The purpose of our green actions

- How can policymakers **ensure** that **green policies are effectively implemented** in collaboration with CoVEs?

- How can **CoVEs contribute to** better **green policy implementation**?

- How do we **design the VET provision responsive to** the evolving labor market and **climate change challenges**?

- How do we **establish committed and purpose-driven skills ecosystems**?

We have many green policies but not much impact

2,860

classified climate-related laws and policies worldwide

192

countries and EU at least one law addressing climate change or the transition to a low-carbon economy

(LSE, 2022)

The world

is not on track

to keep the global temperature rise within 1.5 degrees

(UN, 2023)

# To understand better the presentation we need to clarify first key concepts

Centres of Vocational Excellence (CoVEs) are leading institutions among VET providers, not only at the regional but often at the national level, serving as models, coordinators, or pathfinders for other VET providers (ETF, 2024).

They distinguish themselves from traditional providers by **continuous innova**tion and providing **cutting-edge VET**.

To understand the presentation better we need to clarify first key concepts
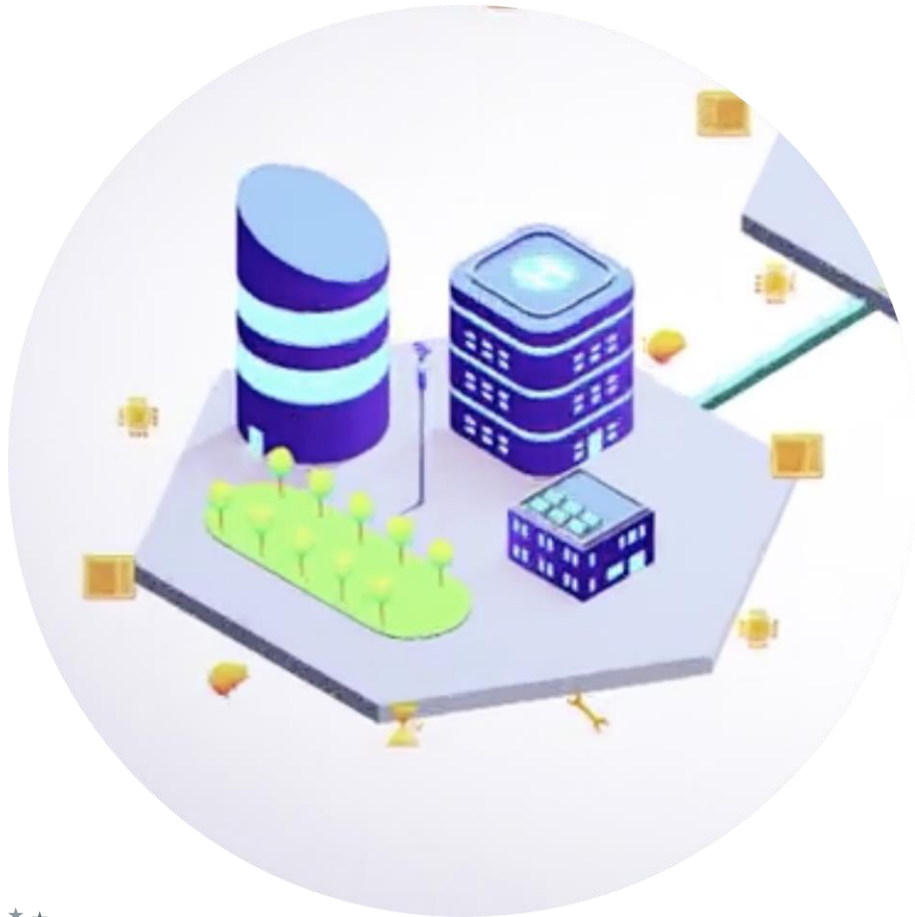
The skills ecosystem
is a collaborative community involving businesses, education/training providers, NGOs, and local stakeholders.

It addresses the supply and demand of skills to enhance business performance for individual employees.

We have identified 2 key challenges for CoVEs

1 | Innertia due to too many and not prioritised green policies

The CoVEs feel overwhelmed by numerous ineffectively coordinated green policies promoted by different institutions. This leads to inadequate implementation at the grassroots level or, even worse, inertia.

2 | Slow responsive skills ecosystem and unclear roles within it

The fast-changing labor market requires constantly adapting stakeholders' roles and responsibilities within the skills ecosystem, which causes a lack of clarity of roles and responsibilities and, finally, their commitment.
Their collaboration is often not aligned towards the same goal: preparing a learner for today's green jobs, life, and unpredictable tomorrow.

1 | Innertia due to too many and not prioritised green policies

Example of goals among institutions representing different levels

International > **European** > **Regional** > **Local**

Limit the global temperature increase to 1.5 °C

EU climate - neutrality by 2050

Resilient to water shortages, climate-resilient and water-robust by 2050

Climate neutrality by 2050 of Leuven

Paris Agreement

European Green Deal

Delta programme

Roadmap of Leuven

1 | Innertia due to too many and not prioritised green policies

Why is it important to address this challenge?

53%

of the world's national education curricula make any reference to climate change

Unesco, 2023

"

"Environmental sustainability is not yet a systemic feature of policy and practice in the EU. Specific targets, actions, indicators, and a clear vision are often lacking."

EC, 2022

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2 | Slow responsive skills ecosystem and unclear roles within it

The **evolving VET landscape** has led to new shapes and roles in skills

ecosystems, causing unclear divisions within…

Skills identification transferred from national to the regional/local level

From one-sectoral to cross-sectoral programs

The culture of CVET

More autonomy brings more responsibilities

Fast-prepared training programs for climate adaptability
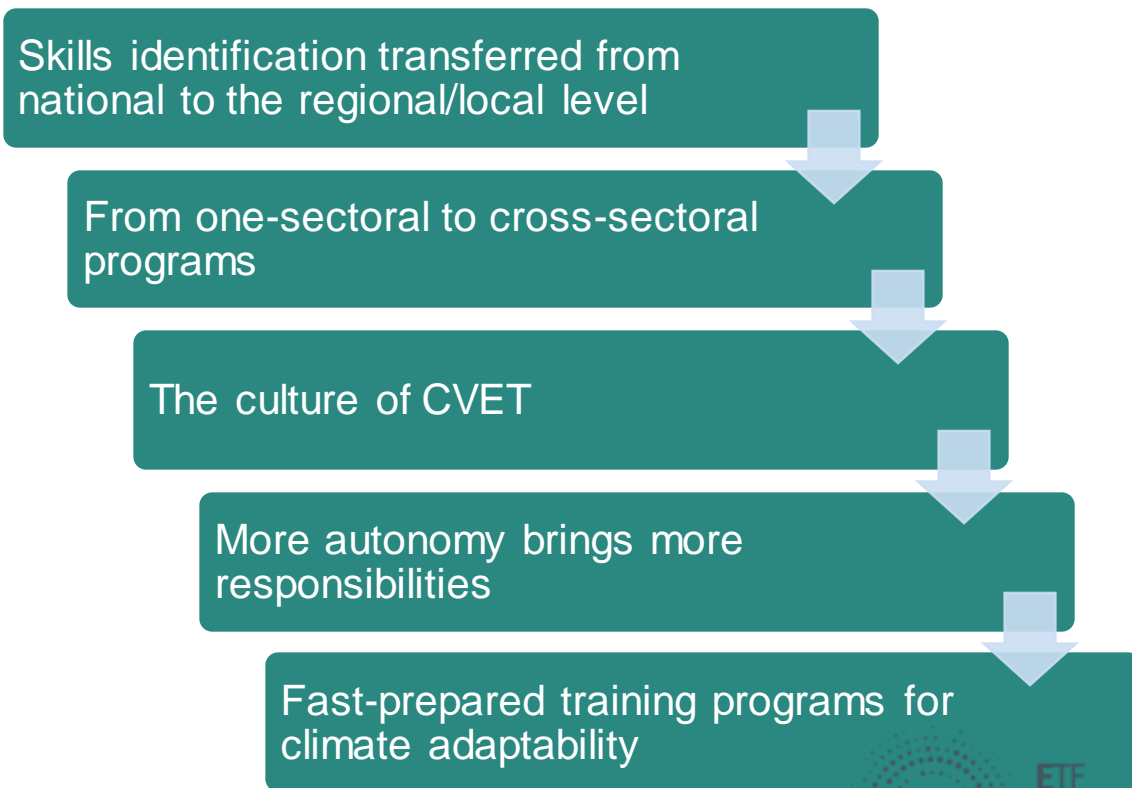
2 | Slow responsive skills ecosystem and unclear roles within it

The challenges

Daily changing labor market needs, natural disasters come **suddenly**

Nearly **75% of employers unable to find skilled workers** (Deloitte, 2023)

Growth in demand for green skills: +22.4% share of job postings require at least one green skill (Linkedin, 2023)

Current skills ecosystem

> Up to **5 years** to develop the **VET program**

> The **existing legislation** hinders fast adaptation of the skills ecosystem

> VET providers lack **network of experts** to predict and define new green skills

Opportunity

> **Frequent and quick responsiveness** to numerous changes

> **New collaboration models** of skill ecosystems for various scenarios

> **New stakeholders in the** skills ecosystems

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2 | Slow responsive skills ecosystem and unclear roles within it

Green skills ecosystem

- NGOs
- Start-ups and entrepreneurs
- Research institutions
- Businesses
- VET provider
- Employers' associations
- Individual researchers
- 21st-century experts (e.g. green skills)

New

Traditional

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2 | Slow responsive skills ecosystem and unclear roles within it

Example of clear role distribution within the skills ecosystem in the construction sector in Denmark

- The trade committee / TC performs the analysis

- TC revises all VET programs

- VET schools formulate the VET curricula

- teaching materials and implementation revised by VET schools

Based on reflections we defined key recommendations for policymakers / CoVEs

From

To

Dispersed numerous green policies

>

Aligned, effectively coordinated and prioritised green policies/actions

Slow responsive skills ecosystem

>

Adaptive skills ecosystems

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Traditional

New

Formal one-sectoral VET programs

CVET

Adaptive green skills ecosystem

Cross-sectoral programs/ modules

Fast trainings for climate adaptability

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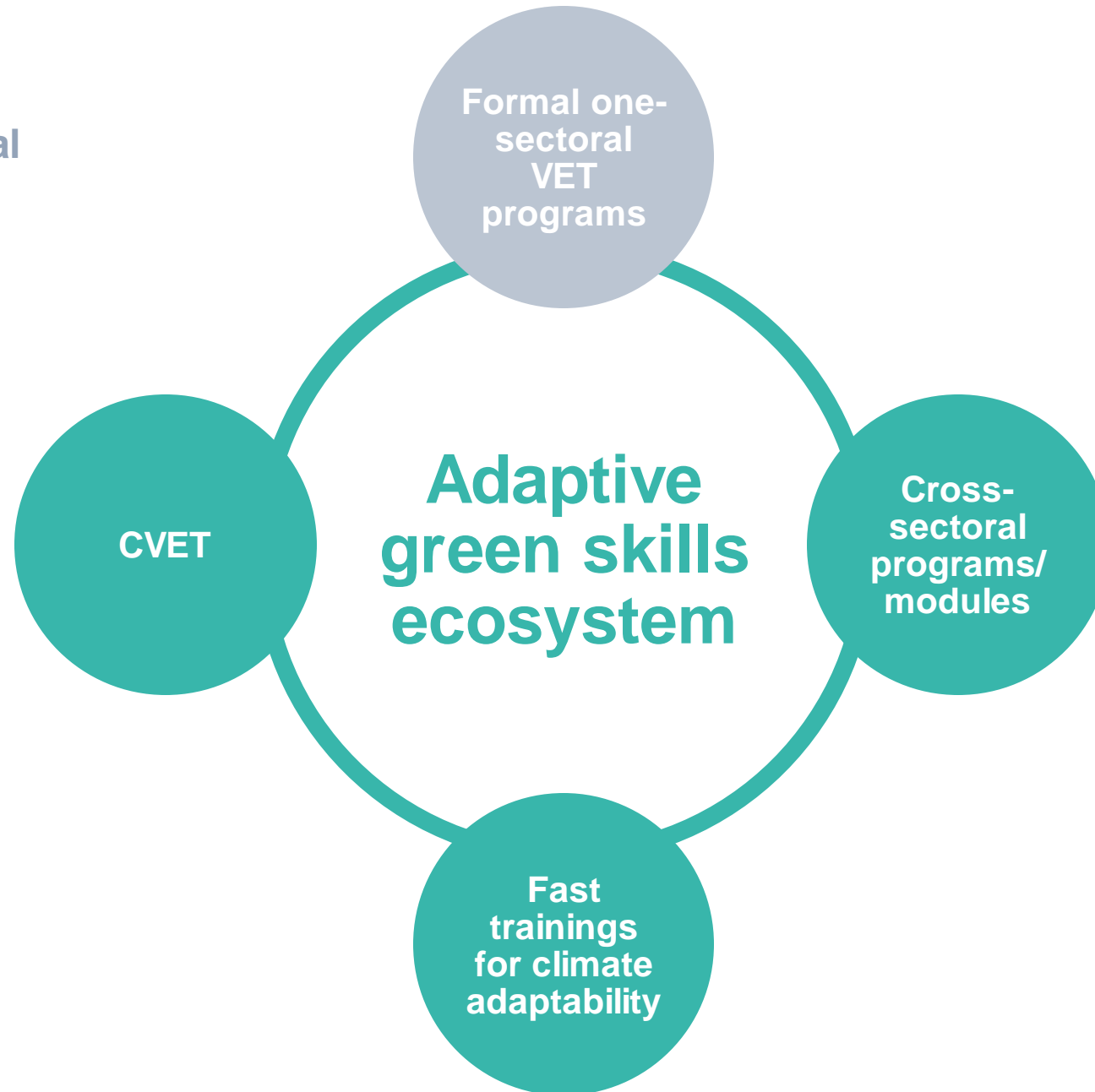
Differences between Green skills ecosystem and Innovation ecosystem
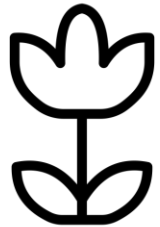
A green skills ecosystem develops and promotes skills related to environmental sustainability and ecological responsibility.

An **innovation ecosystem** fosters creativity, invention, and the development of new ideas, products, or processes across various domains.

Recommendations for policy-makers

Aligned, effectively coordinated and prioritised green policies/actions

- **Coordinated, green policy framework**

- **harmonization of green policies** and terms related to green transitions

- **alignment of** green policies **with other VET policies**

- regular communication channels and collaborative platforms (between policy level and regional skills ecosystem)

- **green policy monitoring and evaluation**

- national **Green info points**

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Recommendations for policy-makers

Adaptive green skills ecosystem

The adaptive skills ecosystem **constantly adapts and responds** to the **needs of** the **economy, society,** and **environment.** Therefore, it is necessary to write policies for the national level to :

- Adapt the skills ecosystem for the **formal VET programs in a specific sector**

- Establish the skills ecosystem for the **cross-sectoral programs or modules**

Recommendations for CoVEs and their regional skills ecosystem

Aligned, effectively coordinated and prioritised green policies/actions

- **Green Skills Week,** in collaboration with national and EU policymakers

- **localized communication strategies in collaboration with national and regional policy**

- coordination/harmonization of **the green policies** within the **regional** skills ecosystem

- **green info points** to share the **best practices in greening** with their stakeholders

Recommendations for CoVEs and their regional skills ecosystem
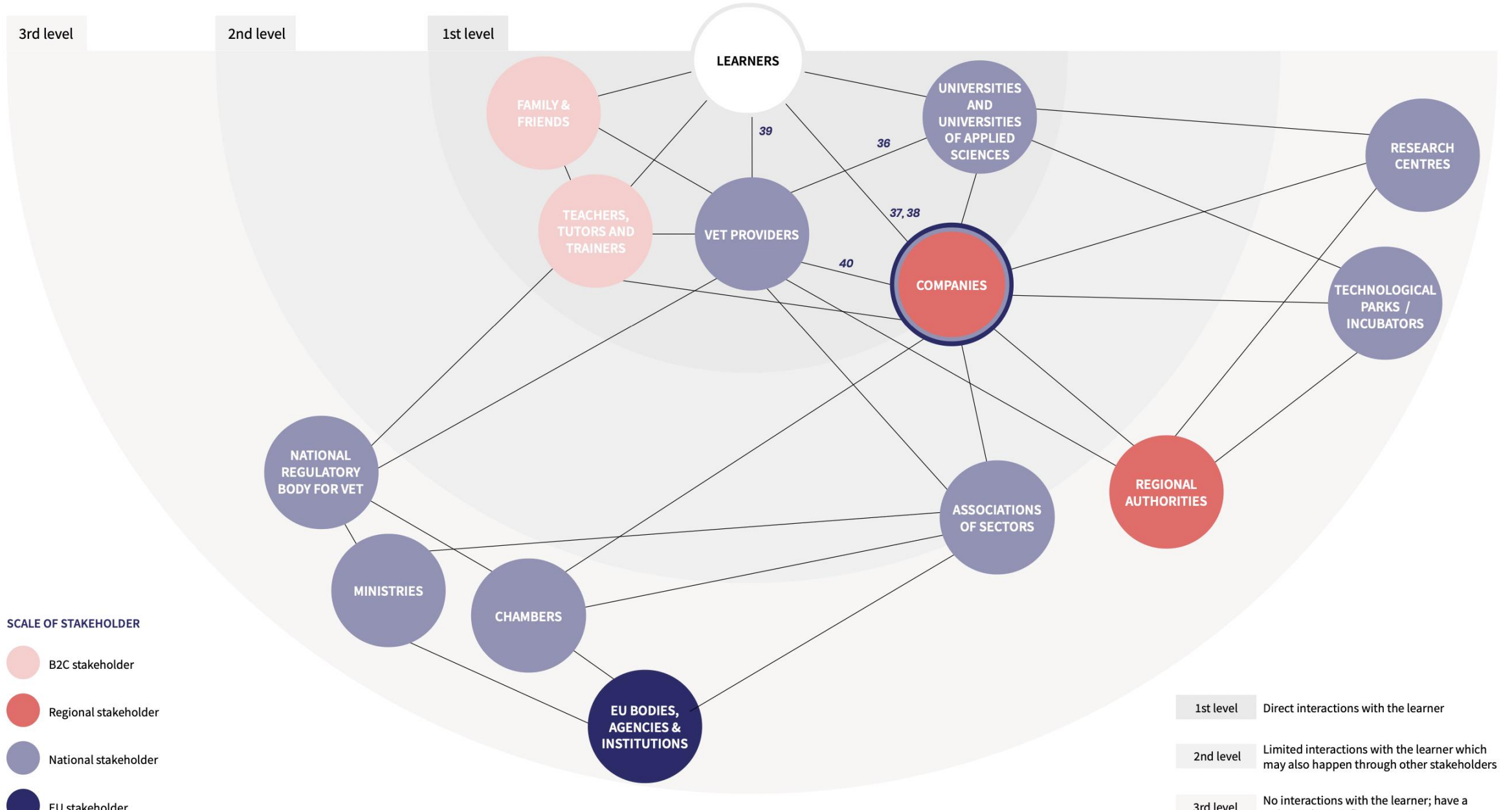
Adaptive green skills ecosystem

Adaptability and commitment through:

- establishing the skills ecosystem for the **CVET/life-long learning**
- establishing the skills ecosystem for fast-prepared training

  programs for climate adaptability

- **mapping** process of the stakeholders
- **designing** the ecosystem structure and its vision

Ecosystem relationships

The visual below doesn't attempt to show all of the relationships in the ecosystem, but rather the most relevant ones for Talentjourney.

3rd level
2nd level
1st level

LEARNERS

FAMILY & FRIENDS

TEACHERS, TUTORS AND TRAINERS

VET PROVIDERS

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UNIVERSITIES AND UNIVERSITIES OF APPLIED SCIENCES

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37, 38

40

COMPANIES

RESEARCH CENTRES

TECHNOLOGICAL PARKS / INCUBATORS

NATIONAL REGULATORY BODY FOR VET

ASSOCIATIONS OF SECTORS

REGIONAL AUTHORITIES

MINISTRIES

CHAMBERS

EU BODIES, AGENCIES & INSTITUTIONS

SCALE OF STAKEHOLDER

B2C stakeholder

Regional stakeholder

National stakeholder

EU stakeholder

1st level	Direct interactions with the learner
2nd level	Limited interactions with the learner which may also happen through other stakeholders
3rd level	No interactions with the learner; have a

Key takeaways

- Policymakers can ensure aligned, effectively coordinated, and prioritized green policies/actions at the grass root level by establishing a **coordinated, green policy framework.**

- CoVEs can contribute to better green policy implementation by **effectively coordinating and harmonizing the green policies** within the **regional skills ecosystem**.

- CoVEs can design a responsive VET provision through **Adaptive green skills ecosystems.**

- To build a **committed** skills ecosystem, **map** out who's involved, how they interact, and what values they share.

"

When circumstances change, healthy ecosystems show adaptive innovation.

Deloitte, 2023

Any questions?

**Thank you for your attention and
let's keep in touch**

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