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LIMITE

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#### NOTE

From:	General Secretariat of the Council
To:	Delegations
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Subject:	Draft Council conclusions on skills for the green transition - <i>Revised Presidency text</i>

**DOCUMENT PARTIALLY ACCESSIBLE TO THE PUBLIC (08.03.2023)**

In view of the meeting of the Education Committee on 7 February 2023, delegations will find attached the above-mentioned draft conclusions as prepared by the Presidency.

**Bold** and [...] are used to indicate changes to the previous version of the document (5167/23).

Delegations are kindly invited to send their written comments to the Presidency (**DELETED**) and the Council Secretariat (**DELETED**) by **7 February 2023** cob.

**Draft Council conclusions on skills for the green transition**

THE COUNCIL OF THE EUROPEAN UNION,

RECALLS the political background regarding skills for the green transition as set out in the Annex to these conclusions.<sup>f</sup>

**[UNDERLINES the call of the European Council conclusions of 9-10 February 2023 for bolder, more ambitious actions to be taken to further develop the skills that are required for the green and digital transitions through education, training, upskilling and reskilling to meet the challenges of labour shortages and the transformation of jobs.]**

[...] WELCOMES [...] the [...] **Commission proposal for a Decision on a European Year of Skills 2023** [...] **and STRESSES** the need for joint efforts on reskilling and upskilling for the green transition in a socially fair, inclusive, and just manner, and boosting the competitiveness of European companies and the resilience of European society. [...]

RECOGNISES THAT:

1. **The global environmental, climate and biodiversity challenges require an urgent global response.** The green transition, including the transition to a climate-neutral economy, is triggering the need for a fundamental transformation of our society across a wide range of sectors. [...] Europe must lead by example, by delivering on ambitious **environmental, climate and biodiversity** goals, boosting growth and competitiveness, **while ensuring a just transition.**

2. To maintain its competitive advantage in technologies for the green transition, the European Union needs to significantly increase the large-scale development, deployment, and demonstration of new technologies across sectors and across the single market, building new innovative value chains. New ‘green jobs’ will be created, while some jobs will be replaced, and others redefined, requiring changed skill sets.
3. The green transition can only succeed if the EU has the skilled workforce for it. Skills for the green transition, **also referred to as ‘green skills’<sup>1</sup>**, and the upskilling and reskilling of the workforce will be **urgently** needed to achieve the shift to a modern, resource-efficient, and competitive economy. However, one of the major challenges facing European businesses and employers is to ensure a sufficient supply of the relevant skills in the EU labour market. **For example, the battery industry alone estimates it will need an extra 800 000 workers by 2025<sup>2</sup>**. Policies for initial and continuing, formal and [...]non-formal education and training and investments geared towards skills for the green transition hold the key to Europe’s future resilience and prosperity.

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<sup>1</sup> As defined in the Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development (OJ C 243, 27.6.2022, p. 1), the term ‘green skills’ relates to professional skills needed by all sectors and at all levels in the labour market for the green transition, including the creation of new green jobs.

<sup>2</sup> Commission Communication on A Green Deal Industrial Plan for the Net-Zero Age (COM(2023) 62 final).

4. Initial and continuing vocational education and training (VET) and higher education, **including when relevant adult learning**, have a key role to play in responding to the need to counter climate change and make the green transition a reality by equipping young people and adults with the skills they need to thrive in an evolving labour market and society, and by contributing to the development of green solutions through technological and social innovation. **The skills and skill sets required by the workforce for the green transition will continue to emerge and be defined, at both Member State and EU levels. Through closer transnational cooperation, notably through the European Universities alliances and the Centres of Vocational Excellence, initial and continuing VET and higher education can reinforce their contribution to the green transition.**
5. By meeting the needs of different types of learners and the labour market, VET and higher education systems can foster employability, social inclusion, social cohesion, and gender equality, and facilitate reskilling and upskilling, including through flexible and agile lifelong learning opportunities, and also contribute to increasing the number of skilled workers. [...] **In this context, and depending on national circumstances, adult learning can also increase adult participation in training throughout the working life, in line with the upskilling and reskilling needs for the green transition.**

6. In this context, it is key to build on the engagement and awareness of the green transition and sustainable development in society at large. Learning for the green transition and sustainable development supports learners of all ages in acquiring the knowledge, skills and attitudes needed to live more sustainably, **for example as outlined in GreenComp<sup>3</sup>**. The development of key competences in a lifelong learning perspective, **including from early years**, should be considered in the framework of all levels of education, training and learning pathways, as a fundamental element that would facilitate the green transition and sustainable development. In addition to, and in accordance with the Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development<sup>[...]</sup>, efforts to support education and training systems in taking action in developing skills for the green transition are **urgently** needed.

AGREES THAT:

1. Adapting initial and continuing VET and higher education, **including when relevant adult learning**, to support the green transition requires the mapping of **current and** future skills needs, including the identification of new job profiles and skill sets, professional needs, and skills gaps. Cooperation between education and training providers, public authorities, **research organisations**, employment services, social partners, companies, and other [...] **relevant stakeholders**, both nationally and regionally, is essential to identify these emerging skills needs in the labour market. Furthermore, the follow-up of learners' transition into the labour market can help to provide information about, for example, job matching and relevance of acquired skills.

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<sup>3</sup> European Commission, Joint Research Centre, *GreenComp, the European sustainability competence framework*, Publications Office of the European Union, 2022.

2. Developing and making use of skills intelligence tools can further support the identification of current and future skills needs. In this context, the European Skills, Competences, Qualifications and Occupations' (ESCO)<sup>4</sup> taxonomy of skills for the green transition can contribute to a common understanding of what skills are needed for a successful green transition in the labour market and for example facilitate the mobility of learners and workers within the EU. These tools can also help Member States and education **and training** providers to identify green elements that could be part of initial and continuing VET or higher education qualifications and learning opportunities, **including when relevant adult learning**.
3. Ensuring up-to-date and relevant content of initial and continuing VET and higher education, **including when relevant adult learning**, is imperative given the changes in job profiles and the emergence of new professions as a result of the green transition. VET and higher education should, when relevant and in full accordance with institutional autonomy and academic freedom, be revised accordingly, with the creation of new qualifications or the embedding of green skills into existing qualifications.

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<sup>4</sup> ESCO (European Skills, Competences, Qualifications and Occupations) is the European multilingual classification of Skills, Competences and Occupations.

4. The delivery of education and training should correspond to the needs of those embarking on initial education and training as well as of those individuals who need to update their skills in response to the requirements of their current job or to transition to new jobs and expanding sectors. There is therefore a need for Member States as well as for VET providers and higher education institutions to explore innovative and flexible ways of delivering learning opportunities for green skills, for example **and where feasible** by developing small and tailored learning modules, that can lead to, among other things, micro-credentials. **Furthermore, there is also a need to develop adult learning at secondary and tertiary levels through flexible learning pathways allowing the updating, broadening, and deepening of competences. Attention should also be paid to the validation and recognition of earlier achievements in work and learned skills.** While work-based learning, including traineeships and apprenticeships, contributes to labour market transitions, finding relevant workplaces may be challenging in rapidly emerging industries. There is therefore a need for [...] **alternative** ways to provide learning opportunities in work-based settings to help learners acquire new green skills.
5. Teachers and trainers in initial and continuing VET and higher education, **including when relevant adult learning**, have a crucial role to play in the green transition by equipping learners with up-to-date vocational, technical, and other skills needed in the emerging green industries and to meet the changing requirements in existing industries. It is therefore essential to further develop and update the knowledge, skills and competences of teachers and trainers by supporting continuing professional development opportunities and by promoting collaboration and peer learning among VET providers, higher education institutions, research organisations, companies, and other [...] **stakeholders. Furthermore, leadership within education and training organisations is crucial to enhance and support this development.**

6. Targeted measures are needed in order to attract young people and adults, regardless of gender and socioeconomic background, including young people and adults from rural and remote areas **such as the EU's outermost regions**, to engage in learning opportunities for green skills [...]. This includes, where appropriate **and in full accordance with institutional autonomy and academic freedom**, removing existing obstacles and barriers to all types of learning, such as issues related to mobility, accessibility, gender inequalities and stereotypes, guidance, outreach, financial support for individuals, support services for learners and recognition of prior learning. Participation by both women and men should be encouraged and supported to an equal extent through effective lifelong guidance systems, reinforced by initial education and further training of guidance counsellors and other guidance professionals.



INVITES THE MEMBER STATES, with due regard for institutional autonomy **and academic freedom**, in accordance with national **competences and** circumstances, and in cooperation with social partners where relevant, to take the above issues into account when:

1. developing initial and continuing VET and higher education systems and education offers for the green transition, **including when relevant adult learning**;
2. engaging education and training providers, **research organisations**, employers, social partners and other relevant stakeholders to jointly identify reskilling and upskilling needs for the green transition **including public-private cooperation**;
3. supporting and encouraging initial and continuing VET providers and higher education institutions, **including when relevant adult learning organisations**, in the development and delivery of learning opportunities for the green transition;
4. supporting teachers, trainers, and guidance professionals to acquire and update the knowledge, skills and competences needed to contribute to the green transition, by promoting initial training and continuing professional development;
5. encouraging and supporting individuals to participate in learning, upskilling or reskilling opportunities, both within formal and [...] **non-formal** education, as well as in mobility for the green transition;
6. making use of available EU **and national** tools and funding programmes **such as Erasmus+ and ESF+** to support skills for the green transition, **including the sharing of good practices**.

INVITES THE COMMISSION, with due regard for subsidiarity and national circumstances, to take account of these conclusions when:

1. promoting mutual learning **and sharing of good practices** on skills for the green transition among Member States, social partners, education **and training** providers [...], **research organisations, industries** and other relevant stakeholders;
2. supporting transnational cooperation and sharing good practices linked to skills for the green transition, including through Erasmus+ student and staff exchanges, transnational cooperation projects and networks, such as the European Universities alliances and the Centres of Vocational Excellence;
3. engaging education and training providers, industrial eco-systems, social partners, and all relevant stakeholders, including at regional and local levels, through the Pact for Skills to jointly identify reskilling and upskilling needs for the green transition;
4. further developing the evidence base for skills for the green transition by working with Cedefop and [...] **other relevant organisations**, without creating new reporting obligations or any additional burden for the Member States;
5. further [...] promoting existing EU tools and programmes to support skills for the green transition, **in close cooperation with Member States**;
6. preparing future initiatives meant to enhance Europe's competitiveness and future readiness and support Member States in achieving a successful green transition in and through education and training.

**Political background**

1. **Council Recommendation of 22 May 2018 on key competences for lifelong learning, OJ C 189, 4.6.2018, p. 1.**
2. Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience, OJ C 417, 2.12.2020, p. 1.
3. Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030), OJ C 66, 26.2.2021, p. 1.
4. **Council Resolution on a new European agenda for adult learning 2021-2030, OJ C 504, 14.12.2021, p. 9.**
5. Council Recommendation of 5 April 2022 on building bridges for effective European higher education cooperation, OJ C 160, 13.4.2022, p. 1.
6. Council conclusions on a European strategy empowering higher education institutions for the future of Europe, OJ C 167, 21.4.2022, p. 9.
7. Council Recommendation of 16 June 2022 on ensuring a fair transition towards climate neutrality, OJ C 243, 27.6.2022, p. 35.
8. Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability, OJ C 243, 27.6.2022, p. 10.
9. Council Recommendation of 16 June 2022 on individual learning accounts, OJ C 243, 27.6.2022, p. 26.
10. Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development, OJ C 243, 27.6.2022, 27.6.2022, p. 1.