



# Practices and proposals for progress in competence and skill development in the green transition

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Public hearing

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# The context of this presentation



Article

## A Framework of Professional Transferable Competences for System Innovation: Enabling Leadership and Agency for Sustainable Development

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- <https://www.mdpi.com/2071-1050/13/4/1737#>
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**sustainability**  
works.

the magazine edited by Center for Industry and Sustainability at Provadis Hochschule  
in cooperation with Universitat de València and powered by EIT Climate-KIC

#focus:  
**shape the change!**  
**competencies for**  
**sustainable futures**

# The Certified Professional project. EIT Climate KIC

- To meet the **sustainability goals** and the goals of the Paris Agreement: Need to **change** established **ways of living and doing business**.
- It is **people** who make possible systems change leading towards sustainability. But which **competencies do they need?**
- **Certified Professional** has been a **European project** from its beginning in 2015 – developed and promoted mainly by **three partners** with complementary expertise and working areas: The Center for Industrial Sustainability (Provadis), Universitat de València and EIT Climate-KIC.



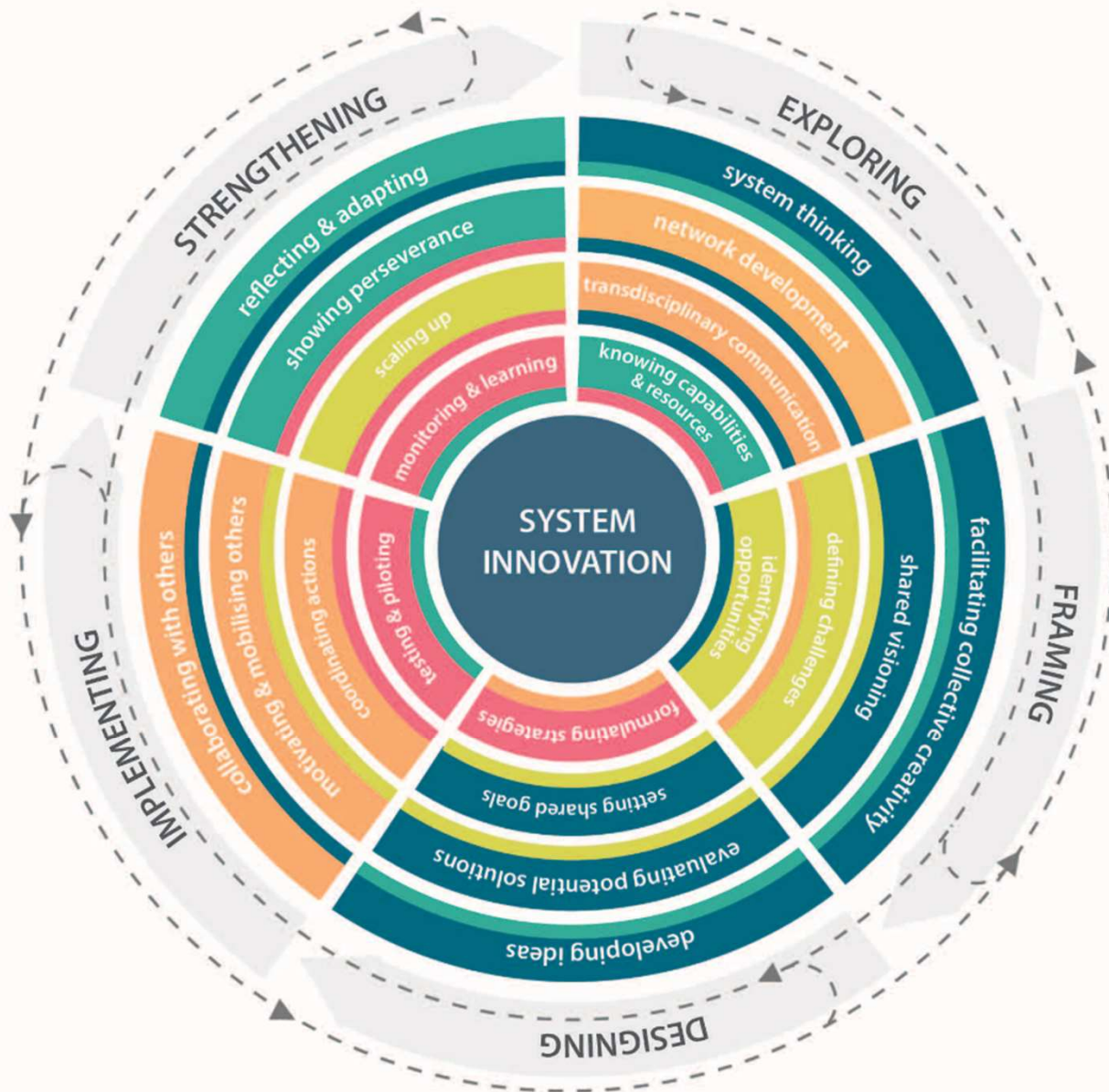
# Competencies for Systems Innovation

- To identify the **key competences** for SI, we first identified the **three main bundles** of competences for SI:
  - **Accelerating transitions,**
  - **promoting innovation,** and
  - **driving entrepreneurship.**
- We defined **20 key competencies** needed for changing systems in **five clusters**.
- Mastering these competencies will **enable professionals** in cooperation with other actors to **promote innovative organizational change**, considering their contexts and environment in a more comprehensive, sustainable and purposeful way.

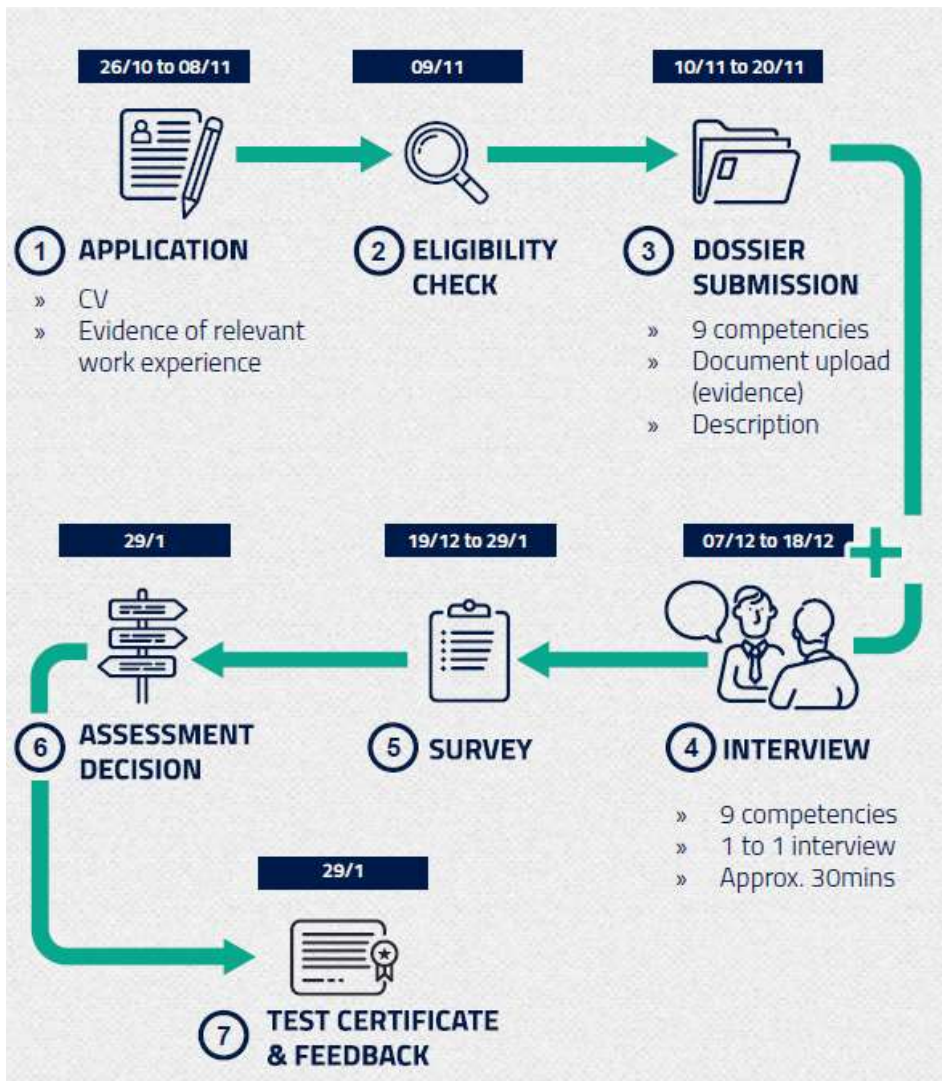




# The Competency framework for systems innovation



These competencies are **transferable**, which means they can be learned and used to effect change in a range of **different work contexts and professions**.

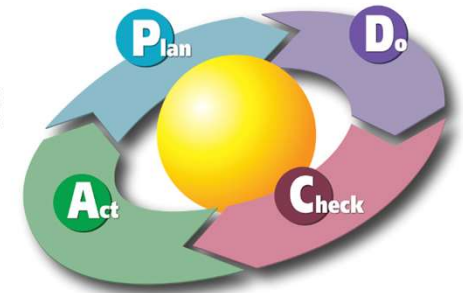


## The assessment process

- Need of **experienced assessors**
- These assessors have to use their experience to actually assess in how far the performance indicators defined are fulfilled in the framework

# Competencies and performance indicators

- Each competence is presented with **four performance indicators** that offer exemplar performance facets to indicate the standards to be achieved.
- A performance indicator **describes what the individual is expected to demonstrate** to pass the assessment.
- Given its **“exemplar” character**, it is still formulated in a rather generic way. The candidate has to contextualise these “exemplar” types of performance in a given context when enacting the competence.
- The performance indicators can also be considered **learning outcomes**: “Set of knowledge, skills and/or competences an individual has acquired and/or can demonstrate after completion of a learning process” (CEDEFOP).



# Main functions of the Competency framework

- To Provide a **roadmap for agents** to promote, plan, implement, monitor, and evaluate system innovation
- To **guide the education, training, and continuous professional development** of system innovation actors
- To **enhance self-assessment** and professional development through **reflexivity**.
- To **assess Human Resources** in organisations.
- To **certificate competences for recognition**.



In the path towards a climate-resilient society, **motivated people is needed** capable of **driving systemic change** within organisations.



# Thanks so much for the attention

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