CA EED/CA EPBD/CA RES Session 7

Member State policy approaches and support programmes: Training and education

11:00-12:30, 29 September 2023

Session lead: Rui Fragoso



CA EED/CA EPBD/CA RES Session 7: Context and Objectives

Lack of skilled workforce; value chain issues; lack of time from companies, Lack of interest from workers; Low demand from market; unclarity about what skills; role of public vs private; poor visibility of best practices; ...

The aim of this session is to look at **examples** of programs related with national initiatives dealing with **green skills** and **other initiatives** where **training and education activities** have been included with a perspective of **sharing lessons** which have been learned from such programs.

Training for green transition

Training for social advice

Academic education

DIRECTIVE



CA EED/CA EPBD/CA RES Session 7: Agenda

Time slot	Activity	Leader/presenter
11:00 - 11:05	Introduction	Rui Fragoso, ADENE
11:05 – 11:20	Presentation 1 – Green skills Training for green transition: The Empleaverde Programme and other Spanish initiatives	Elena Pita , Fundación Biodiversidad F.S.P., SPAIN
11:20 – 11:35	Presentation 2 – Social energy advice klimaaktiv - Social Energy Advice Training Programme	Anna Breuer, AEA, AUSTRIA
11:35 – 11:50	Presentation 3 – Academic education The hidden knowledge gap in academic education on energy efficiency. Practical assessment	Tadeusz Skoczkowski, Warsaw University of Technology, POLAND
11:50 – 12:15	Group discussions	All
12:15 – 12:30	Wrap up of groups and session	Group moderators
12:30	End of session	Rui Fragoso, ADENE





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Group discussion in 3 groups

Group 1

Group 2







CA EED/CA EPBD/CA RES Session 7: Group discussions



25min: 11:50 - 12:15

Group 1: (Susanne Geissler) Academic education on energy efficiency (EE) – Challenges and opportunities

Q1: Do academic curricula have enough and adequate content about "EE"?

Q2: Do academic teachers have an updated knowledge about "EE"

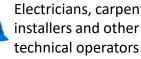
Q3: Should "EE" be fully taught at universities or basic curricula is enough + complementary training outside univ.?

- What are the skills a professional energy auditor must have?
- What are the skills an architect must have to design \checkmark energy-efficient buildings?
- What subjects and topics should be taught in energy efficiency classes?
- How can **policymakers help** to upgrade the role of \checkmark energy efficiency in education at the academic level?

Group 2: (Rui Fragoso) Blue collars vs white collars? Where do we stand and how to promote them?

Q1: What are the needs in your country for blue and white collars?

Q2: What is the availability in your country for blue and white collars?



- Electricians, carpenters,
- Are white and blue collars jobs (in construction) attractive?
- What is the problem based on the previous \checkmark questions? (financial, attractivity, training, geogra.?
- \checkmark What solutions to increase availability of blue and white collars?
- Best practices Existing initiatives / programs / solutions?

Group 3: (Naghmeh Altmann) Training and education needs – Which areas to focus?

Q1: In which areas there's a need to increase training and workers availability?

Q2: At what speed these workers must be trained?

- Lack of workers availability?
- Lack of interest from workers?
- Low demand from market?
- Who needs to push for training (private, public, ...)
- Existing initiatives/programs/solutions?





Engineers,

managers,

supervisors,

Joint Workshop on workforce shortages and upskilling for the clean energy transition

Madrid, 28th-29th September 2023

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