to issues identified in the CSRs, by having those Member States benefit from the practical experience and good practices of other Member States.

• **Support to Member States implementing EU RRF/Structural Funds-funded contributions to the green transition in VET:**

As part of peer learning activities, the Working Group could identify good practices and concrete examples on the use of EU funds to support the greening of the VET provision, curricula and pedagogies.

- **Support to Member States for Covid-19 recovery:**

If relevant and on request to Working Group members, provide support to clusters of Member States in response to issues identified for Covid-19 recovery, for instance by organising peer learning on topics of common concern (e.g. provision of training to re-skill workers made redundant from fossil fuel companies affected by the COVID slowdown and the green transition, to be able to take up positions in renewable energy companies).

- **Support to the incubation and follow-up of Erasmus+ projects:**

The Working Group can follow activities taking place under Erasmus+ projects (in particular those on Centres of Vocational Excellence, and the Alliances for Innovation), in so far as these activities are relevant to the work of the Working Group.

INDICATIVE ROADMAP (2021-2022):

On the basis of this roadmap, the Working Group will draw up a work plan for 2021-2022.

<u>PHASE</u>	<u>MAIN THEMES/ACTIVITIES</u>	<u>DELIVERABLES</u>
Phase 1: September – December 2021	Discussion of work programme for the period September 2021 to December 2022	Work programme
Phase 2: January - June 2022	Peer learning activities Develop a common understanding of skills for the green transition	Contribution to and lessons learned from peer learning Compendium of good practices
Phase 3: July - December 2022	Recording of interim results of the Working Group's work Consider success factors and draw conclusions Interim outputs of the work of the Working Group Work programme for the next phase of the Working Group's activities	Contribution to and lessons learned from peer learning 2-page interim summary of WG outcomes, 1-page infographic Report, including case studies Graphs and (web) infographics Draft work programme December 2022 +

EVIDENCE BASE

Relevant EU-level targets:

- Social Scoreboard of the European Pillar of Social Rights

Reports:

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"Education for Sustainable Development Guidance", Advance HE (2021) [Education for Sustainable Development in Higher Education | Advance HE \(advance-he.ac.uk\)](#)

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"How does the Circular Economy change Jobs in Europe", SITRA (2021) [How does the circular economy change jobs in Europe? - Sitra](#)

"European Forum Science and Education for Sustainability 2020. From Education to Action – Together for an Innovative and Sustainable Europe", Conference Paper, Berlin, 6 October 2020, Federal Ministry of Education and Research - German Presidency of the EU [Together for an innovative and sustainable Europe - BMBF](#)

"Skills for Green Jobs – European Synthesis Report", Cedefop (2018) [Skills for green jobs: 2018 update | Cedefop \(europa.eu\)](#)

"Skills for a Green Economy: Practice, Possibilities, and Prospects", John Fien (RMIT University) and Jose Roberto Guevara (RMIT University) (2013) [\(PDF\) Skills for a Green Economy: Practice, Possibilities, and Prospects \(researchgate.net\)](#)

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"Skills for a Greener Future: A Global View", International Labour Organisation (2019) [ILO Global Report: Skills for a greener future: a global view](#)

"Greener Skills and Jobs", OECD/Cedefop (2014) [Greener Skills and Jobs | en | OECD](#)

"Employment and Social Developments in Europe. Sustainable growth for all: choices for the future of Social Europe", European Commission (2019) [ESDE 2019](#)

"Skills for Green Jobs, a Global View", ILO/Cedefop (2011) [Skills for Green Jobs: A Global View \(ilo.org\)](#)

DISSEMINATION ACTIVITIES

Dissemination activities will take place at every milestone of the activities of the Working Group, particularly through on-line reporting, webpages (e.g. European Vocational Skills Week), newsletters,

news articles, opinion pieces, and social and traditional media. Results will also be presented in relevant groups and bodies, as well as communities of practice. Links will be created in this context with UNESCO-UNEVOC, Cedefop, ETF, and the OECD. <https://www.adecgroup.com/research-block/skills-for-the-green-economy/>