

Summary of D4.4

Report on Best Practice for continuous learning

August 2022
EDDIE Consortium

Deliverable D4.4 - This report aims at the presentation of good practices developed and implemented in lifelong learning provision in the field of energy transition. The desk research focused on recent projects, to take into consideration the latest EU directives across the EU. The practices selected and presented in this report demonstrate a good indication on the work carried out mainly from the private sector towards training the workforce in the context of energy efficiency and sustainability and in some cases the incorporation of digital tools in the learning provision. Finally, the solutions presented are very well designed and implemented efforts to address the skills mismatches in the sector.

In the EDDIE framework, the identification of good practices in the field of lifelong learning provision is important in order to understand the work that has already been carried out and can be considered as a good practice. Moreover, it is a measure to identify to which extent these practices could be transferred in other countries and learn from these, to make the EDDIE results even more effective to reach the overarching objective of the project.

Deliverable D4.4 has been drafted in the context of the EDDIE project, with the intention of mapping good practices designed and implemented for lifelong learning provision in an attempt to tackle skills mismatches in the Energy Sector. For the compilation of the report, the Researcher focused on the identification of practices on the following principles:

- Lifelong learning programmes that were effectively combined with work-based learning
- Lifelong learning programmes which were ICT facilitated and in the context of digital transformation challenge
- Lifelong learning programmes that aimed at the engagement of the individuals and the change of mind set in what relates to the critical issue of energy sustainability.

For the methodology and identification of the best practices, the consortium based the criteria on the following principles:

1. The practice was developed following a bottom-up approach, addressing a need identified from the industry and/ or labour market sector.
2. In the context of the EDDIE ecosystem, the industry and/ or labour market are represented by the network of industrial stakeholders and which are presented in the project website.
3. The current EU policies and strategies related to or affect energy efficiency in the Member States. (Climate change and energy transition, EU digital strategy, Social Europe for just transition, Digital education in Europe, EU recovery plan)

The main findings of the desk research to identify best practices in lifelong learning programmes are demonstrated in the following:

- Lifelong learning provision focused on the development and/ or enhancement of knowledge and skills in the energy efficiency sector, a need that arose mainly due to the EC policy documents and strategies and the need to adopt these changes on a practical level.
- There is a pronounced need to enhance the capacities of the trainers and contribute to their upskilling as a means to drive the overall change towards energy efficiency through training provision across the different target groups (from managers to government representatives, to households).
- The establishment of cooperation mechanisms among the stakeholders involved should be considered as a priority, given that energy efficiency is not a matter that concerns a single professional group or just the consumers, but should be considered and undertaken as a community effort for environmental sustainability.
- The urgency to ensure that the tools, mechanisms and content is available for the professional development of all related categories, even if it's undertaken through informal learning structures, given the importance of the overall matter at hand.
- The creation of a feeling of ownership within the households should not be overlooked. As presented above, two of the practices selected aimed exactly at engaging consumers in actions that foster energy saving practices. Awareness on what can each one of us do to foster energy efficiency should be streamlined from both the industry as well as the governments, to highlight both the benefits arising from it, but most importantly the need to work together towards environmental sustainability.

It is a fact that green skills in general have been integrated as a horizontal priority across the Erasmus plus programme, especially for the new Programming period (2021-2027). In this context, energy efficiency, recycling, renewable resources, etc. are topics that are regarded as horizontal and should be addressed across all sectors and not limited to the evident ones. Promoting the enhancement of green skills to young people and adults is the only way to a sustainable future, including the profound understanding of the necessary actions to achieve the objectives set.

It should also be highlighted that the incorporation of digital tools in lifelong learning provision on energy efficiency is not yet as promoted. This could be attributed to the fact that lifelong learning, based on the mapping carried out, has not focused on this aspect yet, putting in the epicentre workforce upskilling and stakeholders' engagement and awareness raising of the general public. Ensuring that all target groups involved are aware and possess the necessary skills is very important towards achieving the energy efficiency objectives, however, it should also be considered that in the general context of digital transformation, digitalisation can be the catalyst towards further growth and can positively impact the alignment of actual needs with the requirements of the labour market. Therefore, lifelong learning should also become more market oriented, to increase its attractiveness, among others.

When it comes to recommendations for the future, the consortium agrees that:

- More focus should be placed on the engagement of the local communities, especially vulnerable groups, through the design and implementation of initiatives that aim at their awareness, education and engagement in actions targeting energy efficiency.
- Lifelong learning should become more relevant to the needs of the labour market, instead of following developments, to improve the qualifications of professional categories, following the understanding of skills mismatches.

- The engagement and mobilisation of different stakeholder categories is a parameter of utmost importance to be fostered through different types of actions, including lifelong learning programmes. Tackling energy usage is not a challenge that affects only policy level, or the construction industry. It is an endeavour which requires the involvement of everyone, let alone one requiring significant investments.
- The digital tools that are at the disposal of the lifelong learning providers should be taken advantage of, to secure on one hand the increased effectiveness of the programmes developed, as well as keeping up with the requirements in the context of digital transformation.

