

Proposal for an implementation roadmap for the Flemish Green Skills Strategy

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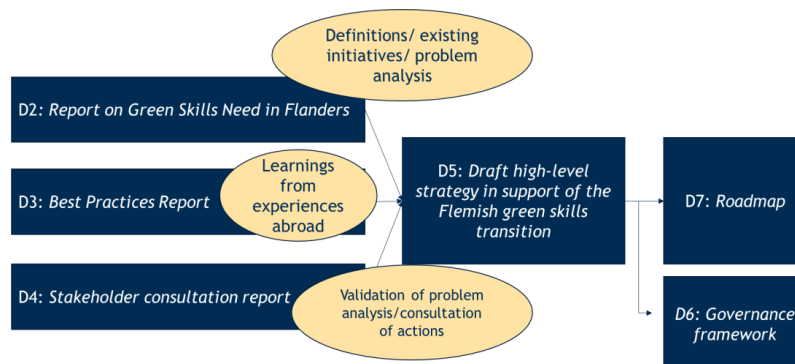
Executive Summary

E.1. Introduction

This report presents the roadmap for the development of Green Skills in Flanders. The roadmap was developed as the final product of a project funded by the European Union via the Structural Reform Support Programme and implemented by Trinomics in collaboration with DG REFORM. The objective of the project was the development of a high-level strategy together with an implementation roadmap and a governance framework to guide and support skills development for the green transition. The main beneficiary of the project is the Flemish Department of Work and Social Economy (DWSE).

We followed a structured approach to arrive at actionable measures in the roadmap. As a first step, we assessed the content of each priority area of the strategy and described the actions deriving from it in a systematic way. We based ourselves on the previous inter-linked deliverables of the project (see figure below). As part of the second step, a first draft of the roadmap was discussed with key stakeholders relevant for the different actions. Thirdly, we consulted a broad group of stakeholders on the second draft of the roadmap. Based on their feedback, the roadmap was finalised and presented.

Figure 0-1 Sources to develop the strategy, roadmap and governance framework



For the purpose of this project, we have defined green skills as skills which contribute directly or indirectly to the green transition, building on the following categorisation of skills and competences:

- Technical skills and competences (specific to occupations);
- Professional skills and competences (these can be applied across occupations, for example analytical or management skills);¹
- Cross-cutting skills and competences (these are to be adopted by society in a broad sense in order to enable the green transition).²

¹ Other examples of professional skills consist of: flexibility and adaptability, allowing to manage transitions and make decisions in terms of uncertain future; exploratory thinking and future literacy; capacity to embody complex values, e.g. system and critical thinking, problem framing.

² A competence is a combination of knowledge, skills and attitudes while skills amount to only one aspect of competences.

E.2 Building blocks for the roadmap

The assumption underlying this roadmap is that, through the consultation processes for the high-level strategy and the roadmap, there is sufficient buy-in of the key stakeholders to discuss the implementation of the actions described. Furthermore, for many actions, a start can be made with some specific sectors after which the efforts can be scaled up to a wider set of sectors.

A preliminary governance structure could be set up, known as the ‘Green Skills and Jobs Coalition’, which will take care of the roadmap kick-off and setting up a permanent governance structure. This permanent structure will take a leading role for the governance of the green skills environment in Flanders and decide on the strategic priorities and work out the final actions. The relevant bodies in the structure will be responsible for monitoring the progress they make towards achieving the objectives set out in the Strategy and Roadmap. The coalition will also be responsible for assigning the actions to the right actors.

E.3 Actions to be implemented

The figure at the end of this executive summary provides an overview of all action groups, actions and the prioritisation of the actions on the short-, medium- and long-term. In the sections below, we provide a brief explanation of the different action groups.

E.3.1 Action group A: Setting up a governance structure - improving the coordination among Flemish stakeholders to respond to the green transition

A well-functioning governance structure is essential for the successful implementation of the roadmap and the strategy. There are many actors active in the field of green skills development and streamlining their cooperation would benefit the system as a whole. For the initial organisation of work and discussions around the design of the actions under the Roadmap and the validation of the Strategy, a preliminary body will be set up: the Green Skills and Jobs Coalition. Under this Action Group, four different actions are foreseen: (1) Formulate a common understanding and definition of green skills; (2) Integrate the impact of the green transition as a specific topic in the skills forecasting approach of Flanders; (3) Plug in and validate the Green Skills Strategy for all Flemish environmental, circular, climate and energy policy frameworks; and (4) Install the best governance structure based on the scenarios developed in the governance framework report (Deliverable 6).

E.3.2 Action group B: Co-funding for specific activities

Enhancing green skills goes beyond creating awareness and points to more substantial issues for which companies, labour market organisations, skills development providers and the Flemish government need to invest to find solutions. Providing additional financial incentives can stimulate developments in this area. In this context, the actions belonging to this group help put in place the conditions for offering financial instruments that can motivate different stakeholders to take action to improve the supply and demand of green skills. Two headline actions are (1) Design a set of co-funding mechanisms to facilitate the development of Green Skills in Flanders and (2) Public financial support for urgent green skills development for the unemployed and those at risk of unemployment.

E.3.3 Action group C: Accelerate the integration of Green Skills in Flemish (Vocational) Education and Training

To tackle the lack of available workers with the needed green skills, it is important to increase the integration of green skills in the Flemish VET system and higher education. Although, this is already happening on an ad hoc basis, acceleration of this process is required. The roadmap proposes four actions to tackle this: (1) Further build on sectoral and intersectoral covenants and agreements to solidify the cooperation between actors and improve the match between supply and demand of green skills, (2) development of a tool to help businesses assess their current and future green skills needs, building on the existing approaches to skills forecasting, (3) expansion of the existing offer of green skills in VET programmes and higher education, either in existing programmes or by the creation of new programmes, (4) the development of Green Skills and Jobs Accelerator Plans which include the actions presented above. These plans have the aim of accelerating actions for increasing green skills in Flanders and bringing the right consortia together to implement them.

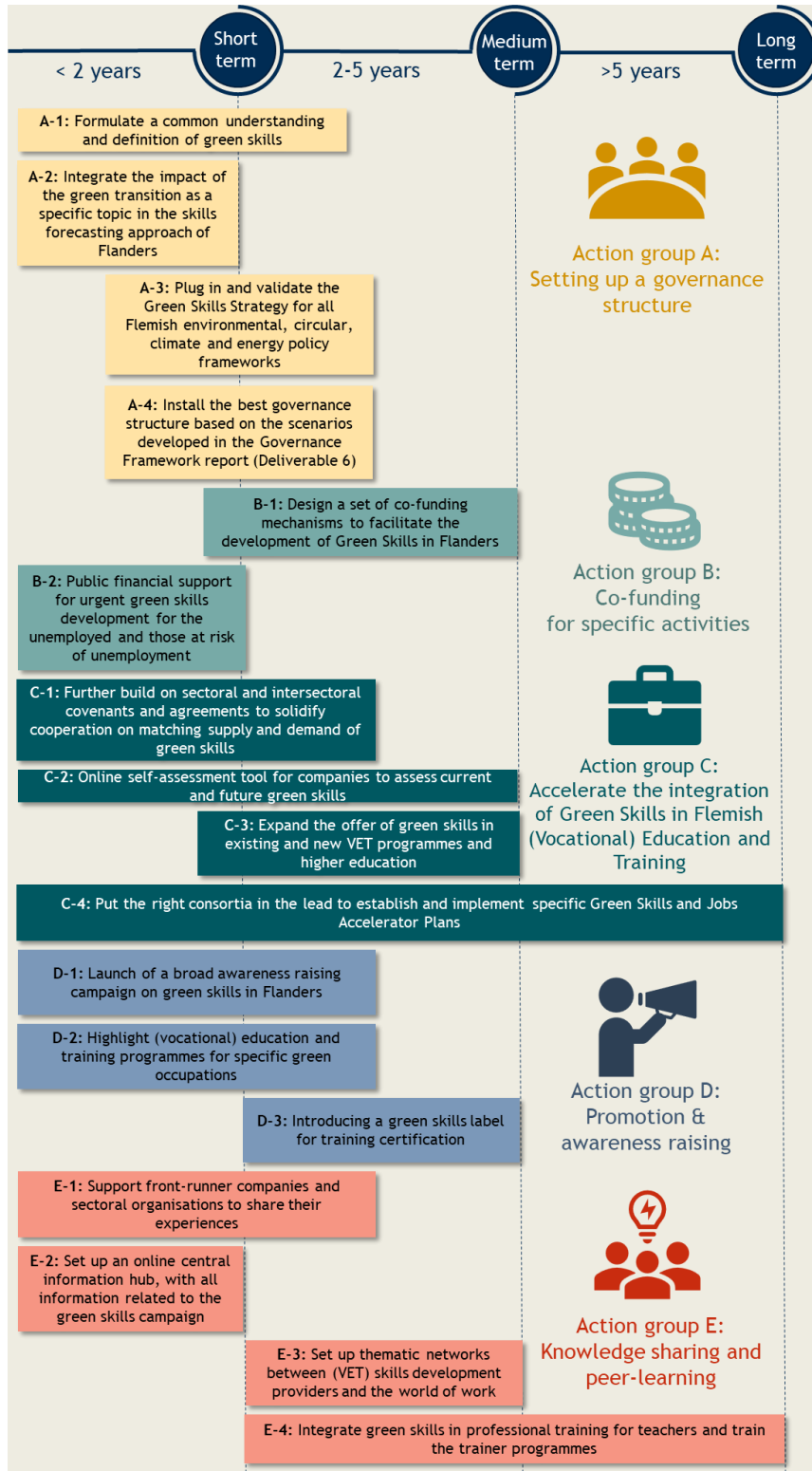
E.3.4 Action group D: Promotion and awareness raising

A general tendency that can be observed across the identified barriers is that the potential benefits of green skills are not fully understood among different target groups (such as learners, individuals on the labour market, including both employed and unemployed, as well as institutions and education providers). The actions under this heading contribute to making green skills better known, more visible, better integrated in education and training offer, and finally better valued. Three actions are suggested in this roadmap to address these identified barriers: (1) a broad public promotion campaign on green skills has the aim of increasing overall awareness in line with the high-level Strategy. It can be designed to target all of Flanders, including learners, workers, and employers to raise awareness to the importance of embedding green skills, as well as the opportunities these bring in addressing the green transition. (2) A second action focuses on the promotion of existing VET programmes that train learners for selected green jobs. Such promotion efforts aim to make the green skills development programmes more visible and attractive to learners. (3) Thirdly, a campaign should be undertaken which makes green skills of learners more visible to employers. This can be done through the introduction of a 'green skills label' to VET programmes, which helps add transparency on the content of programmes also for employers.

E.3.5 Action group E: Knowledge sharing and peer-learning

There is a lot of knowledge available in Flanders on green skills and several successful project on enhancing green skills have been implemented. However, the different actors in the field are not always aware of other initiatives. Therefore, the last action group on knowledge sharing and peer-learning has the objective of making different stakeholders share experiences with those working on green skills, to be informed about good practices and to benefit from peer learning. This action group consists of four actions: (1) Support front-runner companies and sectoral organisations to share their experiences; (2) Set up an online central information hub, with all information related to the green skills campaign; (3) Set up thematic networks between (VET) skills development providers and the world of work; (4) Integrating green skills in professional training for teachers and train the trainer programmes.

Figure 0-2 Actions and their timing



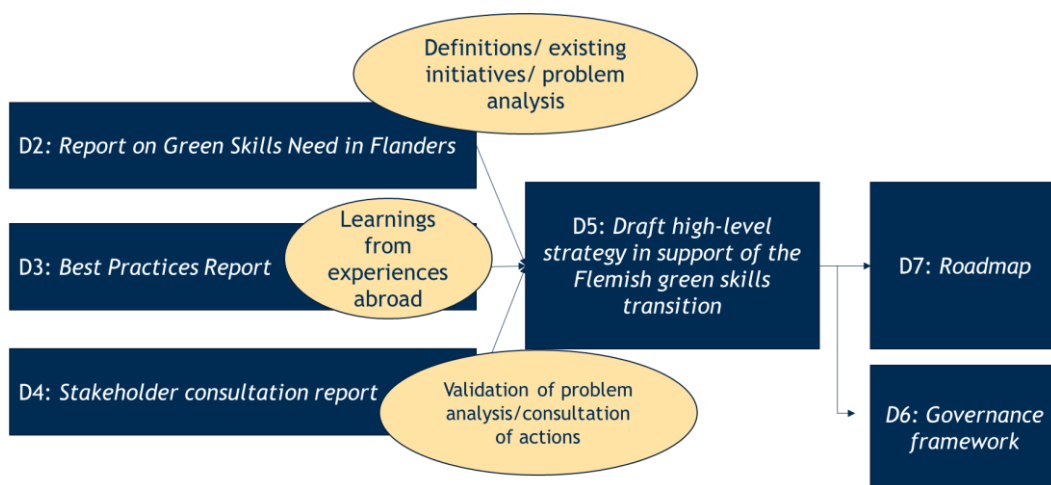
Samenvatting

E.1 Inleiding

Dit rapport presenteert de implementatie roadmap voor de ontwikkeling van Green Skills (groene vaardigheden) in Vlaanderen. De roadmap werd ontwikkeld als eindproduct van een opdracht die gefinancierd werd door de Europese Unie via het Structureel Hervormingsondersteuningsprogramma en uitgevoerd door Trinomics in samenwerking met DG REFORM. Het doel van het project was de ontwikkeling van een strategie op hoofdlijnen, samen met een implementatie roadmap en een governance structuur om de ontwikkeling van vaardigheden voor de groene transitie te begeleiden en te ondersteunen. De begunstigde van het contract is het Departement Werk en Sociale Economie (DWSE) van de Vlaamse Overheid.

Om praktisch uitvoerbare acties te ontwikkelen in de roadmap, hebben we een gestructureerde aanpak gevolgd. In stap 1 hebben we de inhoud van elke prioriteit in de strategie grondig doorgenomen en systematisch beschreven welke acties daaruit voortvloeien. Hierbij bouwden we voort op inzichten van de eerdere deliverables in het project (zie de afbeelding hieronder). Een eerste concept roadmap is vervolgens in stap 2 besproken met de belangrijkste belanghebbenden die betrokken zijn bij de desbetreffende acties. In stap 3 hebben we het tweede ontwerp voorgelegd aan een bredere groep belanghebbenden. Op basis van hun feedback hebben we het stappenplan verder aangescherpt en voltooid. Ten slotte, in stap 4, hebben we de roadmap afgerond en gepresenteerd.

Figuur 0-1 Bronnen om de strategie, de roadmap en de governance structuur te ontwikkelen



In dit project hebben we groene vaardigheden gedefinieerd als vaardigheden die direct of indirect bijdragen aan de groene transitie, voortbouwend op de volgende categorisering van vaardigheden en competenties:

- Technische vaardigheden en competenties (beroepsspecifiek);
- Beroepsvaardigheden en -competenties (deze kunnen in verschillende beroepen worden toegepast, bijvoorbeeld analytische of managementvaardigheden);³

³ Andere voorbeelden van beroepsvaardigheden zijn: flexibiliteit en aanpassingsvermogen, die het mogelijk maken om met overgangen om te gaan en beslissingen te nemen in een onzekere toekomst; verkennend denken en toekomstkennis; het vermogen om complexe waarden te belichamen, bijv. systeemdenken en kritisch denken, probleemomkadering.

- Transversale vaardigheden en competenties (deze moeten door de samenleving in brede zin worden overgenomen om de groene transitie mogelijk te maken).⁴

E.2 Bouwstenen voor de roadmap

De aanname die aan deze roadmap ten grondslag ligt, is dat via brede consultaties voor de strategie en roadmap voldoende draagvlak is bij de belangrijkste belanghebbenden om de uitvoering van de beschreven acties te bespreken. Bovendien is het mogelijk om met verschillende specifieke sectoren te starten voor veel van deze acties, waarna de inspanningen kunnen worden uitgebreid naar een breder scala aan sectoren.

Voor het uitvoeren van de roadmap kan samen met de groep partners die nauw betrokken waren bij het project een voorlopige governance structuur worden opgezet: de 'Green Skills and Jobs Coalitie'. Deze coalitie zal het proces voor de implementatie opstarten en ook het opzetten van een permanente governance structuur. De governance structuur zal een leidende rol spelen in de regie op de roadmap voor groene vaardigheden in Vlaanderen en zal beslissen over de strategische prioriteiten en de uiteindelijke acties uitwerken. De relevante organen in de structuur zullen verantwoordelijk zijn voor het opvolgen van de doelstellingen die in de strategie en de roadmap zijn vastgelegd. De coalitie zal ook verantwoordelijk zijn voor het toewijzen van de acties aan de juiste actoren.

E.3 Uit te voeren acties

De figuur aan het einde van deze samenvatting geeft een overzicht van alle actiegroepen, acties en de prioritering van de acties op korte, middellange en lange termijn. In de onderstaande paragrafen geven we een kort overzicht van de verschillende actiegroepen.

E.3.1 Actiegroep A: Een governance structuur opzetten - de coördinatie tussen Vlaamse stakeholders verbeteren om in te spelen op de groene transitie

Een goed functionerende governance structuur is essentieel voor de succesvolle uitvoering van de strategie en roadmap. Er zijn veel actoren actief op het gebied van de ontwikkeling van groene vaardigheden. Het stroomlijnen van hun samenwerking zou het systeem als geheel ten goede komen. Voor de initiële organisatie van het werk, de verdere uitwerking van de acties in de roadmap en validatie van de strategie kan een voorbereidend orgaan worden opgericht: de *Green Skills and Jobs Coalitie*. Onder deze actiegroep zijn vier verschillende acties voorzien, namelijk (1) Een gemeenschappelijk begrip en definitie van groene vaardigheden formuleren; (2) De impact van de groene transitie als een specifiek thema integreren in de competentieprognoses voor Vlaanderen; (3) De Groene Vaardigheden Strategie toepassen in alle Vlaamse milieu-, circulaire, klimaat- en energiebeleidskaders; en (4) De beste governance structuur opzetten op basis van de scenario's ontwikkeld in het rapport over het governance framework (Deliverable 6).

E.3.2 Actiegroep B: Co-financiering voor specifieke activiteiten

De ontwikkeling van groene vaardigheden gaat verder dan het creëren van bewustzijn en wijst op substantiëlere problemen waarin bedrijven, arbeidsmarktorganisaties, aanbieders van vaardigheden en de Vlaamse overheid moeten investeren om oplossingen te vinden. Het voorzien van bijkomende financiële steun kan ontwikkelingen op dit vlak stimuleren. In deze context helpen de acties van deze actiegroep de voorwaarden te creëren voor het aanbieden van financiële instrumenten die verschillende belanghebbenden kunnen motiveren om actie te ondernemen om het aanbod van en de vraag naar groene

⁴ Een competentie is een combinatie van kennis, vaardigheden en attitudes, terwijl vaardigheden slechts één aspect van competenties vormen.

vaardigheden te verbeteren. Twee belangrijke acties zijn (1) het ontwerpen van een reeks cofinancieringsmechanismen om de ontwikkeling van groene vaardigheden in Vlaanderen te bevorderen en (2) financiële overheidssteun voor urgente ontwikkeling van groene vaardigheden voor werklozen en mensen die werkloos dreigen te worden.

E.3.3 Actiegroep C: De integratie van Groene Vaardigheden in het Vlaamse (Beroeps)Onderwijs en Vorming versnellen

Om het gebrek aan beschikbare werknemers met de nodige groene vaardigheden aan te pakken, is het belangrijk om groene vaardigheden te integreren in het Vlaamse (beroeps)onderwijs en hoger onderwijs. Hoewel dit al op ad-hoc basis gebeurt, moet dit proces structureler en versneld worden. De roadmap stelt vier acties voor om dit aan te pakken: (1) voortbouwen op sectorale en intersectorale convenanten en overeenkomsten om de samenwerking tussen actoren te verbeteren en vraag en aanbod naar groene vaardigheden beter op elkaar af te stemmen, (2) ontwikkeling van een tool om bedrijven te helpen hun huidige en toekomstige behoeften aan groene vaardigheden beter in te schatten, voortbouwend op de bestaande methodes voor het voorspellen van vaardigheden, (3) uitbreiding van het bestaande aanbod van groene vaardigheden in beroepsonderwijs- en opleidingsprogramma's, als ook in het hoger onderwijs via bestaande en nieuwe programma's, (4) de ontwikkeling van plannen voor de versnelling van groene vaardigheden en banen, die de hierboven voorgestelde acties omvatten. Deze plannen hebben als doel de acties voor rond groene vaardigheden in Vlaanderen te versnellen en de juiste consortia samen te brengen om ze uit te voeren.

E.3.4 Actiegroep D: Promotie en bewustmaking

Een algemene tendens bij alle geïdentificeerde barrières is dat de potentiële voordelen van groene vaardigheden niet volledig worden begrepen door verschillende doelgroepen (zoals studenten, personen op de arbeidsmarkt, waaronder zowel werkenden als werklozen, bedrijven en onderwijsaanbieders). Deze actiegroep heeft tot doel om actoren bekend te maken met groene vaardigheden, zichtbaarheid te vergroten, groene vaardigheden beter te integreren in het onderwijs- en opleidingsaanbod en ten slotte te zorgen voor een hogere waardering van groene vaardigheden. In de roadmap worden drie acties voorgesteld om dit te bereiken: (1) een brede publieke campagne over groene vaardigheden met als doel het algemene bewustzijn te vergroten in lijn met de green skills strategie. De campagne kan gericht worden op heel Vlaanderen, met inbegrip van lerenden, werknemers en werkgevers, om hen bewust te maken van het belang van de verankering van groene vaardigheden en van de kansen die deze bieden om de groene transitie mogelijk te maken. (2) Een tweede actie richt zich op de promotie van bestaande programma's voor beroepsonderwijs en -opleidingen gericht op specifieke groene banen. Dergelijke promotie-inspanningen zijn gericht op het verbeteren van de zichtbaarheid en reputatie van programma's gericht op groene vaardigheden onder lerenden. (3) Ten derde moet er een campagne worden gevoerd die zich richt op de zichtbaarheid van groene vaardigheden van lerenden voor de werkgevers. Dit kan worden gedaan door de invoering van een 'label voor groene vaardigheden' voor programma's voor beroepsonderwijs en -opleidingen, dat ook voor werkgevers bijdraagt aan transparantie over de inhoud van programma's.

E.3.5 Actiegroep E: Kennisdeling en peer learning

In Vlaanderen is veel kennis aanwezig over groene vaardigheden en zijn er verschillende succesvolle projecten rond het ontwikkelen van groene vaardigheden geïmplementeerd. De verschillende actoren zijn zich echter niet altijd bewust van andere initiatieven. Daarom heeft deze laatste actiegroep over kennisdeling en peer learning (intercollegiaal leren) als doel om verschillende belanghebbenden ervaringen te laten delen met degenen die werken aan groene vaardigheden, en om geïnspireerd te worden door goede praktijken. Deze actiegroep bestaat uit vier acties: (1) Ondersteunen van koploperbedrijven en sectorale organisaties om hun ervaringen te delen; (2) Opzetten van een online centrale informatie hub, met alle informatie met betrekking tot de campagne voor groene vaardigheden; (3) Opzetten van thematische netwerken tussen aanbieders van (beroeps)opleidingen en de wereld van het werk; (4) Groene vaardigheden integreren in beroepsopleidingen voor leraren en train de trainer-programma's.

Figuur 0-2 Overzicht van acties en bijbehorende tijdslijn

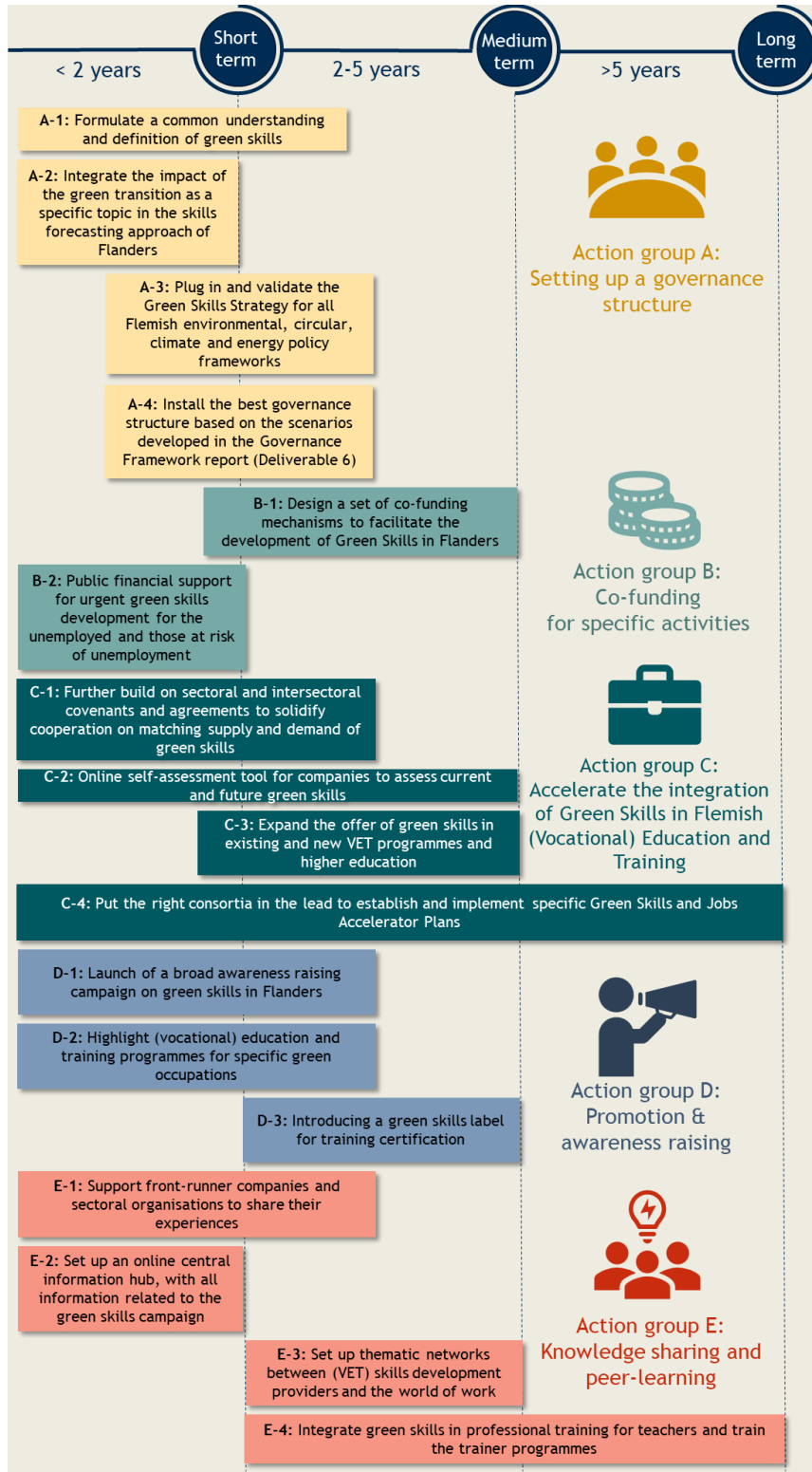


Table of Contents

List of abbreviations and acronyms.....	16
1 Introduction.....	17
1.1 Purpose of the Roadmap.....	17
1.2 Approach, methodology and assumptions	17
1.2.1 Approach and methodology.....	17
1.2.2 Assumptions and scope of the roadmap.....	18
2 Strategy snapshot.....	19
2.1 Overview of objectives and priority areas of the Strategy	19
2.2 Governance Framework	20
3 Actions to be implemented	22
3.1 Action group A: Setting up a governance structure - improving the coordination among Flemish stakeholders to respond to the green transition	23
3.1.1 Tasks of the initial Green Skills and Jobs Coalition	23
3.1.2 Action A-1: Formulate a common understanding and definition of green skills	25
3.1.3 Action A-2: Integrate the impact of the green transition as a specific topic in the skills forecasting approach of Flanders	28
3.1.4 Action A-3: Plug in and validate the Green Skills Strategy for all Flemish environmental, circular, climate and energy policy frameworks.....	29
3.1.5 Action A-4: Install the best governance structure based on the scenarios developed in the Governance Framework report (Deliverable 6)	31
3.2 Action group B: Co-funding for specific activities	32
3.2.1 Action B-1: Design a set of co-funding mechanisms to facilitate the development of Green Skills in Flanders	34
3.2.2 Action B-2: Public financial support for urgent green skills development for the unemployed and those at risk of unemployment (Green skills accelerator calls for action).....	37
3.3 Action group C: Accelerate the integration of Green Skills in Flemish (Vocational) Education and Training.....	39
3.3.1 Action C-1: Further build on sectoral and intersectoral covenants and agreements to solidify cooperation on matching supply and demand of green skills	40
3.3.2 Action C-2: Online self-assessment tool for companies to assess current and future green skills	42
3.3.3 Action C-3: Expand the offer of green skills in existing and new VET programmes and higher education	45
3.3.4 Action C-4: Put the right consortia in the lead to establish and implement specific Green Skills and Jobs Accelerator Plans	49
3.4 Action group D: Promotion and awareness raising	50
3.4.1 Action D-1: Launch of a broad awareness raising campaign on green skills in Flanders.....	51

3.4.2	Action D-2: Highlight (vocational) education and training programmes for specific green occupations	53
3.4.3	Action D-3: Introducing a green skills label for training certification	55
3.5	Action group E: Knowledge sharing and peer-learning	58
3.5.1	Action E-1: Support front-runner companies and sectoral organisations to share their experiences	58
3.5.2	Action E-2: Set up an online central information hub, with all information related to the green skills campaign	61
3.5.3	Action E-3: Set up thematic networks between (VET) skills development providers and the world of work	64
3.5.4	Action E-4: Integrate green skills in professional training for teachers and train the trainer programmes	66
	Annex A - Glossary on green transition, jobs and skills.....	68
	Acknowledgements	70
	Annex B - Deliverable 6: Proposal for a Governance Framework of the Flemish Green Skills Strategy	71
1	Introduction.....	71
2	Current Green Skills landscape in Flanders.....	72
2.1	Current landscape of Flemish stakeholders in green skills development	72
2.1.1	Mapping of relevant Flemish government Policy Domains.....	72
2.1.2	Broader landscape of actors in green skills development	72
2.2	Roles and responsibilities of key actors in green skills development	75
2.2.1	Policy Domain of Work and Social Economy	75
2.2.2	Policy Domain of Education and Training	79
2.2.3	Policy Domain of Economy, Science and Innovation.....	81
2.2.4	Policy Domain of Environment	83
2.2.5	Policy Domain of Chancellery, Administration, Foreign Affairs and Justice	87
3	Setting up a Governance Framework for Green Skills	89
3.1	Enabling conditions for a successful governance framework	89
3.1.1	Validation of the Green Skills Strategy by the entire Flemish Government.....	89
3.1.2	Dedicating sufficient human and financial resources for the implementation of the Green Skills Roadmap	90
3.1.3	Having one organisation to take the lead.....	90
3.1.4	The participating individuals need to have enough authority to make decisions and commitments	90
3.1.5	Good cooperation between all policy domains, departments, agencies and other stakeholders	90
3.2	Governance scenarios for the uptake of Green Skills.....	90
3.2.1	Interdepartmental Working Group.....	92
3.2.2	Public-Private Partnership	94
3.2.3	Sectoral Approach.....	96
3.2.4	Expanding the Role of Transition Managers (VSDO)	99

3.2.5	Agency for Sustainable Development under the Chancellery	101
3.3	Comparing the different scenarios	103
4	Conclusions regarding a Green Skills Governance Framework.....	104

List of abbreviations and acronyms

Abbreviation or acronym	Meaning
AHOVOKS	Agency for Higher Education, Adult Education, Qualifications and Study Grants
BKs	<i>Beroepskwalificaties</i>
CPD	Continuous Professional Development
CSR	Corporate Social Responsibility
DWSE	Department of Work and Social Economy
EFRD	European Fund for Regional Development
ESCO	European Skills, Competences, Qualifications and Occupations
ESF	European Social Fund
EU	European Union
IBO	<i>Individuele Beroepsopleiding</i>
ICT	Information and Communication Technology
OECD	Organisation for Economic Cooperation and Development
PES	Public Employment Service
SERV	Social Economic Council of Flanders
SMEs	Small and Medium Enterprises
STEM	Science, Technology, Engineering and Mathematics
STEP	Strategic Technologies for Europe Platform
TSI	Technical Support Instrument
VDAB	<i>Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding</i>
VEKA	Flemish Agency for Climate and Energy
VET	Vocational Education and Training
VLAIO	Flemish Agency for Innovation and Entrepreneurship

1 Introduction

1.1 Purpose of the Roadmap

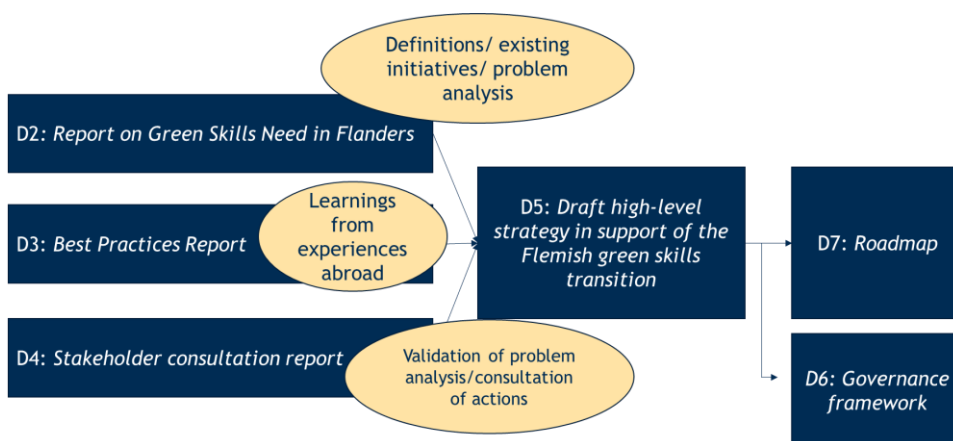
This project is carried out for the Flemish Department of Work and Social Economy (DWSE) with funding by the European Union via the Technical Support Instrument (TSI) and in cooperation with the Directorate General for Structural Reform Support of the European Commission. The aim of the project is to develop a Roadmap for Green Skills in Flanders.⁵ Deliverable 7 of this project (this report) consists of a green skills implementation roadmap which translates the strategic initiatives and related objectives in the high level strategy (Deliverable 5) into actionable measures that can be implemented by the Flemish authorities and key stakeholders. Deliverable 6 consists of a proposal for a governance framework, which is part of a different report. Some cross-references will be made to this governance framework.

1.2 Approach, methodology and assumptions

1.2.1 Approach and methodology

Within the course of the project, valuable insights have been collected on priority areas to be included in the strategy and on how these need to be operationalised into actions in the roadmap. Different deliverables of the project include elements that need to be integrated into the description of actionable measures (see Figure 1-1). For example, the identified needs for green skills in Flanders (Deliverable 2), the good practices from other countries (Deliverable 3), the consultations with stakeholders (Deliverable 4), the high-level strategy and discussions concerning this strategy (Deliverable 5), and the governance framework (Deliverable 6), all provide input for the further elaboration of the actions mentioned in the high-level strategy. The structure of the roadmap has been developed keeping in mind other roadmap examples.⁶

Figure 1-1 Sources to develop the strategy, roadmap and governance framework



The approach to arrive at actionable measures in the roadmap was to take the content of each action in the high-level strategy and systematically describe each action building further on the insights provided in the previous deliverables (step 1). This first draft was then discussed with potential key stakeholders

⁵ Certain elements that were contractually set out in the description of the content for Deliverable 7 are not fully included in this report due to wishes from the beneficiary. This includes: an attribution of roles and responsibilities to the different actors involved (inside and outside the Flemish government) and an indicative estimation of staff, financial and other resources required for the implementation of the proposed strategic policy initiatives.

⁶ See for instance: CE Roadmap Romania and Roadmap for a high quality living environment for Estonia (both under development by Trinomics).

related to the (set of) actions (step 2). The second draft was then consulted upon by a wider group of stakeholders (step 3). On the basis of their feedback, the roadmap was finalised and presented (step 4). Each action is described in terms of the following aspects:

- **Why:** This describes the context of why the action is needed. This is linked to the problem analysis of the previous deliverables.
- **What:** This describes what the action tries to achieve, together with the content of the action in terms of how it lead to achievements.
- **Target:** This describes the target audience or beneficiaries of the action.
- **Priority:** This describes the potential priorities, including specific sectors or types of green skills that can be considered for the implementation.
- **Who:** This describes the type of organisations and stakeholders that should be involved and what their role is in the implementation
- **How and when:** A step by step overview of the sub-actions to be conducted for the implementation accompanied by a timeline.
- **What is needed (enabling conditions):** This provides an indication of the enabling conditions which need to be in place to implement the action.
- **How can success be measured (monitoring):** Suggests indicators which can be used to build a monitoring framework to measure progress of the implementation of the roadmap.

1.2.2 Assumptions and scope of the roadmap

The assumptions underlying this roadmap are that, through the consultation processes related to the high-level strategy and the roadmap, there is sufficient buy-in of the key stakeholders to discuss the implementation of the actions described. Furthermore, for many actions, a start can be made with some specific sectors after which the efforts can be scaled up to a wider set of sectors.

This document provides a roadmap which maps out the plan to implement the priorities set in the high level strategy on how to develop green skills in Flanders through specific actions. It does not prioritise these actions in function of specific goals, targets or KPIs. It is intended to serve as a communication tool to align stakeholders and implement actions within a specific timeframe (indicating what needs to happen in the short-, medium- and long-term) and to enable decision making.

2 Strategy snapshot

2.1 Overview of objectives and priority areas of the Strategy

The high-level strategy in support of the Green Skills Transition presents a vision for 2030 where Flanders is able to benefit from the green transition as an engine of growth. By offering a fertile ecosystem for technology-driven innovation, Flanders seeks to be in the vanguard of the Green Transition in Europe in 2030. This calls for investing in skills and better embedding green skills in training and education as a driver for a new wave of qualitative green jobs, enriching existing jobs and further enabling economic development.

The high-level strategy seeks to achieve its objectives by contributing to an environment in which different actors, including individuals, companies, sectoral organisations, various skills development providers and the regional government are sensitive to the importance of green skills, today and in the (near) future. It also seeks to ensure that these stakeholders are encouraged to overcome challenges related to the green skills transition matching the future supply and demand for green skills. The strategy has four specific objectives:

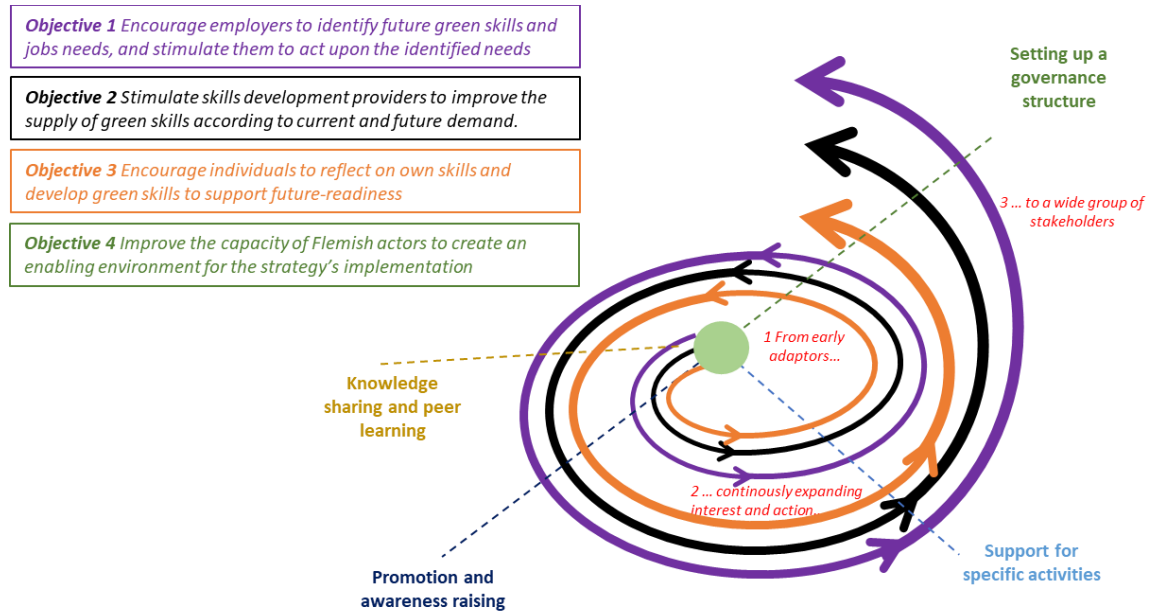
1. Encourage employers to identify future green skills and jobs needs and stimulate them to act upon the identified needs;
2. Stimulate skills development providers to improve the supply of green skills according to current and future demand;
3. Encourage individuals to reflect on own skills and develop green skills to support future-readiness;
4. Improve the governance among the Flemish actors to create an enabling environment for the strategy's implementation.

The envisaged change process⁷ underlying this strategy is that an effective coalition of relevant stakeholders can operationalise and coordinate the actions that seek to engage stakeholders, providing specific (financial) support and active promotion and awareness raising. This should help encourage companies and skills development providers to more actively position themselves to support the green skills transition. Their engagement should, through knowledge exchange and peer learning, result in involvement of even more companies and skills development providers. Hence, the actions do not aim to directly reach all companies or skills development providers, but gradually, through working with front-runners, reach critical mass and the tipping point by which the 'non-engaged stakeholders' will also be involved in the green skills transition.

Figure 2-1 below presents the envisaged change process of the Strategy and underlines how the various types of activities introduced in the Strategy seek to continuously expand the interest of individuals, skills development providers and employers to take action on green skills. It highlights how implementation starts at the core, with the establishment of the Green Skills coalition as a first step, from where the increasing numbers of individuals, skills development providers and companies work to make the ambitions in the Strategy a reality.

⁷ The envisaged change process is developed by Trinomics/Ockham IPS based on the inputs of the consulted stakeholders on barriers and actions.

Figure 2-1 Envisaged change process



This roadmap operationalises the Strategy’s actions into five different groups (Figure 2-2), each of which are described in more detail in the following chapter. The ‘specific support activities’ foreseen in the Strategy are split into a financial component that consists of financial incentives (Action group B) and other types of incentive included in the Green Skills & Jobs Accelerator Plans (Action Group C).

Figure 2-2 Action groups for the Roadmap



2.2 Governance Framework

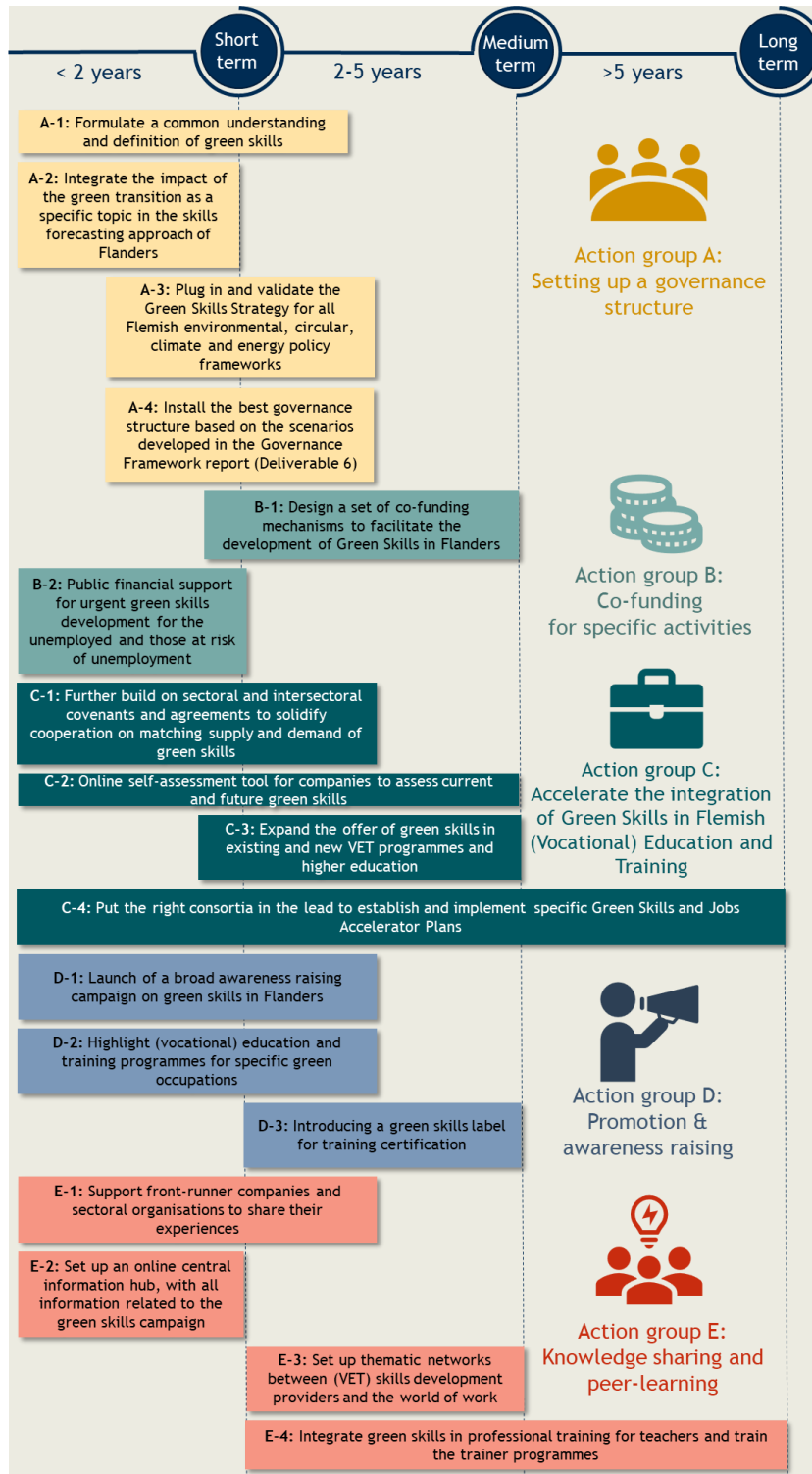
For the implementation of this roadmap and the validation of and alignment with the strategy, it is crucial to have a clear and coherent governance framework. This governance framework is written out in a separate document (Deliverable 6) and will be key for determining which actors can take on which roles and responsibilities in the context of the actions under this roadmap. A well-established governance framework is also crucial for gathering high-level validation of the strategy and broad support for the defined priorities and actions. A preliminary structure will be set up, known as the ‘Green Skills and Jobs Coalition’ which will take care of the Roadmap kick-off and setting up the permanent governance structure. It will also be responsible for assigning the actions to the right actors. The permanent structure will take over the governance of the green skills environment and decide on the strategic priorities and work out the final actions. The relevant bodies in the structure will be responsible for monitoring the progress they make towards achieving the objectives set out in the Strategy and Roadmap. Deliverable 6

contains the current description of the roles and responsibilities of the key entities in the green skills landscape and how they relate to each other. It also explains the enabling conditions for good governance and the different scenarios of how the governance structure can be set up.

3 Actions to be implemented

In this chapter, the implementation of actions of the roadmap is described in detail. Figure 3-1 below gives an overview of all action groups, actions and the prioritisation of the actions on the short-, medium- and long-term. In the remainder of the chapter, all actions are described in detail.

Figure 3-1 Actions and their timing



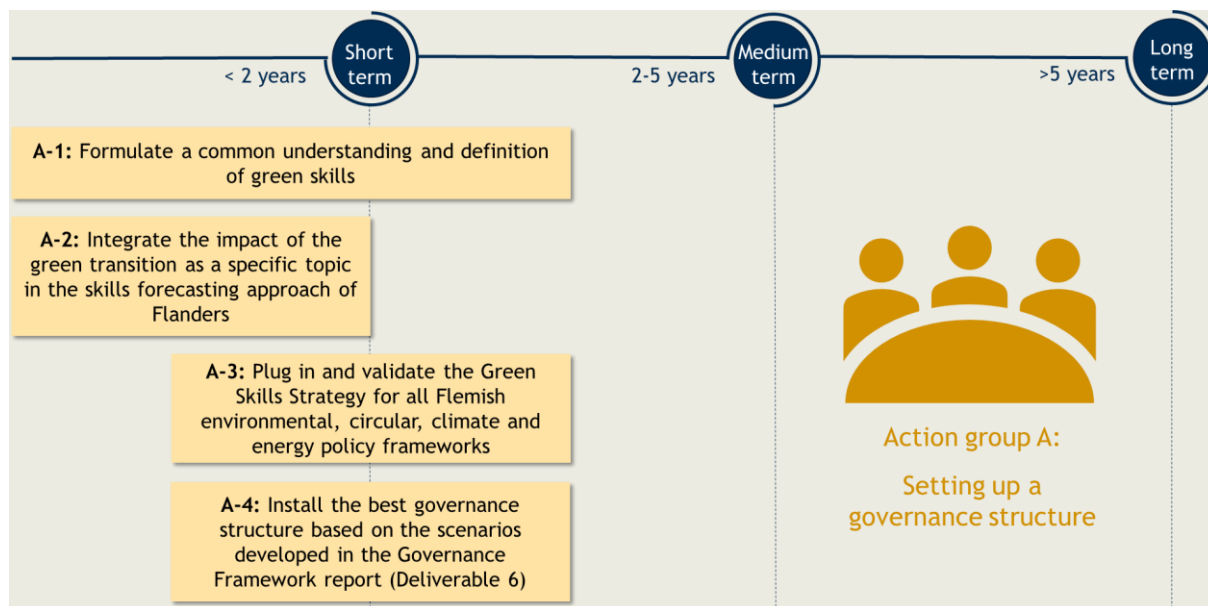
3.1 Action group A: Setting up a governance structure - improving the coordination among Flemish stakeholders to respond to the green transition

For the successful implementation of the actions in the Roadmap, a governance structure needs to be created to provide the strategic direction, take on the coordination between actors, implement the actions, allocate sufficient resources (budget and capacity) and monitor progress towards achieving the goals. The structure will depend on the choice between the different scenarios and the enabling conditions provided in the Governance Framework (Deliverable 6).

However, for the initial organisation of work and discussions around the design of the actions under the Roadmap and the validation of the Strategy, a preliminary body will be set up: the Green Skills and Jobs Coalition. This Coalition will be composed of representatives of the relevant governmental departments and agencies with enough authority to make decisions and plans. It will be responsible for deciding on the best permanent governance structure, which will be put in place during the inception phase of this Roadmap.

The structure of this action group is slightly different than the other action groups, since it relates to setting up an overarching governance structure which is relevant for all other groups. The first introductory section discusses the tasks that this initial Coalition will need to fulfil. The second part explains the four different actions foreseen under Action group A: Setting up a governance structure - improving the coordination among Flemish stakeholders to respond to the green transition, as shown in Figure 3-2.

Figure 3-2 Summary of action group A: Setting up a governance structure



3.1.1 Tasks of the initial Green Skills and Jobs Coalition

Validate the Green Skills Strategy and determine the common objectives across all organisations

The first order of action is to ensure each organisation validates the Green Skills Strategy (deliverable 5 of this project). This strategy consists of a vision and a set of guiding principles to translate the strategy and vision into common operational objectives and actions. Its validation is necessary to create a common starting point for any future work on the roadmap and actions. Additionally, it will also be a sign of joint

support for a strategic vision on green skills in Flanders. Each actor would therefore sign on to promote this strategy throughout their organisation, department and activities.

Validation of the strategy will probably require negotiations and consultations with all involved organisations as well as support on a political level. The Coalition should consist of representatives from these organisations with enough authority to undergo such negotiations and make decisions on the roles and responsibilities their organisation can take on in the context of the roadmap for green skills.

Assign roles and responsibilities to implement the actions under the roadmap

After validating the Flemish Green Skills Strategy and establishing a common language across all the participating organisations, the preparations for implementing the Green Skills Roadmap need to kick-off. The first step of this will be to assign roles and responsibilities for each action. In the governance framework report (Deliverable 6), the current roles and responsibilities of some important actors are described. The actions, as described in this report, already outline some important roles that should be taken up in order to successfully implement each action. These can therefore be used as a starting point for the negotiations that the Coalition will coordinate in assigning organisations to each role and setting up the governance framework.

Establish a monitoring and evaluation system for the Green Skills Roadmap

The responsibilities of the Green Skills and Jobs Coalition also extend to setting up a monitoring and evaluation system for measuring progress with respect to the implementation of the Green Skills Roadmap and achieving the objectives and priorities in the Green Skills Strategy. The actual monitoring will then be taken over by the best-suited body, depending on the set-up of the governance structure. The responsibilities of this body will be, 1) monitor and analyse the progress towards implementation of actions with relevant indicators collected; 2) identify problems with the implementation and propose solutions; and 3) report on the implementation of the actions.

The evaluation and monitoring approach will be based on a plan with the following outline: it will more clearly set the goals with respect to monitoring and evaluation, identify the indicators to track, and designate responsibilities for data collection, consolidation, processing, and dissemination. This plan will be developed by the Coalition and adopted by the bodies in the permanent governance structure. However, for each action in this roadmap we provide an indication of possible monitoring possibilities of their successful implementation. These are shown consistently in the tables under the category 'what is success'. Further inspiration can also be derived from existing dashboards with monitoring indicators as were established for the *Partnerschap Levenslang Leren* and the STEM-Agenda (Science, Technology, Engineering and Mathematics). Furthermore, indicators of specific studies such as the Michelle project, sectoral cooperation structures, Circular Economy Monitor and Steunpunt Werk can all serve as starting points for establishing a set of relevant indicators.

Determine the yearly priorities for Green Skills and Jobs in Flanders

The Green Skills and Jobs Coalition will set out the priorities for the inception phase. After this, the relevant bodies in the governance structure will take over the setting of yearly priorities for actions. At the beginning of each year (or each one-year period, not necessarily in January), the strategic priorities will be defined, validated and disseminated throughout all the organisations in the governance structure. The yearly priorities can be determined on the basis of several criteria, for instance:

- Which sectors require more urgent actions?

- Which actions are more easily implemented, i.e. quick-wins?
- Which target groups require more urgent actions?
- Which thematic areas are high on the political agenda?
- Which actions require a significant additional budget for their implementation?

Organise a yearly Green Skills and Jobs Forum

To close the year, a Green Skills and Jobs Forum can be organised where a broader set of stakeholders and the general public is welcome. The aim would be twofold, first to present the progress on the actions undertaken that year for the roadmap and second to allow for a knowledge exchange on related good practices and lessons learned. The theme will be in line with the yearly priorities. It will require cooperation with all organisations who will make a contribution, but should be organised by a coordinating body.

Many examples of successful annual gatherings organised in the context of the green transition can be found on a supra-national level. For instance, the Regional Forums on Sustainable Development, convene annually in the five regions of the world, organised by the respective UN Regional Commissions, are the key platforms at the regional level for policy debate, exchange of good practices and peer learning on UN SDG implementation.⁸ They identify a priority for the activities of each year e.g. in 2022: Building back better from COVID-19, in 2023: Transformative action to achieve SDG progress. It brings together governmental representatives with other stakeholders such as civil society, youth, businesses, international and regional organisations and academia. In these meetings, the governments of all the countries present the work they have achieved that year on the priorities, through sessions designed to facilitate peer learning. Furthermore, they invite experts to elaborate on challenges related to the year’s priorities and inspire governments with good practices.

3.1.2 Action A-1: Formulate a common understanding and definition of green skills

Action A-1	Formulate a common understanding and definition of green skills
Why	There is a lack of a common understanding of the concept of green skills, which can discourage stakeholders from taking extensive action in relation to green skills, for example in terms of inclusion of the concept of green skills in existing trainings and education syllabuses or developing entirely new trainings for workers to be trained in green skills, etc. To that end, a Flanders-wide definition of the concept of green skills (from which further definitions of green jobs and/or green trainings can be derived), to ensure a common understanding across all stakeholders is needed. This common understanding is also necessary for monitoring the progress towards the mainstreaming of green skills in Flanders.
What	In the establishment of the common understanding of green skills, it is important that the definition is clear, but at the same time broad enough to be agreeable to stakeholders and for relevant actors to recognise themselves and their activities in it. To that end, Flanders could opt for the development of a green skills (reference) framework (following the example of the European Commission Joint Research Centre’s GreenComp framework ⁹), rather than a single definition. The framework would provide a common ground to

⁸ UNECE. Website: [Regional Forum on Sustainable Development for the UNECE Region](#).

⁹ Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022). [GreenComp The European sustainability competence framework](#).

stakeholders and guidance to educators, providing a consensual definition of what green competences might entail. The framework can serve a wide range of purposes, including curricula review; design of teacher education programmes; (self-) assessment/reflection, policy development, certification, etc. The framework can then be taken up by individual sectors, detailing it to their individual needs and focus, where relevant.

All in all, building on the successive deliverables of this project, the framework can provide the following:

1. Common references that all stakeholders active in the field of green skills, though especially those relevant for education and training, can use and refer to (Deliverable 2);
2. Common references as a basis for dialogue, exchange of practices and peer-learning (Deliverables 3 and 4); and
3. An initial list of green competences (including knowledge, skills and attitudes), as examples of how these can be put into practice (Deliverable 2).

Based on our understanding of the Flemish needs, the proposal is to formulate the framework around 3 main skills areas as identified in Deliverable 2 (for specific skills per area skill, refer to Annex A), namely technical skills (specific to occupation), professional skills (applied to an occupation, e.g., analytical and/or management skills) and cross-cutting skills (to be adopted by society as a whole to enable the green transition, e.g., understanding of sustainability and the importance of greening or lifelong learning). Within each area of skills, the core skills will be identified and described. It is anticipated that mainly the area of cross-cutting skills and, to some extent, the professional skills can be defined on a Flemish-wide level. However, defining technical skills must be done with a strong involvement of specific sectors and should potentially also be taken up further by the sectors, to be tailored specifically to their needs. Nevertheless, the involvement of sectors and/or business experts will be crucial when preparing the entire framework (thus also in relation to the professional and cross-cutting skills areas), as in practice it will be the sectors implementing the new concepts in their daily work. As such, to ensure proper take up of the framework within sectors, their considerations about specific needs should be taken into account during the formulation of the framework.

When framing specific skills, the specific skills formulated under the European Skills, Competences, Qualifications and Occupations (ESCO)¹⁰ can be referred to and further input received from sector-specific actors. According to the most recent (2021) ESCO Annual Report¹¹, Belgium has completed the mapping of occupations and skills for the purpose of ESCO implementation, therefore the understanding of the existing skills in Flanders is already available and can be further built upon. This can serve as a useful first step, when populating the framework with specific skills. The framework could be based on the definitions of technical, professional and cross-cutting skills as defined in the Glossary in Annex A of this roadmap.

¹⁰ European Commission. Website: [The ESCO Classification: Skills & Competences](#).

¹¹ European Commission (2021). [European Skills, Competences, Qualifications and Occupations: Annual Report 2021](#).

	<p>The involvement of stakeholders during the formulation of the framework is a key aspect (the specific steps of the formulation during which stakeholders can be involved are provided under ‘how and when’). Once the (preliminary) allocation of skills across the three skills areas is done, it is recommended that the framework is confirmed with stakeholders, for any needed additions and for validation. This confirmation with stakeholders will help to ensure that the overarching framework is widely endorsed. In the longer term, individual sectors should be encouraged to take up the framework for further detailing, tailoring and specifying according to their individual needs</p>									
Target	<p>Several types of actors are expected to be targeted through this action, which are essentially all actors active in the field of green skills and the green transition, for example:</p> <ul style="list-style-type: none"> • Businesses and companies (including Small and Medium Enterprises (SMEs)), sectoral organisations; • Employment services; • Vocational Education and Training (VET) and other education and training providers. 									
Priority	<ul style="list-style-type: none"> • Focus on all sectors (definitions for all sectors), with considerable involvement of the sectors in the formulation of a common framework, especially in relation to technical skills. The inclusion and consideration of all sectors when framing the definition is key, to ensure that the sectors are ‘on board’ with the definition. • Focus on all types of green skills (technical, professional and cross-cutting). 									
Who	<p>The Green Skills and Jobs Coalition is the initiator of the action and is thus also responsible for the development of the initial reference framework. Given that the framework will formulate definitions of different types of skills, the involvement of the Department of Education, AHOVOKS (Agency for Higher Education, Adult Education, Qualifications and Study Grants) and the Department of Environment during the formulation of the framework would also be beneficial.</p> <p>Following the initial formulation, the framework would be shared with sectoral organisations and associations and their representatives as well as with education and training providers for tailoring / consultation and validation, as per their specific needs.</p> <p>Once the framework is reviewed, contributed to and validated by sectors and education representatives, it will be finalised by the Flemish government and made public. Following the finalisation, this can further be taken up by all relevant actors for further specifying and utilising at individual levels.</p>									
How and when	<p>The implementation consists of the following sub-actions:</p> <table border="1"> <tr> <td>Sub-action A-1.1: Formulation of the skills’ areas and confirmation of the formulation with stakeholders.</td> <td>Short-term</td> </tr> <tr> <td>Sub-action A-1.2: Population of the skills and their description.</td> <td>Short-term</td> </tr> <tr> <td>Sub-action A-1.3: Consultation with / validation by specific sectors and education and training providers.</td> <td>Short-term</td> </tr> <tr> <td>Sub-action A-1.4: Dissemination of the overarching framework, including pick up by sectors for further tailoring.</td> <td>Medium- to long-term</td> </tr> </table>		Sub-action A-1.1: Formulation of the skills’ areas and confirmation of the formulation with stakeholders.	Short-term	Sub-action A-1.2: Population of the skills and their description.	Short-term	Sub-action A-1.3: Consultation with / validation by specific sectors and education and training providers.	Short-term	Sub-action A-1.4: Dissemination of the overarching framework, including pick up by sectors for further tailoring.	Medium- to long-term
Sub-action A-1.1: Formulation of the skills’ areas and confirmation of the formulation with stakeholders.	Short-term									
Sub-action A-1.2: Population of the skills and their description.	Short-term									
Sub-action A-1.3: Consultation with / validation by specific sectors and education and training providers.	Short-term									
Sub-action A-1.4: Dissemination of the overarching framework, including pick up by sectors for further tailoring.	Medium- to long-term									
What is needed	<p>Successful implementation of this action depends on the successful design of the framework and its take-up by sectors and other relevant actors. This also depends on the active participation of sectors and training providers during the formulation of the</p>									

(enabling conditions)	framework, ensuring that all relevant actors can identify their activities within the reference framework.
What is success	First of all, a key output of this action will be publication of the reference framework, that all actors can rely upon. A second step is its successful implementation in practice, meaning that the relevant actors rely upon it when taking up green skills in their activities. Ideally, there will be a monitoring framework, examining the level of implementation and take up of the reference framework.

3.1.3 Action A-2: Integrate the impact of the green transition as a specific topic in the skills forecasting approach of Flanders

Action A-2	Integrate the impact of the green transition as a specific topic in the skill forecasting approach of Flanders
Why	The aim of this action is to generate the necessary data on the current and future green skills needs. Before addressing the issues around green skills and jobs development, a good picture of the current and forecast situation needs to be established.
What	<p>This action is mainly related to gathering data on the current landscape for Green Skills and Jobs in Flanders. An extensive system of skills forecasting is already in place. More specifically, they work on the following three levels:</p> <ul style="list-style-type: none"> • Macro-level: An integrated labour market projection model is currently under development by the research organisation Steunpunt Werk, with the cooperation of important partners such as the VDAB (<i>Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding</i>). The aim of this model is to map the demand (jobs) and supply (skills) of the labour market and make projections on how these will evolve.¹² • Meso-level: At a sectoral or cluster level, ad-hoc studies are done such as the SCOPE studies. These studies are done for specific sectors based on calls written out by Europe WSE. Their aim is to identify which competences and competence changes are needed in a sector, cluster, region, technology, etc. and roll out the necessary actions (with all the important partners) to respond to these changes.¹³ In the future the SCOPE studies as such will not be repeated, but will be integrated into the intersectoral partnerships that are currently under development and aimed at tackling cross-sectoral issues such as energy-efficient renovations with all sectors involved.¹⁴ • Micro-level: Competence-checks for companies is a programme from Europe WSE where consultants help individual companies with mapping the knowledge, skills and competences in their company against labour market and social requirements. On this basis, the consultants then help the employers to set up an action plan which will drive the necessary changes.¹⁵ <p>In all these levels, green skills, but also other skills such as digital and STEM skills, should become specific focus areas with a special segment in the modelling, supporting services and reporting dedicated to them.</p>
Target	All organisations who conduct skills forecasting activities

¹² Steunpunt Werk. Website: [Geïntegreerd arbeidsmarktprojectiemodel](#).

¹³ Europe WSE (2021). SCOPE 2021 - [Strategische competentieprognoses](#).

¹⁴ Source: Stakeholder interviews.

¹⁵ Europe WSE. Website: [De competentiecheck brengt de leercultuur tot op de werkvloer](#).

Priority	Priority should be given to the meso-level. With the intersectoral partnerships that are currently being established, this is a good opportunity to put green skills forecasting as one of the focus areas. The macro-level model is currently being developed by Steunpunt Werk, so consideration should be given to including green skills as one of the focus areas in the current version. For the micro-level, the intersectoral partnerships who are responsible for deciding on the methodology, used by the consultants performing the competence checks, should increase their focus on green skills. However, considering the relatively low scale on which the competence checks happen, the impact will be more limited.	
Who	For each level, there should be one public entity responsible for implementing the forecasting activities. These organisations will thus need to highlight the analysis of green skills in all their forecasting-related activities. Therefore, they can rely on the involvement of other organisations which have experts both in the labour market dimension and the green transition dimension. They will also need to work in close cooperation with the sectors, preferably through existing cooperation channels. One organisation will need to coordinate between the different levels and ensure alignment between the activities and unite all the results to create an overarching picture. DWSE is ideally assigned to this since they work on the higher, centralised level and they already have close relations with the different organisations currently involved in the forecasting activities at the different levels.	
How and when	The implementation consists of the following sub-actions:	
	Sub-action A-1.1: Information needs to be gathered on green skills (needs) in Flanders on the relevant levels.	Short-term
	Sub-action A-1.2: The forecasting models need to be adapted to include a focus area dedicated to green skills.	Short-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> The most important ingredient for success is the buy-in from the organisations who conduct skills forecasting activities. They need to commit to adding a specific analysis of green skills to their current work. A common understanding of green skills. If the organisations involved want to map green skills, they first need to have a clear definition of what this entails on all the relevant levels (e.g. general, sector-specific or even occupation-specific). 	
How can success be measured (monitoring)	Monitoring could consist of counting the number of forecasting models or reports that contain separate segments on green skills. Additionally, this action could be used to monitor general progress on the Flemish Green Skills Strategy. This action will calculate the starting point of green skills in Flanders and then make a projection for the future. Therefore, this will enable the monitoring of achievement of the needs projected for the future.	

3.1.4 Action A-3: Plug in and validate the Green Skills Strategy for all Flemish environmental, circular, climate and energy policy frameworks

Action A-3	Plug in and validate the Green Skills Strategy for all Flemish environmental, circular, climate and energy policy frameworks
Why	There are currently pieces of legislation and strategies being enforced that do not include skills and jobs as one of the important considerations. This is a big issue for the sectors that are impacted on by the legislation. For example, they might not have sufficient skilled

	<p>labour available to achieve the targets set in strategies. If they are not made aware of how it can impact skills and jobs, they will not be able to anticipate these changes. Therefore, from the validation of the Green Skills Strategy onwards, it will need to be taken into consideration for each policy framework, action plan or legislative proposal that is made in relevant areas.</p>
<p>What</p>	<p>The aim of this action is to make sure that actors in the green skills development field can be assured that the investments they make will pay off in the long term because adequate skills are developed timely. To facilitate this, strategies and legislation should consider the changes required to achieve targets or implement policies and show their impact on skills and jobs. Therefore, all the new legislations and policies concerning the environmental, circular, climate and energy transitions will need to take into account the Green Skills Strategy.</p> <p>As a starting point, a check can be performed of current legislation to map the pieces that are lacking attention for skills and jobs. The report on the green skills need in Flanders (Deliverable 2) already started this by presenting some important pieces of legislation and strategies and indicating significant references to skills and jobs in them. Overall, the conclusion was that there is a significant lack of focus on the impact that these environmental, circular, climate and energy policies or strategies would have on skills and jobs. To elaborate this initial assessment, the following non-exhaustive list of pieces of legislation and transition plans can be checked:</p> <ul style="list-style-type: none"> • Flemish Climate Adaptation Plan 2030;¹⁶ • Renovation Pact 2050;¹⁷ • Flanders Green Deals;¹⁸ • Strategic Plan Bio 2023-2027;¹⁹ • Flemish Energy and Climate Plan.²⁰ <p>Then, when a lack of consideration for skills and jobs is identified, an addendum could be added which include these considerations. The relevant bodies in the permanent governance structure will proactively reach out to the relevant agencies or departments where a gap is discovered to encourage them to write an addendum. The implementation of this task will be up to the agency or department responsible for the strategy or policy, but they can seek advice from the experts on skills and jobs through the bodies of the permanent governance structure.</p> <p>When new high-impact policies and strategies are under development, it will be up to the members of the governance structure to proactively get in contact with the entity developing this policy or strategy and offer their assistance and guidance on how to best take the Green Skills Strategy into consideration. In this way, no addendum will be required, but they will immediately include skills and jobs impacts which will allow the affected sectors and companies to prepare for the upcoming legislation more effectively.</p>

¹⁶ Departement Omgeving (2022). [Vlaams klimaatadaptatieplan](#).

¹⁷ VEKA (2020). [Vlaamse langetermijnrenovatiestrategie voor gebouwen 2050](#).

¹⁸ Departement Omgeving. Website: [Green Deals in Vlaanderen](#).

¹⁹ Departement Landbouw en Visserij (2023). [Strategisch plan bio 2023-2027. Bio van boer tot bord: 5 x 5% Vlaamse ambities op maat](#).

²⁰ Vlaamse Regering (2023). [Ontwerp Vlaams Energie- en Klimaatplan 2021-2030](#).

Target	Governmental Departments and Agencies as well as all involved actors who are responsible for creating or updating policies related to the environmental, circular, climate and energy transitions.	
Priority	Priority should be given to legislative proposals, policy notes or engagements that are being negotiated at the time of implementation of this action and which can still be adapted to include information on skills and jobs. Then, this should be consistently done for future proposals. In the next phase, addendums can be made to existing strategies and policies which provide the extra information on skills and jobs.	
Who	The actors included in the permanent governance structure will have a double role, first they will perform the check of current legislation and reach out to the relevant departments or agencies when a gap is discovered, and encourage them to include an addendum with the implications of their legislation on skills and jobs. Second, they will provide assistance and expertise when asked for by the departments and agencies who want to include considerations of skills and jobs in their existing or new strategies and policies.	
How and when	The implementation consists of the following sub-actions:	
	Sub-action A-2.1: Perform a check of current strategies and policies to identify information gaps on impacts on skills and jobs.	Short-term
	Sub-action A-2.2: Assist the responsible policy makers who request an analysis of skills and jobs for existing or new strategies and policies by providing them with relevant information sources or connecting them to experts who can help them with the analysis.	Medium-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> • One of the most important enabling conditions is to make policy-makers aware of the fact that including skills and jobs in environmental, circular, climate and energy policy frameworks is very important. • A second enabling condition is to ensure that expertise is available to help policy-makers out with including skills and jobs in their legislative publications. Depending on the chosen permanent governance structure, one of the bodies would bring together a group of experts on skills and jobs in relation to the green transition. 	
How can success be measured (monitoring)	The most straightforward indicator for monitoring progress for this action is to count the number of key strategies and pieces of legislation that include an analysis of potential impacts on skills and jobs, i.e., more than simply mentioning there might be an impact on skills and jobs. The analysis in the report on the green skills need in Flanders (Deliverable 2) includes a very high-level and initial assessment of this and leads to a very low baseline for this indicator.	

3.1.5 Action A-4: Install the best governance structure based on the scenarios developed in the Governance Framework report (Deliverable 6)

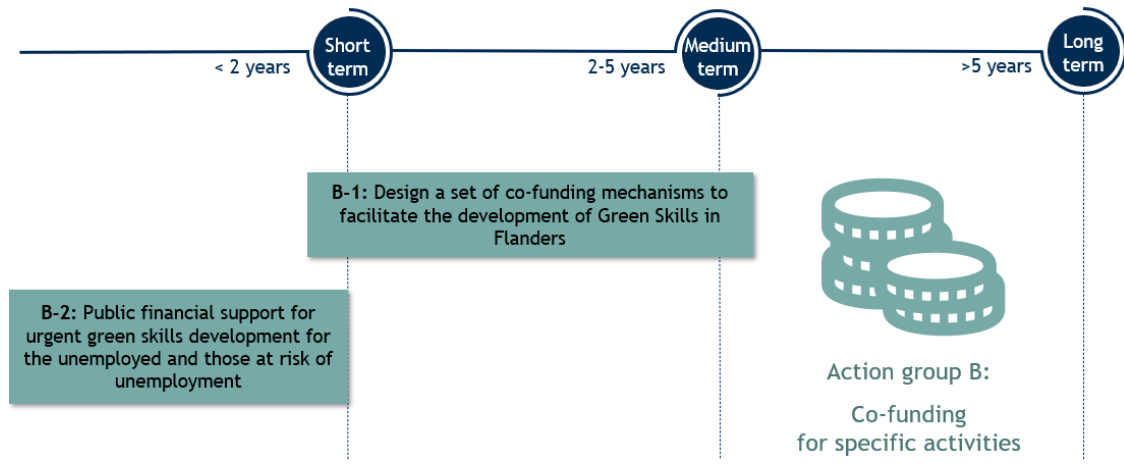
Action A-4	Install the best governance structure based on the scenarios developed in the Governance Framework report (Deliverable 6)
Why	The Green Skills and Jobs Coalition will only be a temporary body to guide the kick-off of the Roadmap. In a later phase, a more permanent structure needs to be established to take on the implementation of the Roadmap and create a more stimulating institutional environment.
What	This action is closely related to the work developed in the project Deliverable 6 on the Governance Framework, as it contains the description of possible structures and enabling

	conditions for good governance. Under this action, a decision needs to be made based on the scenarios in Deliverable 6 about which governance structure would fit best in the specific Flemish context and the needs of all the involved actors.	
Target	All actors in the field of green skills development in Flanders.	
Priority	N/A	
Who	The Coalition will need to oversee the negotiations and discussions leading to the choice of the best-fitting governance framework. All the important actors who have their roles and responsibilities described in Deliverable 6 (Section 2.2) will need to be a part of the overarching framework. The set-up of this governance structure and which organisations will take on which roles depend on the choices made by the Green Skills and Jobs Coalition.	
How and when	The implementation consists of the following sub-actions:	
	Sub-action A-4.1: Set up a governance structure for Green Skills in Flanders based on the enabling conditions and inspiring scenarios.	Short-term
	Sub-action A-4.2: Regularly evaluate the chosen governance structure and make adjustments where necessary.	Medium-term
What is needed (enabling conditions)	The enabling conditions for a good governance framework are described in the report of Deliverable 6.	
How can success be measured (monitoring)	The evaluation of the governance structure should happen on a regular basis to ensure timely adjustments can be made when necessary. It should be based on the attainment of the actions described in this document, as shown by the monitoring indicators. If the actions are successfully implemented, the governance framework can be considered as working efficiently. The perceived cooperation between actors in the governance structure can also be measured through qualitative inquiries.	

3.2 Action group B: Co-funding for specific activities

Enhancing green skills goes beyond creating awareness and points to more substantial issues for which companies, labour market organisations, skills development providers and the Flemish government need to invest to find a solution. Providing additional financial incentives can stimulate developments in this area. In this context, a second strand of actions helps put in place the conditions for offering financial instruments that can motivate different stakeholders to take action to improve the supply and demand of green skills. The Europe WSE strategy is a key building block offering co-financing opportunities on a wide range of actions. Two headline actions with corresponding sub-actions as shown in Figure 3-3 are presented in more details in the tables below.

Figure 3-3 Summary of action group B: Co-funding for specific activities



3.2.1 Action B-1: Design a set of co-funding mechanisms to facilitate the development of Green Skills in Flanders

Action B-1 Design a set of co-funding mechanisms to facilitate the development of Green Skills in Flanders	
Why	<p>Co-funding mechanisms targeted at green skills development offer the advantage of:</p> <ul style="list-style-type: none"> • Clarity for stakeholders on where to obtain financial support for green skills development at the Flemish level; • Enhanced cooperation between actors within the green skills ecosystem: co-funding mechanisms targeted at green skills offer the opportunity to formalise the collaboration between governmental, educational, sectoral stakeholders and companies (i.e., partnerships between work, education and innovation).
What	<p>Co-funding mechanisms can take the form of financial budget lines dedicated to green skills, top up funds geared at mainstreaming climate and environmental issues with a jobs and skills element, or ‘greening’ existing calls for funding in the context of education and training, skills and work.</p> <p>Financial support could be used to kick-start the first steps towards the green skills transition and developing sectoral and intersectoral plans for green skills development. Co-funding could be used to conduct skills assessments related to future-readiness of the companies, sectors and clusters, or to develop specific green skills training for the companies or sectors building on the existing competence checks.²¹</p> <p>The financial support could be channelled through suitable intermediary organisations to have a scaling benefit. For example through sectoral funds, that can also serve as knowledge-hubs for companies that want to engage in developing green skills. Other intermediaries could be the partnerships of work education and innovation (including collaboration with skills development providers and the VDAB), or the ‘<i>Speerpuntclusters</i>’²² to incentivise cross-sector collaboration.</p> <p>Co-funding arrangements already exist, for example through the open calls of Europe WSE whereby Europe WSE provides subsidies for projects that contribute to the strategic pillars of Europe.²³ These open calls could be used to steer more towards the green transition in the existing pillars. Other existing Flemish examples are <i>Opleidingen van de Toekomst</i> and SCOPE, which could be further ‘greened’ as part of this action.</p> <p>There should be a focus in European funding calls on projects relevant to green skills development. Intermediary organisations managing EU (European Union) funding calls should outline the green skills elements within the funding calls in their communication to potential applicants. Green Skills projects could be funded through calls such as the European Fund for</p>

²¹ Europa WSE (2023). [De competentiecheck brengt de leercultuur tot op de werkvloer.](#)

²² VLAIO. Website: [VLAIO Netwerk: Speerpuntclusters](#) v. Speerpuntclusters with relevant focus for green skills are: Flux50 (Energie, ICT and buildings), Catalisti (Chemicals), SIM (raw materials).

²³ Europe WSE. Website: [Onze werking.](#)

	<p>Regional Development (EFRD) or the Erasmus+ Centres of Vocational Excellence.^{24,25} The EFRD applications in Flanders are managed by VLAIO (Flemish Agency for Innovation and Entrepreneurship). See for example the open call for skills for smart specialisation, industrial transition and entrepreneurship which was open until the 28th of April 2023.²⁶ For VLAIO, it is important to frame the calls within the right conditions (i.e., a larger emphasis on green skills).</p> <p>New funding opportunities might arise from new EU initiatives like the proposal for a Strategic Technologies for Europe Platform (STEP) and the Net Zero Industry Academies. These initiatives could be further examined for Flanders.</p> <p>A separate co-funding strand could be reserved for the local level to incentivise skills development providers, sectoral representatives or individual companies and/or individual learners to work on concrete common green skills projects.^{27,28} DWSE and Flanders Circular provided finance to the ‘Circular Hub Project’²⁹ to support local networks which function as a one-stop-shop for circular and social entrepreneurship. It could be further explored to scale up these networks to other municipalities and sectors or clusters.</p>
Target	Partnerships of work, education and innovation, sectoral organisations and spearhead clusters (<i>Speerpuntclusters</i>), companies (especially SMEs), environmental partners.
Priority	The co-funding mechanisms are especially needed for upskilling and reskilling to fulfil the skills need within the construction sectors. A recent report from VEKA (2023) illustrates the need for - among others - a doubling of the capacity of heat pump installers. ³⁰ Other technical skills in the building sector relate to boilers and water heaters, photovoltaic panels and battery technology, ventilation systems, general electricity networks, other heating and cooling technologies, etc. ³¹
Who	<p>Different actors could play a role in designing co-funding mechanism explicitly aimed at green skills development, building on the existing co-funding mechanisms. A coordination mechanism should come into place led by the most relevant bodies in the governance structure (see Governance Framework - Deliverable 6):</p> <ul style="list-style-type: none"> • Europe WSE has launched calls to provide funding to partnerships for developing and implementing training programmes focused on the strengthening of competences. The competence prognoses carried out in the SCOPE studies form inputs for the training programmes. These calls are co-financed by the Flemish government and the EU, and

²⁴ For an overview of European funding opportunities for climate- and energy projects, see also VEKA (2023). [EU-financiering voor Vlaamse energie- en klimaatprojecten: update maart 2023](#).

²⁵ The Erasmus+ Centres of Vocational Excellence provides grants to legal entities (public or private bodies) active in the field of vocational education and training or in the world of work with a focus on sharing practices across countries.

²⁶ VLAIO. Website: [Vaardigheden voor slimme specialisatie, industriële transitie en ondernemerschap - GTI Antwerpen en Gent](#).

²⁷ See for example The local project [VILAWATT](#) in Spain, which focusses on improving capacities of local professionals, workers and unemployed on deep energy renovation, energy savings assessment and RES integration with thematic workshops and trainings. It receives funding from ERDF.

²⁸ For another good practice example of co-funding through local partnerships, see the [UK - West Yorkshire Consortium of Colleges \(WYCC\)](#): a collaboration between colleges, partners and employers bidding for funding to enhance the capacity of colleges and other training providers in the region to support employers and provision of training. One of the funding strands focuses on capital investment to increase specialist equipment to deliver electric vehicle and retrofit training. Another strand focusses on investment embedding green knowledge within the curriculum and improve links with businesses to develop and enhance their green skills through The Green Skills Service.

²⁹ Vlaanderen Circulair. Website: [Circulair werk\(t\)!: Hubs](#).

³⁰ VEKA (2023). [Behoeftte aan bijkomende capaciteit in de bouwsector voor Vlaamse renovatiedoelen](#).

³¹ Flux50, MIPRIS and Volta (2019). [Competentieprognose Energie-efficiëntie Gebouwen](#).

	<p>there is some freedom in how the funds are specifically allocated. From 2024 onwards, Europe WSE is specifically targeting intersectoral partnerships.</p> <ul style="list-style-type: none"> • The <i>Speerpuntclusters</i> could support the direction of the strategic focus of the competence prognoses, as they have a focus on innovation and break through sectoral silos. The <i>Speerpuntclusters</i> also receive funding from VLAIO. • Several sector funds already work on enhancing employment and providing education, although the <i>green</i> focus of the sector funding is currently missing. 	
How and when	The implementation consists of the following four sub-actions:	
	Sub-action B-1.1: Expand the financing of competence prognoses on the meso-level for the strategic sectors and clusters for which the competence prognoses have not taken place yet. ³²	Medium-term
	Sub-action B-1.2: Make funding available for implementing actions based on training needs resulting from the competence prognoses (i.e., to develop/adjust and promote training programmes on specific technical or professional green skills).	Medium-term
	Sub-action B-1.3: Use EU programmes with a focus on the green transition and/or skills as a funding source.	Medium-term
	Sub-action B-1.4: Apply a progressive implementation of the funding scheme through a piloting approach with partners of the ‘Pact for Skills’ (Education, work and innovation).	Short-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> • Allocation of funding through European calls should be accessible for SMEs;³³ • There should be a continuation of calls to finance competence prognoses for strategic sectors and value chains; • There should be an uptake of actions following the prognoses and pilots at the local level; • Information about the calls for funding should be easily accessible for target groups. For example through publishing the calls on the online central information hub (as proposed in Action E-2) rather than only on the websites of the individual institutions; • A common understanding of what green skills consist of is needed in order to have a uniform application of financing green skills (see Action A-1). 	
How can success be measured (monitoring)	<p>The action aims at increasing the financial capacity of sectors, clusters and partnerships, so these actors have more resources to develop skills prognoses, implement actions following from the prognoses, and implement pilot projects. Therefore, success could be measured through 1) the increase of funding calls with an explicit focus on Green Skills; 2) the increase in green skills projects actually financed through these calls; and 3) a monitoring strategy for local pilot projects with a focus on green skills, and corresponding success stories which can be shared with other actors.</p>	

³² A good practice example to build upon for other sectors and clusters consists of the prognoses of the strategic value chain of batteries in Flanders, which was co-funded by ESF. See: Flux50 (2023). [Strategische competentieprognose van de batterijwaardeketen in Vlaanderen](#).

³³ One of the [conclusions of EFRD-funding programmes to support training in enterprises in Latvia \(non-green skills related\)](#) is that the take-up among SMEs for the ERDF-funded programmes that support training in enterprises remains low. This might depend on the choice of the eligibility criteria which are too rigid for SMEs (e.g., recording certain profits in the previous years, substantial documentation). These capacity constraints provide more reasons to allocate funding through intermediate organisations.

3.2.2 Action B-2: Public financial support for urgent green skills development for the unemployed and those at risk of unemployment (Green skills accelerator calls for action)

Action B-2	Public financial support for urgent green skills development for the unemployed and those at risk of unemployment (Green skills accelerator calls for action)
Why	The overarching objective of this action is to decrease the level unemployment. Therefore, the action is aimed at bringing the inactive and unemployed back to work, and at avoiding that people at risk of unemployment due to the green skills transition will lose their job in the future, by reskilling them. There are existing systems and initiatives in place to support unemployed and inactive people to develop skills, but more emphasis could be put on the potential of <i>green</i> skills development for this target group in the sectors where an increase in skills supply is most needed (construction, utilities and in the circular economy).
What	The Green jobs project from <i>Arbeid & Milieu</i> vzw encourages the transition towards new green jobs and the greening of existing jobs, primarily through awareness raising campaigns. ³⁴ Opportunities exist for initiatives to promote green jobs in a more profound way than awareness raising. This can be done by providing financial incentives to: <ul style="list-style-type: none"> • Develop short training programmes leading to labour market insertion of those who are relatively distant from the labour market; • Incentivise employers active in greening the economy to hire trainees with a prospect of permanent employment in the future; • Incentivise employers in sectors at risk of the green transition to upskill and reskill employees.
Target	The unemployed and people at risk of unemployment, the inactive working population ³⁵
Priority	Specific skills needed in sectors that face the most severe green skills shortages such as the construction sector and the utilities sector. To contribute to skills needed for the renovation wave ³⁶ , one focus of developing short training offers could possibly be linked to the Flemish Energy Scan programme. This programme offers free energy advice to low-income households, whereby unemployed people could be trained to provide advice on energy efficiency and the use of green products and energy services. The broader circular economy is also important, considering the role vulnerable groups can play in the circular economy. Although the amount of jobs that are at risk because of the green transition is very small (only around 0.2% mainly concentrated in the manufacturing and extractive industries and service sector support those industries) ³⁷ , it could be considered a public area of focus to reskill and upskill employees in these jobs to ensure their transition to other jobs.

³⁴ MVO Vlaanderen. Website: [Arbeid & Milieu vzw](https://www.arbeidmilieu.be/).

³⁵ The definitions of ‘unemployed’ and ‘inactive working population’ can be found on the [STATBEL](https://www.statbel.fgov.be/) website. The category of ‘people at risk of unemployment because of the green transition’ is defined in this study as the people working in the manufacturing and extractive industries, but this definition may not be exhaustive (see the report on [Green Skills Needs](#) in Flanders for more details).

³⁶ In Limerick in [Ireland](#), public funding is available for a 1 day interdisciplinary course on nearly-zero emissions buildings (NZE).

³⁷ Trinomics (2022). [Report on Green Skills needs in Flanders](#).

Who	Companies, together with the VDAB, could develop training programmes leading to labour market insertion of those who are relatively distant from the labour market. The VDAB offers financial incentives for short and targeted training to the unemployed and inactive in difficult-to-source jobs. However, there is no specific label for ‘green’ difficult-to-source jobs. ³⁸ The transition points (<i>transitiepunten</i>) ³⁹ could also play a role as they aim to enhance job mobility for the vulnerable working population from jobs at risk of disappearing to jobs where there is a high demand.	
How and when	The implementation consists of the following four sub-actions:	
	Sub-action B-2.1: Offer short and targeted training to the unemployed and inactive working population.	Short-term
	Sub-action B-2.2: Offer financial incentives to employers active in greening the economy to employ trainees and also provide them with permanent jobs afterwards. ^{40,41}	Short-term
	Sub-action B-2.3: Offer financial incentives to employers to reskill and upskill employees in jobs at risk because of the green transition. ⁴²	Short-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> Public funding (a promotion budget) should be made available to offer short training courses to the unemployed and inactive in priority sectors (construction, utilities and circular economy);⁴⁴ Public funding should be earmarked to leverage finance from companies and skills development providers to invest in reskilling and upskilling in priority sectors (construction, utilities and circular economy); To develop specific short training courses targeted at green jobs and skills needed for those jobs, there needs to be a common definition of ‘green jobs’ and ‘green skills’ to be used in the database of the VDAB. In this way, the VDAB can match demand and supply of green skills needed by offering training with a focus on green skills in the ‘difficult-to-source’ jobs. 	
	How can success be	The monitoring framework for this action could consist of the following indicators:

³⁸ VDAB. Website: [Financiële voordelen voor wie bijleert](#).

³⁹ SERV (2022). [Advies transitiepunten](#).

⁴⁰ In Slovenia, in the context of government’s strategy towards greening the economy, a new employment incentive called “Green Jobs” was introduced as a pilot measure. The target for 2021 was to include around 200 unemployed people in this measure in order to be hired in green jobs. A subsidy was paid to employers who hired unemployed workers on a permanent employment contract for two years.

⁴¹ In the UK, the [West Yorkshire Consortium of Colleges \(WYCC\)](#) manages the skills project Collaborative Apprenticeships, worth EUR3.7 million (£3.2 million) funded by the European Social Fund (ESF). The project offers fully funded trainings to apprentices and employers. Current apprentices have been taking part in add-on short courses in digital skills, climate change, mentoring, customer service and mental health.

⁴² See for example the [ING fund](#) for support of projects related to upskilling of the working population related to the circular economy. The provided support ranges between EUR 25.000 - EUR 50.000 and eligible candidates consists of - among others - micro companies, schools and training centres. In the roadmap, these external funding sources (non-public) could be promoted.

⁴³ See for example the finalised project S-Circel via [S-Circel \(odicense.be\)](#).

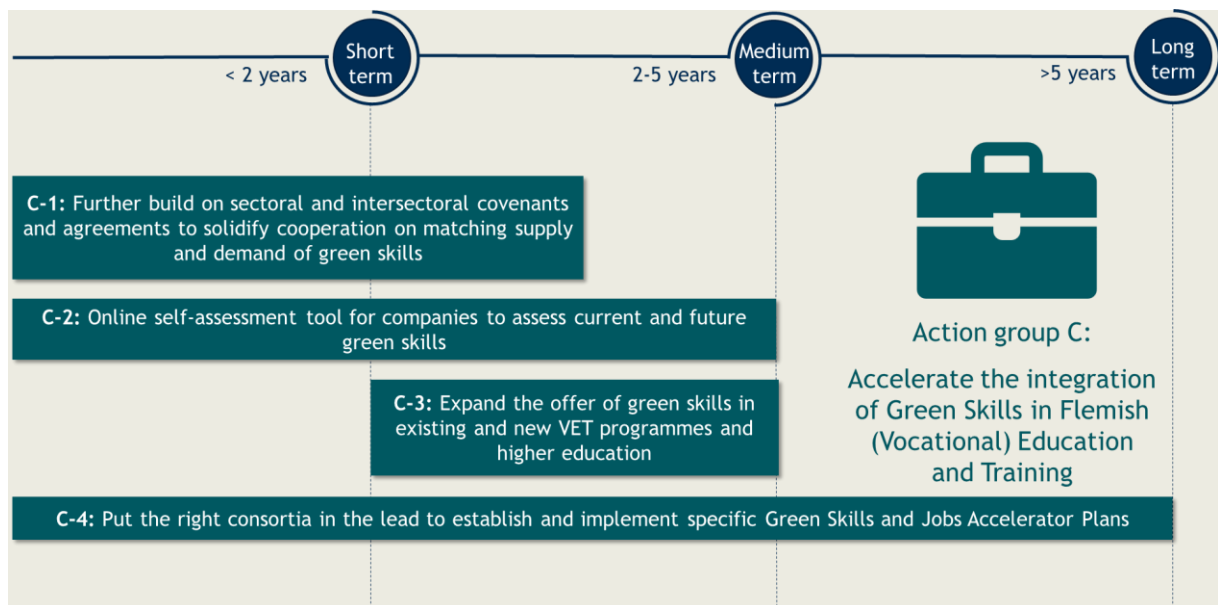
⁴⁴ See for example the Scottish government, which offered GBP 5 million Heat Training Grant to support 10 000 trainees within 2 years to become low carbon heating experts as part of the [‘National Transition Training Fund \(NTTF\)’](#).

measured (monitoring)	<ul style="list-style-type: none"> • Amount of short training courses offered by the VDAB and other skills development providers focused on urgent green skills development to the unemployed and inactive working population; • Number of hires of trainees by employers active in greening the economy and the number of permanent hires as a result of traineeships; • Examples of reskilling of employees by employers in green rival jobs, whereby reskilling initiatives have been supported financially by the government.
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3.3 Action group C: Accelerate the integration of Green Skills in Flemish (Vocational) Education and Training

To tackle the lack of available workers with green skills, it will be very important to increase the integration of Green skills in the Flemish VET system and higher education. Although, this is already happening in isolated cases, an acceleration of this process is required. To this end, four different actions are proposed in this group. Firstly, to further build on sectoral and intersectoral covenants and agreements to solidify the cooperation between actors and improve the match between supply and demand of green skills. In a second action, a tool will be developed to help businesses assess their current and future green skills needs, building on the existing approaches to skills forecasting. Thirdly, the existing offer of green skills in VET programmes and higher education needs to be expanded, either in existing programmes or by the creation of new programmes. As a final action, these previous actions together with the actions in other groups will be implemented by bringing them together in so-called Green Skills and Jobs Accelerator Plans. These plans have the aim of accelerating actions for increasing green skills in Flanders and bringing the right consortium together to implement them.

Figure 3-4 Summary of action group C: Accelerate the increased integration of Green Skills in the Flemish (Vocational) Education and Training



3.3.1 Action C-1: Further build on sectoral and intersectoral covenants and agreements to solidify cooperation on matching supply and demand of green skills

Action C-1 Further build on sectoral and intersectoral covenants and agreements to solidify cooperation on matching supply and demand of green skills	
Why	The lack of formulation of strategies and plans in response to the changes in supply and demand of green skills in Flanders creates uncertainties for all stakeholders involved and raises the potential costs of longer-term private commitments to better match the supply and demand of green skills.
What	<p>This action is centred around the formal definition and/or confirmation of shared ambitions and objectives regarding the cooperation between sectors and skills development providers to improve the match between supply and demand of green skills. This can be done for instance, through the existing cooperation structures offered by existing sectoral and intersectoral covenants. Currently, the sectoral covenants are agreed between the Flemish government and social partners from a select number of specific sectors. While these agreements include attention for learning and development, the development of green skills per sector are currently not always covered. At the same time, the scope of sectoral covenants as defined in the decree on sectoral covenants (February 17, 2023)⁴⁵ offers room to include green skills, from the perspective of aligning education and labour market (article 3.1), lifelong learning and competency policy (article 3.3).</p> <p>Existing covenants and agreements may be complemented with a separate addendum in which sectoral and intersectoral plans, ambitions and partnerships between the sectors and government are formalised for the medium-long term to ensure visibility. Alternatively, commitments to green skills development can be integrated in existing addendums on learning and development. For sectors where no covenants have been established thus far, green skills can be included as a relevant theme when other plans, priorities and ambitions are formulated. Where relevant, the contents of (inter)sectoral plans and strategies can also build on the content of topical green deals⁴⁶ that the Flemish government has set up with sectors and enterprises to undertake activities of a sustainable nature or the SCOPE studies which have been conducted for several sectors. Additionally, the results and recommendations for the sectors made in the second deliverable of this project can also be used as inspiration for determining the priorities of the sectors.</p> <p>Inspiration for the expanded scope of the covenants may also be drawn from the Swedish experience gained in the context of Fossil Free Sweden, where 22 different industries defined roadmaps to chart how to enhance their competitiveness by going fossil free or climate neutral.⁴⁷ The progress in each sector is closely monitored.⁴⁸</p>
Target	Ultimately, employers and employees in the targeted sectors are to benefit from the agreements defined in the covenants regarding green skills. They would benefit from the

⁴⁵ Vlaamse Overheid (2023). [Decreet over de sectorconvenants en de intersectorale convenants in het kader van het Vlaamse werkgelegenheidsbeleid](#).

⁴⁶ 14 currently exist. For details, see: Departement Omgeving. Website: [Green Deals in Vlaanderen](#).

⁴⁷ Fossil Free Sweden. Website: [Roadmaps for fossil free competitiveness](#).

⁴⁸ Fossil Free Sweden (2022). [Roadmaps for fossil free competitiveness - follow-up 2021](#).

	clarity and short-/medium-term commitment in the field of green skills that would encourage further investments in training / time in that direction.	
Priority	To support solving the most urgent green skills gaps, priority could be given to work on professional green skills in specific sectors such as circular economy, utilities, manufacturing & energy-intensive industries, and construction. To gain experience in expanding the existing structure of sectoral covenants, a start has been undertaken by using an intersectoral focus such as the renovation addendum to the sectoral covenant with the construction sector. ⁴⁹ This intersectoral way of working should then be replicated for the other priority sectors and afterwards to all sector covenants.	
Who	The key partners in this area are the Flemish governmental departments and agencies, sectoral organisations and the social partners. For defining the more specific content of green skills addendums to existing sectoral covenants and intersectoral covenants, input from more specialised agencies may be sought, such as Circular Flanders (for providing expertise on circular economy), VEKA (for providing expertise on energy efficiency), or VLAIO (for broader questions of innovation and development).	
How and when	The implementation consists of the following sub-actions:	
	Sub-action C-1.1: Select priority sector(s) for which to define specific additional green skills actions.	Short-term
	Sub-action C-1.2: Identify the needs of the priority sector(s), define the necessary commitments and subsequent actions to respond to these needs (with support from the Social Economic Council of Flanders (SERV)).	Short-term
	Sub-action C-1.3: Set up a structure for monitoring and evaluation of the commitments.	Short-term
	Sub-action C-1.4: Review the potential for expanding the approach to other sectors (with and without existing sector covenants).	Medium-term
	Sub-action D-1.5: Start with the implementation of agreed commitments in priority sector(s).	Medium-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> • The buy-in and financial commitment of sectoral organisations, as well as the Flemish government will be key in obtaining success. Another key ingredient for success is buy-in from the social partners involved in (re)defining the sectoral covenants; • Awareness and prioritisation of green skills in sectoral plans is already addressed through other activities but should also encourage monitoring and working on concrete commitments in the form of the covenants; • Depending on how the approach to the covenants is taken up, additional capacity may be needed. Currently, follow-up of the implementation of the covenants is coordinated by DWSE with the help of intersectoral advisors (SERV), who only have limited capacities to cope with expanding the scope and content of covenants. This may need further strengthening, depending primarily on the ambitions and changes to sectoral covenants; • Any agreements regarding financial or best-effort commitments may create commitments for the future, from the side of the social partners, or the Flemish 	

⁴⁹ Vlaamse Regering (2023). [Addendum 2023 bij het Sectorconvenant 2021-2022 afgesloten tussen de Vlaamse Regering en de sociale partners van de sector Bouw \(PC 124\)](#).

	government, which will have to be met to ensure continued support for the content of such covenants.
What is success (monitoring)	Success of the activities under this action can be measured by the number of sectoral covenants that have been revised / complemented with specific commitments in the area of green skills. In addition, the establishment of arrangements for monitoring and evaluation in follow-up to complementing sectoral covenants will be an important step to help measure progress.

3.3.2 Action C-2: Online self-assessment tool for companies to assess current and future green skills

Action C-2	Online self-assessment tool for companies to assess current and future green skills
Why	Many enterprises, and particularly smaller and medium-sized ones, insufficiently reflect on the future green skills needed for their businesses. Existing skills intelligence publications, such as the SCOPE studies, already provide some in-depth anticipation of future skills and competences in specific sectors but are not yet sufficiently known and used by enterprises due to capacity constraints, especially in SMEs. Companies (especially SMEs) often lack information on training opportunities or available support mechanisms and do not know the benefits of investing in training when compared to the perceived risks from doing nothing. ⁵⁰
What	<p>Develop a new, standalone online tool that allows companies (including SMEs) to conduct a self-assessment of the future-readiness of the skills available in the company within specific sectors and guide companies to take action. By design, the tool itself is not restricted to a single sector, but implementation of the tool can be proposed in phases, with the contents feeding the tool gradually expanding from a first set of priority sectors. For the development of this diagnostic tool, the self-assessment tools and surveys developed in Italy⁵¹, Ireland and Latvia⁵² can be used as inspiration. The three tools are quite similar, so only the Irish case will be explained in more detail below.</p> <p>In Ireland, a Workplace Innovation Tool⁵³ has been created by the government to facilitate businesses in self-evaluating their capacity to become a more innovative workplace. It's an online survey consisting of 25 questions designed around four pillars: employee engagement, innovation, productivity and training, which only takes a couple of minutes to fill in. It can be filled in by as many people in the company as desired and afterwards generates a personalised and company report. On the personal level, after identifying the main areas of improvement, it guides users to support such as events and resources which can drive change. The report suggests opportunities for job rotation, training, or mentorship within the firm based on the employee's inputted skills, interests and experience. The company report provides an analysis of the average responses by the employees and allows an assessment of the strengths and weaknesses of the company and how to best enhance the business' capabilities to prepare, adapt and respond to change.⁵⁴</p>

⁵⁰ OECD (2021). [Incentives for SMEs to Invest in Skills: Lessons from European Good Practices](#).

⁵¹ OECD (2022). [Incentives to Business Investment in Skills: Guidelines on the proposed policy instruments](#).

⁵² OECD (2023). [Supporting employers in promoting skills development in Latvia: Report describing the policy package for the regulatory framework to help employers investing in skills](#).

⁵³ Department of Business, Enterprise and Innovation (Ireland). Website: [Welcome to the Workplace Innovation Tool](#).

⁵⁴ OECD (2021). [Incentives for SMEs to Invest in Skills: Lessons from European Good Practices](#).

	<p>The Flemish tool will be designed to complement the process of the existing competence checks for enterprises (<i>competentiechecks voor ondernemingen</i>).⁵⁵ These competence-checks offer a more targeted review by an external consultant for individual companies. However, they require a significant time investment both from the company who will need to take part in interviews and make relevant documents and information available and from the consultant who often travels to the company and performs an in-depth assessment to provide very detailed results. Additionally, in Flanders, on an individual level, a digital tool already exists under the '<i>competentiecheck</i>' at the website of the VDAB.⁵⁶ This is a tool that shows the most commonly asked skills for specific jobs, where the user needs to select whether he/she possesses them or not. Based on the results, it then proposes some training which would allow the user to grow in their current job or suggests different job she/she would be well-suited for based on their skills-set. Additionally, it includes referrals to career guidance services and opportunities for financial support for training. This is a very useful tool for individuals, but does not link these results to the companies that the users are currently part of. The new tool could be integrated in this existing online tool if desired, but should then be adapted to be targeted to enterprise. However, in this case you could lose the group of mainly unemployed people who are not associated with a company that want to use this tool for searching for a suitable job and purely personal purposes. This action thus suggests to create a stand-alone online tool to complement both the '<i>competentiechecks voor ondernemingen</i>' and the individual '<i>competentiecheck</i>'.</p> <p>A short survey which takes maximum 20 minutes to complete will be developed, centred around the following themes: employee engagement, productivity, training, soft skills and skills for the green transition (can be expanded to include digital skills and skills for other relevant transitions). In line with the Irish case, the employees who fill in this survey through their company will receive an individual report with their identified areas of excellence and improvement and then refer them to training, events and support services to help with the development of skills. The company will receive a summary report with an overview of the availability of skills and capacity in its employees and can use this to reflect on their own position in the market and take necessary actions to face future skills- and capacity-related challenges. The online tool will also be explicitly presented on the online central information hub suggested in Action E-2.</p>
Target	The tool will be developed for companies (especially SMEs), but it will also be used by individual employees and thus be relevant for their personal development.
Priority	This action is not necessarily limited to specific sectors. However, in the start-up phase it may be most effectively piloted with a limited set of sectors. From that perspective, existing data from the key (groups of) sectors of circular economy, utilities and construction ⁵⁷ could be compiled together with general knowledge on skills for the green transition and used as input for designing the tool.
Who	The coordination of development of this online tool would need to be done by a central partner in the skills intelligence landscape in Flanders. Given the cross-sectoral approach the tool takes by design, it is conceivable that a public authority that transcends individual

⁵⁵ Europa WSE (2023). [De competentiecheck brengt de leercultuur tot op de werkvloer.](#)

⁵⁶ VDAB. Website: [Doe de competentiecheck.](#)

⁵⁷ The analytical report (project deliverable 2) highlights that the skills needed in these sectors are expected to be impacted the most by the green transition.

	<p>sectors takes up the coordination of developing the tool. Additionally, this coordinating actor will need to confirm the sectoral organisations that are interested in participating and mobilising relevant partners to contribute.</p> <p>Financial support for development of the tool could be sought with Europe WSE, which already has a history in supporting the SCOPE studies. This support would amount to the actual development of the tool and its maintenance. Financing through Europe WSE also enables the possibility of requiring co-financing by the priority sectors for which data is included first in the first design of the tool (see Action B-1).</p> <p>Similar to the overall coordination, the actual design and development of the tool would have to be taken up at a cross-sectoral level, to allow actively reaching out to interested sectors, mobilising new sectors and reviewing the use and take-up by individual companies in and across sectors. Another prerequisite for the organisation to take up the responsibility of designing and developing the tool is existing experience in working with the dissemination of skills intelligence and outreach to multiple sector. The organisation who takes on this role would ideally already play an active role in the production and analysis of skills intelligence on the Flemish labour market, within and across sectors. It would be responsible for coordinating the collection of relevant data, designing and developing the tool as well as disseminating its results. To fulfil this in a successful manner, there will be a need for sufficient financial and human resources within the organisation. A financial commitment may need to be secured for a fixed period of time (between 5 to 10 years), to support the hiring of relevant additional staff to make hosting the tool a reality. Such a financial commitment can be sought from the public purse but could also be sought in pooled resources from the sectoral organisation of priority sectors that are included in the first round of data collection.</p> <p>Once operational, the existence and potential of the newly developed tool needs to be shared among the stakeholders in relevant sectors, particularly of (smaller and medium-sized) enterprises. The sectoral organisations have a role to play here, possibly supported by Flemish public organisations such as DWSE who can have an active role in promoting the tool and encouraging its use. VLAIO, as the Flemish agency for innovation and entrepreneurship, may also play a role by consistently making reference to the tool in its interactions.</p>	
How and when	The implementation consists of the following sub-actions:	
	Sub-action C-2.1: Collect the necessary expertise from sectors and general experts on skills needs for specific jobs and roles as well as individual profiles.	Short-term
	Sub-action C-2.2: Develop and test the online survey which will be the core of the self-assessment tool.	Short- to Medium-term
	Sub-action C-2.3: Put the self-assessment tool online, either housed on the online information hub (Action E-2) or on the website of the main responsible organisations (with referrals between both).	Medium-term
	Sub-action C-2.4: Disseminate the tool and promote its use among companies.	Medium-term
What is needed	Successful implementation of this action depends on the successful design and approval of an ESF+ supported project through Europe WSE. In addition, a steady long-term (say 5-10 years)	

(enabling conditions)	<p>financial commitment to support the institution responsible for developing, maintaining and expanding the tool will be necessary.</p> <p>Based on the Latvian best-practice⁵⁸, several enabling conditions have been identified:</p> <ul style="list-style-type: none"> • The self-assessment tool should be user-friendly and quick to complete, but also comprehensive and insightful; • The online tool should be supported with basic, remote technical/user support; • All enterprises should have free access to the tool to maximise access and use of the tool; • To ensure the relevance of the questions and results for users it may need to include tailored modules for enterprises in different sectors; • Enterprises using the tool should also be able to request the advice of an external expert to subsequently help the firm to find relevant subsidised training courses; • The tool should be developed under the oversight of the relevant governmental department, in consultation with other departments and agencies as well as sectoral organisations employer associations; • The tool should be available on several relevant existing websites used by enterprises as well as the online central information hub (Action E-2).
What is success	<p>Targets can be defined (on the number of sectors covered) at the outset to set the ambition level, which will be necessary to create some level of commitment from all stakeholders. It is also important to highlight decreasing marginal costs of development for this type of tool as it is expanded to other sectors, which means that the organisation of data collection to feed the tool should not be limited to a single sector from the outset.</p> <p>Once the self-assessment tool is put online, success measurement should focus on actual take-up in the field, and measure the number of individual employees and enterprises that have filled in the survey and have received personal and company reports. Specific attention to SMEs should be guaranteed in monitoring and evaluation as well, by tracking the number of SMEs reached.</p>

3.3.3 Action C-3: Expand the offer of green skills in existing and new VET programmes and higher education

Action C-3	Expand the offer of green skills in existing and new VET programmes and higher education
Why	<p>The training of green skills needs to increase due to the fast changing demands on the labour market, including the importance of the green transition in many sectors, creating added value alongside the value chain. The existing training courses on green skills are often quite isolated and not sector oriented, while taking a long time to be established, creating a green skills gap on the labour market. The offer of green skills in training needs to be increased.</p>
What	<p>To boost the integration of green skills in existing programmes or to create new green skills training, it is important to increase the offer of green skills training in a structured manner.</p>

⁵⁸ OECD (2023). [Supporting employers in promoting skills development in Latvia: Report describing the policy package for the regulatory framework to help employers investing in skills.](#)

One of the easiest ways of integrating green skills in VET programmes, is by stimulating ‘green’ workplace learning (*werkplek leren*). The approach of learning through a combination of theory in school and practice in a workplace environment is most beneficial for developing green skills. Theory provides knowledge on green technologies and innovations while the workplace stimulates the development of a ‘green attitude’ and allows students to practice on dealing with green technologies and innovations. Specifically, increasing green workplace learning can be done through the system of Dual Learning (through the Partnership for Dual Learning⁵⁹), apprenticeships, internships and individual vocational trainings (individual vocational training (IBO) system from the VDAB). A Cedefop & OECD (2022) publication containing a study by DWSE shows that apprenticeships are not yet very widespread in Flanders. Especially, the opportunities for the currently employed who want to re- or upskill are very limited.⁶⁰ Thus, there is much room for improvement here. Increasing the attractiveness of such modalities depends on the time availability of VET teachers, since it requires more time for coordination with companies, as well as buy-in from employers. Here, promotion will be an important element to ensure that employers see the added value of showcasing their green occupations or skills as a way of attracting VET students.

As the work on highlighting green skills (Action D2) will become more mainstreamed, the logical next step for training providers is to focus on the need to introduce more green skills in existing training or create new specialised training. For this, there will be a need from inputs of content and experience from experts in these green skills who can help training providers adapt their training courses and create new ones. For higher education, Duurzaam Educatiepunt is already taking up this role of helping institutions green their curricula. Concerning VET training, a successful integration of green skills will require that specific sectors (starting with the priority sectors of construction, circular economy and utilities) are more involved in the assessment of future skills needs and their translation into concrete VET learning outcomes. For higher education, the offer of green skills can be increased by focusing on creating micro-credentials. These are targeted on professionals and employees who wish to reskill at the level of higher education (usually through universities). The courses offered in a micro-credential can often be structured quite flexibly, but often depend on the existing offer at the institution.

As an additional step, the Flemish government could consider reviewing the process for setting up VET training and higher education curricula, to allow for a more flexible and easy integration of environmental, circular, climate and energy topics (as per the 2030 STEM agenda). This could follow the example of Sweden, where the link between the private sector and (vocational) schools allows curricula to be updated on a more regular basis, to offer training on a flexible basis, so the educational system is more focussed on future proof skills including green skills. Reforms of the Swedish upper-secondary Vocational Education and Training (VET) system, carried out in the last decade, have enhanced work-based learning, established an apprenticeship system, put incentives in place to encourage local

⁵⁹ Duaal Leren. Website: [Opleidingen](https://www.opleidingen.be).

⁶⁰ Cedefop & OECD (2022). [Apprenticeships for greener economies and societies](https://www.cedefop.europa.eu/en/publications-and-outputs/apprenticeships-for-greener-economies-and-societies).

	engagement with the social partners, and more recently, encouraged employers to pay apprentice wages, and to train workplace trainers so that they are adequately prepared to mentor workplace trainees and apprentices. ⁶¹	
Target	Learning providers (to increase the offer of green skills), individual companies (who can provide working places for students) and the sectors (to identify their most immediate needs).	
Priority	From the side of Work and Social Economy the priority will be on VET and higher education, since the majority of training for green occupations is given through the VET system. ⁶² From an Education and Training point of view, more attention can be paid to the general educational path and where the offer of green skills should be increased. Within VET learning and higher education, the initial priority could be given to training related to sectors with the identified highest needs: construction, circular economy and utilities.	
Who	<ul style="list-style-type: none"> • Learning providers will be the main actors targeted in this action. They will need to implement the actual expansion of the offer of green skills in trainings and courses. Additionally, they will need to make the connection with companies to increase green workplace learning. • Key partners for this action will be labour market organisations who can share their knowledge on the general labour market expectations and skills dynamics. Preferably, actors with experience in skills forecasting, vacancy analysis and tracking shortage occupations will be involved here. However, to adequately reflect green aspects, these organisations will need to receive thematic assistance from experts on the environmental, circular, climate and energy transitions. • Sector organisations will need to be involved as a way of accessing companies in priority sectors and encouraging them to undergo partnerships with training providers. They will also be important to provide information on the most urgent training needs for green skills in their sectors. 	
How and when	The implementation consists of the following sub-actions:	
	Sub-action C-3.1: Stimulate workplace learning for green occupations.	Medium-term
	Sub-action C-3.2: Design new training and adapt existing training to include green skills for VET and for higher education invest in the creation of micro-credentials tailored to green skills.	Medium-term
	Sub-action C-3.3: Review the process for setting up VET training and higher education curricula, to allow for a more flexible and easy integration of environmental, circular, climate and energy topics.	Long-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> • In order to label green skills in training, it is very important to have a common understanding of the concept and its definition. Therefore, a common language will need to be established and disseminated throughout all organisations. Then, the sectors should determine the specific elements which can be considered green and which are essential for certain occupations; 	

⁶¹ Source: The study visit to Sweden where we visited the Region of Gothenburg in the context of this project (Deliverable 3).

⁶² ILO (2011). [Skills for Employment Policy Brief: Greening the Global Economy - The Skills Challenge](#).

	<ul style="list-style-type: none"> • An essential element in expanding the offer of green skills in training is to incite structural cooperation between training providers and the sectors (especially their experts on using green skills in practice). One part of this consists of gathering data on the needs in the sectors and then having the sectors work together with training providers to design and adapt training to reflect these needs. Another part involves creating more workplace learning spots for students at relevant individual companies and setting up a more structured approach for schools to find these companies; • To facilitate the creation of green workplace learning places, the process of setting up a partnership between training providers and individual companies needs to be as fast and efficient as possible. Therefore, more structured connections between educational institutions and companies need to be established. Action E-3 will be a starting point for creating these networks on a higher level which will then hopefully trickle down to individual schools and companies, so they can find each other much faster; • Similarly, the creation of new training or educational and higher education courses requires a significant amount of time. From the proposal of new professional qualifications (BKs, <i>Beroepskwalificaties</i>) to the actual start of a training or course usually takes several years. Although, higher education has a bit more flexibility in this regard and can work faster. One of the reasons why this takes a long time is that for the decision on BKs, consultations are sought from the sectors and relevant policy domains. This is a crucial step, but it could be considered whether the efficiency of the process can be increased in other steps to reduce the total amount of time needed. The more flexible and faster installation of training and courses is one of the enabling conditions for this action; • As discovered during the ACTA case⁶³, it is essential for governments to give financial support to training providers to allow them to adapt their courses to new developments in skills for the green transition; • Simultaneously with financial support, it is beneficial to stimulate skills forecasting in clusters and sectors. This will provide a clearer overview of the skills gaps and future needs in the sectors;⁶⁴ • Finally, it is important to invest in a ‘train the trainers’ approach (hence, Action E-4). It must be clear for teachers how they can develop their own green skills and how they can then transfer these to the classroom. Green skills topics should, therefore, be addressed in teacher training courses and classroom materials.⁶⁵
<p>What is success (monitoring)</p>	<p>The successful implementation of this action can be measured by the number of training courses that are adapted or created to integrate green skills. This can be monitored by tracking the number of training courses that are labelled as green. However, this would only provide a first indication, since the real factor of success would be found in the number of students that actually follow these green skills training courses.</p>

⁶³ The ACTA case refers to the ACTA centre for technical training in the chemical sector in Flanders which adapted one of its training modules to reflect the ongoing green transition in the sector. This new module also included workplace learning through a green apprenticeship at a chemical company. The case study comes from the following source: Cedefop & OECD (2022). [Apprenticeships for greener economies and societies](#).

⁶⁴ Cedefop & OECD (2022). [Apprenticeships for greener economies and societies](#).

⁶⁵ Cedefop & OECD (2022). [Apprenticeships for greener economies and societies](#).

3.3.4 Action C-4: Put the right consortia in the lead to establish and implement specific Green Skills and Jobs Accelerator Plans

Action C-4 Put the right consortia in the lead to establish and implement specific Green Skills and Jobs Accelerator Plans		
Why	To implement the actions, based on the yearly priorities, so-called Green Skills and Jobs Accelerator Plans will need to be created and implemented by a well-suited consortium of organisations and experts.	
What	<p>For the implementation of the identified priorities on green skills, it is important to first create a consortium of organisations that is most-suited to take these on. To ensure that these consortia can act as fast as possible it would be most efficient to task existing partnerships with creating the Accelerator Plans. Where necessary, an additional organisation with specific expertise can be added to the partnerships. Some examples of relevant partnerships to consider are: Life Long Learning Partnership, Intersectoral Partnerships (under development through Europe WSE), STEM, Circular Flanders, spearhead clusters, Flanders Green Deals, etc. If no relevant existing consortium can be found, an open call could be set up to find the most suitable organisations.</p> <p>These consortia will be responsible for creating and writing out the Green Skills and Jobs Accelerator Plans which will have the aim of accelerating the green transition in skills and jobs in Flanders. They will be based on the actions presented in this roadmap, tailored to defined priorities which can mean different sectors, targets or themes. The Accelerator Plans will contain detailed actions; roles and responsibilities; timeline for implementation; and a monitoring and evaluation framework. These elements will guide the consortia in implementing the action plans.</p>	
Target	The target depends on the yearly priorities.	
Priority	The priority depends on the yearly priorities.	
Who	From the STEM-platform the lesson learnt was that it is advisable to put one organisation in the lead of the operational elements of a partnership. Therefore, for each Green Skills and Jobs Accelerator Plan, one organisation should take the operational lead to coordinate the activities and organise the negotiations on who will take on the action-specific roles and responsibilities. This should be an organisation with enough capacity and authority to bring the other organisations together and oversee the implementation of actions.	
How and when	The implementation consists of the following sub-actions:	
	Sub-action C-4.1: Establish a consortium of organisations for creating and implementing each Green Skills and Jobs Accelerator Plan.	Continuously
	Sub-action C-4.2: Create the Green Skills and Jobs Accelerator Plans.	Continuously
	Sub-action C-4.3: Implement and monitor the initiatives established in each Green Skills and Jobs Accelerator Plan.	Continuously
What is needed (enabling conditions)	<ul style="list-style-type: none"> As mentioned above, it is important to assign one organisation who can take the lead in coordination and operational tasks. Otherwise, the risk exists that there will be a lack of ownership and implementation will not happen as was envisaged; A key success factor is to establish strong partnerships. Organisations need to take their commitments seriously and work together on a common vision and objectives; 	

	<ul style="list-style-type: none"> • Sufficient funding and (human) resources need to be freed up for the implementation of the Green Skills and Jobs Accelerator Plans. Otherwise, again, there is a risk that the implementation will not be successful; • It is important to set up a monitoring and evaluation framework for each Accelerator Plan. This should include clear targets, monitoring indicators and risk mitigation measures.
What is success (monitoring)	The implementation of this action can be monitored by counting the number of Green Skills and Jobs Accelerator Plans that are created and implemented. Monitoring the number of organisations who participate in the implementation consortia can also be a good indicator of the base of support that is present in Flanders to drive the green transition in skills and jobs.

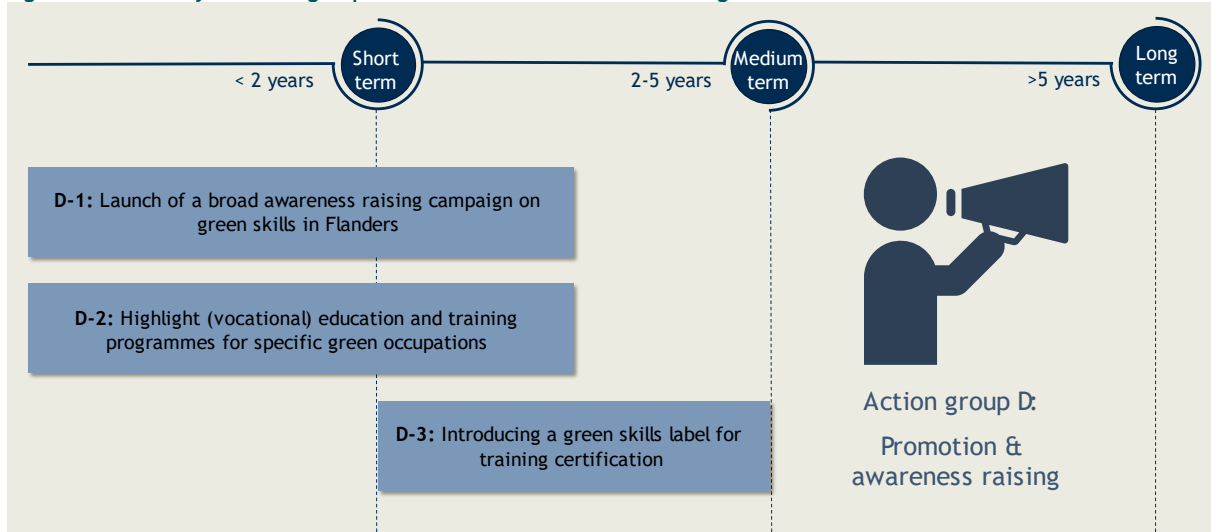
3.4 Action group D: Promotion and awareness raising

The actions under this heading contribute to objectives by **making green skills better known, more visible, better integrated in education and training offer, and finally better valued**. A general tendency that can be observed across the identified barriers is that the potential benefits of green skills are not fully understood among different target groups (such as learners, individuals on the labour market, including both employed and unemployed, as well as institutions and education providers). The high-level strategy aims at convincing companies of the necessity and the benefits of investing in future green skills and jobs and emphasises that the green skills transition is not only about improving a specific skillset, but also about making companies, institutions and workers ready for the future. Sectoral training organisations are key stakeholders in this respect who are suggested to be involved in each of actions suggested.

A key first step, before the more specific actions below, is already undertaken by DWSE. It is currently in the process of mapping existing initiatives, studies and projects in the context of supporting the formation of the next government, which can be relevant as input for further operationalisation of the roadmap. At the short term, i.e., before the elections foreseen in 2024, the immediate target group of this dissemination exercise is mainly internal, within the Flemish government, and is part of the preparations of a future negotiation document for the future government coalition. Though a crucial first activity, it is not included in the (sub-)actions below, which focuses more explicitly on the subsequent activities in relation to external stakeholders.

- This roadmap first of all outlines the approach to a broad public promotion campaign on green skills, to accompany its other actions increase overall awareness with the high-level Strategy. It can be designed to target all of Flanders, including learners, workers, and employers to raise awareness to the importance of embedding green skills, as well as the opportunities these bring in addressing the green transition.
- A second pillar under the heading of promotion and awareness raising draws attention to the world of education and training. This action focuses on the promotion of *existing* VET programmes that train learners for selected green jobs. Such promotion efforts focus mainly to raise the profile of skills development programmes among learners.
- Thirdly, the promotion of VET programmes is complemented by a parallel campaign that focuses on the profile of green skills among employers. This can be done through the introduction of a ‘green skills label’ to VET programmes, which helps add transparency on the content of programmes also for employers.

Figure 3-5 Summary of action group D: Promotion and awareness raising



3.4.1 Action D-1: Launch of a broad awareness raising campaign on green skills in Flanders

Action D-1 Launch of a broad awareness raising campaign on green skills in Flanders	
Why	<p>There is a general lack of awareness of the need of developing green skills and of the opportunities green skills offer for individuals (learners and workers) and companies. As a result, many occupations that are crucial for the green transition are not sufficiently valued and have their labour market underestimated by learners and employers.</p>
What	<p>This action aims to inform citizens and companies about green skills and the opportunities they offer and sensitise them about green skills development.</p> <p>The work in this type of action can be seen as a central communication of the Strategy and the Roadmap, used by the relevant governing bodies to broaden their outreach. The campaign would advocate a broader general awareness about the need of green skills (in different forms) for making the green transition, and inform about the existence of a Strategy. It will encourage citizens and companies to reflect on the role / potential of green skills from their own perspective.</p> <p>This campaign will help clarify the formal definition and understanding of what green skills are from the context of the Strategy, and what opportunities these hold for all learners, those in- or outside employment and the society at large. The outreach campaign will have a broad focus in principle, but specifically targeted sub-campaigns can be considered to specific (groups of) sectors where the needs are highest and where other actions are taking place (consider for instance the intersectoral approach in the Flemish Strategy for Renovation - <i>Vlaamse Renovatiestrategie</i>). Through such sub-campaigns, its messages can be differentiated to different targeted audiences. Generally, the following headline messages can be communicated related to the different green skills:</p> <ul style="list-style-type: none"> • The lack of specific technical green skills hamper the further development and sustainability of companies. The green transitions calls for specific new (green) skills and fulfilling new (green) jobs across all sectors; • The green transition needs greener approaches within existing jobs, calling for greening professional skills in making greener choices in the professional activities;

	<ul style="list-style-type: none"> The green transition calls for a change of mindset amongst all citizens in terms of considering sustainability issues and considering continuous learning and updating of competences (knowledge, skills and attitudes). Citizens hence need cross-cutting competences related to a green and future-oriented mindset. <p>The campaign should recur on an annual basis. Linking the campaign to a dedicated month, week, or day on green skills could be considered</p>	
Target	<ul style="list-style-type: none"> Companies (especially SMEs), sectoral organisations Learners and Flemish citizens in general 	
Priority	In principle, this action is relevant for all sectors and covers all types of green skills; it seeks to inform the general population and stakeholders about the Strategy, its ambitions and what this means for green skill development in Flanders. An important priority for the broad campaign is to convey a sense of urgency among target groups, of taking and participating in the actions suggested by the roadmap, as well as developing additional actions themselves beyond it. Specifically targeted sub-campaigns can be considered for priority (groups of) sectors (consider for instance the example of the intersectoral approach to house renovations).	
Who	The organisation of the campaign can be foreseen to be taken up by a central body in the governance structure (see Deliverable 6) which will also define the priorities, scope, actions and actual implementation of the outreach campaign. It can be imagined that a designated actor in the Flemish government takes the day-to-day lead in preparing the campaign, given the broad scope, intersectoral approach and attempt to reach the broader population in Flanders. This government department can take this leading role for practical reasons and set up a steering group within the broader coordination, involving partners from education and training, organisations working in specific economic sectors and intermediary organisations that can support reaching the envisaged target groups.	
How and when	The implementation consists of the following sub-actions:	
	Sub-action D-1.1: Set up the steering group to coordinate the work and involve other key partners and stakeholders in a structural manner.	Short-term
	Sub-action D-1.2: Position the work on the communication campaign to other activities related to the green skills development to ensure that those citizens and companies acting upon the messages of the campaign find valuable follow-up actions (e.g. seed-funding to develop company green skills strategies (under Action B-1), or green skills training for citizens (under Action C-3)).	Short-term
	Sub-action D-1.3: Further develop the communication strategy, develop targeted messages (/sub campaigns) per group; identify the key communication channels and mediamix (social media, online, TV, specific magazines, etc.); test the messages with representatives of the target groups.	Short- to medium-term
	Sub-action D-1.4: Launch the communication campaign.	Medium-term
	Sub-action D-1.5: Gather information on reach and results of the campaign and analyse the results.	Medium-term
What is needed	A broad campaign as suggested can only be successful after determining in detail the conceptual approach on what is to be included and what dimensions of green skills are	

(enabling conditions)	<p>covered by the campaign. This also requires broad support for the chosen scope and priorities among the stakeholders.</p> <p>More specific attention to certain (groups of) sectors may increase its likelihood of successfully reaching out when connected to other initiatives. The more targeted a campaign is the more it can focus on specific (groups of) sectors with targeted needs and the more successfully it can raise awareness with concrete priorities and engage new stakeholders for follow-up activities.</p>
How can success be measured (monitoring)	<p>The campaign aims for a broader awareness of green skills among the general population, as well as of the actions taken by the Flemish government in the context of the Strategy and Roadmap. Such increased awareness can be made visible with a monitoring survey that could measure for instance 1) awareness of the Strategy more broadly and its specific actions and 2) improved perceptions of such actions undertaken in Flanders to prepare for (future) green skills needs. For the more targeted specific sub-campaigns targeted KPI may be determined in close cooperation with the relevant stakeholders, focusing for instance on number of people reached, or the number of companies / sectors participating.</p>

3.4.2 Action D-2: Highlight (vocational) education and training programmes for specific green occupations

Action D-2	Highlight (vocational) education and training programmes for specific green occupations
Why	<p>The future labour market potential of specific green occupations is insufficiently considered in the choice for VET programmes by (potential) VET learners. It is not always clear what VET programmes prepare for specifically which types of green occupations and sectors. From this perspective more transparent and updated information is needed about the opportunities of specific VET programmes, particularly if the link to green occupations with increased demand (now or in the future) is not clear to (potential) learners, their parents and counsellors.</p>
What	<p>Strengthen the promotion of existing VET programmes that train learners in skills for specific green occupations that are in high demand on the labour market. This first requires an in-depth exercise to identify the relevant VET programmes that could be included in a possible campaign, possibly complemented by new education programmes considered as part of the activities in Action C-3. As selection criterion for the first such programmes selected, it can be considered to look for inspiring examples that can clearly show their contribution to the green transition. Experiences from the study trip to Gothenburg show the potential of using storytelling as input for promotional campaigns. It can be used as a tool to showcase a company or educational institution's unique strengths and values. By doing so, potential employees and students can gain a better understanding of the profession and develop a sense of pride and belonging to work in the respective sector.</p>
Target	<p>The promotional actions around selection programmes should primarily focus on (potential) VET learners but can be expanded to also address parents of potential VET learners, as well as (school) counsellors.</p>
Priority	<p>In principle, this activity does not need to be limited to sectors, but as a starting point, it could be considered to support campaigns for three specific (groups of) occupations, for</p>

	<p>instance in the key sectors of circular economy, utilities and construction.⁶⁶ Among these key sectors, a possible prioritisation can for instance be given to programmes associated with the value chain of sustainable renovation of houses (including the various sectors and occupation related to it). The selection of programmes needs to be agreed upon with sectoral representatives.</p>
<p>Who</p>	<p>In operational terms, this specific activity requires a relatively small-scale steering committee, that initiates the work, takes strategic decisions and follows up with key implementation actors. This committee could consist of representatives from the Flemish government, as well as actors involved in the practical implementation of the campaign in the field of education, together with representatives from the specific sectors (including sectoral training funds) that committed to contribute to and participate in the campaign. Operational choices and defining the priority depends on the involvement of representatives from the field of education, such as for instance the education umbrella organisations / AHOVOKS / Department of Education and Training. The coordination of the campaign would benefit from close coordination with the relevant partner with a responsibility for developing educational goals, qualifications in cooperation with the relevant education and VET partners.</p> <p>Possibly, the involvement of an actor that works as a bridge between the world of education and economic sectoral representatives can help continuously emphasise the urgency in the design and prioritisation of the campaign. It is worth exploring aligning this to the role of the Duurzaam Educatiepunt. It already functions as knowledge platform for inspiring examples, research projects, methodologies and educational material on greening in education. While its role is not to promote education programmes as such, its experiences and insights on raising awareness of teachers and producing relevant tools may be capitalised upon for the campaign.</p> <p>A two-sided approach to the campaign is proposed, with one range of activities focusing on an active outreach campaign focused on learners already in education and training, and another focused on inactive / unemployed. For the second, the involvement of VDAB could be considered, which annually determines which occupations can be classified as shortage occupations in Flanders (<i>knelpuntenberoepen</i>). While the specific green occupations may not necessarily be shortage occupations in that year (yet), the future labour market potential can be explored to expand the methodology of defining annual shortage occupations to specific high-potential occupations of green skills. The VDAB bases its assessment of shortage occupation on statistical analysis, internal VDAB experts and sectoral representatives,⁶⁷ and could in theory extend this methodology to cover specific occupations that require predominantly green skills. This would also follow a similar practice in the Netherlands, where the Public Employment Service (PES) together with the collaborative institution for professional education identifies the programmes that prepare learners for so-called ‘high labour-market potential’ occupations.⁶⁸</p>

⁶⁶ The analytical report (project Deliverable 2) highlights that the skills needed in these sectors are expected to be impacted the most by the green transition.

⁶⁷ VDAB (2023). [Knelpuntenberoepen in Vlaanderen: editie 2023](#).

⁶⁸ UWV (2023). [Kansrijke beroepen](#).

	<p>Key implementation partners for the campaign are the sectoral training funds, who are proposed to contribute with co-finance to make the campaign(s) feasible. This requires their early involvement, including when selecting the sectors as the first step, as well as the identification of the more specific occupations for which the campaign will be run. The rollout of the campaigns will also revolve largely around the sectoral training organisation, in cooperation with relevant education providers that offer the targeted VET programmes.</p>	
How and when	The implementation consists of the following sub-actions:	
	Sub-action D-2.1: Identification and agreement of priority programmes that can be included in a promotional campaign.	Short-term
	Sub-action D-2.2: Mapping of the baseline.	Short-term
	Sub-action D-2.3: Mobilisation of relevant (sectoral) stakeholders to contribute to campaign (financially, in-kind, setting up of complementary activities).	Short- to medium-term
	Sub-action D-2.4: Design and preparation of promotional campaign.	Medium-term
	Sub-action D-2.5: Rollout of promotional campaign in targeted sectors.	Medium-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> • Most important ingredient for success is the buy-in from the economic sectors that are targeted. Selection of the first occupations for the campaign should therefore be considered to be done in full coordination with the priority sectors that are identified; • While support by education providers or education stakeholders is another condition for success, it is underlined that this activity focuses primarily on the promoting of <i>existing</i> programmes and does not aim to change the contents of such programmes; • Together with the (political) buy-in for the campaign from sectors is the financial support. In principle, the campaign will be largely supported by the sectors themselves. To encourage participation and solidify the commitment of the Flemish government towards green skills some level of public co-financing can be considered. 	
How can success be measured (monitoring)	<p>Ultimately, the highest order impact may be measured by looking at developments in the number of VET graduates entering the specific green occupations targeted with the campaign. More operationally, success of this activity is measured in <i>increased student enrolment</i> in the targeted education programmes, first of all in comparison with other programmes, but also in absolute terms. Successful measurement of this indicator requires a mapping of the baseline numbers of the targeted programmes, as well as obtaining the cooperation from relevant learning providers to allow systematic measurement. Outputs of these efforts can be measured by looking at the number of VET programmes covered, or the number of (potential) learners reached with the campaigns, and awareness of VET learners of which VET programmes are linked to the specific green occupations that are targeted by the campaign.</p>	

3.4.3 Action D-3: Introducing a green skills label for training certification

Action D-3 Introducing a Green skills label for training certificate	
Why	<p>Following the growing importance and demand of re- and up-skilling of the workforce in relation to the green transition, there is added value in classifying specific training courses as those training individuals in ‘green skills’. It is suggested that the qualification or training certificates for such training courses are specifically classified by a ‘green skills programme’ label. This serves workers in two manners:</p>

	<ol style="list-style-type: none"> 1) They can provide it together with their new job application, affirming their green skills. This could lead to their improved position on the job market (compared with jobseekers without such certificate) and an increased likeliness of finding well-suited jobs, especially in the selected priority sectors for the green transition circular economy, utilities and construction; or 2) They can provide it to their current employer, as a form of proof of their newly acquired skills, which can have a positive impact on the worker’s financial reward (i.e. salary) or position/function within the company. <p>The opportunity to obtain qualifications and/or certificates with a green label could serve as an incentive for workers to follow training in topics and/or skills relevant for the green transition. In other words, the green certification would serve as a means of marketing of these training courses, to encourage workers to follow them and to mainstream the topic of green transition and of green skills.</p>
<p style="text-align: center;">What</p>	<p>Therefore, following the introduction of a common understanding and/or framework (under Action A-1), the training courses that are classified as green (as per the reference framework) can be made more visible by introducing a green label for green training programmes, in an effort to distinguish these from other training courses on the market.</p> <p>As a first step, using the green skills reference framework, there will be a need to identify the existing training courses on the topics that are now classified as green (as per the reference framework). Once these are identified, stakeholders will need to be mobilised to introduce the green label on programme’s qualifications and make its ambitions a reality. This review needs to be done together with training providers. By explicitly flagging green skills in courses, companies looking for employees with green skills can target their hiring process more easily to the graduates of courses which carry a green label.</p> <p>Once the approach to the green label is put in place, contents of the identified existing training courses (and their providers) will be reviewed to be awarded with the green skills label. The award of the label can be done on the basis of detailed learning outcomes that training programmes already need to define. This allows to review individual programmes on their ‘green’ content in a comparative way, and allows to facilitate quality control of the training courses that are already on the market, namely that during the review of the contents of the training to ensure it indeed trains in green skills, the contents of the training can be quality-checked. In case some training courses who were originally not screened as potentially relevant for the label, yet consider their contents relevant for the label, can apply directly for the review. Additionally, if there is a need to encourage the development of new training courses, they can potentially also be considered for this green certification.</p> <p>The next step regarding the label would be to organise the outreach, which should link to the campaign activity already suggested under Action D-1 and Action D-2 above. Presentation of the label should ideally also link to existing platforms that list training opportunities. For VET, for instance the green labels may be integrated with the platform ‘<i>Opleidingskompas</i>’, managed by AHOVOKS, which provides an overview of all available training in Flanders.⁶⁹ For</p>

⁶⁹ AHOVOKS. Website: [Opleidingskompas](https://www.opleidingskompas.be/).

	<p>general education, a similar platform exists, namely ‘Onderwijskiezer’.⁷⁰ Also from the side of work, an overview of training and incentives relevant for companies is given through the ‘Opleidingsdatabank Vlaamse Opleidingsincentives’⁷¹ or ‘Aan de slag als onderneming’⁷². To these databases, a ‘green skills’ label and filter for the programmes could be added, as already exists for STEM-skills in the second platform. Something similar exists in the Netherlands, targeted on the construction sector namely the BuildUp Skills Advisor App.⁷³ Based on this Dutch app, the Flemish platforms could go even further by showing which professions in certain sectors exist and flag the ones who are currently in shortage. Then, the specialisations or specific (green) skills which are crucial for these professions could be shown with links to training from VET providers. A prerequisite of this action is to establish a common understanding of green skills, which is contained in Action A-1.</p> <p>As an additional step, though independent of this measure, Flanders can consider tailoring financial incentives to individuals to follow ‘green skills’ trainings with an awarded green label, and for instance guide unemployed in Action B-2 towards such trainings.</p>	
Target	The main overarching target is the general population and workers in the priority sectors that are expected to be heavily impacted by the green transition. However, the use of the label is also introduced to make green skills in training programmes more visible to employers.	
Priority	<ul style="list-style-type: none"> • Priority could be given to those sectors which are highly relevant for the green transition in Flanders, namely the circular economy, utilities and construction sectors. In the long term, this could be expanded to all sectors. • Regarding skills, the focus would be on all skills identified within the reference framework (as per Action A-1), meaning that there would be certification for all types of skills. However, specific certificates could be developed per skill area, i.e. green skills certificate for technical skills, green skills certificate for professional skills and green skills certificate for cross-cutting skills. 	
Who	<ul style="list-style-type: none"> • Flemish government to take the lead in developing the green skills certification in cooperation with the relevant partners in the world of training and education. • Relevant (sectoral) organisations / public authorities / education providers working on training courses and their certification to award the approved trainings with the certification 	
How and when	The implementation consists of the following sub-actions:	
	Sub-action D-3.1: Identification of relevant existing trainings and training modules.	Medium-term
	Sub-action D-3.2: Screening of the contents of trainings to ensure they qualify for the certification.	Medium-term
	Sub-action D-3.3: Classifying existing training with the green label.	Medium-term
	Sub-action D-3.4: Encourage the take-up of the newly introduced green label for training programmes for use in information platforms.	Medium-term

⁷⁰ Onderwijskiezer. Website: [Welkom op onderwijskiezer](https://www.onderwijskiezer.be/).

⁷¹ Vlaamse Overheid. Website: [Opleidingsdatabank Vlaamse opleidingsincentives](https://www.vlaanderen.be/opleidingsdatabank-vlaamse-opleidingsincentives).

⁷² Expertisecentrum Innovatieve Leerwegen. Website: [Aan de slag als onderneming](https://www.aan-deslag.be/).

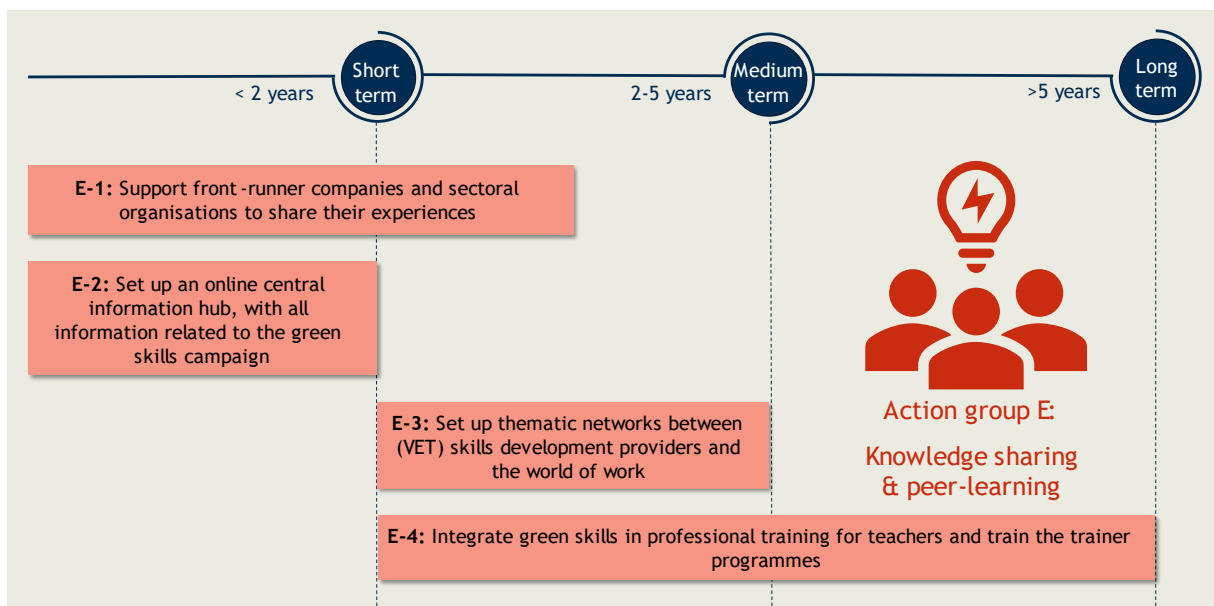
⁷³ Peer exchange on green skills organised under this project. & BuildUp Skills Netherlands. Website: [Build Up Skills Advisor](https://www.buildupskills.nl/).

What is needed (enabling conditions)	Most importantly, there is a need for a well-detailed reference framework for green skills to be developed, which is at the same approved and applied by the Flemish stakeholders. In addition, success of the measure can be further encouraged by combining the use of green labels with programmes with information campaigns set up under Action D-2, as well as specific targeted incentives, such as those considered under Action B-2.
What is success (monitoring)	Two main indicators according to which the success of this action can be measured is the number of training courses that have been awarded with the green labels. However, to truly acknowledge and measure the effectiveness of the action is the number of people that have followed the 'green skills' training courses and their satisfaction rate (to be measured through surveys carried out at intervals).

3.5 Action group E: Knowledge sharing and peer-learning

The last action group, on knowledge sharing and peer-learning, implements the action area of the same name as stipulated in the High-level Strategy, with the objective for **different stakeholders to share experiences with those working on green skills, to be informed about good practices and to benefit from peer learning**. This action group consists of four actions, which either bring together all available information on green skills or target stakeholders representing private and public sectors as well as other stakeholder groups (namely businesses, education and training providers, or teachers and trainers). These actions can be carried out jointly with those actors on Flemish level with existing infrastructure for life-long learning. Each individual action is detailed in the sections below.

Figure 3-6 Summary of action group E: Knowledge sharing and peer learning



3.5.1 Action E-1: Support front-runner companies and sectoral organisations to share their experiences

Action E-1	Support front-runner companies and sectoral organisations to share their experiences
Why	Several sectors have been identified as highly relevant for the green transition, namely energy, manufacturing, construction and circular economy. However, without the possibility of knowledge sharing between companies and sectoral organisations, a lot of information,

	<p>experiences and existing practices could be lost, while being relevant to other companies and/or sectors as well. To that end, knowledge sharing networks for companies will be set up.</p>
<p>What</p>	<p>With the support of the competent authorities (detailed under the ‘Who’ section), a network between businesses can be set up, by which companies and sectoral organisations will be supported to share their experiences. A similar set up already exists in Ireland. Here, ‘Skillnet Ireland’ is a collection of private sector businesses that collaborate through an array of networks, to address the skills needs either within a sector or a region. These networks are open to private enterprises in a given sector and/or region.</p> <p>Step 1: Identification of front-runner companies and sectoral organisations in relevant sectors</p> <p>As mentioned above, the relevant sectors will be those more significantly affected by the green transition, namely energy, manufacturing, construction and circular economy. Front-runner companies and sectoral organisations are those that are advanced in developing green skills strategies, conducting skills assessments, or supporting green skills provision of employees. To connect with specific companies and/or sectoral associations, the support of sectoral organisations will be to reach out to their members and to identify relevant companies.</p> <p>Step 2a: Setting up cross-sectoral networks and partnerships, in cooperation with Europa WSE</p> <p>To ensure that cross-sectoral and intersectoral knowledge sharing takes place, such networks (not connected to a specific sector) should also be set up. As was learned during the interviews under Deliverable 6, Europe WSE is planning to establish cross-sectoral partnerships in 2024, in which the knowledge-sharing network could be set up. It is expected that these partnerships will, among others, focus on strengthening competences and lifelong learning, in which the topic of green skills could be introduced. The partnerships will bring together all actors working on the same theme, meaning that all relevant actors will be brought across sectors per topic. The added value of the cross-sectoral partnerships will be that transversal skills and knowledge can be shared among businesses. Within these networks and partnerships all kinds of knowledge sharing activities can be set up, depending on the needs of each network and partnership. These could be, for example, facilitating site visits, where representatives of companies visit other companies to see how they deal with the green transition, and overall supporting green skills development, for example by conferences, seminars, and other informal learning and networking events.</p> <p>Step 2b: Setting up networks on sectoral partnerships including front-running companies</p> <p>Per sector the network can connect businesses of all sizes within a specific sector of interest in the whole of Flanders. Network companies work together to share best practices and to respond effectively to the specific needs of the sector stemming from the green skills theme. On the other hand, <i>per area</i> the networks can be multi-sectoral, including all interested businesses and companies of a specific area (e.g. each individual Flemish province or even districts). Network companies work collaboratively to respond locally to skills needs within their businesses. The network supports regional development by helping local businesses share local solutions that are more accessible, more affordable and ultimately, more</p>

	<p>effective at meeting their needs. Regarding the structure of the network(s), these would be comprised of a collection of private sector businesses that collaborate to address skills needs within their sector or region, or a combination of both. Each network is led by a voluntary Steering Group of sector representatives that focus on setting the network’s strategic direction. Activities of each network can be decided by individual networks as these will depend on their specific needs, but generally speaking the anticipated actions would include supporting peer learning activities within and between sectors, facilitating representatives of companies and sectors to visit other companies to see how they deal with the green transition and overall supporting green skills development, for example by conferences, seminars, and other informal learning and networking events.</p> <p>The establishment of steps 2a and 2b can take place in parallel, to ensure that both sectoral and cross-sectoral cooperation can take place simultaneously. However, given that the establishment of the cross-sectoral partnerships under WSE is already in preparation, it is possible that the cross-sectoral partnership may be prioritised and it will remain to be seen whether there will be an added value in the sectoral partnerships or whether the knowledge sharing at company level is sufficiently covered by the cross-sectoral partnerships.</p>
Target	Companies and businesses (including SMEs), sectoral organisations
Priority	As a first step, it is anticipated that the front-running companies of sectors more directly relevant to green skills will be targeted, namely the energy, manufacturing, construction and circular economy (recycling, wastewater treatment, construction) sectors. However, when in the course of the identification step (Step 1) front-running companies in other sectors in terms of green skills are identified, these could also be included in the partnerships (both types - Step 2a and 2b).
Who	<p>As mentioned above, there will be a need for one central managing, governing and coordination authority of all the networks, which will initiate the entire process, coordinate the relevant stakeholders and support the set-up of individual networks. The authority will also be responsible for an awareness raising campaign, informing the target stakeholders (i.e. front running companies) of this opportunity.</p> <p>The managing and coordinating body could also receive support from other stakeholders, namely in relation to identification of relevant stakeholders (the front-runner and/or other relevant companies to join the network(s)). This can be done by sectoral organisations / business associations by themselves, presuming these are the bodies best knowing their members.</p> <p>Another form of support that the managing and coordination authority can receive is in relation to re-skilling, up-skilling and providing of trainings, if such needs are identified within individual networks. This role could be taken up by bodies responsible for adult education and aims to stimulate a culture of lifelong learning for every citizen. It could serve as an ad-hoc enabler and connect the sectors and/or companies (which as a result of their network may have identified specific training needs) with relevant education and training providers. There would also be an added value of involvement of actors that could link training and companies.</p>
	The implementation consists of the following sub-actions:

How and when	Sub-action E-1.1: Identification of front-runner sectors and specific businesses.	Short- to medium-term
	Sub-action E-1.2: Setting up cross-sectoral networks and partnerships.	Short- to medium-term
	Sub-action E-1.3: Setting up networks on sectoral partnerships including front-running companies.	Medium-term
What is needed (enabling conditions)	The main enabling condition for this action is a successful set up of the cross-sectoral partnerships together with Europe WSE. These partnerships will allow a swifter set up of the sector-specific networks in the short term. Another important aspect that is required for a successful implementation of the action is the identification of front-runner companies to participate in the networks and their subsequent participation and willingness to share their experiences.	
What is success (monitoring)	Success of the activities under this action can be measured by the number of active networks that have been set up, with a specific focus on green skills. Namely, the important aspect of a successful implementation of this action is not the number of networks that have been set up, but the number of active networks with a green skills' focus, with tangible results of the knowledge sharing (e.g. whether lessons learned are being implemented in other companies) and the share of the economy covered by these networks.	

3.5.2 Action E-2: Set up an online central information hub, with all information related to the green skills campaign

Action E-2	Set up an online central information hub, with all information related to the green skills campaign	
Why	There are currently many existing ongoing efforts in the field of green skills, however these are not always known among relevant actors. As such, attention is needed to help stakeholders navigate through the existing body of knowledge shared surrounding the area of green skills in policy development, labour markets and/or skills development. For this reason, activities are planned to first of all promote the better use of existing information and knowledge (for instance captured in the SCOPE studies) by companies and sectoral organisations to reflect on current and future green skills challenges.	
What	<p>To ensure that stakeholders are provided with all necessary and available information related to the campaign of green skills, an online central platform could be set up. This platform would gather all information available at one, centralised and easily accessible place, for all stakeholders. In short, the objective of the platform would be to centralise all knowledge and information on green skills available, to increase this knowledge and to provide relevant stakeholders with all necessary and available information related to the green skills campaign.</p> <p>Step 1: Establishment of an online platform</p> <p>The platform would take form of a website, which could include, for example, the following:</p> <ul style="list-style-type: none"> • All relevant studies (international and domestic) on the green transition, green jobs and green skills needs, etc.; 	

- Examples of existing **best practices** in Flanders and other countries (with primary focus on EU Member States);
- List of **existing (and future) efforts and activities** carried out by different Flemish bodies and organisations and the private sector active in the field of green skills, to ensure there is awareness across stakeholders of what practices are already taking place, to avoid duplication and increase efficiency. The sectors can regularly provide inputs (based on their sector covenants) as to what the future plans regarding green skills are.

Together with the platform, an **independent expert group** can be introduced. This group would be comprised firstly of **representatives of Flemish public stakeholders active in the field of green skills** (as identified in Deliverable 6). Each actor would be responsible for providing the platform with existing information regarding green skills stemming from their work and would be asked to (on regular basis) provide the platform with any new studies, good practices, examples, contacts or other relevant information. Secondly, **representatives of front-runner companies** (as identified under Action G-1 above) would also be invited to join this expert group. Similar to the public stakeholders, the front-runner companies would also be asked to provide existing information and efforts they are taking regarding green skills.

Furthermore, the **platform could enable all stakeholders working on green skills** (e.g. companies and sectors, policy makers, education and training providers, etc.) **to connect**. They could put themselves forward, identify each other and to connect among themselves.

To ensure the **platform finds its way to stakeholders as quickly and as early as possible**, it would be beneficial to launch it in the short-term as a sub-platform to existing initiatives, hubs and/or websites, for example to the Lifelong Learning Hub, EdTech Station⁷⁴ or the UIL (*Unesco-Instituut voor levenslang Leren*) Learning Hub⁷⁵. Attaching it to an existing platform that stakeholders and citizens are already aware of will likely increase its outreach and will eliminate the need for a large awareness raising campaign. Furthermore, in the future once the central bodies for the governance of green skills in Flanders (depending on the scenarios as developed in Deliverable 6) are up and running (presumably with a dedicated website), the 'Green Skills Hub' can be connected to it.

Step 2: Organisation of a stocktaking event

As a potential sub-action, when the platform is launched, this would be accompanied by a physical event stocktaking, where relevant and interested stakeholders from both the private and public sector active in the field of green skills would attend. The purpose of this event would be twofold; firstly, it would increase awareness of the platform among stakeholders (i.e., its launch could be announced during the event), and secondly, key stakeholders can share the state of play regarding their individual efforts on green skills and connect among themselves.

⁷⁴ VLAIO. Website: [EdTech Station](#).

⁷⁵ UNESCO Vlaanderen (2023). [Nieuw multimediatportaal voor levenslang leren](#). Or UNESCO. Website: [UIL Learning Hub](#).

	<p>Step 3: Connect the platform with a broad awareness raising campaign on green skills in Flanders</p> <p>In order to increase the outreach of both the platform and the awareness raising campaign (Action D-1), these two actions could be coupled with each other.</p>	
Target	Public authorities, education and training providers, companies, sectoral organisations, employment services, citizens	
Priority	No priority for this action has been established, the platform will focus on all skills and sectors.	
Who	<ul style="list-style-type: none"> To be initiated and managed by the Flemish government, for example under the MVO Flanders, which is an initiative of the Flemish government. MVO is a starting and meeting place for everyone with an interest in Corporate Social Responsibility (CSR). It contains a wide range of tools and information with the aim of helping organizations to put CSR into practice. Members from relevant public and private stakeholders (front-runner companies) to feed information (basically all identified relevant actors) as part of the expert group. So far interviewed stakeholders under D6 have shown interest to take part in the information centralisation efforts. All interested stakeholders and citizens to be targeted with information. 	
How and when	The implementation consists of the following sub-actions:	
	Sub-action E-2.1: Approaching relevant stakeholders (public organisations and front-runners to take part in the platform.	Short-term
	Sub-action E-2.2: Gathering of information and setting up a central website for the platform.	Short-term
	Sub-action E-2.3: Launch of the platform as part of an existing initiative to speed up its existence and increase outreach.	Short-term
	Sub-action E-2.4: Organisation of a stocktaking in-person event shortly after launch of the platform, to increase awareness and outreach.	Short-term
	Sub-action E-2.5: Following the establishment of the central bodies in the governance structure (Deliverable 6), connect the platform with it.	Medium- to long-term
What is needed (enabling conditions)	<ul style="list-style-type: none"> One organisation that takes the lead and ownership of the establishment and maintenance of the platform; Active participation of key stakeholders in providing information; Usability and user-friendliness of the platform, to ensure that all types of stakeholders can access the required information; Monitoring and evaluation framework, to measure the outreach and extent of use of the platform (see step below). 	
What is success (monitoring)	<p>The successful implementation can be monitored by the extent the online platform is being used by stakeholders and citizens (visitors, which online websites generally have the ability to track, e.g., on daily and/or monthly basis) as well as the participation of the stakeholders of the expert group in terms of providing information. Indicator in terms of users can be the reach of the platform across sectors, stakeholder groups and geographically across Flanders. In terms of participation of the expert group, this can be measured by monitoring whether key stakeholders provide information on ongoing initiatives on regular and timely basis (i.e., when a new initiative is launched / when a new study is published).</p>	

3.5.3 Action E-3: Set up thematic networks between (VET) skills development providers and the world of work

Action E-3 Network(s) between education providers and the labour market	
Why	To best address the challenges of the green transition and the need for green skills, there is a need for cooperation between the labour market and the education providers. The strength lies in bringing together the actors within the triangle of innovation, learning and working. The purpose of the networks would be to support increased interactions between industry representatives, teaching staff and education providers, to create the infrastructure to facilitate other activities suggested in this strategy, incentivise reflections on the meaning and operationalisation of green skills in specific sectors and defining a response to that. Having such networks brings cohesion between innovations in companies, the research of knowledge institutions (knowledge development), the training of students and the further training of workers (lifelong development). By connecting working, learning and innovation, knowledge circulates faster, and training and refresher courses become more effective. This creates a dynamic, flexible working population that is more employable for better and more challenging work.
What	<p>Under this action, it is proposed to set up thematic networks between (VET) providers, industry and the government in the area of green skills. Green skills are used as the thematic focus around which such interactions are to be set up. Within these networks, the sectors and businesses work closely together with educational institutions and research institutions.</p> <p>Comparably to the company-level networks (action E-1), the networks can be either cross-sectoral, per sector or even per theme. Similar set up of thematic networks can be observed in the Netherlands, under the Learning Communities.⁷⁶ An example of such thematic network is the Automotive Learning Community (TALCOM),⁷⁷ which brings together several fields of specialisation (e.g., (automotive), engineering, Information and Communication Technology (ICT), chemistry, biology, health and safety technologies, etc.) within one theme. Following the Dutch example, the network can bring together research, industry and education (and its emerging talents). They are jointly developing teaching and training materials that meet the needs of workers in this industry in terms of content and learning format. Content includes, for example, product innovations such as electrification, connectivity and driver biometrics. There is also a need for learning and training materials in the area of process and supply chain innovation, for example in the areas of lean manufacturing, digitization, chain synchronization and mobility concepts. Of course, different forms of learning are deployed, such as job rotation, e-learning, practical and dual learning, and internships and traineeships, through which employees learn new skills in different ways. This way, students and workers can learn to apply green skills from front-running companies. In addition, this specific network also cumulates employment opportunities within the theme of the network.</p>
Target	Public authorities, learning providers, research institutions and the private sector companies (including SMEs), sectoral organisations

⁷⁶ Human Capital Topsectoren. Website: [Learning Communities](#).

⁷⁷ Automotive Center of Expertise. Website: [TALCOM](#).

Priority	In first instance, it is anticipated that the education and training providers and businesses within sectors more directly relevant to green skills will be targeted namely the energy, manufacturing, construction and circular economy (recycling, wastewater treatment, construction) sectors. However, in the longer term and/or if there is interest of other sectors, the networks can be established integrating all sectors.									
Who	<p>As mentioned above, there will be a need for one central managing, governing and coordination authority of all the networks, which will initiate the entire process, coordinate the relevant stakeholders and support the set-up of individual networks. The authority will also be responsible for a public campaign, informing the target stakeholders of this opportunity.</p> <p>The managing and coordinating body could also receive support from other stakeholders, namely in relation to the identification of relevant stakeholders (the front-runner and/or other relevant companies to join the network(s)). This can be done by several actors:</p> <ul style="list-style-type: none"> • Sectoral organisations / business associations to identify the relevant companies to join these networks, as these are the bodies that know their members best; • Organisations that are involved / aware of individual education and training providers, bringing in the education providers, to ensure that the cooperation within the networks can be as practical and as tangible as possible; • Research institutions, to ensure that the ongoing research and its findings can be directly considered within the networks and applied in practice. 									
How and when	<p>The implementation consists of the following sub-actions:</p> <table border="1" data-bbox="419 1099 1442 1458"> <tr> <td data-bbox="419 1099 1241 1178">Sub-action E-3.1: Identification of relevant themes around which the thematic networks would be set up.</td> <td data-bbox="1241 1099 1442 1178">Medium-term</td> </tr> <tr> <td data-bbox="419 1178 1241 1294">Sub-action E-3.2: Identification of relevant stakeholders to take part initially in each individual thematic network while remaining open to others to join later.</td> <td data-bbox="1241 1178 1442 1294">Medium-term</td> </tr> <tr> <td data-bbox="419 1294 1241 1375">Sub-action E-3.3: Setting up the networks with the priority sectors/themes.</td> <td data-bbox="1241 1294 1442 1375">Medium-term</td> </tr> <tr> <td data-bbox="419 1375 1241 1458">Sub-action E-3.4: Opening up the opportunity to set up networks to all sectors/themes.</td> <td data-bbox="1241 1375 1442 1458">Medium-term</td> </tr> </table>		Sub-action E-3.1: Identification of relevant themes around which the thematic networks would be set up.	Medium-term	Sub-action E-3.2: Identification of relevant stakeholders to take part initially in each individual thematic network while remaining open to others to join later.	Medium-term	Sub-action E-3.3: Setting up the networks with the priority sectors/themes.	Medium-term	Sub-action E-3.4: Opening up the opportunity to set up networks to all sectors/themes.	Medium-term
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Sub-action E-3.3: Setting up the networks with the priority sectors/themes.	Medium-term									
Sub-action E-3.4: Opening up the opportunity to set up networks to all sectors/themes.	Medium-term									
What is needed (enabling conditions)	At central Flemish level it should be decided what the priority themes for these networks should be, for which a consensus is required. Once this is achieved, another important aspect that is required for a successful implementation of the action is the identification of companies, research, and education to participate in the networks and their subsequent participation and willingness to share their experiences.									
What is success (monitoring)	Success of the activities under this action can be measured by the number of active networks that have been set up, with a specific focus on green skills. Namely, the important aspect of a successful implementation of this action is not the number of networks that have been set up, but the number of active networks with a green skills' focus, with tangible results of the knowledge sharing (e.g. whether learned lessons are being implemented at other companies) and the share of the green economy covered by these networks.									

3.5.4 Action E-4: Integrate green skills in professional training for teachers and train the trainer programmes

Action E-4 Integrating green skills in professional training for teachers and train the trainer programmes	
Why	Following the growing need to integrate green skills in all levels of education, additional support is needed for the Continuous Professional Development (CPD) of teachers and trainers in existing VET programmes with respect to green skills. This action could ensure that the interaction between the private sector and education sector is more focused on green skills.
What	<p>To initiate the integration of green skills in professional training for teachers and train the trainer programmes, there is a need to (firstly) establish a dialogue between the private sector, and teachers and trainers, in order to raise the awareness of importance of integration of green skills in professional trainings. This could take place by encouraging cooperation and opening the lines of communication between the educators and private sector. This could be done by, for example, organising dedicated events, during which exchanges between private sectors and teachers and trainers can take place or that teachers and trainers can visit the premises of front-running companies. However, the measure needs to take into account the lack of available time of teachers and trainers. For example, if events are to take place, these could take place during summertime, where often teachers and trainers have more availability to consider new topics. Another manner by which this dialogue can be strengthened is a greater consideration of dual learning (which combines learning at school and learning at a working place), where the trainers and teachers can be more easily in direct contact with the private sector. This way, teachers and trainers get a view of the importance of inclusion of green skills into trainings.</p> <p>Once the dialogue between the two actors is well established and teachers and trainers are aware of the importance of integrating green skills in professional trainings, there will be a need to also integrate green skills specifically formally into professional training for teachers and train the trainer programmes. In first instance this can be done, for example, by developing specific courses / trainings for teachers and trainers. Such trainings on green skills already exist, for example in Spain with the support of the Erasmus+ programme, which helps teachers to teach students the habits of environmental awareness, environmental management, and sustainable development they will use throughout their lifetime.⁷⁸ In the long term, this can also be integrated into syllabuses and curricula of teachers' and trainers' degrees.</p>
Target	Learning providers (and individual teachers and trainers specifically) and the public sector (including individual companies), which are each relevant for each specific training.
Priority	Focus on VET and higher education, as most trainings for green occupations are given through the VET system.
Who	<ul style="list-style-type: none"> • Training providers, and individual teachers and trainers specifically who are involved in developing and offering trainings relevant for the green transition; • Sector organisations will need to be involved as a way of accessing companies in priority sectors and encouraging them to undergo dialogues with training providers;

⁷⁸ Anatolia Education. Website: [Green Skills](#).

	<ul style="list-style-type: none"> • Training providers to develop dedicated trainings on green skills for teachers and trainers; • Different departments of the Flemish government (e.g. education, environment, economy, work, etc.). 			
How and when	<p>The implementation consists of the following sub-actions:</p>			
	<table border="1"> <tr> <td>Sub-action E-4.1: Establishing a dialogue between teachers and trainers and the private sector, to raise the awareness of importance of integration of green skills in professional trainings.</td> <td>Medium-term</td> </tr> <tr> <td>Sub-action E-4.2: Developing a professional training for teachers and train the trainer programmes.</td> <td>Medium- to long-term</td> </tr> </table>	Sub-action E-4.1: Establishing a dialogue between teachers and trainers and the private sector, to raise the awareness of importance of integration of green skills in professional trainings.	Medium-term	Sub-action E-4.2: Developing a professional training for teachers and train the trainer programmes.
Sub-action E-4.1: Establishing a dialogue between teachers and trainers and the private sector, to raise the awareness of importance of integration of green skills in professional trainings.	Medium-term			
Sub-action E-4.2: Developing a professional training for teachers and train the trainer programmes.	Medium- to long-term			
What is needed (enabling conditions)	<ul style="list-style-type: none"> • Teachers and trainers need to be aware of the importance of CPD; • Teachers and trainers need to have sufficient time for CPD; • Common understanding of green skills; • Functional dialogue between educators and the public and private sector; • Trainings for trainers and teachers. 			
What is success (monitoring)	<p>The successful implementation of this action can be measured by two indicators, output and result. The output of the action will be monitored by tracking the number of trainings that are labelled as green (as per Action D-3). The result of action will be measured by the number of teachers and trainers that are comfortable stating that they have acquired skills to train green skills-related topics and that are teaching such courses.</p>			

Annex A - Glossary on green transition, jobs and skills

Textbox 1 Overarching glossary on green transition, jobs and skills

- **Green transition:** In accordance with the EU-level definition used in the European Green Deal, green transition is defined as the ‘*transformation of the EU into a modern, resource-efficient and competitive economy, where (...) economic growth is decoupled from resource use*’.⁷⁹
- **Competence:** Demonstrated ability to use knowledge, know-how, experience, and - job-related, personal, social or methodological - skills (or abilities), in work or study situations and in professional and personal development. Note that competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects - including technical skills - as well as interpersonal attributes (e.g. social or organisational skills) and ethical values, which can be summarised by the term ‘attitudes’.⁸⁰
- **Skill:** The ability to apply knowledge and use know-how to complete tasks and solve problems.⁸¹
- **Green skills:** Green skills refer to skills which contribute directly or indirectly to the green transition and are comprised of several types of skills and competences, namely:
 - Technical skills and competences (specific to occupation),
 - Professional skills and competences (these can be applied across occupations, for example analytical or management skills)⁸² and
 - Cross-cutting skills and competences (these are to be adopted by society in a broad sense in order to enable the green transition).⁸³
- **Green jobs:** No universal definition has been identified. A categorisation of 5 different types of jobs that contribute to the green transition (Green Increased Demand (Green ID) jobs, Green Enhanced Skills (Green ES) jobs, Green New and Emerging (Green NE) jobs, Green Rival Jobs and Other Non-Green Jobs) used by the European Commission has been identified:
 - **Green Increased Demand (Green ID)** jobs are existing jobs that are expected to be in high demand due to greening, but do not require significant changes in tasks, skills or knowledge. These jobs are considered indirectly green because they support green economic activity, but do not involve any specifically green tasks (e.g. bus drivers as key actors in public transport, counted in the occupational category ‘bus drivers, transit and intercity’, as well as e.g. renewable energy engineers, sales and marketing professionals, organic agriculture farmers, etc).
 - **Green Enhanced Skills (Green ES)** jobs are existing jobs that require substantial changes in tasks, skills and knowledge as a result of greening (e.g. electric vehicle electricians, counted in the occupational category ‘automotive speciality technicians’, but also construction workers, architects, urban planners, teachers, human resource professionals, etc).
 - **Green New and Emerging (Green NE)** jobs are unique jobs (as defined by worker requirements) created to meet the new needs of the green economy. (e.g. fuel cell engineers, counted in the occupational category ‘engineering professionals’ as well as e.g. sustainability auditors and sustainable finance experts).
 - **Green Rival Jobs are non-green jobs** that are ‘similar’ to one of the three ‘green’ job categories, either because they involve very similar tasks or (in the case of new employees) because they require similar skills and other worker attributes. They are likely to be affected by the greening of the economy because of their similarity

⁷⁹ Cedefop (2021). [The green employment and skills transformation: insights from a European Green Deal skills forecast scenario](#).

⁸⁰ Cedefop (2014). [Terminology of European education and training policy](#). Slightly adjusted in reference to the definition of competence as used in the EQF (European Parliament and Council (2017), on the [Council Recommendation of 22 May 2017, on the European Qualifications Framework for lifelong learning and repealing the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning](#)).

⁸¹ Cedefop (2014). [Terminology of European education and training policy](#).

⁸² Other examples of professional skills consist of: flexibility and adaptability, allowing to manage transitions and make decisions in terms of uncertain future; exploratory thinking and future literacy; capacity to embody complex values, e.g. system and critical thinking, problem framing.

⁸³ Competence is a combination of knowledge, skills and attitudes while skills amount to only one aspect of competences.

to existing green occupations (e.g. lorry drivers, industrial engineers in fossil-fuel-based production or investment managers concentrating on non-green economic sectors and criteria other than sustainability).

- **Other Non-Green Jobs** are non-green jobs that are less likely to be affected (at least in the short term) by the greening of the economy, because of their lack of similarity to green occupations (including perhaps occupations such as notaries, medical doctors and pharmacists or nurses).

Textbox 2 JRC's GreenComp green skills reference framework tailored to Flemish needs

Skills' area	Skill
Technical skills	<p><i>Specific to occupation - to be further populated based on ESCO and further inputted by sector-specific actors. Examples for the Flemish priority sectors (as identified under Deliverable 2 are listed below:</i></p> <ul style="list-style-type: none"> • Manufacturing: highly technical skills, STEM skills; • Construction: ability to work with green specialised building techniques and materials insulation / ventilation systems, heat pumps); • Energy & utilities: technology-specific skills (e.g. related to renewables); • Circular economy: hard skills related to waste treatment (e.g. programming, operating and repairing equipment).
Professional skills	<ul style="list-style-type: none"> • Analytical and management skills, applicable across occupations; • Flexibility and adaptability, allowing to manage transitions and make decisions in terms of uncertain future; • Exploratory thinking and future literacy, allowing for a relational way; • Capacity to embody complex values, e.g. system and critical thinking, problem framing.
Cross-cutting skills	<ul style="list-style-type: none"> • Capacity to consider sustainability in all aspects of one's working environment, e.g. valuing sustainability, promoting nature, supporting fairness, etc.; • Awareness of importance of lifelong learning and continuous professional development (CPD); • Understanding of the entire value chain.

Acknowledgements

This Green Skills Roadmap has been the result of the work from many organisations and individuals. We would like to thank all who attended the stakeholder workshops and participated in the surveys. Special appreciation goes to the members of the Extended Project Board for their valuable inputs to the project. Gratitude also goes to the team managing the project on a daily basis. Your collective efforts have been instrumental in achieving our goals, showcasing the power of collaboration.

Annex B - Deliverable 6: Proposal for a Governance Framework of the Flemish Green Skills Strategy

1 Introduction

This project has been carried out for the Flemish Department of Work and Social Economy with funding from the European Union via the Technical Support Instrument (TSI) and in cooperation with the Directorate General for Structural Reform Support of the European Commission. The aim of the project is to develop a Roadmap for Green Skills in Flanders. This report is Deliverable 6 of this project, and it consists of a proposal for a governance framework to underpin the Flemish Green Skills Strategy and Roadmap.

In order to develop the governance framework, we have built upon previous deliverables such as the identified needs and opportunities (Deliverable 2), the analysis of (international) best practices (Deliverable 3) and the input provided by stakeholders in the consultation workshops (Deliverable 4). This report looks for appropriate ways of setting up a governance structure for the Green Skills Strategy as described in Deliverable 5 and across different Flemish policy domains and sectors. Finally, this governance framework will support the implementation of the Green Skills Roadmap as designed in Deliverable 7 by ensuring the commitment of relevant entities. The basis for the work in this report is the current stakeholder landscape for green skills in Flanders, enabling conditions for a good governance framework and (international) good practices for governance structures.

To validate the current roles and responsibilities and gather information on the feasibility of some of the actions (Deliverable 7) and proposed governance structures (Deliverable 6), interviews with some key stakeholders were performed. The list of stakeholders consulted specifically on governance is provided in Annex I.

This report consists of the following sections:

- **Current landscape for Green Skills in Flanders (Chapter 2)**
This chapter describes the current roles and responsibilities in relation to green skills of several Flemish departments, agencies and other organisations. It also shows how these organisations stand in relation to each other in the broader landscape of green skills actors.
- **Setting up a Governance Framework for Green Skills in Flanders (Chapter 3)**
This chapter includes the enabling conditions for a successful governance framework and then proposes several scenarios based on these conditions to build a framework for green skills. These scenarios are based on (international) good practices of successful governance structures. The chapter ends by providing recommendations based on a comparative matrix of different scenarios.
- **Conclusions regarding a Green Skills Governance Framework (Chapter 4)**
This chapter acknowledges the input from different stakeholders which lead to the development of this report and looks towards the future by indicating that further discussions are needed to create a suitable governance framework for green skills in Flanders.

2 Current Green Skills landscape in Flanders

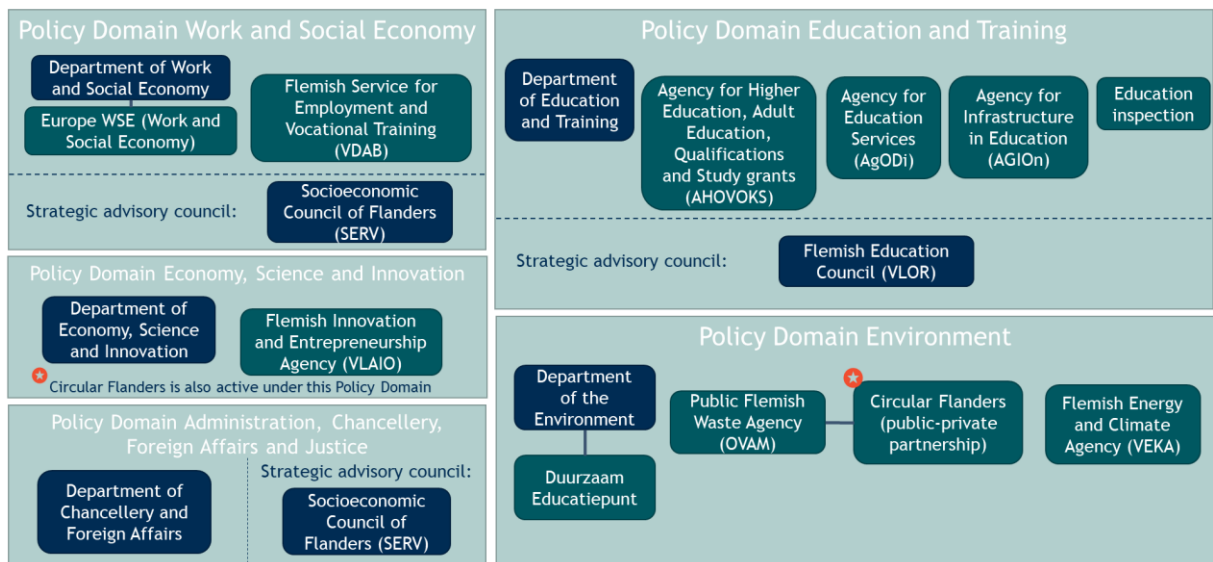
2.1 Current landscape of Flemish stakeholders in green skills development

Understanding the current stakeholder landscape for green skills development in Flanders is important for the development of a strategy and roadmap. In this section, the organogrammes established for the stakeholder consultation report of this project will be used as a tool to show the complex interlinkages between actors and the division of responsibilities for green skills development in Flanders. This chapter also presents the current roles and responsibilities of several Flemish administrations/public institutions in relation to green skills. All of these organisations will be important to ensure broad support for the Flemish Green Skills Strategy and the successful implementation of the Flemish Green Skills roadmap.

2.1.1 Mapping of relevant Flemish government Policy Domains

Based on desk research and stakeholder consultations, a detailed figure of the actors active in each relevant policy domain of the Flemish government was created (Figure 2-1). The figure can be read in the following manner: dark blue shapes represent the key governmental departments and their advisory councils, and green shapes represent agencies, organisations and knowledge centres that depend upon, or are embedded within, the departments. The most relevant policy domains for green skills development are: Work and Social Economy; Education and Training; Environment; Economy, Science and Innovation; Chancellery, Administration, Foreign Affairs and Justice (the latter as coordinator of the Flemish Strategy on Sustainable Development). Most importantly, the figure illustrates the actors under each relevant policy domain and thus the system of actors who should work together at policy level to ensure the optimal development of green skills.

Figure 2-1 Mapping of relevant Flemish government policy domains for green skills development and their main institutions and actors

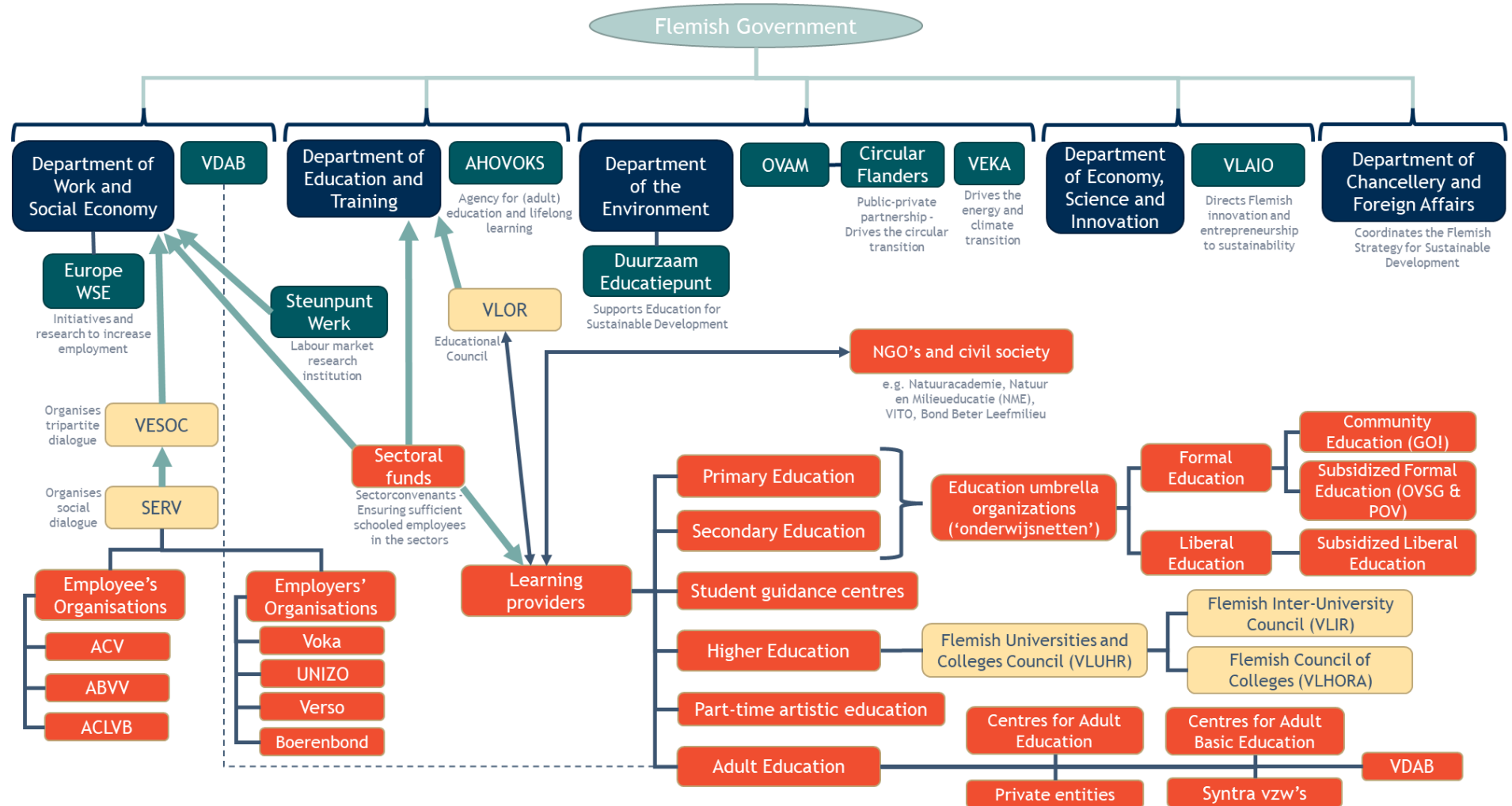


2.1.2 Broader landscape of actors in green skills development

contains a snapshot of the current broader environment of green skills development and the relevant actors, both public and private, who are active in this. In the figure, dark blue shapes indicate the most relevant governmental departments, green shapes indicate agencies that are directly dependent on these ministries or governmental departments, yellow shapes indicate advisory councils and red shapes indicate

other relevant actors. Certain actors are accompanied by a grey explanatory text. The figure also shows how the different actors are linked. The figure shows the complexity of the landscape with multiple actors working on green skills development.

Figure 2-2 Mapping of relevant actors in the broader field of green skills development



Note: Europe WSE (previously the European Social Fund); VESOC = Flemish Economic Social Dialogue Committee; SERV = Socioeconomic Council of Flanders; VDAB = Flemish Public Employment Service; AHOVOKS = Agency for Higher Education, Adult Education, Qualifications and Study Grants; VLOR = Flemish Education Council; OVAM = Public Flemish Waste Agency; VEKA = Flemish Energy and Climate Agency; VLAIO = Flemish Innovation and Entrepreneurship Agency; Liberal education ('Vrij Onderwijs' in Flemish); VITO = Flemish Institute for Technological Research; The public-private partnership Circular Flanders is co-located at OVAM premises and steered by a public-private Steering Group. It is governed by the Minister of Economy, Innovation, Work, Social Economy and Agriculture and the Minister of Justice and Enforcement, Environment, Energy and Tourism.

2.2 Roles and responsibilities of key actors in green skills development

Based on the organograms depicted in the previous section, more details will be given about the current roles and responsibilities of key Flemish actors in the field of green skills development. These descriptions give an overview of the general tasks and responsibilities of the organisations and include some information on the specific roles they fulfil in the value chain of green skills development.

2.2.1 Policy Domain of Work and Social Economy

Department of Work and Social Economy (DWSE)

The department for work and social economy is responsible for the preparation, implementation and monitoring of policies related to the labour market and social economy. The authority for employment in Belgium is currently divided between the federal government and the Flemish government (DWSE). The former is responsible for the disbursement of jobseekers while the latter is responsible for job placement and vocational training (for Flanders).⁸⁴ In terms of the social economy, the responsibilities of DWSE is developing a social economy framework to unlock the sector's full potential.⁸⁵

DWSE has established the following strategic policy objectives:⁸⁶

- More people in work;
- Stronger careers within a stimulating learning environment;
- Resilient enterprises in a future-proof labour market.

To achieve these strategic policy objectives the department is responsible for the implementation of 57 measures and instruments, of which 48 are operated by themselves and 9 measures wholly or partly managed by third parties (e.g. by VDAB). The measures for which DWSE are responsible include the following examples:⁸⁷

- Giving premiums and bonuses to encourage the unemployed to seek employment and/or training;
- Managing the system for service vouchers;
- Establishing and monitoring the sector covenants;
- Funding research programmes (e.g. VIONA);
- Coordination and integration of international (EU and beyond), national and regional policies;
- Stimulate lifelong and dual learning.

With the abolishment of Syntra Flanders, DWSE took over certain responsibilities which were previously assigned to Syntra Vlaanderen (others went to VLAIO and VDAB). An expertise centre for innovative learning paths (lifelong learning) was created under the department and the Partnership for Dual learning is now also embedded into DWSE (which will be governed jointly with the Department for Education and Training). This partnership remains composed of a joint representation of education and work and has the aim of providing advice on dual learning. Finally, the supervision of dual pathways with the focus on working places, previously carried out by Syntra, is housed under DWSE.⁸⁸

⁸⁴ Departement Werk & Sociale Economie. Website: [Werking en beleid](#).

⁸⁵ The following definition of social economy applies in this context: 'social economy' means private entities, independent of public authorities, providing goods and services to their members or to society, encompassing cooperatives, mutual benefit societies, associations (including charities), foundations and social enterprises that operate in accordance with the following key principles and features: i) the primacy of people as well as social and/or environmental purpose over profit; ii) the reinvestment of most of the profits and surpluses to further pursue their social and/or environmental purposes and carry out activities in the interest of members/users ('collective interest') and/or society at large ('general interest'); and iii) democratic and/or participatory governance.

⁸⁶ Departement Werk & Sociale Economie (2023). [Ondernemingsplan DWSE: Evaluatie 2022 en planning 2023](#).

⁸⁷ Departement Werk & Sociale Economie (2023). [Ondernemingsplan DWSE: Evaluatie 2022 en planning 2023](#).

⁸⁸ Vlaamse Regering (2019). [Vlaamse regering 2019-2024 Regeerakkoord](#).

Another important role for DWSE is the management of the European Social Fund in Flanders, 'Europe WSE'. DWSE also has a knowledge platform that gathers new developments, research, webinars, etc. on six different topics: wellbeing and organisation; learning; inclusive society; economy; environment; and governance. In line with the general areas of interest of the department, skills development, lifelong learning and the green transition are key topics on this platform.⁸⁹ Finally, DWSE is also closely involved in the Partnership on Lifelong Learning to implement the Action Plan on Lifelong Learning. As such, the Partnership is a good example of a joint undertaking between the policy domains of work and education.⁹⁰

Specifically on green skills and jobs, DWSE is involved in many initiatives and undertakes many actions. These include:

- Preparatory work to set up the Green skills & Jobs Roadmap, as beneficiary of this project and its deliverables.
- Taking responsibilities as one of the transition managers in the Flemish Strategy for Sustainable Development (VSDO) for the transition priority 'Living, Learning and working'.
- Stimulate the uptake of green jobs in the social economy, through the approval of the engagement of creating 1.000 climate jobs in the social circular economy.⁹¹
- Coordination of the transversal lever of Jobs & Skills in the public-private partnership governance of Circular Flanders.⁹²
- Inspiring and supporting companies to take up corporate social responsibility via the initiative MVO Flanders. This is a platform with a broad spectrum of instruments and information to facilitate putting CSR into practice for all types of organisations. Some of the relevant themes on this platform are: sustainable consumption, sustainability reporting, social entrepreneurship, Sustainable Development Goals (SDGs), 'werkbaar werk', sustainable resource usage, circular economy, etc.⁹³
- Collaborating with other government departments and agencies such as VLAIO and VEKA to set up calls for projects.
- Supporting action plans in the area of green skills such as actions related to skills for renovations as taken up in the Flemish Renovation Strategy.⁹⁴
- Stimulating and setting up sectoral and intersectoral collaborations. One such example is the call for training for the future where funding was awarded to (inter)sectoral consortia to create trainings based on the results of the SCOPE competence prognoses with a focus on themes such as soft skills, energy, renovation and circular economy.⁹⁵

Europe WSE

Europe WSE (previously called ESF+) represents the division on 'European Programmes' of the Department of Work and Social Economy. It is the bridge between the European Union financing instruments and the Flemish government, and it is responsible for managing and implementing European programmes in Flanders in the policy domain of work and social economy. Its main task is to ensure that the funds available through these European programmes end up with the best organisations who contribute to the priorities of the respective programmes. It also delegates a part of the management of

⁸⁹ Vlaamse Regering. Website: [Kennisplatform Departement Werk en Sociale Economie](#).

⁹⁰ Partnerschap Levenslang Leren. Website: [Levenslang Leren](#).

⁹¹ Jo Brouns (2023). [Vlaanderen creëert groeipad richting 1.000 Klimaatjobs bij maatwerkbedrijven](#).

⁹² Vlaanderen Circulair. Website: [Hefboomwerking: Jobs & Vaardigheden](#).

⁹³ MVO Vlaanderen. Website: [Over MVO Vlaanderen](#).

⁹⁴ VEKA (2020). [Vlaamse langetermijnrenovatiestrategie voor gebouwen 2050](#).

⁹⁵ Europe WSE. Website: [Opleidingen van de toekomst](#).

the funds they receive from the EU to the VDAB for the mobilisation of jobseekers and to the Department of Education and Training for projects in education, including a focus on inclusive education.⁹⁶

The thematic focus areas for projects managed and funded by Europe WSE are the following: social innovation, lifelong learning, civil integration, workable work, corporate social responsibility, social inclusion, activation and inclusive education. More specifically, for lifelong learning and skills, Europe WSE funds and manages the competence forecasting studies 'SCOPE' and the competence check-ups, they stimulate learning in society by setting up learning ecosystems and supporting intersectoral partnerships on competence development.⁹⁷ Some more specific green skills related funding calls or opportunities through Europe WSE are: Training 21st-century skills in enterprises⁹⁸ and Identifying, developing and strengthening skills for the green and digital future of Europe's economy (European Social Innovation Competition)⁹⁹.

Flemish Public Employment Service (VDAB)

VDAB is the Flemish Public Employment Service (*Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding*) which is responsible for implementing policies on employment mediation and professional training. They work on all sides of the labour market through efficient matching to provide information on jobs for each citizen and providing talent for each employer. The aim is to increase the employment rate especially of the non-active working population. The VDAB ensures that job-seekers in Flanders find the most suitable jobs and develop a skillset to complete their task in an efficient manner. To this end, several key activities of the VDAB are related to skills development and can be extended to the green transition and the skills necessary to achieve the transition.

The VDAB is responsible for the following general tasks, although some are outsourced to other organisations:¹⁰⁰

- Promoting and contributing to the better functioning of the labour market;
- Employment mediation to optimise the match between labour market supply and demand;
- Ensuring the universal provision of employment services, as well as facilitating the provision of integrated services as detailed below;
- Providing guidance for jobseekers, by, among other things, promoting, organising and providing and subsidising the guidance of jobseekers in their search for a suitable job;
- Providing career guidance for employees, by, among other things, promoting, organising and providing guidance for employees and granting allowances for guidance according to the personal aspirations of each employee regarding the management of his/her personal professional career;
- Organising and promoting the lifelong learning of job seekers and workers;
- Collection and dissemination of knowledge on the labour market and its functioning;
- Fostering sustainable partnerships to promote employment, job placement, training and guidance services with a view to entering the labour market and ensuring sustainable careers, including by recognising and subsidising organisations responsible for providing job placement, pathway guidance, vocational orientation and competence development;

⁹⁶ Europa WSE. Website: [Hoe werken wij?](#).

⁹⁷ Europa Werk & Sociale Economie. Website: [Onze thema's](#).

⁹⁸ Europe WSE (2019). [Nieuwe oproep: Opleidingen 21ste-eeuwse vaardigheden in ondernemingen](#).

⁹⁹ Europe WSE (2021). [Europese Commissie zoekt sociale innovaties om vaardigheden voor groene en digitale economie te versterken](#).

¹⁰⁰ Vlaamse Codex (2004). [Decreet tot oprichting van het publiekrechtelijk vormgeven extern verzelstandig agentschap "Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding"](#).

- Networking to promote activation services, job placement, training and guidance with a view to integration into the labour market, by, among other things, developing and maintaining networks at Flemish, national, supranational and international level that contribute to the realisation of the VDAB's mission;
- Coordinating the implementation of projects of the Flemish Government and of European projects related to the above tasks;
- Ensuring product development and innovation on services to jobseekers, workers and employers on activation, job placement, training and guidance with a view to integration into the labour market.

More specifically, in terms of skills development the VDAB has several responsibilities which are mainly focused on lifelong learning and sustainable integration into the labour market.¹⁰¹

- Stimulating, organising and promoting the development and recognition of the competences of jobseekers and employees, in particular through the establishment of competence centres, the recognition and certification of acquired competences and the organisation of training with the aim of acquiring new competences for increasing labour market integration;
- The provision, organisation and promotion of vocational training and accompanying guidance to jobseekers and employees by, among others, providing job application training, job-specific training, personalised training in training centres and/or on the job;
- Granting allowances and compensation for training with the aim of increasing labour market integration;
- Offering or organising traineeships to acquire competences with a view to integration into the labour market;
- Granting allowances for traineeships with the aim of increasing labour market integration.

When looking at some skills-specific projects, VDAB manages the Flemish skills database 'Competent'. Here a so-called professional skills profile is established for a broad range of jobs in Flanders. It includes the name of the profession (and similar professions), a description of the job and an overview of the skills required for this job. These skills include the essential skills which should be present in each employee; optional skills that are often present but can depend on the context (e.g. large or small firm); and soft skills that show what is needed for an employee to excel in the profession. The database also includes references to international databases such as ESCO and ISCO¹⁰². The labour market is continuously monitored and the database is updated according to the disappearance or creation of jobs and skills. The dynamic nature allows for the content to be updated rapidly with labour market information and new developments such as the green transition. For instance, one can rapidly identify which new activities and associated skills have been generated as a result of the use of renewable energy sources.¹⁰³

The VDAB also organises training courses but only for shortage occupations. When they identify a shortage occupation, they will see if any training exists in this field. If not, they will get in contact with Centers for Adult Education and other training providers to assist them with creating the newly required training. In case this is not possible, they will develop the training themselves.¹⁰⁴ In this context, they

¹⁰¹ Vlaamse Codex (2004). [Decreet tot oprichting van het publiekrechtelijk vormgeven extern verzelstandig agentschap "Vlaamse Dienst voor Arbeidsbemiddeling en Beroepsopleiding"](#).

¹⁰² ESCO = European Skills, Competences, Qualifications and Occupations; ISCO = International Standard Classification of Occupations.

¹⁰³ VDAB. Website: [Beroependatabank Competent](#).

¹⁰⁴ Stakeholder interview.

provide some training courses in green skills such as renewable energy systems and conscious sustainable construction.

Socio-Economic Council of Flanders (SERV)

The SERV is the Social and Economic Council of Flanders and has two main responsibilities: it is a strategic advisory council and the house for social dialogue.¹⁰⁵

In terms of the first task, SERV is a consultative body of Flemish employers' organisations and employees' organisations on a wide variety of topics: work and social economy, economy, energy and general government policies. SERV provides advice at the request of a Flemish minister, the Flemish Government, the Flemish Parliament or on its own initiative. More specifically, they try to draw the authorities' attention to topics such as the labour market, education and training, circular economy, digitalisation and climate change. For instance, in 2021, they released SERV advice on the lack of urgency and ambition of the STEM-Agenda 2030, drawing attention to the lack of students and employees in Science, Technology, Engineering and Mathematics (STEM). Specifically, they refer to the fact that in the energy-intensive industry, thousands of workers need training in green, digital and soft skills.¹⁰⁶ Furthermore, the SERV was involved in creating the 'Competent' database, which is described above.¹⁰⁷

For the second task, the SERV houses the social dialogue between all social partners in Flanders. They provide an environment where agreements on important socio-economic issues can be sought between the social partners. Thus they are responsible for organising (in the role of a secretariat) bipartite discussions between the employers' and employees' organisations and tripartite discussions which also include the Flemish government. This is known as the *Vlaams Economisch Sociaal Overlegcomité* (VESOC).¹⁰⁸

2.2.2 Policy Domain of Education and Training

Department of Education and Training

The Flemish Department of Education and Training is responsible for the funding, support and guidance of all Flemish educational organisations and the functioning of the entire education system, from early childhood to lifelong learning. The Department supports the Minister of Education and Training in education policy making by, among others, preparing new policies, formulating policy advice, supporting implementation, coordinating the education budget and supporting education by providing grants or communicating about education.¹⁰⁹

One of the aspects that the Department works on, which is particularly relevant for green skills, is **lifelong learning**. The Department prepares the education policy that deals with part-time art education, adult education and higher education and stimulates the connection between education and the labour market for all levels of education by:¹¹⁰

- Promoting cooperation between education, Syntra vzw's and the VDAB;
- Bringing together partners from education and business through the Regional Technology Centres;

¹⁰⁵ Vlaamse Codex (2004). [Decreet inzake de Sociaal-Economische Raad van Vlaanderen](#).

¹⁰⁶ SERV (2021). [STEM-Agenda 2030 mist urgentie en ambitie](#).

¹⁰⁷ Vlaams Parlement. Website: [SERV](#).

¹⁰⁸ SERV. Website: [Wat doet de SERV?](#).

¹⁰⁹ Vlaamse Regering. Website: [Onderwijs en Vorming](#).

¹¹⁰ Departement Onderwijs en Vorming. Website: [Afdeling Levenslang leren](#).

- Creating a framework to validate previously acquired competencies (*eerder verworven competenties*, EVC);
- Encouraging young people to choose STEM education and professions;
- Stimulating lifelong learning, entrepreneurial education, and learning career guidance;
- Setting up and monitoring innovative projects (e.g., sector covenants,...);
- Coordinate with federal partners (healthcare sector, safety training, etc.); and
- Increasing the number of qualified pupils through the coordination of Europe WSE projects.

Part of the vision of the Department presented in their 2019 ‘*Ondernemingsplan*’, is that the **education system should contribute to the transition to a sustainable society**. They recognise education as one of the means to improve social cohesion, for current and future generations.¹¹¹

Agency for Higher Education, Adult Education, Qualifications and Study Grants (AHOVOKS)

AHOVOKS is the Flemish agency for higher education, adult education, qualifications and study grants with their main goal being to stimulate a culture of lifelong learning for every citizen. It works in close collaboration with education and training partners, VDAB, SERV, Syntra, VLOR, etc. AHOVOKS’ mission is to guarantee and stimulate qualification-oriented, lifelong and life-wide learning for everyone.¹¹²

The department consists of five sub-departments which are all responsible for the following activities:¹¹³

- **Higher and Adult Education Department:** providing high-quality, transparent and accessible services to higher education and adult education institutions and staff by providing services to staff (payment of salaries and management of staff files) and to institutions (funding and organisation).
- **Grants and Approval of Study Grants Department:** provides high-quality, transparent and accessible services to citizens in the form of granting study grants; recognising equivalences of study and qualification certificates; and awarding grants to students from adult education.
- **Qualifications and Curriculum Department:** is responsible for the development of high-quality and transparent processes, in close cooperation with stakeholders in the education field and the labour market, which lead to the establishment of final education objectives, vocational and educational qualifications, programmes and EVC standards.
- **Examination Board Department:** provides high-quality, transparent and accessible services to citizens by organising examinations with a view to obtaining an admission certificate, study certificate or qualification certificate.
- **Support Services Department:** supports the Administrator-General and the agency's departments in the areas of planning and control, personnel policies, communication policies, facilities policies, finance and budget, Information and Communication Technology (ICT) and data.

In relation to skills development, AHOVOKS is responsible for creating and updating the professional qualifications (*Beroepskwalificaties*, BKs) upon which training and educational courses are based. They create the BKs based on the demands from the sectors and go through a rigorous process with several rounds of consultations before it can be turned into an actual training course. The BKs include the required competences for a certain profession including the necessary knowledge, attitudes and skills. These contain both technical skills, soft skills and general professional skills as well as any legal

¹¹¹ Departement Onderwijs en Vorming (2019). [Ondernemingsplan Departement Onderwijs en Vorming 2019](#).

¹¹² AHOVOKS (2022). [Ondernemingsplan 2022](#).

¹¹³ AHOVOKS. Website: [Over ons](#).

certifications required. Some examples of green jobs with extensive BKs are Energy Performance Certification reporter (*EPB-verslaggever*), technician in renewable energy techniques and disassembler for recovery of passenger cars and light commercial vehicles.

Flemish Education Council (VLOR)

The VLOR is the strategic advisory council for the Education and Training policy area. Representatives from the entire education landscape and from the socio-economic and socio-cultural organisations consult in the VLOR about education and training policy. On this basis, the VLOR provides advice to the Flemish minister responsible for Education and Training and to the Flemish Parliament.

The VLOR has three main responsibilities, namely (i) giving advice on governmental policy plans and making their own proposals on Flemish educational policy, (ii) facilitating the dialogue between the educational partners, and (iii) gathering documentation and data and consulting experts to explore education and training questions and underpin recommendations.¹¹⁴

The educational partners in the VLOR have established the following priorities for their investments in the current governmental period:¹¹⁵

- Broad, ambitious and high-quality education;
- Sufficient teaching capacity and challenging learning environments;
- Lifelong and life-broad learning;
- Equal educational opportunities throughout the educational career;
- Inclusive education;
- Education professionals;
- Strong and participative educational institutions.

To achieve these priorities, the following three critical conditions were established:

- Financing education;
- Making education policy together;
- Partnerships with other policy areas.

2.2.3 Policy Domain of Economy, Science and Innovation

Flemish Innovation and Entrepreneurship Agency (VLAIO)

VLAIO is the Flemish Agency for Innovation and Entrepreneurship which, driven by the needs of enterprises and economic and societal challenges, has the mission to stimulate entrepreneurship, to increase the growth potential and innovative capacity of Flemish enterprises and to create a stimulating environment for entrepreneurship. Their overarching aim is to contribute to a strengthened climate of sustainable economic growth and job creation in Flanders. The following tasks and activities are undertaken by VLAIO to achieve these goals:¹¹⁶

- Educating entrepreneurs and aspiring entrepreneurs about entrepreneurship and innovation;
- Creating a culture of entrepreneurship and innovation;
- Stimulating other levels of government and policy domains within the Flemish government to pursue innovation-oriented and business-friendly policies and support them in this;
- Organising a front office, as a universal gateway for entrepreneurial questions to the government and for specific questions about government instruments aimed at enterprises;

¹¹⁴ VLOR. Website: [Wat doet de VLOR](#).

¹¹⁵ VLOR (2019). [Investeren met ambitie: Onderwijskansen voor iedereen - Memorandum 2019-2024](#).

¹¹⁶ Agentschap Innoveren & Ondernemen (2022). [Ondernemingsplan 2022](#).

- Financially supporting projects and activities of enterprises to promote innovative capacity and entrepreneurship;
- Developing and maintaining a network of actors which receive funds from VLAIO for the implementation of projects and activities to promote and support innovative capacity and entrepreneurship;
- Developing and implementing spatial-economic policies;
- Developing and implementing integrated policies for commercial establishments;
- Encouraging participation from Flanders in international programmes;
- Stimulating entrepreneurial formation and trainings.

In general, VLAIO has the following responsibilities. First of all, to stimulate growth, transformation and innovation they financially support companies through grants. Secondly, they promote entrepreneurship by guiding companies from a start-up stage to acquisition as well as stimulate networking. Thirdly, they support organisations that initiate cooperation and dynamics within clusters. Lastly, they promote environmental aspects such as greening a company's facilities. Besides these general responsibilities, the following four green skills related tasks can be found at the core of VLAIO's operations.

1. Stimulating the green transition

In the context of green jobs and competences, they play an important role in directing Flemish innovation and entrepreneurship toward sustainability. For instance, they provide a subsidy called the 'Ecologiepremie+' which provides financial compensation for companies that make ecologically sound investments. The main goal here is to encourage companies to organise their production process in an environmentally friendly and energy-saving way and thus cover part of the extra investment costs that such investments entail.¹¹⁷ Through their EFRO (European Fund for Regional Development) programme, they currently have an funding call open on sustainable urban development. One of the strands of this focuses on improving climate adaptation.

2. Networking and dissemination of knowledge

Via the VLAIO-Network they spread knowledge on large transversal challenges such as digitisation, 'werkbaar werk', climate, circular economy and energy. Additionally, their cluster policies and the governance of the seven spearhead clusters (Catalisti, Flux 50, Strategic Initiative Materials, Flemish Innovation Platform Logistics, Flanders' Food, Blue Cluster and MEDVIA) are driven by the strategic goals which VLAIO has established through their strategic research centres.¹¹⁸ They also stimulate the availability of knowledge and innovation from educational and research centres mainly for Small and Medium-sized Enterprises (SMEs). They do this through demand-driven Technology Transfer Offices where they involve the employers' organisations and sectoral federations as the representatives for the needs of entrepreneurs.¹¹⁹

3. Alignment between the labour market and learning providers

Another key role for VLAIO is the provision of formation and training for entrepreneurs (this used to fall under Syntra¹²⁰, which was dissolved in 2020) to ensure the broad learning of entrepreneurial competences. VLAIO is responsible for ensuring sufficiently innovative and flexible entrepreneurship

¹¹⁷ VLAIO. Website: [Agentschap Innoveren en Ondernemen](#).

¹¹⁸ Vlaamse Regering (2019). [Vlaamse regering 2019-2024 Regeerakkoord](#).

¹¹⁹ Technology Transfer Offices Flanders. Website: [Wat wij doen](#).

¹²⁰ The Syntra vzw's are training centres located in the different provinces of Flanders with a strong relation to VLAIO. The Syntra-network is responsible for labour market-oriented competence development of entrepreneurs and their employees. Via sector-based training programmes, the network develops an innovative, up-to-date and flexible offer, aimed at more and better entrepreneurship in Flanders.

training exists . This is done by launching both a closed call for the Syntra campuses to allow them to further disseminate their knowledge and expertise in their broad network and via an open call for important training provision which is currently not offered on the market. There is thus a close connection between the role of VLAIO as the director of entrepreneurial trainings and the Syntra campuses to actually provide most of these trainings. VLAIO also heavily invests in strengthening the interaction between knowledge institutions and industry to reduce the knowledge mismatch between the output of the Flemish universities and the demands of industry.¹²¹

4. Coordination between different regions

Finally, VLAIO supports subregional smart specialisation by assisting the provinces and regions with investments in establishing strategies and roadmaps for their regional economic transformation. They do this by: Using European Fund for Regional Development (EFRD) funding more efficiently; Doing targeted investments in Research & Development & Innovation (R&D&I) and business spaces that are related to knowledge centres and spearhead clusters; Providing specialised technological services to entrepreneurs in line with their specialisation; and investing in supporting measures in the field of higher education and lifelong learning.¹²²

2.2.4 Policy Domain of Environment

Department of Environment

The department of Environment was created in 2017 by merging the Department of Environment, Nature and Energy and the Department of Space Flanders (*Ruimte Vlaanderen*). The department has the following strategic goals:¹²³

- Developing substantiated and socially supported environmental policies based on international frameworks and a long-term vision;
- Creating effective instruments to realise these environmental policies;
- Centralising knowledge and expertise on environmental topics in a central place for Flanders;
- Being a reliable and easily-accessible partner for the social and administrative network on the environment both on a local and international level;
- Being an open, innovative, developing, attractive and goal-oriented organisation.

More specifically, it has been assigned several responsibilities in terms of environmental policies, namely space and the environment; climate, energy and green economy; and animal welfare. The following sections provide details on the first two responsibilities.

In terms of space and the environment, the department is responsible for ensuring a careful and well-thought-out use of space by establishing a strong system for spatial planning which protects the quality of living and of the environment. They possess several instruments for doing so.¹²⁴

Regarding the department's responsibilities for climate, energy and the green economy, the following are the most important:¹²⁵

- Achieving a climate-intelligent low-carbon society by reducing greenhouse gas (GHG) emissions in Flanders. For example, they are responsible for deploying an emissions trading system for fixed installations and aviation which aims to reduce GHG emissions;

¹²¹ Vlaamse Regering (2019). [Vlaamse regering 2019-2024 Regeerakkoord](#).

¹²² Vlaamse Regering (2019). [Vlaamse regering 2019-2024 Regeerakkoord](#).

¹²³ Departement Omgeving (2023). [Ondernemingsplan 2023](#).

¹²⁴ Departement Omgeving (2017). [Departement Omgeving binnen het domein Omgeving - opdrachten basis voor de organisatiestructuur](#).

¹²⁵ Departement Omgeving (2017). [Departement Omgeving binnen het domein Omgeving - opdrachten basis voor de organisatiestructuur](#).

- Increasing Flanders' resilience to climate change through environmental policies and climate-proof spatial planning;
- Greening the economy by structurally strengthening the link between ecology and economy and emphasising circular and short cycles to maintain the current level of prosperity and well-being in the long run;
- Promoting sustainable and environmentally conscious actions of all actors in society as producers and/or consumers, shaping the transition to a sustainable society with limited ecological impact and using natural capital sustainably;
- Promoting efficient energy use and the transition to a sustainable energy system that is increasingly based on renewable energy sources, while guaranteeing the security and affordability of the energy supply.

Specific day-to-day activities which the Department of Environment undertakes to achieve the goals outlined above, are as follows:¹²⁶

- Policy development and preparation of policies on climate, air, energy, green economy and deep subsoil (including further elaboration of the Flemish Climate and Energy Plan);
- Establishment of regulations, provision of legal support and development of instruments to facilitate the implementation of policies on climate, air, energy, green economy and deep subsoil;
- Implementation of the environmental policies on climate, air, energy, green economy and deep subsoil (including implementation and follow-up of the Flemish Climate and Energy Plan and of the commitments made therein).

For green skills, the biggest role of the Department of Environment relates to establishing the strategic goals and targets that need to be reached in Flanders for the green transition. These targets for the environment, climate, energy and the green economy are then used as a starting point for determining Flanders' skills and employment needs in the sectors which will be impacted by the transition. They also created and manage the '*Duurzaam Educatiepunt*' where assistance is given to education providers that want to increase the focus on the green transition and all related topics in the curricula of their courses and training offerings.¹²⁷

The Flemish Green Deals are innovative green partnership projects around water, food, circular economy and other themes. They are voluntary agreements between individual organisations or companies and the Flemish government, through the Department of the Environment.

Duurzaam Educatiepunt

Duurzaam Educatiepunt is the expertise centre and leading division on Education for Sustainable Development (ESD) and Environmental Education (EE) and related policies of the Flemish government (Department of the Environment). It offers guidance, capacity building, educational resources and activities for formal education (schools and higher education institutions), professionals and citizens. In general, they work in three different areas: professionalisation of teachers and policy staff (and, through them, students); counselling pathways for courses and trainings (and wider educational institutions) and strengthening sustainable initiatives and networking.

¹²⁶ Departement Omgeving (2017). [Departement Omgeving binnen het domein Omgeving - opdrachten basis voor de organisatiestructuur](#).

¹²⁷ Departement Omgeving (2023). [Ondernemingsplan 2023](#).

At Duurzaam Educatiepunt they centralise and present inspiring examples, research projects, methodologies and educational material. The aim of this is to expand the availability of information on sustainability which can be used in classes and make them accessible to anyone interested in education for sustainability. They also organise information campaigns, action days and educational activities to mobilise teachers and increase their awareness on the possibilities of making their curricula more sustainable. They also provide tailored assistance to educational institutions who wish to integrate sustainability more in their faculty, curricula, or courses, through a whole-institution-approach.¹²⁸

Duurzaam Educatiepunt delivers the above via the following initiatives and activities:

- Environmental Education-centres for citizens, organisations, schools and EE/ESD-professionals, form a living lab for innovative ESD education. These feature laboratories, exposition areas, outside and inside classrooms, libraries and educational gardens.
- Responsible for setting up and managing the Ecoschools Programme in Flanders. It coordinates *MOS Vlaanderen*, a sustainability programme reaching more than half of Flemish schools and a programme on embedding ESD in higher education.
- Organising networking events which connect national, regional and local actors on ESD from research, formal and non-formal education sectors. It offers publications on relevant ESD-topics for a variety of target groups and represents the Flemish government on national and international fora.
- Setting up nature visitor centres and public campaigns to reach a large target group in formal and non-formal sustainability- and nature-education in schools, higher education institutions (including teacher training), and citizens.

Circular Flanders

Circular Flanders was established in 2017 in the context of the Flemish Visie 2050 with the goal of driving the circular transition in Flanders and reaching the established goals in this vision. It is a public-private partnership that is housed in the Public Flemish Waste Agency (OVAM) and has the role of being the central platform and inspiration for the circular economy in Flanders. They are governed by two different ministries, namely the Ministry of Environment and the Ministry of Economy, Science and Innovation. Other government departments and agencies are also involved in the organisation as partners in the Steering Group. This Steering Group is responsible for guiding the activities of Circular Flanders and consists of a combination of public and private actors. It reflects the organisation's role as a partnership of governments, companies, civil society and research institutions.¹²⁹

The public-private partnership works according to six work agendas: circular construction, chemicals & plastics, water cycles, the bio-economy, the food chain and the manufacturing industry. The Circular Flanders team within OVAM takes care of coordination across the themes, as well as transversal issues around the levers. The Steering Group ensures shared commitment and strategic steering from the so-called societal pentagon (consisting of the government; entrepreneurs and industry; civil society and Non-Governmental Organisations (NGOs); knowledge institutions and financial institutions). Besides the thematic actions, they have identified seven transversal levers that are crucial across the circular economy transition, and for which separate working groups take on concrete initiatives in coordination with the work agendas. These levers include policy instruments, public procurement, research, communication, innovation, financing and jobs & skills.¹³⁰

¹²⁸ Departement Omgeving. Website: [Duurzaam Educatiepunt](#).

¹²⁹ Vlaanderen Circulair. Website: [Alles over Vlaanderen Circulair](#).

¹³⁰ OVAM (2023). [Ondernemingsplan 2023](#).

The work under the lever of jobs and skills is led by the Department of Work and Social Economy. More specifically, by investing in qualified, well-trained employees Flanders can direct innovations to the circular domain. Through this lever, they aim to inspire the various work agendas (e.g. bio-economy, circular construction, circular manufacturing, etc.) with initiatives that are part of a broader transition to a low-carbon economy: the competence forecasts, actions from the network on energy-intensive industry, opportunities for cooperation with the social economy, initiatives from other sectors (e.g. textile sectors) and innovation actors (e.g. pilot projects on industry 4.0, spearhead clusters) and involve the partners of Circular Flanders in the creation of the green skills roadmap.¹³¹

Flemish Energy and Climate Agency (VEKA)

The Flemish Energy and Climate Agency has the mission of preparing, stimulating, coordinating, implementing, monitoring and evaluating policy initiatives which relate to energy and greenhouse gas emissions. They are therefore responsible for the policy initiatives which contribute to the Flemish transition towards a climate-neutral and sustainable society. They aim to do this by deploying policy instruments in a cost-effective manner to reach a high level of quality while also taking the social and economic impact of these policies into account.¹³²

VEKA has been assigned the following responsibilities through the Flemish Energy Decree:¹³³

- Preparing and substantiating; coordinating and implementing; and evaluating and reporting of the long-term visions on energy and climate, the Flemish Energy and Climate Plan and the general Flemish energy and climate policies;
- Participate in the supra-regional decision-making process on energy and climate, through proactive participation in Belgian, European and international decision-making, implementation and reporting and cross-border cooperation;
- Developing policy instruments and adequate solution-oriented measure packages for energy and climate policies and their efficient and effective implementation, including:
 - Promoting environmentally friendly energy production and management of resources and funds meant for this purpose, including the preparation, implementation, monitoring and control of support for green electricity, cogeneration and green heat installations;
 - Promoting the efficient and flexible use of energy, including storage, and management of the resources and funds intended for this purpose.
- Pursuing the lowest possible cost energy systems by increasing the flexibility of the system and regularly reviewing the relevant policy instruments;
- Preparing and implementing regulations related to the efficient management and development of electricity, gas and heat distribution networks, and of the electricity transmission network;
- Systematically collecting and using data on energy (production, distribution, storage and consumption) and climate (greenhouse gas emissions) for policy preparation, studies, reporting and policy implementation, through the development of data platforms;
- Substantiating policies on energy and climate by performing analyses; developing and monitoring policy indicators; and developing and implementing models, methodological tools, policy scenarios and forecasts;

¹³¹ Vlaanderen Circulair. Website: [Onze aanpak](#).

¹³² VEKA. Website: [Over het Vlaams Energie- en Klimaatagentschap \(VEKA\)](#).

¹³³ VEKA (2023). [Ondernemingsplan Vlaams Energie- en Klimaatagentschap](#).

- Managing and coordinating the use of the (financial) resources from the Flemish Climate Fund and the Energy Fund;
- Contributing to the optimal use of funds made available by the European Union and other supranational institutions;
- Building a broad base of support for an energy-conscious and climate-neutral society by disseminating information and carrying out, or outsourcing of, awareness-raising and communication campaigns on environmentally friendly energy production, efficient and flexible energy use and climate-conscious behaviour;
- Organising structured cooperation and consultation with public and private stakeholders around energy and climate;
- Conducting or commissioning market research in the context of sustainable energy and climate policies, environmentally friendly energy production, efficient and flexible energy use, and social energy policies.

In the context of green skills, VEKA is mainly involved in the sectors of construction and renovation and it is responsible for guaranteeing the quality of energy experts, EPB-reporters and certain other installers and contractors. They are also responsible for the quality assurance of the training and educational courses these employees need to follow. On a European level, VEKA wants to use the Belgian EU-presidency as an opportunity to put some important topics on the agenda such as energy efficient renovations and the capacity issues in the construction sector. More specifically, VEKA is currently working on an action plan for capacity in the construction sector through several initiatives such as setting up the intersectoral covenant on the renovation chain and the Interreg project ‘*Energiek Onderwijs*’.¹³⁴

2.2.5 Policy Domain of Chancellery, Administration, Foreign Affairs and Justice

Department of Chancellery and Foreign Affairs

The Department of Chancellery and Foreign Affairs is responsible for the long-term strategy of Flanders which has been established as a part of the department’s strategic goal of a coherent and futureproof policy framework for complex challenges with a high societal impact. More specifically, they are responsible for the elaboration of the Flemish sustainable development strategy ‘Visie 2050’ and its implementation and monitoring. Actions undertaken with regards to this strategy include, but are not limited to, the following:¹³⁵

- Supporting the prime minister with communication about Visie 2050 and the related transitions which need to happen;
- Organising and stimulating cooperation and learning opportunities for the transitions (transition platforms);
- Supporting individual transition priorities and local actors through networking and knowledge building, in coordination with other relevant processes and policy initiatives.

Furthermore, they are responsible for implementing the activities under the Sustainable Development Decree. This includes an evaluation of the previous Flemish Sustainable Development Strategy and the adoption of a new strategy (Visie 2050 update). In addition, the department coordinates the sustainable development policy for Flanders, which involves them contributing to the adoption of certain points of view and positions in European and international forums and organisations.¹³⁶

¹³⁴ VEKA (2023). [Ondernemingsplan Vlaams Energie- en Klimaatagentschap](#).

¹³⁵ Departement Kanselarij en Bestuur (2020). [Ondernemingsplan 2020 Departement Kanselarij en Bestuur](#).

¹³⁶ Departement Kanselarij en Bestuur (2020). [Ondernemingsplan 2020 Departement Kanselarij en Bestuur](#).

The Flemish Strategy for Sustainable Development is based on previously defined strategies; Vizier 2030 and Visie 2050, and is centred around seven transition priorities. These priorities are regarded as instruments to achieve the objectives established in the two strategies. The seven transition priorities are 1) circular economy, 2) living, learning and working in 2050, 3) industry 4.0, 4) society in 2050, 5) mobility, 6) energy and climate and 7) the environment for the future. Each transition priority is led by a Transition Manager, who comes from one of the relevant governmental departments, agencies or organisations such as DWSE, Circular Flanders, VLAIO and VEKA.¹³⁷

¹³⁷ Departement Kanselarij en Buitenlands Zaken. Website: [Vlaamse strategie duurzame ontwikkeling](#).

3 Setting up a Governance Framework for Green Skills

It is important to set up a well-functioning and well-thought-through governance framework with clearly defined roles and responsibilities. This would enable a coherent and resource efficient approach to be taken when coordinating, implementing and monitoring the Green Skills Strategy and Roadmap.

In general, the concept of good governance still lacks a commonly shared definition. However, according to the United Nations (UN), governance entails the practice of governing institutions, processes and practices which facilitate decision-making and regulation of common issues. For governance to be perceived as 'good', normative or evaluative aspects are applied to it. This means that the governance results in outcomes which are needed to achieve development goals. Therefore, good governance should be transparent, responsible, accountable, participative and responsive to society's needs.¹³⁸

Considering the complex landscape of stakeholders active in the field of green skills development in Flanders, establishing a good governance framework is crucial. This entails building a facilitating institutional framework and providing the appropriate space and means for the involvement of other stakeholders. Some actors will have to take on additional roles and responsibilities or adapt their current ones. The Green Skills Roadmap contains a description of the roles that are needed for the successful implementation of the actions and sometimes contains a proposal of who could take this on. The final division of roles and responsibilities will need to be decided upon by all the actors together. This is one of the first tasks that the Green Skills and Jobs Coalition will take on. After this inception phase, a permanent governance framework needs to be put in place. There are different approaches to setting up this sort of a facilitating environment for cooperation. Some interesting approaches are discussed in Section 3.2.

This chapter is structured in three sections. Section 3.1 elaborates on the enabling conditions for a successful governance framework. Section 3.2 focuses on the setting up the preliminary Green Skills and Jobs Coalition and the permanent governance framework afterwards, based on several (international) good practices. Finally, Section 3.3 presents some indicators which could be used to compare the different scenarios.

3.1 Enabling conditions for a successful governance framework

Even though there are several possibilities for designing a governance framework, there are several enabling conditions that are crucial for the success of the framework. Five of them are discussed in this section, however, this is a non-exhaustive list. Based on the needs of the involved actors, additional conditions can be considered.

3.1.1 Validation of the Green Skills Strategy by the entire Flemish Government

The Green Skills Strategy needs to be validated by the entire Flemish Government. This will ensure a unified and strong position among the different ministries, departments and agencies on green skills in Flanders. In this way, the coordination between actors and the implementation of the actions in the Roadmap will be facilitated since there should be support at the highest levels.

¹³⁸ United Nations. Website: [About good governance - OHCHR and good governance](#).

3.1.2 Dedicating sufficient human and financial resources for the implementation of the Green Skills Roadmap

Creating a strategy and roadmap is the first step, but to ensure that the implementation of the actions actually takes place, it is important to ensure the availability of human and financial resources. There will be a need for people who can dedicate time to the tasks assigned to them to complete the overall actions. Sometimes these tasks can be taken on top of employee's existing tasks, but sometimes these will require a more significant time investment, especially for coordinating tasks. In terms of funding, several actions will require a significant budget for their implementation. This could be taken on under existing funding streams, but at other times this may require the creation of a dedicated funding stream.

3.1.3 Having one organisation to take the lead

Since there will be many actors involved, it is beneficial if one actor can initiate the initial discussions and coordination between all actors. The chances of successful implementation of a roadmap and strategy are higher when one organisation, department or agency takes the lead.

3.1.4 The participating individuals need to have enough authority to make decisions and commitments

This enabling condition is the most important one: it relates to the fact that the organisation or body that will deal with green skills should have the necessary political authority/responsibilities to take strategic decisions and as such to push the agenda forward. When individuals participate for instance in the foreseen Green Skills and Jobs Coalition, they will need to have enough authority in their department, agency or organisation to make commitments to actions and take decisions. Naturally, some consultation with others in their organisation will be required, but the decision-making should be able to happen as quickly and efficiently as possible.

3.1.5 Good cooperation between all policy domains, departments, agencies and other stakeholders

All involved actors need to stand behind the validated Green Skills Strategy and Roadmap to ensure that the implementation is successful. However, this support needs to go beyond their individual organisations and the different actors need to come together as a whole to ensure success. Given the complex field of green skills development in Flanders, good and open cooperation between all layers of government, all policy domains and all stakeholders is a key enabling condition.

3.2 Governance scenarios for the uptake of Green Skills

After determining which enabling conditions are needed for a successful governance structure, this chapter will go into more detail about the different governance scenarios for the uptake of Green Skills. At first, a coalition of public entities, the Green Skills and Jobs Coalition, will be created to take on the initial coordination of activities, kick-off the validation of the Strategy and choose the final design of the actions.

The idea behind the creation of a Green Skills and Jobs Coalition, is to have one central place where the main public actors on green skills will discuss the progress/collaboration of the green skills roadmap on a regular basis. This Coalition will mainly be responsible for providing the strategic guidance to the green skills priorities and actions. Its specific composition will be decided based on which public actors want to be involved and the organisation which will take the lead in these negotiations. The daily coordination will be led by a permanent secretary. The main tasks of the Coalition are explained in the Green Skills Roadmap (Deliverable 7), but in short they consist of the following:

- Validate the Green Skills Strategy and determine the common objectives across all organisations;
- Ensure a common language for the green transition, green skills and green jobs;
- Assign roles and responsibilities to implement the actions under the roadmap;
- Establish a monitoring and evaluation system for the Green Skills Roadmap;
- Determine the yearly priorities for Green Skills and Jobs in Flanders;
- Organise a yearly Green Skills and Jobs Forum.

After this initial phase, a more permanent governance structure will need to be set-up to guide the implementation of the Roadmap and monitor the progress. Below, we propose five different scenarios for this permanent governance structure. The proposed scenarios are based on interesting governance examples from Flanders and other European countries. The following alternative governance structures are discussed: Interdepartmental Working Group, Public-Private Partnership, Sectoral Approach, Expanding the role of the transition managers (VSDO) and an Agency for Sustainable Development under the Chancellery. For each of these possible structures, there is first an explanation of the initiative which served as inspiration (STEM, Circular Flanders, Topsectoren Nederland, Flemish Strategy for Sustainable Development and Department of Sustainable Development Romania). This is followed by a description of how green skills and jobs can be integrated into this governance structure and finally an evaluation of the scenario. This chapter concludes with some indicators that can be used to compare the different scenarios.

These scenarios have been selected because they are the most relevant for the Flemish context when looking at the following aspects/indicators:

1. Time - Some scenarios can be realised in the short term where others would require a structural and legal adjustment of authorities and thus more time is needed.
2. Depth of organisational changes - Some scenarios entail a very light coordination structure which can easily be integrated into the current organisational structure. Other scenarios would entail a redistribution of authorities and responsibilities to set up new organisational structures.
3. Scope - Some scenarios have a very narrow focus on green skills development while others go beyond this scope by framing green skills as only one element of the green transition.

From an efficiency and effectiveness point of view, you could argue that it doesn't make sense to develop different organisational structures for every type of skill needed in the labour market (green skills, STEM, digital skills, etc.). As such, we are not in favour to set up an organisational structure only for green skills (at least, not in the medium and long term). It does make sense (also looking at international good practices) to set up a governance structure which tries to integrate the different stakeholders alongside the whole green skill value chain. That implies that an effective and efficient

governance structure should involve all stakeholders, from the private and the public sector. But first of all, the public sector should think about how it should be reorganised and integrated such that with the same full time equivalents it can give answers to the challenges in the labour market linked to the green transition (and the Green Deal).

In light of the above mentioned challenges and indicators, we propose several governance scenarios. The aim of including these governance scenarios, is to inspire policy-makers to think outside the box and to show that different governance scenarios can include elements of interest to enhance the green transition in Flanders and tackle the related skills gaps.

3.2.1 Interdepartmental Working Group

Governance of STEM

The STEM Action Plan 2012-2020 and its follow-up plan, STEM Agenda 2030 were established to increase the cooperation between scientific institutions, businesses, sectors and education to increase human capital for STEM by increasing the attractiveness of STEM studies and careers. To concretise and implement the actions in the Action Plan, a governance structure was established existing of an Advisory Committee STEM, a Governmental Committee STEM, a Governmental Working Group STEM, a STEM-Platform and a broader STEM-Ecosystem. This governance structure is shown below in Figure 3-1.

The Advisory Committee STEM is composed of representatives from the relevant ministries, advisory councils and the STEM-Platform. The presidency rotates on an annual basis between the different policy domains. The Committee meets each year to discuss the progress on the implementation of the STEM Agenda and to provide advice on issues with the implementation. The Governmental Committee STEM (*'Ambtelijk Comité'* in Dutch) consists of representatives from the ministries of relevant policy domains, with an annual rotation between them for the presidency. This committee of leading officials meets twice a year and focuses on the four strategic objectives defined in the Agenda. The aim of the committee is to facilitate cooperation between the policy domains and ensure that initiatives and strategies are coherent across the different domains and sufficiently reflect the objectives set out in the STEM Agenda. The Governmental Working Group STEM consists of the staff of the relevant governmental entities and advisory councils who can translate the objectives from the STEM Agenda into actions, concrete commitments and connections with other policy initiatives. They make proposals for new initiatives that are then validated by the Governmental Committee STEM.¹³⁹ The Governmental Working Group is also responsible for setting up a STEM-Ecosystem to connect the government side to a broader group of stakeholders from civil society, companies, knowledge institutions and citizens to foster cooperation and knowledge sharing.¹⁴⁰

The STEM-Platform consists of an independent group of experts who provide advice to the government from their position as stakeholders with a diverse background. They present concrete actions, propose priorities, develop networks and further support and oversee the structured and coherent implementation of the STEM-Agenda. The STEM-Platform also gives advice to the government on adapting or expanding the plans and actions.¹⁴¹

At first, the different governing bodies did not have a clear director, which resulted in difficulties with taking ownership of the actions and assigning sufficient resources to implement them.¹⁴² As a solution,

¹³⁹ Vlaamse Regering (n.d.). [STEM-Agenda 2030: STEM-competenties voor een toekomst- en missiegericht beleid](#).

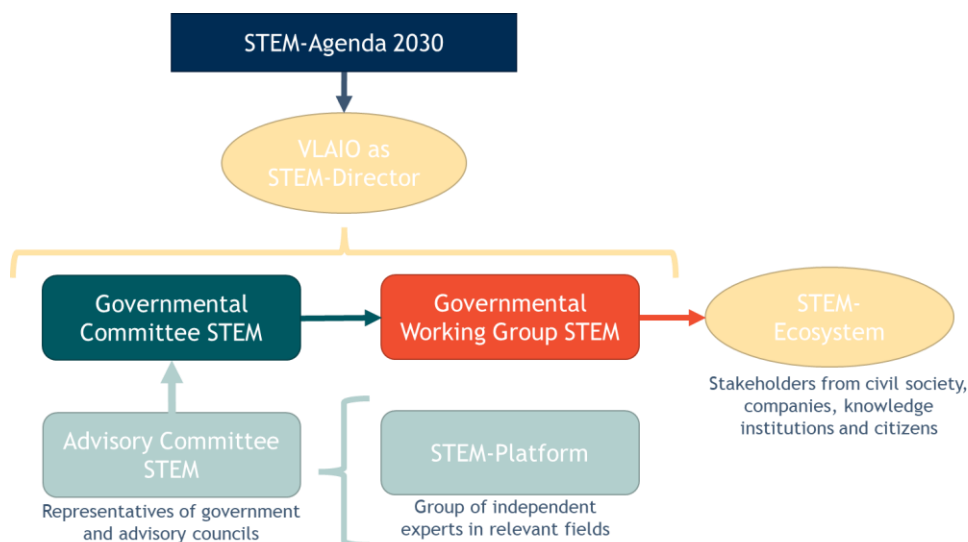
¹⁴⁰ Vlaamse Regering (n.d.). [STEM-Agenda 2030: STEM-competenties voor een toekomst- en missiegericht beleid](#).

¹⁴¹ Departement Onderwijs en Vorming. Website: [STEM-Platform](#).

¹⁴² Stakeholder consultations.

VLAIO has been appointed as the STEM-director for Flanders, tasked with strengthening the different ongoing initiatives on STEM. This means they coordinate the activities of the STEM-Platform and STEM-Steering Group to ensure a coherent governance for the implementation of the STEM-Agenda. VLAIO has both human and financial resources dedicated to fulfilling its tasks as STEM-Director.¹⁴³

Figure 3-1 Governance structure of STEM

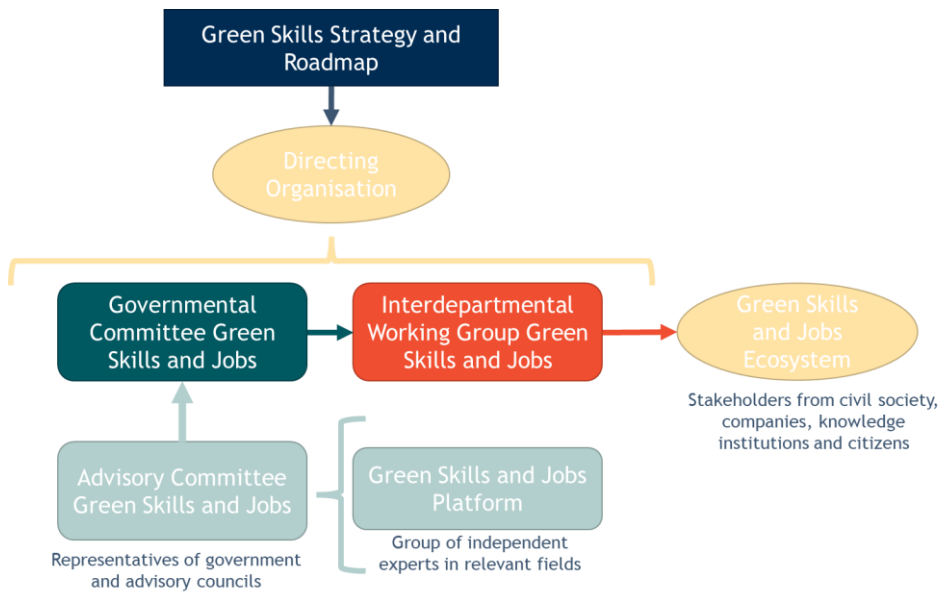


Application to Green Skills and Jobs

The STEM governance structure could be used as inspiration for setting up the governance of Green Skills as shown in Figure 3-2. This would also require one organisation to take the lead and be the director. They would then create a facilitating environment for all the bodies and put green skills and jobs on the agenda. There would be a Governmental Committee on Green Skills and Jobs consisting of high-level representatives of the entities from the most relevant policy domains. This Committee would be responsible for creating the enabling environment for integrating the Green Skills Strategy in all the policy domains and for developing all the actions related to the Green Skills Roadmap. They would be supported by a Governmental Working Group on Green Skills and Jobs that will make proposals for priorities and actions to the Committee and ensure the necessary actions are taken in their policy domains and thus take care of the more operational side. The Working Group would also set up a Green Skills and Jobs Ecosystem to bring their ideas and actions closer to the broader public by making the connection with civil society, companies, knowledge institutions and educational institutions. On a strategic level, advice would be provided by an Advisory Committee for Green Skills and Jobs. This Committee would consist of representatives of governmental entities, advisory councils (e.g. SERV and VLOR) and the Green Skills and Jobs Platform. This would be a group of independent experts who can provide insights into the challenges and needs from their fields of expertise.

¹⁴³ VLAIO. Website: STEM@VLAIO.

Figure 3-2 Application of an Interdepartmental Working Group to Green Skills



Evaluation of the scenario

This scenario is centred around an Interdepartmental Working Group on Green Skills and Jobs. This Working Group can easily be integrated into the current stakeholder landscape since it will simply require a representative from the relevant departments to take part in this Working Group and then take the necessary actions within their departments. For the validation of the Green Skills Strategy and the actions under the Green Skills Roadmap, the Governmental Committee would also include a higher-level representative from the Ministries. It relies heavily on the knowledge of experts from sectors, research and education, which will require some effort to bring together in the Platform. Given the dedication of the necessary resources (mainly human) and the validation by higher-level governmental representatives, this structure should be able to work quite effectively. However, it remains quite a top-down approach where the involvement of civil society, companies, knowledge institutions and citizens remains isolated in the Green Skills and Jobs Ecosystem which is to be set up by the Working Group.

3.2.2 Public-Private Partnership

Governance of Circular Flanders

Circular Flanders is a public-private partnership between governmental actors, businesses, civil society and academia. The main goal of the organisation is to be the central platform and inspiration for the circular economy in Flanders. Circular Flanders is embedded in OVAM, the Public Waste Agency of Flanders, but jointly governed and publicly financed by the Department of the Environment and the Department of Economy, Science and Innovation.¹⁴⁴

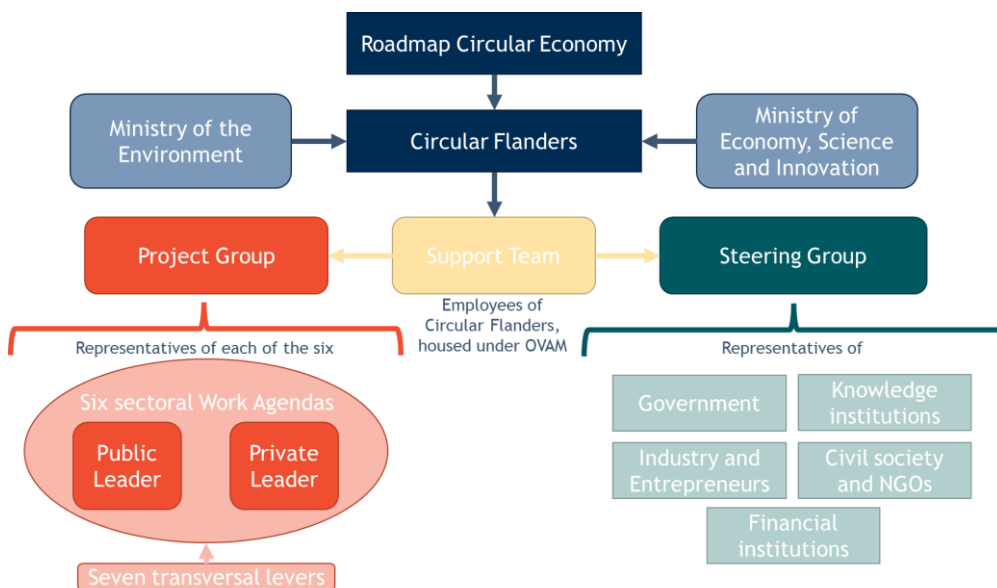
To manage the transition towards circularity, a Roadmap for Circular Economy was created. To implement the actions in this roadmap, Circular Flanders developed six Work Agendas which are sectoral public-private partnerships: 1) circular construction, 2) chemistry and plastics, 3) circular water, 4) bioeconomy, 5) food chains and 6) manufacturing industry. Additionally, they defined seven transversal Levers which are relevant across the six sectors such as policy instruments, communication, financing and jobs & skills. The Agendas have a strict governance structure, which is explained below. The

¹⁴⁴ Vlaanderen Circulair. Website: [Over ons](#).

operation of the Levers is more flexible since they contain actions and activities that are more diverse and aim to address the bottlenecks that exist across the different Agendas.¹⁴⁵

Figure 3-3 depicts the governance structure of Circular Flanders. It consists of a support team with dedicated human and financial resources. This team is responsible for monitoring the attainment of circular targets in Flanders, identifying bottlenecks across the Work Agendas and guiding the activities related to the Levers. Its role is to take care of the more overarching challenges and to a limited extent monitoring and supporting the Work Agendas. The strategic direction and priorities for Circular Flanders are established by a Steering Group. This Steering Group consists of a president and a transition manager and representatives of the so-called societal pentagon, consisting of the government, entrepreneurs & industry, civil society & NGOs, knowledge institutions and financial institutions. There is also a Project Group which consists of the transition manager and project managers from the Work Agendas and the Levers. The aim of this Group is to bring everyone together so the different sectors and projects can learn from each other and can coordinate better. The six different Work Agendas are led by both a public and private leader ('trekker' in Dutch), to reflect the sectoral public-private partnerships. These formulate the ambitions of their theme and bring them together in a strategy. They are also responsible for encouraging their sector to undertake actions and bring the relevant stakeholders together.¹⁴⁶

Figure 3-3 Governance structure of Circular Flanders



Application to Green Skills and Jobs

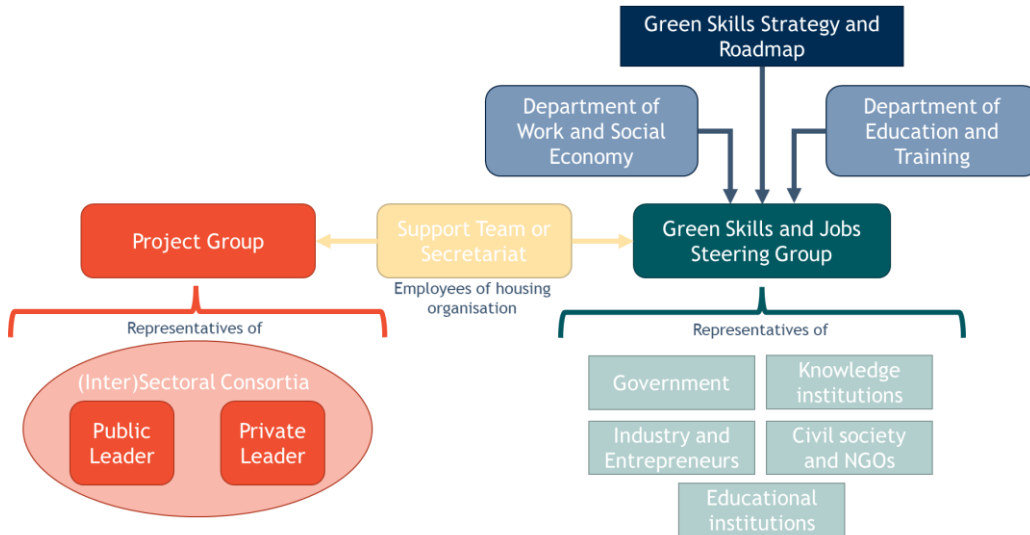
This governance structure can then be applied to Green Skills in the way as shown in Figure 3-4. The most relevant ministries to include when setting up a joint governance, are the Ministry of Work and Social Economy and the Ministry of Education and Training. From the private sector we should include knowledge institutions, industry and entrepreneurs, civil society and NGOs and educational institutions. These will come together in a Green Skills and Jobs Steering Group, which will oversee the implementation of the Roadmap and provide strategic direction. For the daily operations, a Support Team or Secretariat should be created (preferably housed under one of the participating organisation

¹⁴⁵ Vlaanderen Circulair. Website: [Over ons](#).

¹⁴⁶ Vlaanderen Circulair. Website: [Over ons](#).

who can take care of the operational aspects and can dedicate sufficient resources to it). Then, (Inter)Sectoral Consortia would be set up in the form of a public-private partnership focusing on a specific theme and consisting of a public and private leader. They would be responsible for creating the Green Skills Accelerator Plans and assigning and monitoring the responsible parties who are implementing the actions. Finally, a Project Group would bring together the consortia and project managers to provide an environment where they can coordinate amongst, and learn from, each other.

Figure 3-4 Application of a Public-Private Partnership to Green Skills



Evaluation of the scenario

A common governance structure for overarching issues related to sustainable development is a public-private partnership. The biggest benefit of this type of structure is that it brings together public and private actors in one place and thus creates a better alignment between the two sides. This structure could be quite effective since it brings together all relevant actors working on green skills development and also creates (inter)sectoral consortia to ensure the implementation of the actions happens in a very targeted manner and under the leadership of both a public and private actor to ensure broad support of the actions. The creation and maintenance of the Steering Group, secretariat and Project Group will require a significant investment of resources. For the (inter)sectoral consortia, existing public-private partnerships can be used who can take on the implementation of the actions from the Green Skills Roadmap. Since whole new bodies will have to be set up and they will be steered by several Departments, it will require some effort to integrate this structure in the current stakeholder landscape.

3.2.3 Sectoral Approach

Governance of Topsectoren Netherlands

Topsectoren is the organisation of sectoral partnerships in the Netherlands aimed at strengthening the economy through innovation. The initiative was created in 2011 by the Dutch Ministry of Economic Affairs and Climate and focuses on ten key sectors of the Netherlands, including chemistry, water and maritime, agriculture and food production, energy, etc. In 2019, this sector approach was further developed into a mission-driven approach, aiming to develop innovative solutions that increase Dutch

competitiveness in predefined themes: energy and sustainability transition; circular economy; improved health and health care; sustainable agriculture, water and food production; and improved safety.¹⁴⁷

The core governance structure of the Topsectoren is a Public-Private Partnership. Per sector, it brings together a so-called Top Team, consisting of representatives from businesses, knowledge institutions and government who are jointly responsible for planning and implementing actions in the following areas:

- Knowledge development and innovation;
- Human capital development;
- Development of trade and cooperation relations with other countries;
- Rationalisation of laws and regulations.

Specifically, for the goal of knowledge development and innovation, Top Consortia for Knowledge and Innovation (TKIs) have been created. These consist of entrepreneurs and researchers who jointly try to bring innovative products and services to the market for each sector. The TKIs create an optimal network where knowledge can be shared and they are responsible for implementing and managing the projects. Several support bodies also exist such as a secretariat, strategic or advisory councils, boards of directors and programme councils. Whether these exist and the specific role they fulfil depends on the specific sectors.¹⁴⁸

One interesting characteristic of the partnership is the shared responsibility of the businesses and the knowledge institutions. These take the initiative and do the implementation, while the government plays a more coordinating and facilitating role. For funding the activities, businesses and knowledge institutions put in their own resources.¹⁴⁹ However, they can also count on additional sources and financial incentives such as: tax instruments (e.g. payroll tax reduction when doing R&D), public funding and guarantees, and advisory services.¹⁵⁰

The approach of the Topsectoren, as summarised in Figure 3-5, works very well since it brings entrepreneurs, researchers and governments closer together within a sector. It also facilitates cooperation across different sectors on key themes. One of the prerequisites they mention for attaining a strong position through innovation in the international market is a good alignment between education and the labour market and structural cooperation between companies and educational institutions. This is stimulated through the establishment of specific agreements between the sectors, education and the government.¹⁵¹ Another key result from this approach is the high level of alignment within the government between departments; between national and regional governments; and between policymakers and public funders.¹⁵²

¹⁴⁷ RVO (2022). [Topsectoren](#).

¹⁴⁸ Topsectoren. Website: [Innovatie](#).

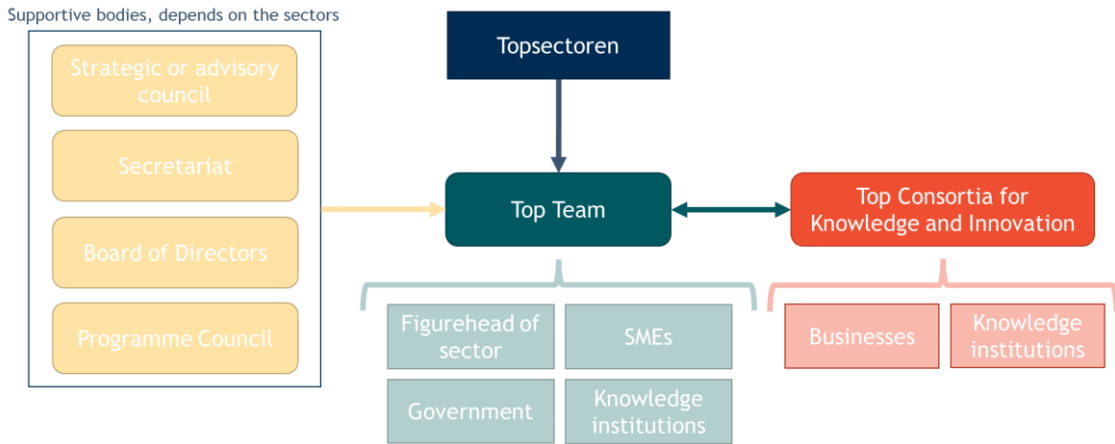
¹⁴⁹ Topsectoren (2016). [Flexibiliseren, differentiëren, scherper kiezen](#).

¹⁵⁰ Topsectoren. Website: [Innovatie](#).

¹⁵¹ Topsectoren (n.d.). [Topsectoren: Hoe & Waarom](#).

¹⁵² Topsectoren (2016). [Flexibiliseren, differentiëren, scherper kiezen](#).

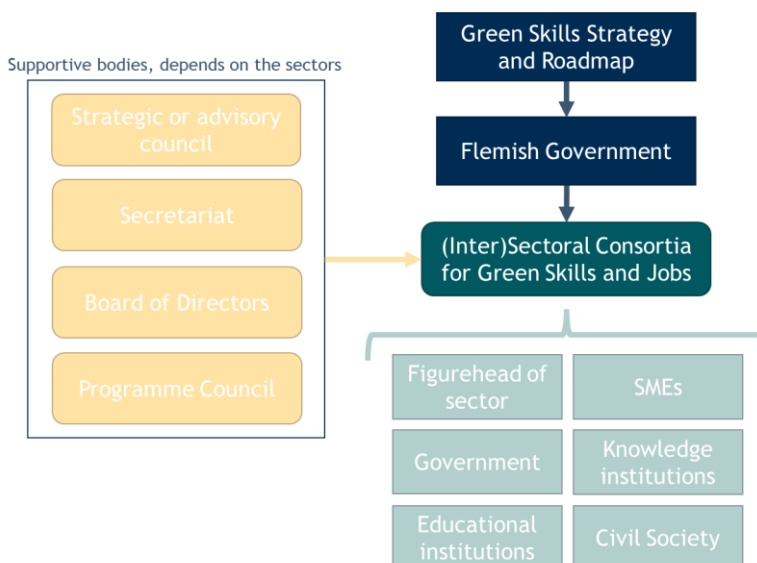
Figure 3-5 Governance structure of Topsectoren Netherlands



Application to Green Skills and Jobs

Figure 3-6 also depicts how this governance structure could be applied to Green Skills in Flanders. The Flemish government should define the key sectors (e.g. based on the second deliverable of this project: construction, utilities and circular economy¹⁵³) or key intersectoral challenges (e.g. batteries, based on the competence prognose from Europe WSE¹⁵⁴). For every sector, an (Inter)sectoral Consortium for Green Skills and Jobs will be created, composed of one leader of the sector, SMEs, government, knowledge institutions, educational institutions and civil society. These consortia will be responsible for creating the ‘Green Skills and Jobs Accelerator Plans’ (see Action C-4 in the Green Skills Roadmap) which contain the actions that need to be undertaken by the sector or across sectors to address the challenges they are facing. They will manage the day-to-day activities for realising the actions, bring the relevant people together and report to the government on their progress. These sector bodies could be supported by advisory councils, secretariats, boards of directors and programme councils, depending on the needs of the sectors. In contrast to the Dutch approach, there will be no need to install the higher level of Top Teams since our focus is more narrow and concerns only green skills and jobs in the sectors.

Figure 3-6 Application of a sectoral approach to Green Skills



¹⁵³ DWSE (2022). [Green Skills Roadmap Flanders. Final Report on Green Skills Need in Flanders.](#)

¹⁵⁴ DWSE (2022). [Strategische competentieprognose van de batterijwaardeketen in Vlaanderen.](#)

Evaluation of the scenario

In the policy domain of Work and Social Economy, a sectoral approach is increasingly used through sector covenants, intersectoral agreements, (inter)sectoral partnerships. This has the advantage of bringing private and public actors together on focused topics such as energy efficient renovation, the battery value chain, etc. By applying a sectoral approach to the organisation of green skills and jobs, a more tailored way of working can be set up, since the skills needs for instance in the construction sector will be different from the circular economy sector. A sectoral approach can be very effective since it brings the actions closer to the actors who will implement them and eventually also reap the benefits (both on the labour market and in the training and education system). Installing this governance structure will require a significant investment of resources (both financial and human) if a new consortium needs to be set up for certain sectors or intersectoral challenges. However, for some topics, such as the those mentioned above (renovation and battery value chain) partnerships already exist. In these cases, the implementation of the Green Skills Roadmap can simply be added to the existing tasks and agreements of these partnerships. The integration of a sectoral approach for green skills and jobs can thus happen relatively easy.

3.2.4 Expanding the Role of Transition Managers (VSDO)

Governance of the Flemish Strategy for Sustainable Development

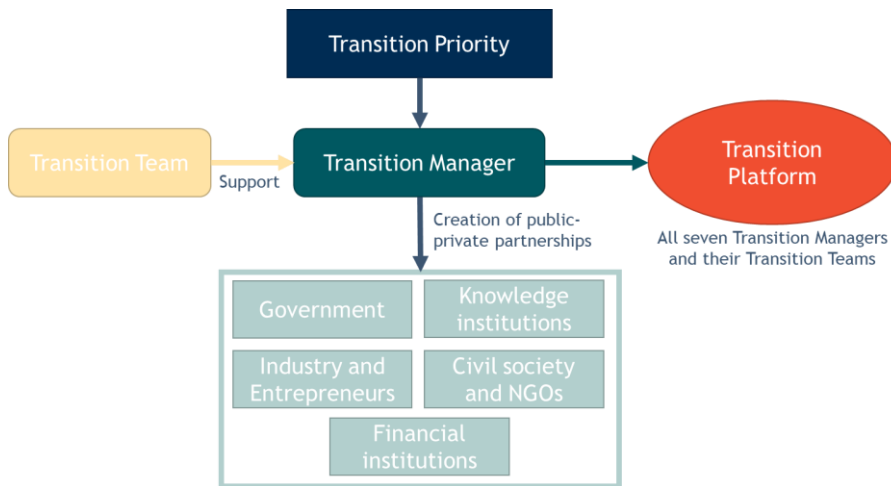
The Flemish Strategy for Sustainable Development (VSDO) aims to manage the transition towards a sustainable society. The strategy is built on the Vizier 2030 and Visie 2050 strategies and defines seven priorities for the transition towards those goals.¹⁵⁵

To successfully address these objectives, the governance structure is twofold and shown in Figure 3-7. First, Transition Managers were appointed, one per priority, to be the point of connection between the government and other stakeholders, specifically the societal pentagon. The Transition Managers received an explicit mandate to fulfil their tasks which happens in agreement with their leading ministers and should entail receiving support, freedom and financial resources needed for the successful execution. They have the tasks of bringing together key stakeholders and creating public-private partnerships for their priority. They also support the definition of long-term visions and their translation into short- and medium-term actions. Furthermore, the managers are responsible for the communication on the long-term strategy. Second, a Transition Platform was created to gather the different Transition Managers and their teams to facilitate knowledge exchange and increase coherence across the transitions. The Transition Platform is hosted and coordinated by the Department of Chancellery and Foreign Affairs and the Minister-President of Flanders.¹⁵⁶

¹⁵⁵ Departement Kanselarij en Buitenlands Zaken. Website: [Vlaamse strategie duurzame ontwikkeling](#).

¹⁵⁶ Departement Kanselarij en Buitenlands Zaken (2021). [Vlaamse Strategie Duurzame Ontwikkeling 4](#).

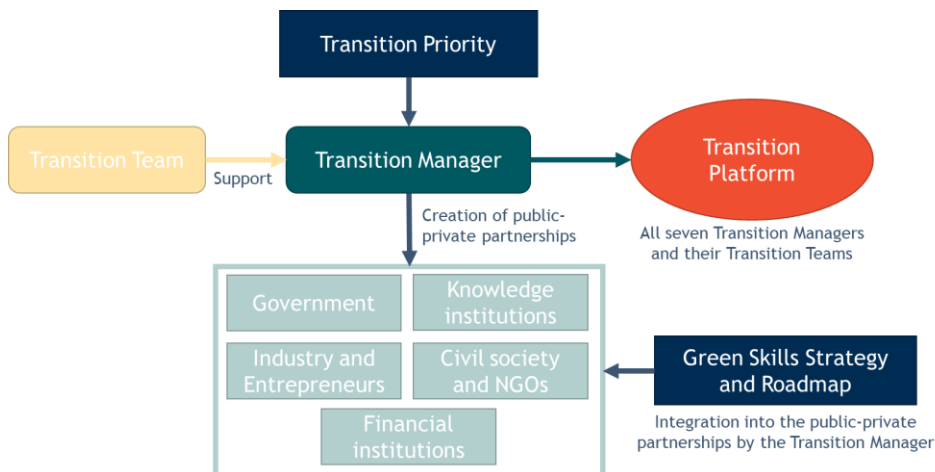
Figure 3-7 Governance structure of Flemish Strategy for Sustainable Development



Application to Green Skills and Jobs

Figure 3-8 makes the comparison with the application of the governance of the VSDO to Green Skills. In this case, the governance structure would remain the same as it currently is, but the Transition Manager would receive the additional task of integrating the Green Skills Strategy and Roadmap into the public-private partnerships they established. Skills for the green transition is a key challenge for sustainable development, thus this additional task can easily be taken up in their mandate.

Figure 3-8 Application of expanding the role of Transition Managers (VSDO) to Green Skills



Evaluation of the scenario

This scenario entails simply expanding the role of actors in a current system. Therefore, it can be relatively easily integrated into the existing governance system of Flanders. The additional resources required will be quite limited since the Transition Managers are already appointed and receive dedicated resources for fulfilling their tasks. Adding the task of integrating green skills in the public-private partnerships they have set up should happen relatively fast, given they receive decent guidance and information from the Green Skills and Jobs Coalition if they decide on this scenario. However, it is not certain whether the Transition Managers will be able to make strategic choices and enforce the implementation of the Green Skills Strategy and Roadmap within their partnerships. Additionally, the Transition Managers can stimulate the public and private members of their partnerships, but the reach they have might not be broad enough to incite changes required for the actions of the Roadmap.

3.2.5 Agency for Sustainable Development under the Chancellery

Governance of the Department of Sustainable Development Romania

The National Sustainable Development Strategy Romania 2030 is the main framework for achieving the UN Sustainable Development Goals (SDGs), which are based on the UN's 2030 Agenda for Sustainable Development. It promotes the sustainable development of Romania through three dimensions: economic, social and environmental. For the implementation of the Sustainable Development Strategy, a governance structure has been set up which centres around the creation of a Department of Sustainable Development. Interestingly, this Department falls directly under the Prime Minister's Office and is financed by the General Secretary of the Government. Its main responsibility is to coordinate the implementation of the Sustainable Development Strategy in an efficient manner. Additional responsibilities of the Department are:¹⁵⁷

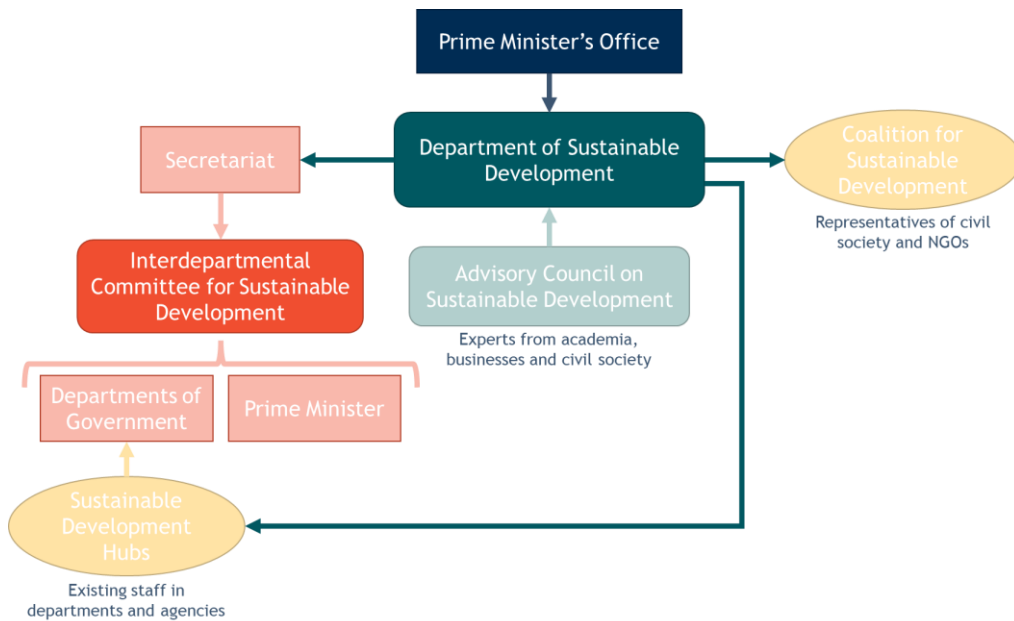
- Coordinating the activities and data integration to implement the SDGs in Romania across different governmental institutions;
- Reporting to the government on the implementation and coordination of the priorities on the 2030 Agenda;
- Monitoring relevant indicators on sustainable development;
- Proposing adjustments to national targets and objectives, taking into account the specific Romanian needs, but also the evolving EU legislation;
- To liaise with ministries, local and regional public authorities, and local and foreign businesses, NGOs, and citizens.

In addition to the Department of Sustainable Development, some other bodies have been created, as can be seen in Figure 3-9. The Interdepartmental Committee for Sustainable Development is comprised of members of the government and chaired by the Prime Minister, or a designated deputy. The Department includes a permanent Secretariat to deal with the day-to-day administration and communication. The main aim of the Interdepartmental Committee is to coordinate the integration of sustainable development measures into the policies and strategies of the representing ministries' fields of competence. Furthermore, Sustainable Development Hubs will be established at the level of central public authorities where existing staff in departments and agencies will take on the implementation of the SDGs and the Sustainable Development Strategy in their fields of competence. To ensure the efficient implementation by the Hubs, training courses will be provided by the Department of Sustainable Development. To ensure the involvement of all stakeholders in the Sustainable Development Strategy implementation, the aim was to establish a Coalition for Sustainable Development. Here, representatives of civil society and NGOs, will be included to take part in a continuous dialogue with the government. Finally, an Advisory Council on Sustainable Development was formed. This has the role of offering advice and providing scientific and technical support, as well as initiating and drawing up policy documents and methodologies for the implementation of the Strategy. The Advisory Council is composed of experts from academia, businesses and civil society.¹⁵⁸

¹⁵⁷ Romanian Government. Website: [Department of Sustainable Development](#).

¹⁵⁸ Government of Romania (2018). [Romania's Sustainable Development Strategy 2030](#).

Figure 3-9 Governance structure of the Department of Sustainable Development Romania

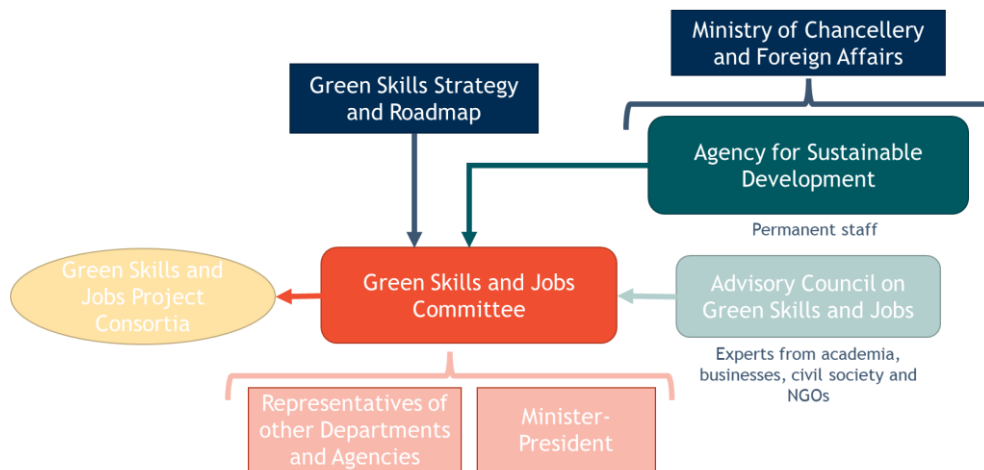


Application to Green Skills and Jobs

Figure 3-10 depicts how this structure could be applied to green skills and jobs. In this case, an Agency for Sustainable Development would be created. Since the Flemish Strategy for Sustainable Development (VSDO) already falls under the Department of Chancellery and Foreign Affairs, we would suggest setting up this new agency under the Minister-President. Similarly to the Romanian system, all strategies and actions related to the circular transition, the green transition and the Sustainable Development Goals would be housed here. This would entail incorporating Circular Flanders into this Agency for Sustainable Development as well as the VSDO. The Green Skills Strategy and Roadmap would be taken on by the Agency in a similar way to the VSDO. If desired, in a next step, it could be considered to also integrate VEKA in this Agency to really group all environmental, circular, climate and energy topics in one agency.

A Green Skills and Jobs Committee could be set up under the Agency for Sustainable Development to manage all the activities related to the Green Skills Strategy and Roadmap. This entails having a permanent staff responsible for guiding the implementation of the actions of the Green Skills Roadmap and the day-to-day management of green skills activities. The Committee would be presided over by the Minister-President or a designated deputy and consist of representatives from the different relevant departments and agencies of the Flemish Government as well as the permanent staff of the Agency for Sustainable Development. The staff from other departments and agencies who take part in the Committee would be responsible for aligning their policies and strategies with the Green Skills Strategy and coordinating the implementation of the actions from the Green Skills Roadmap in their department or agency. Additionally, the Committee would create networks and assign tasks to the right organisations to implement actions by setting up Green Skills and Jobs Project Consortia. The Committee would receive advice from the experts in the Advisory Council on Green Skills and Jobs. In this council academia, businesses, civil society and NGOs would be represented.

Figure 3-10 Application of and Agency for Sustainable Development to Green Skills



Evaluation of the scenario

The added value of bringing all themes related to sustainable development together under one Agency is that the existing capacity and resources would be grouped in one central place and can thus be more efficiently utilised. However, setting up this structure will be the most difficult from all the scenarios discussed as it will require significant restructuring of current roles and responsibilities of organisations and a political willingness to move resources towards sustainable development. Maintaining an Agency for Sustainable Development with a Green Skills and Jobs Committee will require a permanent staff and a large amount of financial resources, although part of this can come from moving the resources from other agencies and organisations to the new Agency. By housing the Agency for Sustainable Development under the Minister-President, it guarantees a central position and a higher level of authority. This will facilitate the implementation of the actions from the Green Skills Strategy and Roadmap since there will need to be less back and forth between different levels of authority.

3.3 Comparing the different scenarios

Based on the enabling conditions and our experience with setting up governance frameworks, several indicators have been identified which could help to compare the different scenarios. Each section already contains a description of its strengths and weaknesses. These could be compared to each other by observing how the scenarios perform on the following indicators:

1. **Ease of integration** into the current Flemish governance organisation;
2. **Cost of setting up and maintaining** the structure (human and financial resources needed);
3. **Effectiveness** of the structure in terms of decision making and implementation.

4 Conclusions regarding a Green Skills Governance Framework

This report had the aim of presenting the current division of roles and responsibilities in the field of green skills development in Flanders and providing several scenarios to serve as inspiration on how to enhance the governance structure in the short and longer term. This report was based on extensive consultations with stakeholders who are currently working on green skills in Flanders. However, these consultations have not led to the identification of the most suitable governance framework. Further discussions between policy-makers and stakeholders will be needed to continue this work and create an improved governance structure.

The different scenarios developed under task 3 have the main purpose of providing inspiration and are not meant to be replicated exactly. It is to be expected that the ideal governance structure would be a combination of two or more scenarios. The process for making decisions on the design of the ideal structure will be initiated by the preliminary Green Skills and Jobs Coalition who will bring together all involved stakeholders to engage in profound discussions. Each scenario has interesting elements that can be extracted and used depending on the needs from the different actors involved in the discussions. The enabling conditions set out in section 3.1 can be regarded as the guiding principles during these discussions and should be used as the minimum conditions to which the final governance structure should adhere to.

In general, on the short term it is clear that there is a need for a governance structure that focuses on increased coordination and cooperation, especially between the different policy domains and their departments and agencies. On the longer term, a broader restructuring should be considered to centralise capacity and expertise on the green transition and sustainable development of the Flemish economy, of which skills and jobs for the green transition is only one element. To this end, this report and the different scenarios can serve as an inspiration for policy makers which allows them to enhance their joint effort on the green transition and find solutions to reduce the Flemish skills gap in this context. The end result of the future discussions between the different involved policy-makers and stakeholders would then be to establish a coordinated and coherent way of working together in a tailored governance structure for green skills in Flanders.



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