

## Digest of Green Reports and Studies

<b>Title</b>	<i>Skills for Green Jobs in France</i>
<b>Author</b>	European Centre for the Development of Vocational Training (Cedefop) and International Labour Organization (ILO)
<b>Organization</b>	International Labour Organization 2010
<b>Author Contact</b>	N/A
<b>Publication Type</b>	Policy Analysis
<b>Publication Date</b>	2010
<b># of Pages</b>	128 pp.
<b>URL</b>	<a href="http://www.ilo.org/wcmstp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_142481.pdf">http://www.ilo.org/wcmstp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_142481.pdf</a>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Even though a major portion of France’s electricity comes from nuclear power, they still will exceed their “Kyoto GHG target by 10% in 2010.”</li> <li>• The purpose of this report is to address the “challenges and priorities in the reduction of greenhouse gas emissions, and reducing energy use by improving efficiency in buildings and transport, as well as to increase renewable energy generation for the green economy.”</li> <li>• This report establishes several strategies which address the green economy, such as skill development with respect to “green structural change and (re)training needs, and new and changing skills needs.”</li> <li>• The report concludes that: “Green growth will generate labour force transfers between sectors stimulated by green growth and sectors that will be negatively affected. Major employment shifts will concern jobs creation in green sectors of the economy such as renewable energy and energy efficiency, whilst the automobile and conventional energy sectors might be affected by job losses. For most existing occupations, the ‘core’ competencies will not fundamentally change. Nevertheless, it is clear that sustainable development will become a common ‘backdrop’ that will make training necessary for people to adapt their professional practices or to gain additional competencies, without fundamentally changing occupations. Expectations in terms of new jobs creation should not be exaggerated, as they are based on a number of assumptions.”</li> </ul>
<b>Key Findings</b>	<p>According to the report the following findings are listed for the training system:</p> <ul style="list-style-type: none"> <li>• “Agriculture and forest industries - The training in this sector is substantial, both for initial and continuing education. Training needs are well identified in this sector, and they are well addressed.”</li> <li>• “Automobile industry - Three devices for vocational training coexist. The committee has proposed to those key concepts on controlling the impact of crafts, commerce and industrial activities on the environment and the concepts of sustainable development are integrated in all training courses and during training sessions updating the knowledge of employees through continuing education.”</li> <li>• “Built sector - The training system is substantial, both for initial and continuing education. However, the construction sector is experiencing a shortage of staff and training provision is lacking behind. The current supply of training is both teeming with a large number of proposed actions with different targets, and diversified since it provides training that result in the award of qualifications, as well as long and short training programmes.”</li> </ul> <p>Additional findings are found throughout pp. 108-114.</p>
<b>Recommendations</b>	<p>According to the report the following recommendations are made:</p> <ul style="list-style-type: none"> <li>• “‘Marshall Plan’ for green skills training needs to be implemented.”</li> <li>• “As identified by the CAS analysis, it shows that a number of active measures will have to be adopted and public intervention will be necessary to ensure that the green economy has a positive impact on the labour market.</li> <li>• “There is a need for initial VET to integrate sustainable development issues with training standards, rather than creating new qualifications.”</li> <li>• “Cooperation between building trades should be increased to develop cross-cutting competencies.”</li> <li>• “To reach the objectives, additional efforts in terms of training the trainers, should be prioritized in occupations where tensions are high in the labour market.”</li> <li>• “Sustainable development should be integrated into teaching staff training plans, particularly for overhauled qualifications.”</li> <li>• “Quality labels should also be further developed to avoid the risk of over-developing continuing training programmes.”</li> </ul>

	<ul style="list-style-type: none"> <li>• “Diversification of training tools should be encouraged, particularly for e-learning. The number of people to be trained currently outweighs the capacity of the education and training system, mostly due to the lack of trained trainers.”</li> <li>• “Additional research is needed to more precisely identify competencies needed for green jobs, and to ensure worker mobility between sectors by identifying transferable skills.”</li> <li>• “Further research is needed to identify not only new jobs created, but also potential job losses.”</li> <li>• “Impacts of green growth still have to be measured quantitatively.”</li> </ul> <p>Additional findings are found throughout pp.101-103.</p>
<b>Definition of “Green”</b>	N/A
<b>Methodology</b>	Literature Research, Interviews, Case Studies
<b>Data Sources Cited</b>	<ul style="list-style-type: none"> <li>• Conférence nationale sur les métiers de la croissance verte, Janvier 2010.</li> <li>• Comité de Liaison Energies Renouvelables (CLER) in 2005.</li> <li>• Summary report on Round Table discussions, October 2007.</li> </ul> <p>Additional data sources cited can be found throughout the report</p>
<b>Report Geography</b>	France
<b>Green Occupations Cited</b>	<ul style="list-style-type: none"> <li>• Carbon Balance Experts</li> <li>• Carpenters</li> <li>• Electricians</li> <li>• Energy Efficiency Engineer</li> <li>• Heating Engineers</li> <li>• Legal Experts</li> <li>• Maintenance Technician (Wind Energy)</li> <li>• Painters / Plasterers (e.g. Insulation, Roofs, and Walls)</li> <li>• Plumbers</li> <li>• Project Developer</li> <li>• Recycling Industries Operators</li> <li>• Roofers (Solar PV and Thermal Installation)</li> <li>• Waste Recycling Operator</li> </ul> <p>Additional occupations are found throughout the report.</p>
<b>Green Industries Cited</b>	<ul style="list-style-type: none"> <li>• Agriculture and Forest</li> <li>• Automotive</li> <li>• Biodiversity and ecosystem services</li> <li>• Construction</li> <li>• Electromechanics, Electric Construction, and Networks</li> <li>• Fuel and green chemistry</li> <li>• Renewable Energies</li> <li>• Tourism</li> <li>• Transportation</li> <li>• Water, Sanitation, Waste and Air</li> </ul> <p>Additional Industries may be cited throughout report.</p>
<b>Keywords</b>	Air Quality; Eco-Counseling; Energy Performance; Geothermal; Green Occupations; Greening Occupations; Grenelle Round Table; Organic Farming; Vocational Training; Renewable Energies; Solar; Wind.
<b>Legislation Cited</b>	<ul style="list-style-type: none"> <li>• National Training Agreement (2003)</li> <li>• National Energy Efficiency Policy</li> </ul> <p>Additional National Legislation can be found throughout the report</p>
<b>Bibliography (Y/N)</b>	Y
<b>Reviewer Name/Org</b>	Tammy Gregory/LMID/ORG

*NOTE: This Digest is provided for information purposes only. Employment Development Department does not necessarily endorse any of these reports or publications.*