



GIUNTA REGIONALE

ESTRATTO DAL PROCESSO VERBALE DELLA SEDUTA DEL 23/03/2012

ADDI' 23/03/2012 NELLA SEDE DELLA REGIONE LAZIO, VIA CRISTOFORO COLOMBO 212 ROMA, SI E' RIUNITA LA GIUNTA REGIONALE COST' COMPOSTA:

POLVERINI	Renata	Presidente	FORTE	Aldo	Assessore
CIOCCHETTI	Luciano	Vice Presidente	LOLLOBRIGIDA	Francesco	"
ARMENI	Fabio	Assessore	MALCOTTI	Luca	"
BIRINDELLI	Angela	"	MATTEI	Marco	"
BUONTEMPO	Teodoro	"	SANTINI	Fabiana	"
CANGEMI	Giuseppe Emanuele	"	SENTINELLI	Gabriella	"
CETICA	Stefano	"	ZAPPALÀ	Stefano	"
DI PAOLANTONIO	Pietro	"	ZEZZA	Maria	"

ASSISTE IL SEGRETARIO: Paolo IACONIS

***** OMISSIS

ASSENTI: MATTEI

DELIBERAZIONE N. 124

Oggetto:

Approvazione del progetto New Skills for Green Jobs (Nuove competenze per posti di lavoro verdi) co-finanziato dal programma dell'Unione Europea per l'occupazione e l'inclusione sociale - PROGRESS 2007-2013, ente capofila la Fondazione Giacomo Brodolini.



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OGGETTO: Approvazione del progetto *New Skills for Green Jobs (Nuove competenze per posti di lavoro verdi)* co-finanziato dal programma dell'Unione Europea per l'occupazione e l'inclusione sociale - PROGRESS 2007-2013, ente capofila la Fondazione Giacomo Brodolini.

LA GIUNTA REGIONALE

SU PROPOSTA dell'Assessore regionale al Lavoro e Formazione;

VISTI

lo Statuto della Regione Lazio;

il Regolamento Regionale 6 settembre 2002, n. 1, che disciplina il sistema organizzativo regionale;

la Legge Regionale 18 febbraio 2002 n. 6 e successive modificazioni, "Disciplina del sistema organizzativo della Giunta e del Consiglio e disposizioni relative alla dirigenza ed al personale regionale";

la legge regionale 23 dicembre 2011, n. 19 "Legge finanziaria regionale per l'esercizio 2012 (art. 11 legge regionale 20 novembre 2011, n. 25);

la legge regionale 23 dicembre 2011, n. 20 "Bilancio di previsione della Regione Lazio per l'esercizio 2012";

gli art. 149 e 150 del Trattato che istituisce la Comunità Europea dove si afferma che "La Comunità contribuisce allo sviluppo di un'istruzione di qualità incentivando la cooperazione tra Stati membri e, se necessario, sostenendo ed integrando la loro azione..." (art. 149) e che "La Comunità attua una politica di formazione professionale che rafforza ed integra le azioni degli Stati membri..." (art. 150);

la Decisione n. 1672/2006/CE Parlamento europeo e del Consiglio, del 24 ottobre 2006, che istituisce un programma comunitario per l'occupazione e la solidarietà sociale — PROGRESS;

la rettifica della decisione n. 1672/2006/CE del parlamento europeo e del Consiglio, del 24 ottobre 2006, che istituisce un programma comunitario per l'occupazione e la solidarietà sociale - Progress Pubblicata sulla Gazzetta Ufficiale dell'Unione europea, serie L 65 del 3 marzo 2007

la Decisione del Consiglio, del 21 ottobre n. 2010/707/UE, sugli orientamenti per le politiche degli Stati membri a favore dell'occupazione;

la Comunicazione della Commissione al Parlamento europeo, al Consiglio, al Comitato economico e sociale europeo e al Comitato delle regioni del 21 settembre 2010, Strategia per la parità tra donne e uomini 2010-2015 (COM(2010) 491)

la Comunicazione della Commissione, del 3 marzo 2010, intitolata «Europa 2020: Una strategia per una crescita intelligente, sostenibile e inclusiva» (COM(2010) 2020)

gli obiettivi della Strategia Europea per l'Occupazione e di Europa 2020;

la Legge Regionale 4 Agosto 2009, n.20, "Disposizioni per la diffusione dell'altra economia nel Lazio";

la Legge Regionale 30giugno1998 n.21 " *Norme per l'agricoltura biologica*";

la Legge Regionale 27 maggio 2008 n. 6 " *Disposizioni regionali in materia di architettura sostenibile e di bioedilizia*";



la Legge Regionale 4 agosto 2009 n. 20 "Disposizioni per la diffusione dell'ultra economia nel Lazio";

la Legge Regionale 16 dicembre 2011 n. 16 " Norme in materia ambientale e di fonti rinnovabili";

la Legge Regionale 19 marzo 2008, n.4 "Disposizioni per lo sviluppo sostenibile e la valorizzazione delle attività professionali della pesca e dell'acquacoltura";

la Legge Regionale 2 Novembre 2006 n.14 "Norme in materia di agriturismo e turismo rurale";

la DGR n. 321 del 06 giugno 2006 riguardante la "Promozione degli acquisti verdi negli enti regionali che operano per la tutela dell'ambiente". Introduzione al Green Public Procurement (GPP);

la DGR 658/2009 concernente Linee guida per l'applicazione della nel Sistema Regionale del GPP;

CONSIDERATO che

la Regione Lazio - Direzione Regionale Formazione e Lavoro con nota n. 2633 del 28 settembre 2010 ha aderito e rappresentato il proprio interesse alla presentazione del progetto "New Skills for Green Jobs";

è stato approvato, nell'ambito del Programma PROGRESS 2007-2013, il progetto "New Skills for Green Jobs" che prevede un importo di € 333.466,57 ed è stato stipulato il contratto n VS/2011/0300 tra la Comunità europea e la Fondazione G. Brodolini;

la Fondazione Brodolini ha comunicato, con nota prot. n. 2200 del 26/11/2011, l'approvazione del progetto "New Skills for Green Jobs" da parte della Commissione Europea;

TENUTO CONTO che:

la finalità principale del progetto è contribuire alla creazione di una base di competenze adeguate per la transizione verso la cosiddetta *green economy* ;

gli obiettivi del progetto *New Skills for Green Jobs* sono:

fare leva su **politiche di sviluppo delle competenze** che siano ad un tempo **eque e adeguate ai nuovi bisogni**;

migliorare le capacità delle amministrazioni interessate a elaborare politiche formative in un'ottica di genere necessarie a sostenere la transizione verso una economia "verde";

le fasi in cui si articola il progetto *New Skills for Green Jobs* sono:

analisi di contesto (ottobre 2011 – marzo 2012);

apprendimento reciproco e scambio di buone pratiche (aprile – luglio 2012);

informazione e disseminazione dei risultati (gennaio – settembre 2012);

il progetto *New Skills for Green Jobs* è in versione inglese, per cui si rende necessario approvare una nota tecnica sintetica sugli obiettivi dello stesso (All. B), parte integrante e sostanziale del presente provvedimento;



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PRESO ATTO che

la fondazione Brodolini, in qualità di capofila del progetto *New Skills for Green Jobs* deve stipulare un contratto con ogni partner e che nello stesso sono descritti gli obblighi dei due contraenti;

RILEVATO che

il programma PROGRESS ha finanziato il progetto *New Skills for Green Jobs* per un importo complessivo di € 333.466,57 e che tale finanziamento è erogato per € 266.773,26 dalla Commissione Europea e il restante importo di € 66.693,31 di cofinanziamento, sarà a carico dei partner che hanno aderito al progetto;

la quota finanziaria che spetta alla Regione Lazio per l'attuazione del progetto è pari a € 39.397,40 di cui € 32.647,40 a rimborso dei costi sostenuti (anticipo del 30% successivamente alla stipula del contratto e per la restante parte come dal punto 6 dello stesso) ed € 6.750,00, cofinanziati dalla Regione Lazio;

RITENUTO

di approvare il progetto *New Skills for Green Jobs* (All. A) parte integrante e sostanziale del presente provvedimento nonché nota tecnica sintetica del progetto, (All. B) parte integrante e sostanziale del presente provvedimento, che sintetizza il progetto a cui la Regione Lazio ha dato l'adesione;

di provvedere alla copertura della quota di cofinanziamento a carico della Regione Lazio, pari ad € 6.750,00, mediante il prelevamento dal capitolo C11103, esercizio finanziario 2012;

all'unanimità,

DELIBERA

Per quanto espresso in premessa,

1. di approvare il progetto *New Skills for Green Jobs* (All. A) parte integrante e sostanziale del presente provvedimento, nonché la nota tecnica sintetica del progetto, (All. B) parte integrante e sostanziale del presente provvedimento;
2. di provvedere alla copertura della quota di cofinanziamento a carico della Regione Lazio, pari ad € 6.750,00, mediante il prelevamento dal capitolo C11103, esercizio finanziario 2012.

Il presente atto sarà pubblicato sul Bollettino Ufficiale della Regione Lazio e sul sito www.portalavoro.regione.lazio.it.

Allegati:

Allegato A - Progetto in inglese;

Allegato B - Nota tecnica sintetica del progetto in italiano.

LA PRESIDENTE: F.to Renata POLVERINI

IL SEGRETARIO: F.to Paolo IACONIS

ROMA 21 MAR. 2012





ALLEG. alla DELIB. N. 124 R
DEL 23 MAR. 2012

Allegato A

Call for proposals n. VP/2010/005

Projects contributing to the exchange of good practices
providing training for new skills in green technologies



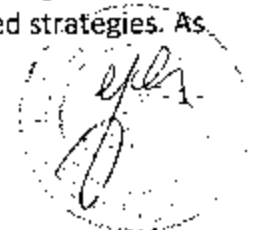
Description of the Action

Title	<i>New skills for green jobs. A case for a more gender inclusive labour market?</i>
Applicant	<i>Fondazione Giacomo Brodolini (Italy)</i>
Other organisation(s) involved	<ul style="list-style-type: none">• <i>Assessorato Lavoro e Formazione, Regione Lazio</i>• <i>Agencia Națională Pentru Ocuparea Forței de Muncă - ANOFM (Romania)</i>• <i>Agenzia Liguria Lavoro (Italy)</i>• <i>Marchmont Observatory, University of Exeter (UK)</i>• <i>Fundación Andaluza Fondo de Formación y Empleo - FAFPE (Spain)</i>• <i>Sociedad de Desarrollo Medioambiental de Aragón - SODEMASA (Spain)</i>
Time frame	<i>01 April 2011- 31 March 2012</i>

Summary

The proposed project - in line with the European Employment Strategy and Europe 2020 goals of achieving sustainable and inclusive growth – aims at promoting an adequate skills base to support the transition towards a green economy. The project stems from the recognition that the green economy will affect all sectors and professions and as such all occupations and skills will need to be adapted to new demands. Each related technology will require a mixture of skills, consisting of specific skills (such as technological expertise) accompanied by generic skills (such as good communication skills for counselling business and consumers, as well as the skill to manage and lead multidisciplinary teams). Moving towards a greener economy thus poses a major challenge, that of ensuring through fair and effective training strategies that: i) there is an adequate human capital base to support this transition, anticipating skills shortage and mismatches, and ii) all segments of the labour force benefit from such strategies, including women, who run the risk of being marginalised by the labour market changes that the advent of the green economy will bring along.

Within this framework the project aims at promoting mutual learning among partners and key stakeholders at all governance levels and enhancing transferability of the most effective strategies to provide training for new skills in green technologies, including in the field of "green" skills forecasting, and by paying a special attention to the "gender sensitivity" of identified strategies. As



a result of implemented activities the project will identify and transfer across participating countries tools for the early identification of skills needs for the greening of the economy, and initiatives improving the efficiency and adequacy of existing training practices, with a focus on encouraging the active participation of women.

1. Understanding of the issues to be addressed by the project

1.1. Relevance of green economy for sustainable growth within the EU policy context

The need for achieving a green sustainable economy is widely recognised at the EU level. The White Paper on *Adapting to Climate Change* emphasises that Europe has to both reduce Green House Gas emissions and take adaptive action in response to the “unavoidable impacts” of climate change. The greening of the economy has come to be regarded as a means for stimulating economic development and growth, particularly in the context of the economic crisis and the 2020 Strategy. This need has achieved further support as governments look for ways out of the economic downturn and for reducing unemployment and improving job quality. Also in the Lisbon strategy tackling climate change is a high priority which requires an appropriate mix of forward-thinking policies and strategies.

The European Union has made a commitment to major investments in green technologies with a view to promoting millions of green jobs and demonstrating world leadership in this area. These policies are expected to have “an enormous effect on jobs and skills” in the future¹, with one estimate suggesting that there will be some 21 million new jobs in the EU linked to the environment by 2020².

PROGRESS provides financial support for the achievement of EU’s objectives as set out in the Social Agenda including the achievement of the goals of the European Employment Strategy that is now an integral component of the Europe 2020 Agenda. Its mission is to strengthen the EU’s contribution in support of Member States’ commitment to create more and better jobs and build a more cohesive society. The present call is in line with the EES and in particular with the **Employment Guidelines**, with a specific reference to Guideline 20 “Improve matching of labour market needs” and 23 “Expand and improve investment in human capital”.

1.2. The new skills paradigm and implications for education and training policies

Moving towards a greener economy however poses a major challenge, that of ensuring through adequate and effective policies that the **necessary skills are available to support this transition**, addressing possible **shortage of skills** and avoiding risks of **skills mismatches**.

This is all the more important since, as the EC Draft Joint Employment Report 2009/2010 clearly underlines, the crisis has accentuated structural labour market problems, with a higher risk of long-term and structural unemployment in the coming years, and skills mismatches persist despite high unemployment and require “**continued efforts in human capital investments and improved anticipation and matching of job needs**”.

¹ CEC (2009) “EU examines impact of climate change on jobs” IP/09/977 Brussels, 22 June

² ECORYS (2008), *Environment and labour force skills*





This means that employment policies are needed to support the transition to a green economy in a number of ways, such as addressing and anticipating skills needs supporting the 'greening' of existing jobs and educating the workforce in resource efficiency. **Employers and learning providers** alike need support in identifying the skills that need to be taught, given the current lack of clear signals of skills needs. In this respect social dialogue is likely to be a key element in the development of these initiatives³.

Also **regions** are taking the lead in both identifying skills needs associated with a low-carbon economy and providing skills development responses to match. Joined-up approaches, where the regions, industry and educational bodies work together to identify gaps and provide solutions are emerging as successful collaboration models across several Member States⁴.

In other words, in order to promote an efficient and inclusive model of new skills for green technologies, as advocated by the present call, education and training systems will have to be developed to support continuously changing requirements, in accordance with new occupational standards and skills demands and to address the needs and the characteristics of the different segments of the labour force, so that the skills base for the development of green technologies is wide as possible.

The CEDEFOP Skillsnet Flash Report stresses how all occupations and skills will need to be adapted to new demands and that each related technology will require a mixture of skills, consisting of both specific skills related for example to ad hoc technological expertise and accompanied by generic skills such as good communication skills for counselling business and consumers, as well as the skill to manage and lead multidisciplinary teams. It is in the light of this more holistic approach that it has been said that the green economy will create a new skills paradigm.

Implications for education and training policies are particularly important. Students can benefit from a revised curriculum providing the necessary knowledge while professionals and blue collar workers need to be offered lifelong learning programmes. In both cases a multidisciplinary approach should be adopted. Encouraging the education system to take a broader view of how competences and qualifications are acquired is an important step. The European Commission new skills for new jobs initiative promotes early identification of skills and labour market needs and also develops the green economy⁵.

A number of key success factors are thus needed to support the green jobs agenda and the new skills paradigm. These include a significant cultural change among training and education providers and employers, a joined up approach to policy making that will include different government levels and institutional and non institutional actors as governments have to collaborate with social partners, training institutions and private businesses to find the most adequate and effective ways to tackle the new challenges ahead, and the identification and dissemination of good practices.

A mismatch between the skills required by companies and those available on the labour market could lead to short-term unemployment, as well as negatively affect their transition into a fully functioning green economy. The European Employment Observatory 2009 Autumn review on

³ European Employment Observatory (EEO), Workshop on Green Jobs, 4 June 2010, Brussels, Belgium

⁴ CEDEFOP (2010), *Skills for green jobs. European synthesis report*

⁵ CEDEFOP (2009), *Green economy, Skillsnet Sector Flash*

Green Jobs states that while national skill forecasting measures do exist across countries, they do not yet include information on green jobs and so cannot provide information on potential mismatches between the demands of the labour market and the supply of certain skills. The current evidence suggests that monitoring labour market bottlenecks in different sectors (e.g. in terms of skills shortages) will be crucial in order to develop adequate employment policy responses.

1.3. Differential impacts across the labour market

The process of greening the economy is likely to have significant effects across sectors and upon Member States' labour markets (EEO 2009). As with all labour market changes the effects on different sectors and different segments of the labour force are likely to be different. The crisis has also shown that **some groups are particularly at risk** and that labour market exclusion of disadvantaged groups remains a continuing problem unresolved without proper active policies.

The development of the green economy will affect the employment structure of Member States by **creating new jobs, "greening" existing jobs and destroying some others**. Some sectors or regions will suffer and jobs will be lost, while other activities will expand and generate new employment. In general, very little information is available on the potential effect of the greening of the economy on social and territorial cohesion. It is generally recognised that the transition to a competitive eco-efficient economy is likely to hit low-skilled workers whose skills might become "obsolete" (job destruction or substitution) harder than high-skilled workers (job creation in the implementation of new technologies through add-on skills).

Likewise, and as with all labour market changes, the effects on women and men are unlikely to be the same. Given the actual situation of female employment, characterised by high levels of horizontal and vertical segregation there is a risk that transition to a green economy and subsequent policies, including training and education, could magnify gender inequalities and undermine employment and social cohesion goals of the EU.

Thus it is important that policies for promoting in green jobs and green sectors do not reinforce or exacerbate existing inequalities⁶. The segregation of women and men into different sectors on the labour market means that effects will be experienced differently in gender mixed activities and those dominated by one sex, for example male-dominated energy, agriculture, fishing, other STEM-related fields⁷.

1.4. Benefits of integrating a gender perspective into training policies for green technologies

Training in new skills for green technologies could have important positive effects on the female labour market if a gender mainstreamed approach is adopted. It could ease gender gap and at the same time bridge the shortage of skills. The development of the green economy represents a unique opportunity to increase employment opportunities for women and facilitate women's integration into more male-dominated scientific disciplines and professions and thus to contrast gender segregation (both in terms of lower employment rates as well as of lower quality jobs), and thus to promote gender equality.

⁶ UNEP (2008), *Green Jobs: Towards decent work in a sustainable, low-carbon world*

⁷ Sustain Labour (2009), *Green jobs and women workers*, International Labour Foundation for Sustainable Development



In other words, a stronger gender perspective in “green” employment policies, and in particular with regards to training policies, could contribute to a better understanding of labour market processes around the growth of green sectors and supply of skills, while also increasing the chance that the promotion of green jobs could contribute to greater social cohesion for both men and women.

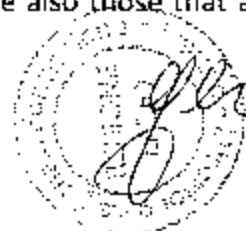
Integrating gender into the analysis of green jobs and related policies could produce a number of important benefits including:

- tracking the *gendered employment processes* that occur with the transition to greener economic activities. A gender perspective would show how segregation creates differential access to jobs for women and men and would benefit both women and men, for example highlighting how certain groups of men – such as low skilled workers in typically male sectors - may be disadvantaged.
- avoiding *reinforcing old and creating new inequalities* in the transition process. The effects of greening economic activities are likely to be uneven across sectors with different effects on different groups of women and men. Recognising the potential risks in advance allows for negative effects on gender inequality and social cohesion to be addressed in advance. For example, the polarised growth of green jobs may shape access to training or good quality positions along gender lines and by professional or contractual status.
- provide the opportunity to *leverage the use of public funds* to both promote green jobs and also reduce gender inequalities. There is strong evidence of segregation of women and men among green jobs, just as there is across the whole labour market, and addressing this source of inequality offers a win-win solution from greening the economy. For example, addressing segregation in growing occupations and sectors would help limit the continuation of such inequalities and make sure that both women and men benefit from quality green jobs across occupational hierarchies.

2. Project objectives and expected results

In the previous paragraphs we have shown how in order to support a sustainable and inclusive growth, adequate and effective training policies have to be put in place, and that to this effect it is important to develop education and training systems to support continuously changing requirements in accordance with new occupational standards. We have also seen that explicit national strategies targeting skills needs for greening the economy and general identification of skills needs in most Member States are still lacking or need to further developed and that training and education strategies, in order to avoid skills shortage and at the same time supporting social and economic cohesion, should deal with the different effects that the transition to a green economy will have across sectors and segments of the labour force, in particular those who are likely to be left at the margin of the labour market.

It is widely recognised that women represent across all Member States, although with significant differences, one of these weak segments, because of their lower activity and employment rates, of greater obstacles encountered in participating to continuous vocational training and education, and of their under-representation in certain sectors and professions, particularly STEM (Science Technology Engineering and Mathematics – -related sectors) which are also those that are most likely to be affected positively by the transition to the green economy.





Due to a number of factors, women – although not a disadvantaged or marginalised group *per se* – run the risk of seeing their horizontal and segregation employment patterns reinforced by this transition. Beside increasing gender inequality, this would also imply that a considerable human capital potential that could contribute to the positive development of the green economy would be left untapped.

2.1. Overall and specific objectives

The **overall objective** of the proposed project is to contribute to the creation of an adequate skills base to support the transition towards a green economy. The **specific objective** of the project is to encourage mutual learning among partners and key stakeholders in partners' countries at all levels and enhance transferability of the most effective policies to provide training for new skills in green technologies.

In order to ascertain the effectiveness of training practices and their actual capacity to create a skills base that is in line with the needs expressed by companies and organisations, the project will also promote the exchange of practices in the field of "green" skills demand forecasting. In parallel to this a special attention will be given to analyse and **improve the "gender sensitivity" of such practices**, ie the extent to which they promote/hinder the participation of women in the light of the differential obstacles and characteristics which affect female participation in training and employment.

The achievement of these objectives is intended at the diffusion of effective, integrated and gender-sensitive strategies supporting training for new skills in green technologies. These objectives will be pursued by following a participatory approach that seeks the involvement of different institutional and non institutional actors, public organisations and private businesses, operating throughout the different levels of the policy making cycle (from policy design, to implementation and evaluation) of professional and vocational training.

2.2. Expected results

The project will result in the identification of:

- i) tools for the early identification of skills needs for the greening of the economy, and
- ii) initiatives improving the efficiency and adequacy of existing training practices in partners' countries (and at the wider EU level), with a focus on encouraging the active participation of women.

When identifying training practices, attention will be given not only to institutional initiatives (promoted by the national or local governments) but also to those enacted by companies' and private businesses.

2.3. Key stakeholders and target group

By supporting training policies for new skills in green technologies, the project aims at improving the employment opportunities of a wide target group, covering the different segments of the labour force, although it is expected that the female component will be a priority target.



The project will address different stages of the training process such as **Vocational and Educational Training, Continuous Vocational Training, Life Long Learning, including higher education**. As such it will cover an ample spectrum of beneficiaries of training policies.

The key project stakeholders at the institutional level are national, regional and local governments representatives involved in the planning, design and delivery of **training practices**, including training and employment agencies, public employment services and higher education institutions (public and private alike), as well as of **environmental policies**, such as central and local agencies for the protection of the environment or the procurement of resource efficient technologies or “clean” energy sources. Beside institutional stakeholders the project will address, and seek the involvement of, social partners active in the provision of training and employment services, trade unions, employees’ and professional associations as well as environmental organisations. Where relevant, private companies and businesses active in sectors affected, or likely to be affected, by the green transition, might also bear a direct interest and role in project activities.

Also equal opportunities bodies and civil society organisations will be consulted and involved in the project to provide a more specific input concerning obstacles and challenges to female employment and women’s participation in training activities related to green skills.

Project partners’ will play a key role in the identification of the most relevant stakeholders to be involved by the project, in relation to national and local specificities concerning planning and delivery responsibilities of training and education policies and ensure that the relevant stakeholders are involved in project initiatives, such as through interviews and field research, participation in peer reviews and workshops including validation of good practices and final document, and informed about its results and outputs.

Dissemination activities – including the final conference - will be designed so as to cover the largest numbers of identified stakeholders.

3. Methodological approach

In the following paragraphs we illustrate the proposed methodological approach for the successful implementation of project activities and the achievement of expected results and objectives. It is articulated into three methodological steps: i) Building the knowledge base and the conceptual framework for analysis; ii) The mutual learning process, and iii) Dissemination and follow up. The methodological approach has been designed so as to enhance the project’s sustainability and transferability and European Added Value and Innovativeness.

3.1. Building the knowledge base and the conceptual framework for analysis

3.1.1. Context analysis

In order to allow partners and involved stakeholders to fully exploit the benefits of mutual learning promoted by the project, a standardised and homogeneous knowledge base shall be created, circulated and transferred. Such knowledge mainly deals with the main strengths and weaknesses of existing training policies for new skills in green technologies (including existing skills analysis





instruments) in partners' countries/regions, with a special attention to women's participation, and in identifying the good or "promising" practices that will be the object of the mutual learning and exchange process which lies at the heart of the proposed action.

This step will entail the drafting of a four country reports based on restricted desk reviews and small-scale studies (including interviews and field analysis) aimed at collecting the necessary information by analysing existing data and, where such information is not already available, by conducting field research. In Italy and Spain, country reports will also have a strong regional focus. It is expected that each country report shall deal with the following topics:

Overview of policies towards the development of the green economy

To briefly highlight the overall national/regional strategies and plans for the development of the green economy, including existing relevant legislation, policies and actions. Attention will be paid to illustrate different responsibilities and competences of local and national authorities.

Overview of related training policies and skills analysis tools

By related training policies we mean those that are likely to contribute to the creation of an adequate human capital stock/skills basis able to support the technological changes and process innovations underlying the development of the green economy. This will entail in the first place analysing institutional training and higher education policies and practices aimed at providing necessary generic and specific skills, as well as practices enacted by social partners, training providers and the private sector. In order to ascertain the effectiveness of such policies: the analysis will have to be completed with a review of existing skills needs identification tools and to the identification of related gaps.

This second step will be completed through a restricted field analysis among key actors and opinion leaders, aimed at understanding whether there exist additional, informal training practices enacted by the training providers or the private sector to tackle the lack of appropriate institutional policies (such as in-company training, study abroad programmes, etc.). In order to restrict the scope of this field analysis – in line with the objectives and activities proposed by the present call – each partner might decide to identify a sector or a sub-sector of particular interest that will represent the focus of the field analysis (such as for example organic farming, for agriculture, sustainable tourism, renewable energies, etc.).

In this way it will be easier for each partner to identify the relevant stakeholders or informed witnesses (professional associations, key companies), to be consulted and that are likely to provide relevant insights into the field of analysis.

Gender analysis of identified training practices

An important feature of the proposed project lies in assessing the likely gender impact of identified practices, ie whether they promote directly or indirectly women's participation, given the specific constraints/advantages characterising their presence in the labour market, across sectors and qualifications and access to training and education. Partners will also be asked to identify whether there exist gender-specific training policies, that is to say whether specific actions have been taken to increase women's presence in certain professional sectors.



In order to proceed along this line of analysis partners will first draw a synthetic picture of women's situation across the main sectors targeted by identified policies, in terms of female employee's incidence over the total number of employees for that sector and also looking - if possible - at existing vertical and intersectoral segregation patterns, as well as contractual segregation (incidence of women with fixed time or atypical contracts).

Partners will be asked to look for quali-quantitative data on women's participation and enrolment in training activities in new skills for green technologies, including whether they answer to their training and education needs and to the obstacles they meet in accessing the labour market. The second question to be answered concerns whether, given the specific under or over-representation of women across different sectors and profiles, mainstreaming measures have been taken to promote a more balanced gender representation (ie promoting desegregation among disciplines and professions), such as conciliation measures, specific advertisement strategies for training courses, etc.

Identification and collection of good or promising practices

To identify efficient training measures that will encourage the development of the green economy, boost growth, promote inclusion, and stimulate innovation, while at the same time minimising the risk of structural unemployment or inactivity emerging as a consequence of the crisis and restructuring process.

In order to facilitate the exchange of practices, specific criteria for identification need to be clearly defined in order to select valuable examples and deepen the knowledge about their innovative aspects by means of research activities and interviews to stakeholders. These criteria mainly concern the presence of **adequate information; effectiveness; innovation; reproducibility and transferability**. An additional criteria for collecting and identifying good practices is aimed at ensuring that the experiences collected touch upon different gender sensitive dimensions as underlined in the above paragraphs.

The exchange of best practices is one of the key elements of the mutual learning process that the project intends to stimulate. As such maximum care will be attributed in identifying the appropriate criteria for their identification. The project promoter and partners have gained a solid and proven experience in this field and are thus in the best position to carry out this identification and screening process. On the basis of past experience it is foreseen that practices are selected at least according to the a set of predefined criteria (see box 1 below).





Box 1 Criteria for selecting good practices

- **Presence of adequate information.** One of the main difficulties that may be faced is the lack of clear, available, uniform and exhaustive information regarding the various projects/actions implemented so far in the field of training for new skills for green technologies. For this reason, a first criterion of good practice should be the presence of adequate information, irrespective of whether they document successes or failures. This is a necessary prerequisite for the reproduction and transferral of experience as well as for a wide involvement of organisations and experts operating in the same context (mainstreaming).
- **Effectiveness.** In order to provide useful references for the effectiveness of a given project, it is first and foremost necessary to define the needs/problems motivating the project itself and what it aims to resolve. It is equally important to collect information regarding which type of information and methodologies support the effectiveness rating of the project (subjective impressions of many people or of the project managers, subjective judgements of the users based on questionnaires, objective measurements, qualitative evaluations, etc.).
- **Innovation.** An important aspect is to assess if and how a given project reflects recently introduced innovations in regulations and the Institutional architecture relative to the various contexts for action.
- **Reproducibility and transferability.** Each project is implemented within a given framework whose features are not easily replicable at different times and in different contexts. It would thus be superficial to expect that any project could be replicated with identical characteristics and the same success. Therefore, it is important to estimate the degree of reproducibility and transferability of projects and ensure that the selected examples of good practice do not have critical unrepeatable characteristics.
- **Sustainability.** This is an element which to some extent acts as a counterweight to the other criteria, in particular to those of effectiveness and innovation, inasmuch as a project which is effective and innovative but not sustainable will be seldom reproducible or transferable. It refers to a wide concept of resources, including financial, technical, cultural and human assets, arising from the full range of subjects involved in the project in various ways.

Another important element for facilitating the exchange of best practices concerns the comparability of the different experiences proposed. This will be achieved by identifying a common format to describe good practices on mainstreaming of gender and ethnic minorities in health policies tackling inequalities.

3.1.2. Conceptual reference framework

In order to ensure the quality and homogeneity of the context analysis that will be carried out by the different partners, a common conceptual framework for such analysis shall be prepared and shared among them. This will contribute to ensure a common ground for analysis and a shared understanding of the issues at stake.

- **Define green jobs and new skills:** Starting from the most relevant literature in the field, the conceptual framework will provide in the first place an operational definition of green jobs. On the basis of such definition it will then identify the skills typologies to be analysed and the related training responses. This will be done following the approach of the **new skills paradigm** developed by CEDEFOP (2009) and therefore distinguishing between generic and specific skills for new technologies. The real significance of the green economy on the





labour market lies as much in the volume of direct green jobs that are being created as in the way it will transform the labour market and existing jobs.

Box 2. Defining green jobs

Two influential reports on the green economy and Green Jobs have come from the United Nations Environment Programme. They stress that jobs across sectors “aimed at alleviating the myriad environmental threats faced by humanity” can be considered as green. The UNEP point to employment effects in five broad areas – energy supplies, buildings, transportation, basic industry (primary), food and agriculture and forestry Source: UNEP (2008) *Green Jobs: Towards decent work in a sustainable, low-carbon world* and UNEP (2009) *Background paper on Green Jobs*”

The EEO 2009 Autumn review defines Green jobs as “decent work created in economic sectors and activities which reduces their environmental impact, ultimately leading to environmentally, economically and socially sustainable enterprises and economies. This includes jobs that help to reduce the consumption of energy and raw materials, decarbonise the economy, protect and restore ecosystems and biodiversity and minimise the production of waste and pollution”.

- ***Collect existing data at the EU level and literature***

Relevant quantitative data on green jobs and new skills available at the EU level will be collected and analysed, particularly with regards estimates of new jobs linked to the environments and of sectors most likely to be affected, so as to level the playing field and provide a common starting basis for analysis. Such information will then be contextualised by partners on the basis of available information at the national and local level while preparing for the country reports.

- ***Define a grid analysing practices in a gender perspective***

In order to build partners’ skills in assessing training practices in a gender perspective, the conceptual framework will identify and illustrate the main strategies for gender mainstreaming training policies (see Box 3 below).



Box 3. Different strategies for gender mainstreaming training policies

Promoting women's participation in technical professions by promoting gender desegregation in vocational training programmes. This issue is strictly related to the need to tackle gender stereotypes and is consequently combined with: i) measures to train trainers and adapt teaching materials; ii) measures addressed at secondary-school pupils in order to alter the prevailing perceptions of technical professions, thus influencing their future choices; iii) measures to encourage women in technical professions through work-related training; and iv) measures that aim to reduce gender bias in regulated professional training.

Focusing on women with low levels of qualifications. The key aim of these strategies is to provide work-related training for women with low levels of qualification by, for example, targeting women in disadvantaged areas or suffering from double-disadvantage in the labour market, i.e. older and migrant women; single mothers; women returning to the labour market after long leave spells; and women aiming at improving their qualification levels.

Promoting lifelong learning including tertiary education. These measures are aimed at alleviating horizontal segregation, encouraging a more egalitarian distribution of enrolment into traditionally male-dominated courses - which later offer a higher status within the labour market, such as engineering and ICT) - and encouraging women to access jobs mainly held by men and taking on entrepreneurial roles.

3.2. The mutual learning process

Mutual learning among partners, policy makers and stakeholders lies at the very heart of our project proposal and its outcome will determine in the end the success and sustainability of the project itself. Mutual learning activities, mainly in the form of local stakeholders workshops, peer reviews and field visits, will be centred around the identification and analysis of good practices in the field of training for new skills in green jobs. Such activities will be tailored to the specific characteristics of each national/regional context analysed, in terms of the challenges and drivers of the debate, key positions of stakeholders, degree of prominence of the debate on green economy and the priorities identified by national/local authorities.

The process will contribute to improving the capacity of partners and other relevant stakeholders in designing adequate and effective training policies for supporting the transition to a green economy with a view to their gender sensitivity. The methodology adopted to pursue this objective is based on a mutual learning concept and on a participatory approach to policy design. On the basis of the analysis of their respective national/regional situations and of the learning process spurred by the exchange of best practices, partners will have the opportunity to discuss among them the actions/strategies that, according to the specificities of their own contexts, could be developed to tackle the identified needs and problems.

During the mutual learning process, a specific attention will be paid to the identification of the most relevant gaps in training policies, and consequently at envisaging the most appropriate intervention strategies – taking into consideration illustrated best practices, but also innovating and developing innovative approaches and actions, including envisaging gender mainstreaming strategies and monitoring mechanisms to assess the impact of such strategies. This mutual learning process will be coordinated by experts with a specific knowledge in the field – possibly working in one of the partners' organisations.





3.2.1. Local Stakeholders Workshops

The process will start with the organisation of a **local stakeholders workshop**, to be organised by each partner to meet respective stakeholders, illustrate them the goals of the project, **collecting views** and opinions from them especially concerning the adequacy and effectiveness of existing training policies and skills forecasting tools, and, most importantly, **identifying and validating good practices** to be then shared among international partners.

3.2.2. International Peer reviews

The methodology proposed for the International Peer Reviews has been fine tuned and tested by the FGB across several important projects. It consists of the following elements.

Peer reviews will be organised among partner institutions, aiming at fostering mutual learning and exchange of experiences. The proposal provides for the planning of **five peer review meetings** hosted and organised in the four countries covered by the project.

Following a **peer review programme** drafted by the project promoter, Peer reviews will aim at presenting and disseminating among partners and selected local stakeholders policies and actions implemented in Member States at the national or regional level in the field of training for new skills in green technologies. The peer review activity will explore concrete pathways for tackling risks of skills mismatches and shortages, including gender inequalities, and propose good practices and policy recommendations according to the needs and characteristics of the local/national labour market.

The peer reviews will be attended by **two representatives from each partner** who have a direct knowledge of the issues under discussion and will foresee the presence of a restricted number of stakeholders (from the country in which the meeting takes place as well as from other partners countries upon specific invitation of the organising partner and request from the relevant partner. Stakeholders might provide on the one hand high level input to the discussion and on the other benefit from the discussion and the learning process. Moreover, they might also be able to inform participants about relevant initiatives and approaches experimented first hand in their own contexts or to provide their expertise or technical input to the meeting.

The organisation of the peer review shall be guided by the following steps.

For each of the envisaged peer review meeting a short **discussion paper**, drafted by the host partner as a key input for the discussion, will be prepared: it will briefly summarise the most critical issues arising from the country report and the regional analysis, describe the intervention area, its background, its strengths and weaknesses. The paper will also identify the key topics to be discussed at the peer meeting and the questions to be addressed. Discussion papers will be sent to all participants at least two weeks prior to the meetings, in order to allow partners to present comments and allow the promoter to fine-tune the agenda and to prepare an input for the meeting.

Five peer review meetings of one/one and a half day each will take place (depending whether a site-visit will be organised or not). Meetings will start with an introduction by the host partner,



who will present the “state of the art” at national/regional level. Then, selected case studies and good practices will be presented by the host partner, as well as by invited stakeholders where relevant. After the presentations, participants will exchange their experiences and impressions, and questions for debate will be formulated. Participants will discuss the key issues and burning points deriving from the discussion paper. The final sessions will be used to draw conclusions with regards to the transferability of the measures/practices and their potential contributions. If relevant, the host partner will have the possibility to organise a **site-visit**, in order to show participants the actual implementation of a specific measure.

Based on the discussion papers and the results of the meetings, a **short synthesis report** will be drafted by project promoter for each of the peer review meetings. These reports will be used as the key informative base for the third phase of the project (Synthesis and Dissemination of results).

3.2.3. Dissemination and follow up

As a first tool for disseminating the main project outcomes, a **dedicated project web page** will be created. The web page will host the good practices gathered through the project period along with all other deliverables and reports produced during the project activities, allowing a wide number of stakeholders to search and access them. The dedicated project web site will also host links to other documents and sites relevant for the implementation of strategies for increasing the adequateness and effectiveness in providing training for new skills in green technologies in partners' countries or across Europe – always in a gender perspective.

The **final conference** will aim at disseminating to participating stakeholders and policy makers the results of the country analyses and the peer reviews. In a way the final conference itself could be considered as the last stage of the mutual learning process, since it is aimed at discussing and validating the **draft final report** to be prepared by the applicant on the basis of the country analyses and the peer reviews. Results of the discussions will then be integrated into a final version of the report to be disseminated to a wider audience. To ensure an adequate dissemination of the project results, the draft final report will be circulated to the participants to the local stakeholders workshops and their suggestions and comments will be integrated when relevant in the final version of the report.

The final report will be drafted in the form of a **handbook** which will gather the main outcomes of the different project phases, such as a synthesis of country reports and of the lessons learned during the local stakeholders workshop, the peer reviews and the final conference. Most importantly the report will also identify and propose ad-hoc (ie responding to national/local needs) training strategies. Annexed to it, a **Good Practice Catalogue** will also be prepared, collecting the identified practices. These products may be used after the project implementation as a reference while formulating training strategies supporting green jobs.

3.2.4. Sustainability and transferability

The sustainability of the action mainly relies on the capacity building process that the it intends to stimulate and achieve, as one of its main objectives. Thanks to the analysis, mutual learning and dissemination activities, partners and other actors involved in the project having a direct



competence in either policy planning, design or training delivery, will acquire skills and knowledge that will last even after the project ends.

Furthermore the project will also promote awareness raising and dissemination on the new skills paradigm approach to green jobs as well as on gender mainstreaming of relevant strategies in the territories covered by the action, to be achieved through the organisation of a local stakeholders workshops, the final conference and the circulation of printed and electronic material (through a dedicated project website) such as the project handbook (including a synthesis of country reports and the policy guidelines) and the catalogue of good practices. The handbook will be printed in the four languages of the partners' countries. The English version will be sent to experts and policy makers of other EU countries with the aim to share the main project outcomes outside the restricted partners' network.

Furthermore it is expected that the presentations and discussions of the final conference would make way for taking forward the project after its completion, through adoption of new ideas that have emerged from the study and scope for replication of best practices in other countries.

3.2.5. European Added Value and Innovativeness

The added value of the project lies in its transnational dimension, that is at the heart of the mutual learning process. By analysing different European contexts, partners and stakeholders will be able to access valuable quality information on the different responses that national and local governments are adopting to smooth the transition towards the green economy.

Relevant literature in the field has highlighted how in spite of the recognised importance of implementing adequate training and education strategies for widening the skills base for green technologies, there is still very little information on existing strategies envisaged across the European spectrum. The project, by availing of the direct experience of policy makers and stakeholders working on these specific issues will allow to collect available information, also through field reviews, and to channel it to the other partners. Dissemination activities will ensure that the findings of the project are disseminated well beyond the actors that took part in the project.

Innovative elements to the project consist in the first place in the adoption of a multi-governance level approach. In recognition of the need of a joined up response to the issue of the provision training for new skills in green technologies, the project will involve actors working at the different territorial levels. An additional key innovative element of the project is its gender perspective, according to which all practices and policies identified will be analysed in terms of their potential impact on women.

4. The partnership

The partnership that has been identified for the proposed project involves seven organisations, covering 4 Member States: Italy, Spain, Romania and the UK. These are:

- Fondazione Giacomo Brodolini – FGB (Italy) - Lead Applicant
- Assessorato Lavoro e Formazione, Regione Lazio (Italy)
- Agenția Națională Pentru Ocuparea Forței de Muncă - ANOFM (Romania)





- Agenzia Liguria Lavoro (Italy)
- Marchmont Observatory, University of Exeter (UK)
- Fundación Andaluza Fondo de Formación y Empleo - FAFFE (Spain)
- Sociedad de Desarrollo Medioambiental de Aragón - SODEMASA (Spain)

It has been constructed so as to ensure on the one hand a genuine transnational dimension to the action, touching upon different governmental and non governmental institutions operating at different territorial levels (national and subnational) and on the other hand a highly competent expertise for the successful implementation of the project, given that partners have a consolidated experience in the field of employment policies – including skills training and education.

The Fondazione Giacomo Brodolini, has a wide experience in managing and coordinating mutual learning transnational projects in the field of training and employment and gender issues, providing scientific research and coordination services. Throughout the years the Fondazione Brodolini has established fruitful cooperation links with most of participating partners. FAFFE and Marchmont Observatory are currently involved together with FGB in the implementation of an innovative transnational project, EVALVET an ongoing Lifelong Learning Policy Co-operation and Innovation Project exploring good practice and policy formation in the related field of cVET and iVET for disadvantaged groups. Agenzia Liguria Lavoro has a long-standing collaboration with FGB comprising different mutual learning projects in the field of active employment policies and flexicurity such as "Flexicurity Practices in the Time of Economic Crisis 2010 – 2011"; and "Regional disparities and flexicurity policies: an integrated approach 2009 – 2010".

4.1. Partners presentations

Fondazione Giacomo Brodolini (FGB) is an independent research centre focusing on labour issues based around three main areas: labour economics and sociology; labour legislation; industrial relations. The FGB avails of an extended network of nearly 230 researchers and cooperates with the European Trade Union Institute (ETUI) and the IWPLMS (International Working Party on Labour Market Segmentation) as well as being part of the international research networks RLDWL (Regional and Local Development of Work and Labour) and cooperates with. The FGB participates in a wide range of EU collaborative programmes in research, education and training. Since 2000 the FGB has provided technical assistance to the European Commission, DG Employment and Social Affairs regarding the evaluation of the Italian Employment NAP as the Italian member of the System network of the European Employment Observatory (EEO).

The Fondazione Brodolini has considerable experience of managing projects for the European Commission, and of managing groups or networks of experts, such as EGGE (VC/2009/1015) and EGGSI Networks (VC/2009/1016). During the last three years the Fondazione received funding from the European Commission for more than 30 projects. The FGB has a proven experience in the management of EU transnational projects related to the object of the call as testified by the satisfactory implementation of the following contracts:

- Flexicurity under a gender perspective, covering 3 countries (VS/2008/0631)
- Sharing strategies integrating women of ethnic minorities in the labour market, covering 3 countries, (VS/2008/0536)
- on Gender Evaluation covering 2 countries (VS/2007/0625)
- on antidiscrimination, collecting good practices (VS/2007/0453)
- on Equal treatment of Men and Women in Self-employment (VC/2007/0629)





Agenzia Liguria Lavoro (AGL), was established in 2001 as an Agency of Liguria Region (North West of Italy). Its main tasks range from the testing, development, monitoring and promotion of projects as well as strategic and innovative activities promoted by Liguria Region in the field of labour, counseling and training. AGL operates with the support of funds coming from the Region and the European Social Fund, and it can also benefit from contributions of both private and public entities for the realization of specific activities related to its mission. AGL participates to a national network to support employment, jointly with the other regional Agencies and collaborates, through projects, research and events, with national entities focusing on the governance of labour policies such as: Ministry of Labour, ISFOL, Italia Lavoro, Formez, Observatory for female entrepreneurship, Sviluppo Italia, Tecnostruttura delle Regioni, Centro Risorse Orientamento Nazionale.

AGL operates as link between the Region and the four Ligurian Provinces and collaborates with local institutions such as the University of Genoa, the Chamber of Commerce, Genoa Municipality for the experimentation and monitoring of innovative and strategic projects for local labour policies, participation to European projects and identification of best practices. Through its activities Agenzia Liguria Lavoro aims at fostering the integration among the following three subsystems: labour, orientation/counselling and training. In order to achieve this goal AGL has an active role in supporting the Region in the following macro areas:

- Support to regional programming activities: Labour Market Observatory; Monitoring and analysis of training and job policies)
- Conduction of regional projects in the scope of: Support to employment policies; Employability of disabled and disadvantaged people; Long life Counseling; Assistance to the regional structure and functioning
- Promotion of regional projects: Information and communication; Assistance for the development of regional job information system

The **Employment and Training Department of the Lazio Region** is the regional policy-making body in charge of employment policies and training. With regards to employment policies, the Department coordinates the local employment centers, agencies and regional technical structures specialized in employment issues; manages the regional Employment Observatory, supports job growth and quality as well as social inclusion through integration of people in the labour market. With regard to training policies, promotes the development and quality of vocational training, integration and reintegration into the labour market, advanced training, the apprenticeship training and continuing education; manages and updates the Regional Directory of qualifications and professional profiles.

The Employment and Training Department of the Lazio region is the managing Authority of the ESF 2007-2013 Operational Programme of the Lazio Region, promoting – inter alia - measures to reinforce employment and green jobs. In the last 3 years the Department has implemented and taken part to several projects and networks at the transregional and transnational level. Some of the most relevant are listed below:

- “Towards a national system of Advanced Training”: A transregional project to promote the training vouchers system for advanced training and higher education.
- Research and Innovation support: Transnational project financed by the ESF to promote research and innovation among SMEs, to develop networks between Universities and Research Centres, public entities and other stakeholders in order to develop human resources employed in the Research.
- Integrated project for conciliation: interregional project to create within the involved regions experimental laboratories of multiple actions implemented at local level, to





conciliate family and work.

- Network EARLALL - European Association of Regional and Local Authorities for Lifelong Learning,

The **National Agency for Employment** of Romania is a public institution that functions upon the tripartite principle under the authority of the Ministry of Labor, Family and Social Protection, having the following main objectives: the prevention of unemployment, increasing the level of employment and the protection of the persons within the Unemployment Insurance system.

The objectives and the concrete measures provided in the labor force employment programs are achieved through the territorial agencies network – county, local and working points - which is in direct contact with the labor market actors, employers and jobseekers, providing them a wide range of appropriated services for labor force employment stimulation. The staff of the territorial structures of NAE have, process and use a great volume of information and statistical data, put to better use, can contribute to streamlining the activity and increasing the degree of meeting the needs of the beneficiaries of the provided services.

The **Fundación Andaluza Fondo de Formación y Empleo (FAFFE)**, a public non profit foundation, was created by government resolution in January 2003, and operates through the Regional Ministry of Employment of the Autonomous Government of Andalusia as a regional tool working under efficiency, transparency and public control criteria. The aim of the Foundation is the promotion of the Andalusian productive network through the improvement mainly of the local industrial sector, and through human resources' professional qualification, the development of programmes dealing with the promotion of employment and technical assistance to companies in the fields of training and employment. The ratio training and employment has made possible, on the one hand, the creation of specialized services, able to be adapted to the continuing changes of the citizens' qualification demand; and, on the other hand, the development of specific programmes supporting labour integration and employment stability.

The **Marchmont Observatory** was established at the University of Exeter under the ESF ADAPT programme in 1998 to capture good and innovative practices in supporting learning within small to medium sized enterprises. Since that time the Observatory has widened its remit to improve evidence based practice in the field of social inclusion and lifelong learning. The aim of the Marchmont Observatory is to improve evidence based practice in the field of lifelong learning through:

- Supporting the exchange of ideas and good practice between practitioners, policy makers and researchers. This is done through supporting a nation wide and regional learning communities supported by virtual and actual networking arrangements
- Providing on-line knowledge management systems, including a good practice database and research databases, for users to access information and intelligence
- Stimulating action-based research into key themes emerging from user networks, including production of toolkits and learning programmes
- Collecting information on existing practice and relevant research, analysing it and making it intelligent and accessible for users
- Disseminating research and practice to practitioners and policy makers through a range of media, including web based and more traditional formats
- Demonstrating and developing practitioners' understanding of the benefits of new technologies for knowledge creation and management





The **Sociedad de Desarrollo Medioambiental de Aragón S.A.U.** is a public company whose registered capital is fully subscribed by the Government of Aragon. The aim of SODEMASA is to be a dynamic and efficient management instrument for the sustainable development of the Autonomous Community of Aragon through:

- Contracting and rendering of services, technical assistance, consultancy services and works.
- Management of public services.
- Carrying out activities related with the water cycle.
- The protection, administration and management of forests and protected natural areas.
- Prevention and fight against forest fires.
- Integrated waste management.

SODEMASA operation is based on an Integrated Management System as a process of continuous improvement, with three reference standards: Quality management (ISO 9001:2008), Environmental Management (Standard 14001:2004) and Occupational Safety and Health Management at work (OHSAS 18001:2007).

Since 2004 SODEMASA is involved in four LIFE+ projects and eight ERDF programmes on behalf of the Government of Aragon, ranging from climate change and clean energies strategies, climate change management, wood energy exploitation for entrepreneurship and forestry management and exploitation.

4.2. Partners roles and tasks

FGB is responsible for the overall management of the project and its scientific coordination, including:

- Preparation of conceptual framework/Guidance note peer reviews
- Organisation of the international Peer Review in Italy in collaboration with the two Italian Partners
- Organisation of the Final Conference in collaboration with all partners
- Drafting the Italy country report in collaboration with Italian partners
- Drafting the final report in collaboration with all partners
- Organising and overseeing dissemination activities
- Monitoring, Quality control and Internal evaluation
- Compliance with PROGRESS compliance criteria
- Administrative and financial issues, contacts with partners
- Liaison with EC

AGL and Assessorato alla Formazione e Lavoro of Regione Lazio are in charge of providing a regional focus to context analysis and mutual learning activities. This entails in particular:

- Organisation of local stakeholders workshops in their own territories (Liguria and Lazio regions)
- Drafting the sections of the Italy country report analysing the situation in their own territories on the basis of the results of the local stakeholders workshops and the conceptual framework prepared by FGB
- Active participation in the organisation of the Italian peer review (such as identification of local stakeholders to be invited, contribution to preparation of discussion paper)
- Active participation to Steering Group Meetings



- Participation to the international peer reviews, final conference and active participation in dissemination and follow up activities
- Collaborating to the collection of financial and administrative data for effective project management and other data for project monitoring and evaluation
- Provision of necessary information for PROGRESS reporting needs.

Marchmont Observatory; NEA – Romania; FAFFE and SODEMASA:

- Organisation of local stakeholders workshops in their own territories (UK, Romania, Andalusia and Aragon regions)
- Drafting the national country reports for UK, Romania and Spain on the basis of the guidelines prepared by FGB and results of local stakeholders workshops. FAFFE and SODEMASA will be jointly responsible for the drafting of the Spanish Report and for providing a regional focus respectively on Andalusia and Aragon.
- Organising the international peer reviews for their respective countries/regions: UK, Romania and two for Spain (one focusing on Andalusia and one on Aragon): logistics, discussion and synthesis papers.
- Participation to international peer reviews organised by the other partners, final conference and active participation in dissemination and follow up
- Active participation to Steering Group Meetings
- Collaborating to the collection of financial and administrative data for effective project management and provision of necessary information for PROGRESS reporting needs

5. Programme management

5.1. The project team

The applicant and project partners have a long-standing and proven experience in the organization and coordination of regional, national and EU. Likewise, the project team envisaged for the implementation of the action is composed of professionals of recognized experience and competences on the issues which constitute the object of the present proposal. Each partner is represented by three team members a Project Manager, a Project Officer and a Researcher. The Project Manager of the Lead Applicant will also act as Project Coordinator.

Responsibility for the overall implementation and coordination of the project lies with the **Project Coordinator** who will work in close cooperation with the Project Managers of partners' organizations. The Project Coordinator chairs the Steering Committee, guides internal evaluation activities and is the contact person for the project.

The **Project Managers** in close cooperation with the Project Coordinator, are responsible for the supervision and quality of the project activities for which their organizations are in charge, including coordination of the partners' teams. They take part in Steering Committees and to the Peer Review Meetings and contribute high level guidance concerning the methodological approach and technical contents of the project. They also collaborate with the project researchers on research activities and drafting of reports and templates. All identified Project Managers have a direct experience in liaising with public authorities and with national and international stakeholders.



The **Project Officers** are responsible for the organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities.

The **Researchers** are responsible for all field and desk research activities to be conducted during the project, including providing advice to the Project Coordinator and Managers, and drafting project deliverables and reports under the supervision of the Project Coordinator/Managers. They will select the good practices and will participate to all peer reviews and to local stakeholders workshops organized by their own institutions.

The table below provides a detailed description of project team key qualifications and professional profiles, together with their role in the project.





Fondazione Giacomo Brodolini
Via ...
...

Name	Organisation	Role	Knowledge	Task/Output
Merolla	FGB	Coordinator/ Project manager	<p>Since 2006, project manager on project dealing with social and labour politics at FGB. He is responsible for Self-Assessment activities related to the ongoing projects. At present, he is involved as project manager in the following projects:</p> <ul style="list-style-type: none"> • Network of experts in gender equality, social inclusion, health and long-term care, funded by DG EMPL (VC/2008/1047); "Flexicurity in a gender perspective"; "OUT OF THE MARGINS - Socio-economic integration of immigrant women"; "meta-analysis of research on gender and science" and Evaluation of gender equality support of the European Social Fund 2007-2013". 	<p>Project Coordinator: Responsibility for the overall implementation and coordination and scientific supervision of the project (including chairing the Steering group meetings; leading internal evaluation activities) Liaison with EC and institutional authorities on behalf of the project</p> <p>As Project Manager for FGB: Supervision and quality of the project activities for which FGB is in charge, including coordination of the partner's team; Participation to Peer Review Meetings and Final Conference High level guidance concerning the methodological approach and technical contents of the project Collaboration with project researchers on research activities, drafting of reports and templates.</p>
Sacchetta	FGB	project officer	<p>Lawyer, since 2004 Project officer at Fondazione Giacomo Brodolini, she is responsible for project management and organization of events for national and European services on social inclusion</p>	<p>In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities</p>
Pagnini	FGB	Researcher	<p>Since 2008 Researcher at Fondazione Giacomo Brodolini, in projects funded by EU Commission, like "Flexicurity in a gender perspective", "OUT OF THE MARGINS - Socio-economic integration of migrant women", "Meta-analysis of research on gender and science" and Evaluation of gender equality support of the European Social Fund 2007-2013". Her main tasks are the drafting of the projects' reports.</p>	<p>Responsible for field and desk research activities to be conducted by FGB including providing advice to the Project Coordinator/Manager, and drafting project deliverables and reports under the supervision of the Project Coordinator/Manager. Selection of the good practices and participation to all peer reviews.</p>



Name	Organisation	Role	Qualifications	Task/Output
Herrera Simula	FGB	Accountant	Since November 2009, he is accountant at FGB. His main tasks are: supervision of projects, management reporting; drafting, control and audit of company budget (budget, quarterly audit, balance sheets); directional reporting, index analysis.	In charge of the financial supervision of the project.
Yourn	FGB	Secretary	Since 2003, Secretary of the Giacomo Brodolini Foundation.	Clerical support services for all project activities, in particular regarding the organisation of public events and dissemination outputs.
Terrile	Agency for Regional Employment Liguria	Project manager	Since 2007 responsible for the Agency's actions in the fields of employment, training, local development, communication and youth and social policies. Also responsible for coordination of marketing, development, service and product design, institutional relations at the local and national level.	Supervision and quality of the project activities for which AGL is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in Liguria, Peer Review Meetings and Final Conference High level guidance concerning the methodological approach and technical contents of the project Collaboration with project researcher on research activities, drafting of reports and templates.
Gradino	Agency for Regional Employment Liguria	Project Officer	Since 1989 her main tasks are coordinating and monitoring EU projects related to the fields of Labour Policies, Professional and Educational Training, educational training on topics related to Marketing and Business Communication, Development of Human Resources, Business Organization and Job Orientation (planning, teaching and evaluating results of training)	In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities
Pugliese	Agency for Regional Employment Liguria	Researcher	More than 10 years of experience as expert in the field of policies and services for employment, lifelong learning, counselling, local development, cultural sector. He is involved in projects like "Flexibility in time of economic crisis", "Regional disparities and flexibility policies: an integrated approach" founded by EU Commission.	Responsible for field and desk research activities to be conducted by AGL including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by AGL.

Name	Organization	Role	Key qualifications	Task/Output
Solazzi	Lazio Region	Project manager	<p>Director of the Training and Employment Department of the Lazio Region.</p> <p>Over 10 years of experience in management of projects financed by public resources (both Community and national), working in different roles and tasks; as director of the Training and Employment Department of the Lazio Region, Managing Authority of the POR FSE 2000/2006 and 2007/2013; as a consultant to the final beneficiaries providing assistance for the financial management; as a consultant in technical assistance activities to the government (central and local) managers of the Operational Programmes financed by Structural Funds.</p>	<p>Supervision and quality of the project activities for which Regione Lazio is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in Lazio, Peer Review Meetings and Final Conference</p> <p>High level guidance concerning the methodological approach and technical contents of the project</p> <p>Collaboration with project researcher on research activities, drafting of reports and templates.</p>
Pauselli	Lazio Region	Project officer	<p>Since 1998 responsible for management of projects and events in the Labour market, gender equality and youth policies Department; since february 2009 Vice-President of the Gender Equality Committee in Lazio Region</p>	<p>in charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities</p>
Vecchiarelli	Lazio Region	Researcher	<p>Since 2000 Gender equality and labour market Expert for Lazio Region in projects founded by the ESF in the field of labour market, training courses.</p>	<p>Responsible for field and desk research activities to be conducted by Regione Lazio including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by Regione Lazio.</p>



Name	Organisation	Role	Key qualifications	Task/Output
Neill	Marchmont Observatory/ Exeter University	Project manager	<p>Since 1999 Ben Neild has been Assistant Director of the Marchmont Observatory, responsible for the development and management of projects concerned with C-VET and the development and delivery of regional skills strategy. At present he is involved in 3 principal projects:</p> <ul style="list-style-type: none"> • Skills and Learning Intelligence Module – provision of labour market intelligence for the effective targeting and delivery of ESF programmes in South West England, funded by ESF Technical Assistance • Productive Skills for Devon – Supporting the development of skills priorities for the municipalities of Plymouth, Torbay, Exeter & Heart of Devon & North Devon, funded by the Economic Partnership for Devon • Flexicurity in Economic Crisis – examination of adaptations made to UK / regional flexicurity systems made in the light of economic crisis, funded by PROGRESS (VS/2010/0062). 	<p>Supervision and quality of the project activities for which MM Obs is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in UK/SouthWest of England, Peer Review Meetings and Final Conference</p> <p>High level guidance concerning the methodological approach and technical contents of the project</p> <p>Collaboration with project researcher on research activities, drafting of reports and templates.</p>
Todd	Marchmont Observatory/ Exeter University	project officer	<p>Since 2002 Hilary Todd has been providing research support within the Marchmont Observatory. She works across the range of Marchmont projects and leads on document production and the organisation of workshops, national and international study visits and events for Marchmont.</p>	<p>In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities</p>





Name	Organisation	Role	Background	Task/Output
Evans	Marchmont Observatory/ Exeter University	Researcher	<p>Since 1999 Chris Evans has been the Director of the Marchmont Observatory, responsible for strategic development and directing research projects concerned with skills, economic development and inclusion. At present she is leading two principal projects:</p> <ul style="list-style-type: none"> • London Skills Observatory – Providing research and evidence to support the development and delivery of skills strategy for London, funded by the London Development Agency. • Skills and Learning Intelligence Module – provision of labour market intelligence for the effective targeting and delivery of ESF programmes in South West England, funded by ESF Technical Assistance <p>She also has responsibility for the oversight of:</p> <ul style="list-style-type: none"> • Clear about Carbon – Evaluation an innovative and Transnational Measures project examining skills required for green jobs, funded by the ESF Convergence programme in Cornwall • Ageless @ Work - Evaluation an innovative and Transnational Measures project focused on inclusion of older workers, funded by the South West England ESF Competitiveness programme. <p>She is the co-author, with Jo Pye of Green Skills, Green Jobs: Opportunities for the South West Low Carbon Economy published by SLIM in January 2010</p>	<p>Responsible for field and desk research activities to be conducted by MM Obs including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by MIM Obs.</p>



Name	Organisation	Role	Key qualifications	Task/Output
Pye	Marchmont Observatory/ Exeter University	Researcher	<p>Since 1999 Jo Pye has been Senior Researcher at the Marchmont Observatory, responsible for undertaking research and evaluation, focused on the identification and uptake of effective practice in the delivery of projects relating to VET and social inclusion. At present she is working on the following projects:</p> <ul style="list-style-type: none"> • EVALVET – Transnational evaluation of inclusion actions across VET systems in multiple EU member states, funded by the EU Lifelong Learning Programme • Clear about Carbon – Evaluation an Innovative and Transnational Measures project examining skills required for green jobs, funded by the ESF Convergence programme in Cornwall • GRUNCH – Evaluation of the 'Countering Recession through Union Networking, Co-operation and Help' funded by ESF & the Skills Funding Agency • PoHefa – Evaluation of a project focused on Policy, Health and Family Learning funded by DG SANCO. • SLIM – Jo leads on qualitative research / good practice identification for SLIM and is currently undertaking research on good practice linking employment & skills to regeneration initiatives. <p>She is the co-author, with Chris Evans of Green Skills, Green Jobs: Opportunities for the South West Low Carbon Economy published by SLIM in January 2010</p>	<p>Responsible for field and desk research activities to be conducted by MM Obs including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by Mimi Obs.</p>
Bingham	Marchmont Observatory/ Exeter University	Accountant	<p>Lee Bingham is a part-qualified accountant who acts as Finance Manager for the Marchmont Observatory, responsible for budgeting and overseeing all accounts procedures within the Observatory.</p>	<p>In charge of the financial supervision of the project.</p>



Name	Organisation	Role	Key qualifications	Task/Output
Blanariu	NAE	Project manager	<p>Since 1999, NAE Director for International Relations. Long experience in the field of management of projects on employment and labour market policies, Public Employment Services, labour law, social dialogue, social inclusion projects. Coordination of international projects and monitoring NAE participation in these projects.</p>	<p>Supervision and quality of the project activities for which NAE is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in Romania, Peer Review Meetings and Final Conference High level guidance concerning the methodological approach and technical contents of the project Collaboration with project researcher on research activities, drafting of reports and templates.</p>
Gavrila	NAE	Project Officer	<p>Senior Advisor in NAE international relations, her main tasks are coordination of international projects and monitoring NAE participation in these projects, organisation of conferences, seminars, meetings, negotiations and visits in România and abroad.</p>	<p>In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities</p>
Ghinararu	NAE	Researcher	<p>Since 1992, researcher in the field of labour market and social protection systems with an emphasis on human development, undeclared work, pensions, child labour, trafficking and migration, vocational training, anticipation of the demand for skills, flexibility; Lecturer in the Spiru Haret University (Bucharest-RO) in the field of economics, in particular environmental economics</p>	<p>Responsible for field and desk research activities to be conducted by NAE including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by NAE.</p>
Franco	SODEMASA	Project Manager	<p>Economist, Projects Department manager of SODEMASA for the period 2004-2009. Since 2009 Director of the European Projects Office of SODEMASA.</p>	<p>Supervision and quality of the project activities for which SODEMASA is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in Aragon, Peer Review Meetings and Final Conference High level guidance concerning the methodological approach and technical contents of the project Collaboration with project researcher on research activities, drafting of reports and templates.</p>



Name	Organization	Role	Key qualification	Task/Output
Martín Liendo	SODEMASA	Researcher	Economist and Financial Advisor. Since 2004 Researcher, since 2007 Director of the Office of Studies and Developments of SODEMASA.	Responsible for field and desk research activities to be conducted by SODEMASA including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by SODEMASA.
Siegler	SODEMASA	Project Officer	Engineer. Staff Engineer in the R&D&I Department of SODEMASA in the period 2006/2008. Since 2008 Head of R&D&I Department of SODEMASA.	In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities
Castillo Martín	FAFFE	Project manager	Since 2007 Team Coordinator for the Fundación Andaluza Fondo de Formación y Empleo, providing General coordination, design and management of working plans on projects concerning people with disabilities and immigration.	Supervision and quality of the project activities for which FAFEE is in charge, including coordination of the partner's team; Participation to Local Stakeholders workshop in Andalucía, Peer Review Meetings and Final Conference High level guidance concerning the methodological approach and technical contents of the project Collaboration with project researcher on research activities, drafting of reports and templates.
Lopez Menchon	FAFFE	Project officer	Since 2007 Project researcher for the Fundación Andaluza Fondo de Formación y Empleo, providing support and management of training actions of projects related to Employment. Experienced in Drafting of studies and reports, and organisation of seminars in the fields of Human Recourses and Employment.	In charge of organizational and administrative aspects of project implementation, including contacts with partners, logistics organization of the peer reviews and workshops, and taking care of day to day project activities, including collecting information for monitoring and evaluation activities
Espinoza Fajardo	FAFFE	Researcher	Since 2007 Researcher for the Fundación Andaluza Fondo de Formación y Empleo.	Responsible for field and desk research activities to be conducted by FAFEE including providing advice to the Project Manager, and drafting project deliverables and reports under the supervision of the Manager. Selection of the good practices and participation to all peer reviews and to local stakeholders workshop organized by FAFEE.



6. Monitoring and evaluation

The project, will put in place, from the outset, appropriate mechanisms for on-going monitoring and quality control and for the evaluation of the project. This is important not only to provide to ensure a successful implementation of the project but also to understand to what extent the objectives of the project are being met throughout the life of the project and, if necessary, to enable adjustments to the work programme. The establishment of transparent, complete and continuous monitoring of the activities progress and the single/overall results is, in our opinion, a priority in the management of a project of this type. The FGB has elaborated and tested to this end a monitoring and evaluation methodology that has been successfully tested and fine-tuned over these past years thanks to its application to several other projects.

6.1. Feedback and monitoring

Feedback on each implemented activity will be collected through: i) **Partners' meetings** to be organised at each event involving all partners together (peer reviews and the final conference); and ii) **Evaluation forms** to be distributed to external participants/stakeholders at each event (local stakeholders' workshops, final conference).

The planned **monitoring** system provides for regularly checking the advancement of the action, both from the point of view of achieved outputs as well as of the implementation and timing of the activities as per the initial plan. In particular it will foresee:

- Presentation of a **detailed action and dissemination plan** within 30 days from the start of the project including the identification of measurable targets;
- Set up of a **Steering Committee** to supervise project activities, monitor project advancement and decide, if necessary, remedial actions. The Steering Committee will also function as a scientific board ensuring the quality and soundness of the process of analysis, mutual learning and of strategy design (including quality check of the project documents)
- Each project partner will designate a **project officer** with the task to coordinate activities and liaise with project partners;
- Monitoring of the project's progress via regular presentations at the Steering Committee meetings made by the project promoter and submission to the EC of an **intermediate** and final project report.

6.2. Internal evaluation

In addition to the above, the project promoter will also carry out an **internal evaluation** of the action, to be delivered to the European Commission together with the final report. The exercise will be structured so as to answer to a series of evaluation questions, such as:

- Are the primary and secondary data collected or selected adequate? Are they sufficiently reliable compared to the expected use? Were they suitable in identifying the needs of the direct and indirect beneficiaries of the action?





In the light of the implemented activities and early project results, what is the adequacy of the rationale of the action, its outputs, expected results and impacts?

Did the implementation of the activity adequately address the needs of the direct and indirect beneficiaries?

Are the results logical and justified by the activity implementation and by interpretations based on carefully presented explanatory hypotheses?

Did the project reach the expected outputs? To what extent did the project contribute to the achievement of expected results?

The above answers will be structured according to the three main evaluation parameters of **efficiency** (financial, procedural and realization indicators); **effectiveness** (project's capacity to reach the planned operational objectives); **sustainability** (likelihood of project results to last in time and project capacity to continue and capitalise on implemented actions even after project ends).

6.3. Quality Control

The attention placed in identifying project partners and the team is the first step in ensuring quality and consistency of FGB's work. The selection has been based on specific expertise as well as their commitment to previous works with the FGB. As specified in the previous paragraphs, partners tasks will be supported by detailed guidance notes and templates. All materials and documents will be double checked by the Project manager, with the support of the Project Officer and of FGB secretarial and administrative dedicated personnel (concerning for example email communications, follow up, request of integrations and additional information, standardisation of products).

7. Compliance with PROGRESS requirements

7.1. Equal Opportunities

The focus that the project intends to apply on the gender aspects of the training for new skills in green technologies is a first important element underpinning the applicant and its partners' commitment to gender equality.

Furthermore the FGB has a dedicated equal opportunities policy, and via this policy, aims to ensure that no applicant or member of staff is disadvantaged or discriminated against, either directly or indirectly. This policy sets out FGB's commitment in relation to equality of opportunity, as follows:

The FGB is an equal opportunities employer and opposes all forms of unlawful discrimination.

The FGB believes that individuals should be treated based on their merits and that employment-related decisions should be based on objective criteria. All employees therefore, and particularly those with responsibility for employment-related decisions, must comply with this policy and should request training if there is any doubt as to its application.

The policy applies to the advertising of jobs and the appointment of individuals to them, to recruitment in general, to pay and benefits, to promotion and training, to disciplinary,





performance and improvement, to redundancy procedures, and to all other aspects of employment. With regards to training, managers and those with responsibility for members of staff are provided with tailored training to assist them in their role. Breaches of this policy are likely to result in action being taken under FGB's disciplinary and dismissal procedure, up to and including dismissal.

7.2. Monitoring, performance management and reporting for PROGRESS

We note the requirement in the call specifications to work with the Commission closely in defining the expected contributions and performance measures for the assignment in relation to PROGRESS. We are also aware of the obligation to collect data and report regularly on the steps and achievements made towards contractual provisions concerning equal opportunities and to comply with information and publicity requirements. FGB is fully confident in its ability and that of its partners to undertake all such work as part of the effective and equalitarian management of the assignment.





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Lead partner:



Fondazione Giacomo Brodolini



European Commission
DG Employment, Social Affairs & Inclusion

**green skills
for new jobs**

Allegato B

Progetto co-finanziato dal programma dell'Unione Europea per l'occupazione e l'inclusione sociale – PROGRESS

Il progetto *Green Skills for New Jobs* è co-finanziato dalla Commissione Europea, DG Occupazione e Inclusione e Affari Sociali nell'ambito del programma PROGRESS. In linea con gli obiettivi della **Strategia Europea per l'Occupazione e di Europa 2020** il progetto contribuisce alla creazione di una base di competenze adeguate per la transizione verso la cosiddetta *green economy*. La necessità di promuovere una transizione ad un sistema di produzione sostenibile e attento all'uso delle risorse energetiche non rinnovabili è ormai ampiamente riconosciuto a livello europeo, sia come contributo fondamentale alla protezione dell'ambiente ma anche come stimolo alla crescita e al superamento della crisi economica internazionale. Il progetto nasce dalla constatazione che la *green economy* produrrà dei cambiamenti a diversi livelli e settori e di conseguenza il suo sviluppo sarà legato ad una generale trasformazione delle tradizionali competenze professionali (il cosiddetto *new skills paradigm*) e alla creazione di un nuovo mix di competenze costituito sia da *skills* specifiche (ad esempio tecnologiche) che generiche (ad esempio nella consulenza aziendale o nella gestione di team multidisciplinari).

Obiettivi

Scopo generale del progetto è di sostenere la crescita della *green economy* facendo leva su **politiche di sviluppo delle competenze** che siano ad un tempo **eque e adeguate ai nuovi bisogni**. In particolare il progetto si pone come obiettivo quello di migliorare le **capacità delle amministrazioni** interessate a elaborare politiche formative in un'**ottica di genere** necessarie a sostenere la transizione verso una **economia "verde"**.

Prerequisito fondamentale per tale passaggio è la presenza di una forza lavoro dotata della conoscenza e delle capacità necessarie a gestire tecnologie e processi che siano sostenibili e che promuovano un uso efficace delle risorse energetiche. Per assicurare una base di competenze il più estesa possibile è necessario che **tutti i segmenti della forza lavoro** siano interessati a questi cambiamenti, **soprattutto per quanto riguarda la componente femminile** che, se non supportata adeguatamente, rischia di rimanere ai margini di queste importanti trasformazioni. In questa luce il passaggio alla *green economy* rappresenta una preziosa opportunità per mettere in atto politiche di formazione *gender sensitive*, ovvero in linea con i principi delle pari opportunità di genere, specialmente per quanto riguarda il contrasto a forme di segregazione di genere in alcuni campi dell'istruzione e del lavoro.



Attività e risultati attesi

Il progetto si articola in tre fasi:

1. Analisi di contesto (ottobre 2011 – marzo 2012)
2. Apprendimento reciproco e scambio di buone pratiche (aprile – luglio 2012)
3. Informazione e disseminazione dei risultati (gennaio – settembre 2012)

Durante la **prima fase** i partner raccoglieranno una serie di informazioni volte a ottenere un quadro della situazione nazionale e regionale sui temi trattati dal progetto, ovvero le politiche esistenti di formazione e sviluppo delle competenze relative alla *green economy*. L'analisi metterà in luce i punti di forza e debolezza delle politiche cercando anche di identificare i principali risultati raggiunti e andando a leggere in un'ottica di genere i dati raccolti. Un elemento fondamentale della fase di analisi sarà la **consultazione con gli attori che a vario titolo si occupano di formazione sul territorio** (istituzionali e non) in modo da ottenere un quadro completo e realistico della situazione e di identificare quali sono i principali bisogni da affrontare.

La **seconda fase** sarà incentrata sull'organizzazione di 5 incontri transnazionali, ospitati in ciascuno dei paesi partner, mirati a promuovere lo scambio di informazioni ed esperienze tra i partner del progetto. Risultato concreto degli incontri, cui saranno invitati a partecipare *stakeholders* locali e transnazionali, sarà la produzione di un manuale ad uso delle amministrazioni per l'identificazione e la attuazione di politiche formative a supporto della *green economy*.

Infine una **terza fase** molto importante del progetto è dedicata a fare in modo che le informazioni e le competenze acquisite ricevano massima visibilità e disseminazione. A tal fine verranno curate le attività di comunicazione tramite un sito web appositamente dedicato alle attività di progetto, la redazione di una serie di rapporti tradotti nelle lingue dei partner e l'organizzazione di una conferenza finale di alto profilo alla fine delle attività che si terrà a Roma indicativamente nel mese di settembre 2012.

Partners

Fondazione Giacomo Brodolini *Coordinatore Scientifico*

Regione Lazio, Assessorato al Lavoro

Regione Liguria, Agenzia Liguria Lavoro

Agenzia Nazionale per l'Occupazione, Romania

Sociedad Andaluza Empleo, Spagna

Sociedad de Desarrollo Medioambiental de Aragón, Spagna

Marchmont Observatory dell'università di Exeter, Gran Bretagna

