

Special Session Proposal

Multi-Level Governance through the Core Network for Sustainable Development –Building Green and Digital Skills for Sustainability

Title: Strategical reflections regarding convergence toward the connection of the Occupational Standards with Sustainable Development Goals

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Abstract

Digital transformation affects the work and labour market—new radical and disruptive technologies. It brings complex, ample, and profound changes that are not reflected anymore by the current occupational standards. Job classifications systems and their Occupational standard are the Labour market nexus. The new strategical framework is multilevel global, regional (EU27), national, local, and individual levels. Phenomena are simultaneously and highly complex. We analyse this new strategical framework and its linkages with SDGs directly relevant to the labour market, focusing on upgrading and adapting the occupational standards according to the new framework. Our conclusion state that the natural evolution of the Agenda 2030 implementation is at the level of occupational standards, the real nexus of the labour market. In the 2030 Sustainable Agenda, job classification systems are the digital transformation process toward universal classification occupational standards by the SDGs relevant criteria.

¹ Fellowship represents a status within the RSA Regional Studies Association starting with 29.01.2020. RSA Fellows are individual members who have been permanent members for at least 5 years and who have also been defined as "active members".

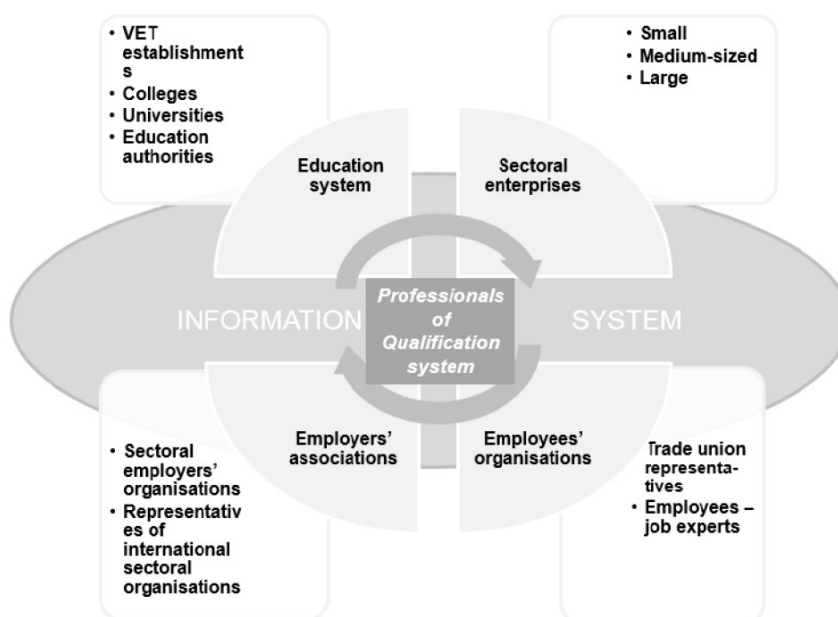
Introduction

The digital transformation (airfocus, 2021) opens tremendous opportunities to increase labour market transparency, acting in a global dimension (Graham & Anwar, 2019). Digital governance exploits the technology's opportunities. (Blakemore et al., 2018) Digital transformation affects work and the labour market (Larsson & Teigland, 2020).

These complex, ample and profound changes are not reflected anymore by the current occupational standards. Job classifications systems and their **Occupational standard** are the Labour market nexus, involving” two *systems employment & education systems*” (Andriušaitienė, 2018). These are the conceptual knowledge reference, with legal regulation power, value assuming and, not at last, universal “lexicon” stating. For the global scale results, which is the correct scale of the action? Think global, act local or for universal problems, act individual! (Gasskov, 2018) emphasises the lack of experience of the development countries in the practice of development and application of occupational standards.

The complexity of the Occupational standards is formulated by (Gasskov, 2018) by concept, role, and purposes. The **Occupational standards** are at the core of defining **competent and safe behaviour of** labour force in the workplaces. Occupational standards have the role to assure the” compliance *with the regulations imposed on products and processes*”. Following Gasskov, occupational standards are fundamental instruments in human capital management & development in all the processes and phases: defining competencies, vocational qualifications, description of certification, evaluation of the personnel, its selection & recruitment as well as its career development. (Andriušaitienė, 2018) finds that **the network of genuine social partnership as the key to solving the problem of the match between qualifications and economic needs**. The translation of the professionals of Qualification system in space **links different governance level: local (VET, small & medium enterprises, national /sectoral (education systems, labour market regulation, labour market demand and offer structures) & global (Universities, Multinationals)**. (Figure 1)

Figure 1. Occupational Standards are a primary mechanism to multilevel governance because of large and complex social partnership



Source: (Andriušaitienė, 2018)

The 2030 Agenda for Sustainable Development announced since 2015 the new era of transformation harmonised in three core dimensions: economic growth, social inclusion, and environmental

protection (United Nations, 2015). This document is a global adopted document with a vision and values shared across 193 countries. The 17 goals (Sustainable Development Goals SDG) have 169 targets and 230 indicators, and a long-term outline. The critical characteristics of SDGs are: “

- **Universal:** global goals set for the “World We Want”, applicable to developing and developed countries.
- **Integrated:** cannot be positioned in a hierarchical or prioritisation order. Denial of one invariably impedes enjoyment of other rights and basics needs;
- **Transformative:** Transforming current challenges into opportunities for the 5Ps (peace, people, planet, prosperity and partnership)”(ILO, n.d.)

Under **occupational standards** and development goals, bridging two worlds is the rationale response to develop new anticipative and proactive behaviours for all stakeholders (regardless of their role or dimension) against the old reactive behaviours.

ILO and 2030 Agenda linked under the Decent work and the Sustainable Development Goals framework. (ILO, 2021b) There is a strong connection between decent work and the 2030 Agenda: “the four pillars of the Decent Work Agenda – employment creation, social protection, rights at work, and social dialogue – became integral elements of the new 2030 Agenda for Sustainable Development. Goal 8 of the 2030 Agenda calls for the promotion of sustained, inclusive, and sustainable economic growth, full and productive employment and decent work, and will be a key area of engagement for the ILO and its constituents”. (ILO, 2021b) ILO provide a tool package of instruments relevant for (1, 2, 3, 4, 5, 8, 10, 14, 15 and 16) SDGs implementing (ILO, 2021a). One important further step is the *ILO Implementation Plan 2030 Agenda for Sustainable Development* which “provide well-integrated policy advice and effective development cooperation programmes built on our normative system and tripartite working methods” (*ILO Implementation Plan 2030 Agenda for Sustainable Development*, 2016)

Sustainable development is the fourth priority set: the **New Strategic Agenda for EU 2019-2024** “promoting European interests and values globally”. The reference to Agenda 2030 is explicit as the second essential action through “Promoting sustainable development and implementing the 2030 Agenda”. (*A NEW STRATEGIC AGENDA 2019 – 2024*, 2019) Under the new strategical architecture, each sectoral strategy is anchored in the SDGs framework. In regard the Labour market, we look at the: (European Commission, 2020; *Strategic Plan 2020-2024 – Research and Innovation*, n.d.; *Strategic Plan 2020-2024 – Employment, Social Affairs and Inclusion*, n.d.; *Strategic Plan 2020-2024 – Communications Networks, Content and Technology*, 2020) and their 50 Management plans 2021 (i.e. the Management Plan 2021. DG Employment, Social Affairs, and Inclusion, 2021). Following the logic of (Andriušaitienė, 2018) that the occupational standards involve mainly two system educational and employment systems we add supplementary in this analysis the (European Commission, 2020).

Agenda 2030 recognises a prominent role for the private sector (SDGF, 2016). Business voluntary standards linked with SDGs (Gri, 2021). (Bissinger et al., 2020) maps the linkages between these standards and each SDG goal, including its specific targets. Unions support the SDG implementation (*ETUC Answer to the Reflection Paper Towards a Sustainable Europe 2030*, 2019) and specify a clear role and importance. (ILO, n.d.)

Method & data

The new strategical 2020-2024 framework is at multilevel: global, regional (EU27), national, local, and individual levels. Phenomena are simultaneously and highly complex. We analyse this new strategical framework, and its linkages with SDGs with direct relevance to the labour market focused on upgrading and adapting the occupational standards according to the new framework. We also analyse the minimum occupational standards. (Council of Europe, n.d.). (Gasskov 2018) presents a review of the concepts and practices of developing occupational. The reference is ESCO Handbook. (European Commission. Directorate-General for Employment, Social Affairs and Inclusion., 2019) (Fretwell et al., 2001) identify the primary methodologies regarding Defining and Assessing

Occupational and Training Standards in Developing Countries. Finally matching the Occupational Standards structure with the strategical linkages of SDG are drawn some operational relevance conclusion.

Results

a) The analyse of new strategical 2020-2024 framework, and its linkages with SDGs with direct relevance to the labour market

We analyse this new strategical 2020-2024 framework, and its linkages with SDGs with direct relevance to the labour market **using SDG mapper tool² from the Plaform KnowSDGs** (Figure 2 & Annex 1). It is visible that the second Agenda 2030's objective – *Europe fit for digital age* is linked with 9 SDGs from the total of 17 with a frequency of 18 times, from which 17 through the Strategic Plan for Education, Youth, Sport & Culture. The 18th link is with SDG 9 through the Strategic Plan for research & Innovation.

Figure 2. The new strategical 2020-2024 framework relevant for occupational standards, and its linkages with SDGs with direct relevance to the labour market

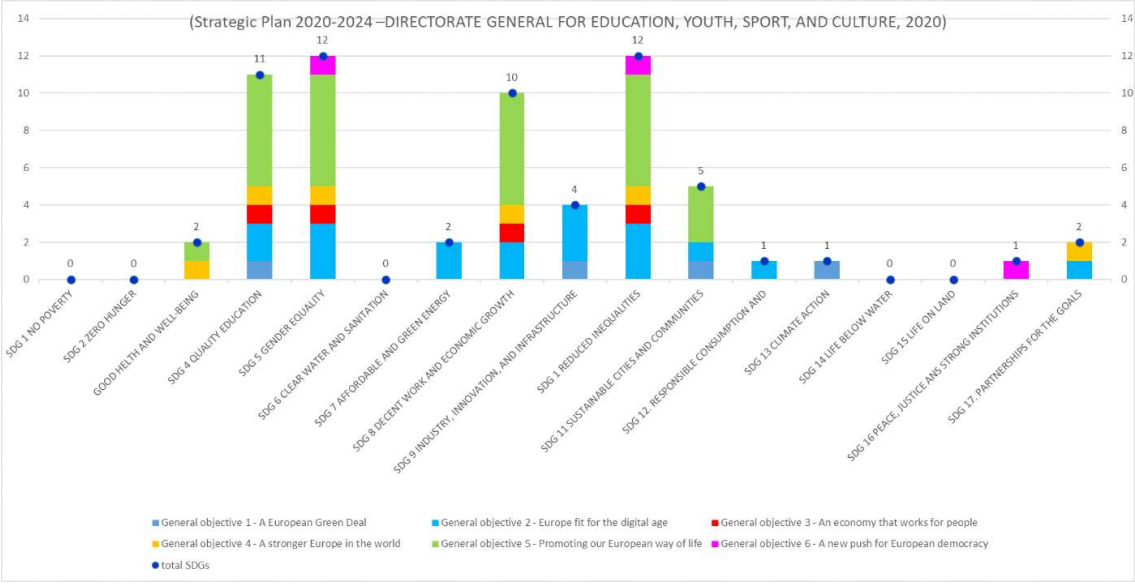


The 5th objective of the New Strategic Agenda for EU 2019-2024 looking for “promoting our European way of life” is linked with 6 SDGs mainly through the Strategic Plan for Education, Youth, Sport & Culture. The 7th link is with SDG 2 through the Strategic Plan for research & Innovation.

² <https://knowsdgs.jrc.ec.europa.eu/policy-coherence>

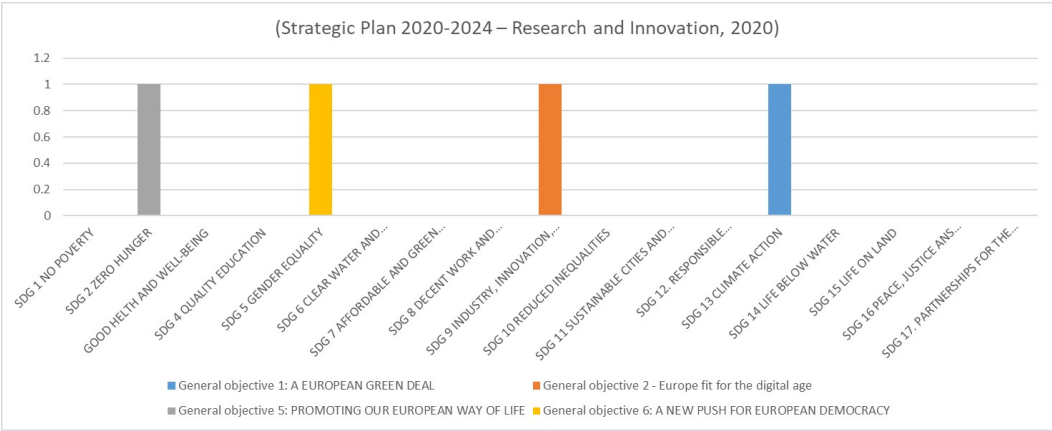
In Figure 3 is illustrated the high connection of the Strategic Plan for Education with 12 SDGs and with all 6 objectives of the New Strategic Agenda for EU 2019-2024!

Figure 3. The Strategic Plan 2020-2024 –for EDUCATION, YOUTH, SPORT, AND CULTURE by SDGs and its general objectives



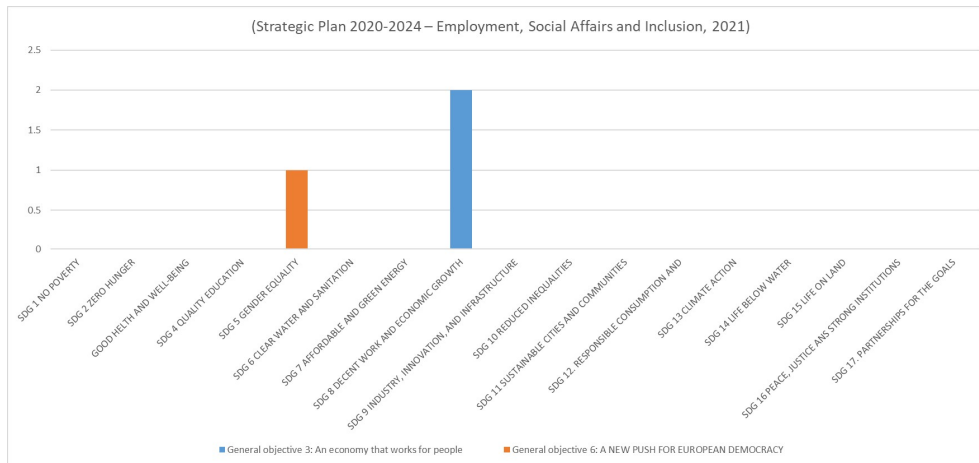
In Figure 4 is illustrated the high connection of the Strategic Plan for Research & Innovation with 4 SDGs and with 4 Objectives of the New Strategic Agenda for EU 2019-2024! Innovation is the driver of the change in view to optimise the solutions in social, economic and climate domains.

Figure 4. The Strategic Plan 2020-2024 –for Research and Innovation by SDGs and its general objectives



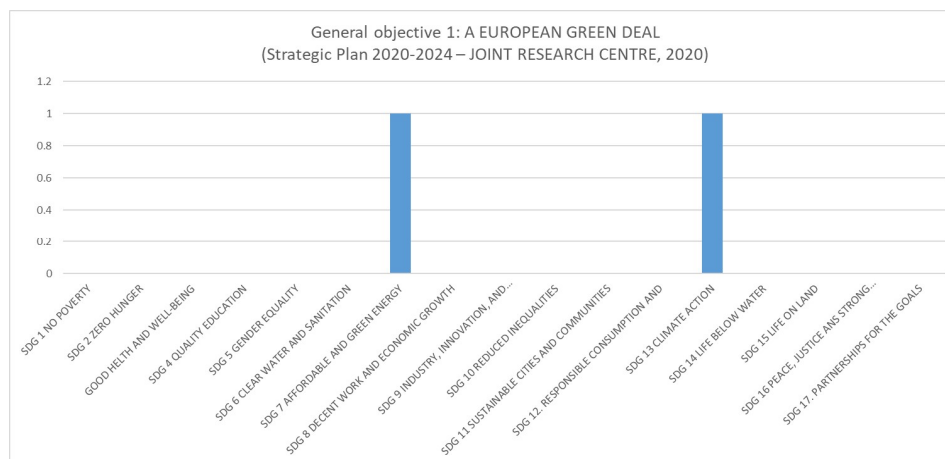
In Figure 5 is illustrated the connection of the Strategic Plan for Employment with 2 SDGs and with all 2 New Strategic Agenda for EU 2019-2024!

Figure 5. The Strategic Plan 2020-2024 –for Employment, Social Affairs and Inclusion



In Figure 6 is illustrated the connection of the Strategic Plan for JRC with 2 SDGs and with all 2 New Strategic Agenda for EU 2019-2024! This is mainly an institutional link specialised in promoting the Green Deal

Figure 6. The Strategic Plan 2020-2024 –for JOINT RESEARCH CENTER by SDGs and its general objectives



It is visible the **tremendous importance of education in the Sustainability Framework**. The innovation is the main change driver (radical or incremental) that transform the production, selling/ profit, and production. The Employment Strategic plan, education and LLL has to shape the new “There is a need to better exploit the significant potential for complementarities and synergies to support the qualitative development of lifelong learning, education, training, and sport and youth systems in the EU and beyond.”(Strategic Plan 2020-2024 –DIRECTORATE GENERAL FOR EDUCATION, YOUTH, SPORT, AND CULTURE, 2020, p.21)

b) The analyse of the conceptual structure for occupational standards

The minimum occupational standards are developed in rich countries mainly (Gasskov 2018) According to the ESCO Handbook. (European Commission. Directorate-General for Employment, Social Affairs and Inclusion., 2019) the structure of Occupational Standard is:

Key stakeholders include: employment services; social partners; education and training organisations; statistical organisations, researchers and big data analysts; skills councils and networks.

Based on Annex VI of the EQF Recommendation (2016), according to ESCO Handbook (European Commission. Directorate-General for Employment, Social Affairs and Inclusion., 2019) only **qualifications data includes** the following core information will be displayed in ESCO

“Qualifications data: core information

Title Exact title of the qualification (without translation).

Field Based on ISCED Fields of Education and Training 2013.

Country/region Based on the European nomenclature of territorial units for statistics (NUTS)29 .

EQF level Only **relevant** for qualifications that already have an EQF level assigned through the referencing process of national qualifications frameworks to the EQF.

Awarding body or competent authority Name of the awarding body, location, and hyperlink to the website.

Description of the qualification expressed in learning outcomes Description of what the learner is expected to know, understand and be able to do. This description shall consist of open text fields, with no prescribed use of standard terminology and no obligation for the Member States to translate the description into other EU languages.”

Other fields: credit points/ notional workload needed to achieve the learning outcomes internal quality assurance processes external quality assurance/regulatory body further information on the qualification source of information link to relevant supplements URL of the qualification information language (code) entry requirements expiry date (if relevant) ways to acquire qualification relationship to occupations or occupational fields

ESCO Handbook. (European Commission. Directorate-General for Employment, Social Affairs and Inclusion., 2019)

The increasing demand for the New is requested by Innovation and / or research solutions. This fact put a higher pressure on human capital generating intense and faster and faster processes of dismiss labour force, followed more and more by unemployment. The high dynamic of changing the demand triggered by new occupations (and/or new skills) unformalized and in consequence un-standardised make difficult to educate and train in this new occupation, to match the offer with demand inside the economic sector or across different sectors through labour force reallocation.

Occupational standards are the European Market input through ESCO. The importance of Description of the qualification expressed in learning outcomes means that “the learner is expected to know, understand and be able to do”, or in other terms is a measure of education quality In particular, “**information on quality assurance adds an important element of transparency on labour market that will enhance trust in the published qualifications.**” (European Commission. Directorate General for Employment, Social Affairs and Inclusion., 2019)

In Annex 2 is presented the structure of the minimum occupational standards. (Council of Europe, n.d.). chapter 2 describe the demand details in terms of KEY OPERATIONS AND COMPETENCES REQUIRED and in Chapter 3 are presented the education descriptors in terms of Quality!

Even if the structures of occupational standards at Eu level do not explicitly mention the link with SDG, through transitory logic it is obvious this path connection.

Discussion – good practice example: Romania’s National Classification Occupation Code for ”Sustainable development Expert”

The 17 SDGs of the 2030 Agenda materialise in quantitative and qualitative measures the universality, integrated and transformative character of sustainability. This highly complex strategical framework demand innovative tools with synergic effects, fast and with multiplicative effect in entire economy and society. We suggest as a **Good Practice** at EU level the innovative solution promoted

by the Department for Sustainable Development (DSD), within the General Secretariat of the Romanian Government. The DSD introduced through the **Order 1943/2018 the occupation „sustainable development expert with the code 242232”** in the Classification of Romanian Occupations (COR) in the family of the “2422 Specialists in the field of administrative policies”. The vision behind this strategy is that “*effective, accountable, and inclusive institutions are essential to achieving the Sustainable Development Goals (SDGs). This is highlighted in SDG 16. Public administration specialists have an essential role in the implementation of Romania's 2030 National Sustainable Development Strategy*”(DDD, 2020).

The „sustainable development expert” is a new specific public function of execution that has an multiply accelerated environment at national and local level, following the Administrative Code entering in action (Law 156/2022). The National Agency of Civil Servants (ANFP) states the following conditions for the public authorities/institutions from the central and local public administration, with attributions in the implementation of specific activities regarding sustainable development, including those from the National Recovery and Resilience Plan (PNRR):

- “- if the attributions of **the position involve more than 50% specific activities** for sustainable development, related to the implementation of projects or other activities (including those from PNRR), the name of the respective public function can be changed to that of **"sustainable development expert"**;*
- the public functions of sustainable development expert can also be established through transformation/establishment if there are no public executive functions with the above-mentioned attributions.*
- for public authorities/institutions that have established state public functions and territorial public functions, the provisions of art. 402 of the Administrative Code, regarding the issuance of the ANFP opinion at their request.*
- the persons occupying these public positions must be graduates of courses/postgraduate training programs organized in accordance with the occupational standard "Sustainable development expert".*

The Romanian Good Practice exemple of occupational standard for the „sustainable development expert” is a new specific public function of execution that accounts in its attribution over 50% from specific activities for sustainable development. But this is only a first step that announce a future possible evaluation of each Occupational Standard link with all the 17 SDGs!!! (Borbely, 2022) announces that the 2000 „sustainable development experts” until 2026, with the first 160 graduates in 2022 September, will consolidate the interinstitutional relation through building a Network of multilevel governance.

Conclusion

Our conclusion state that the natural evolution of the Agenda 2030 implementation is at the level of **occupational standards** at each occupational standard accordingly with its SDGs links. Occupational standards are the real nexus of the labour market. This address solutions for all the stages of labour market processes: skills formation, certification, evaluation, matching, transaction, remuneration, etc. Very important to emphasise that occupational standards are field of multi-level governance which involves ample stakeholders in a network of social partnership starting from creation to operationalisation of the fundamental instruments in human capital management development for all stages i.e: education, specialisation and work performing and ending with lifelong learning. The key

role of occupational standards is in line with (Andriušaitienė, 2018) conclusion that “the key to solving the problem of the match between qualifications and economic needs”.

This conclusion request to invest in a new impetus to change the paradigm of thinking, designing, using, updating, and developing the occupational standards systems in a dynamic manner. If the demand is highly complex, on the background of digital and green profound and radical transformation of the society emerges new and tremendous opportunities to find creative and smart solutions. Agenda 2030 and its SDGs map almost in a universal, integrates and transformative way the ecological, social and economic needs (United Nations, 2015).

The operationalisation of the 2030 Sustainable Agenda implies dynamic job classification systems, as a core tool for multi-governance, making the bridge between the occupational standards and SDGs. This solution is appropriate if fully exploit the Artificial Intelligence & Agile & Big data new facilities **through universal classification occupational standards by the SDGs relevant criteria and complex synergies.**

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The new strategical 2020-2024 framework relevant for occupational standards, and its linkages with SDGs with direct relevance to the labour market

Domain	Strategic Plans 2020-2024 issued by European Commission	General Objective	SDG in Strategic Plan				Data	Management Plans 2020-2024	SDG in Management Plan	
Research and Innovation	(Strategic Plan 2020-2024 – Research and Innovation, 2020)	1: A EUROPEAN GREEN DEAL	Impact indicator 2: Greenhouse gas emissions This indicator measures man-made emissions of the so-called 'Kyoto basket' of greenhouse gases, which are integrated into a single indicator expressed in units of CO2 equivalents using each gas' global warming potential. It shows changes in percent of the emissions compared to 1990 levels	Baseline	Interim milestone	Target	European Environmental Agency (Eurostat online data code: sdg_13_10)	(Management Plan 2020. DG RESEARCH AND INNOVATION, 2021)	Contribution to sustainability of food systems , in particular the Farm to Fork Strategy for a fair, healthy and environmentally-friendly food system	Food 2030 Pathways Policy Report highlighting relevance to SDGs and build up towards UN Food Systems Summit priorities
				2017	2020	2030				
				-19%	-20%	55%				
		2. A EUROPE FIT FOR THE DIGITAL AGE	Impact indicator 2: Gross domestic expenditure on research and development Explanation: This indicator measures gross domestic expenditure on research and development (R&D) as a percentage of GDP - the R&D intensity. The Frascati Manual defines R&D as creative and systematic work undertaken in order to increase the stock of knowledge - including knowledge of humankind, culture and society - and to devise new applications of available knowledge	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: sdg_09_10)			
				2018	2020	2024				
				2,19%	3%	increase				
		3: AN ECONOMY THAT WORKS FOR PEOPLE	Not linked explicitly with SDGs This indicator shows human resources in science and technology as a share of the active population aged 25 to 64 in percent. Human resources in science and technology are people with a tertiary education in and / or employed in science and technology	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: tsc00025), based on the EU Labour Force Survey			
				2018	2022	2024				
				46%	increase	increase				
		4. A STRONGER EUROPE IN THE WORLD	European Commission together with the Member States, the Commission will increase its support to the <ul style="list-style-type: none"> Intergovernmental science-policy Platform on Biodiversity and Ecosystem Services (IPBES) the International Resource Panel (IRP). data and information through the Global Earth Observation System of Systems (GEOSS). 							

		5: PROMOTING OUR EUROPEAN WAY OF LIFE	Impact indicator 2: Avoidable mortality Avoidable mortality refers to two sets of indicators - preventable and treatable deaths. (1) Preventable mortality refers to causes of death that can mainly be avoided through effective public health and primary prevention interventions (i.e. before the onset of diseases or injuries to reduce incidence). (2) Treatable mortality are causes of death that can mainly be avoided through timely and effective health care and treatment (i.e. after the onset of diseases to reduce case-fatality	Baseline	Interim milestone	Target	This is a new indicator for the 2020 EU SDG monitoring report. It will be published in Eurobase with code sdg_03_42 once the 2020 edition of the EU SDG monitoring report is release			
				2016	2022	2024				
				Preventable deaths: 162.43 per 100 000 inhabitants	Decrease	Decrease				
				Treatable deaths: 93.09 per 100 000 inhabitant	Decrease	Decrease				
		General objective 6: A NEW PUSH FOR EUROPEAN DEMOCRACY	Impact indicator 2: Gender employment gap The indicator measures the difference between men and women's employment rate (aged 20 to 64 years) in percentage points	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: sdg_05_30), based on the EU Labour Force Survey			
				2018	2020	2024				
				11,8%	Decrease	Decrease				
Employment, Social Affairs and Inclusion	(Strategic Plan 2020-2024 – Employment, Social Affairs and Inclusion, 2021)	3: An economy that works for people	Impact indicator 1: People at risk of poverty or social exclusion The indicator shows the percentage of people affected by at least one of the following three forms of poverty: income poverty, severe material deprivation and very low work intensity. Children are those under the age of 18.	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: sdg_01_10 and dataset ilc_peps01).	(Management Plan 2021. DG Employment, Social Affairs and Inclusion, 2021)		
				2018	2020	2024				
				Total population: 21.8%	Decrease	Decrease				
			Impact indicator 2: In work at-risk-of-poverty rate This indicator refers to the share of employed people aged 18 years or over at risk of income poverty. People are considered employed if they held a job for more than half of the reference year	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: SDG_01_41 and tesov110), based on the EU Statistics on Income and Living Conditions.			
				2018	2022	2024				
				9.3%	Decrease	Decrease				
			Impact indicator 3: Employment rate of persons aged 20 to 64	Baseline	Interim milestone	Target	Eurostat (Eurostat			

			The employment rate is calculated by dividing the number of persons aged 20 to 64 in employment by the total population of the same age group.	2018	2020	2024	online data code: sdg_08_30), based on the EU Labour Force Survey			
			Impact indicator 4: Young people neither in employment nor in education and training A considerable proportion of young people aged 15 to 29 in the EU are economically inactive. For some this is due to the pursuit of education and training. Others, however, have withdrawn from the labour market or are not entering it after leaving the education system. This indicator captures those who struggle with the transition from education to work and measures the share of the population aged 15 to 29 who is not employed and not involved in education or training.	72.4%	75%	Increase	Eurostat (Eurostat online data code: sdg_08_20), based on the EU Labour Force Survey.			
				Baseline	Interim milestone	Target				
				2019	2022	2024				
				12.6%	Decrease	Decrease				
		General objective 6: A NEW PUSH FOR EUROPEAN DEMOCRACY	Impact indicator: Gender employment gap The indicator measures the difference between men and women's employment rate (aged 20 to 64 years) in percentage points	Baseline	Interim milestone	Target	Eurostat (Eurostat online data code: sdg_05_30), based on the EU Labour Force Survey			
				2018	2020	2024				
Com muni cation s Netw orks, Cont ent and Tech nolo gy	(Strategic Plan 2020-2024 – Communications Networks, Content and Technology, 2020)		0	0	0	0	(Management Plan 2022. Directorate-General for Communications Networks, Content and Technology, 2022)	0	0	
	Other Plans									
JOI NT	(Strategic Plan 2020-		Impact indicator 1: Greenhouse gas emissions	Baseline	Interim milestone	Target	European Environmenta	(Management Plan		

RES EAR CH CEN TRE	2024 – JOINT RESEARCH CENTRE, 2020)	1: A EUROPEAN GREEN DEAL	This indicator measures man-made emissions of the so-called ‘Kyoto basket’ of greenhouse gases, which are integrated into a single indicator expressed in units of CO2 equivalents using each gas’ global warming potential. It shows changes in percent of the emissions compared to 1990 levels	2017	2020	2030	1 Agency (Eurostat online data code: sdg_13_10)	2020. JOINT RESEARC H CENTRE, 2021)		
				-19%	-20%	55%				
			<p>6. Impact indicator: Primary energy consumption</p> <p>Primary energy consumption covers the energy consumption by end users such as industry, transport, households, services and agriculture, plus energy consumption by the energy sector itself for the production and transformation of energies, losses occurring during the transformation of energies (for example, the efficiency of electricity production from combustible fuels) and the transmission and distribution losses of energy. Expressed in million tonnes of oil equivalent (MTOE)</p>	<i>Baseline</i>	<i>Interim milestone</i>	<i>Target</i>	Origin of indicator: Energy Efficiency Directive 2012/27/EU, amended by Directive (EU) 2018/2002; EU Sustainable Development Goal indicator Source of the data: Eurostat (Eurostat online source code: sdg_07_10)			

				2017										2020										2030									
				1,562 MTOE										1,483 MTOE										1,273 MTOE									
Domain	Strategic Plan 2020	General Objectives	SDG in Strategic Plan		2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Dom																	
EDUCATION, YOUTH, SPORT, AND CULTURE	(Strategic Plan 2020-2024 –DIRECT ORATE GENERAL FOR EDUCATION, YOUTH, SPORT, AND CULTURE, 2020)	1 - A European Green Deal	Specific objective 1.1 - Promote behavioural changes and support education towards a sustainable economy	The next EU programmes (Erasmus+, European Solidarity Corps, European Solidarity Corps, Marie Skłodowska-Curie Actions, Creative Europe					x							SDG 4 QUALITY EDUCATION, SDG 9 INDUSTRY, INNOVATION, AND INFRASTRUCTURE, SDG 11 SUSTAINABLE CITIES AND COMMUNITIES, SDG 13 CLIMATE ACTION																	
		2 - Europe fit for the digital age	A - Digital Education Action Plan	The new Digital Education Action Plan (DEAP)													SDG 4 QUALITY EDUCATION, SDG 5 GENDER EQUALITY, SDG 8 DECENT WORK AND ECONOMIC GROWTH, SDG 10 REDUCED INEQUALITIES																
			Specific objective 2.1 - Increase the use of digital technologies for teaching and learning to support both quality and inclusive education	The new Digital Education Action Plan (DEAP)						x							SDG 4 QUALITY EDUCATION, SDG 5 GENDER EQUALITY, SDG 8 DECENT WORK AND ECONOMIC GROWTH, SDG 10 REDUCED INEQUALITIES																
			Specific objective 2.2 - Invest in the development of digital skills for all	DEAP complements the Erasmus+ Programme and the European Solidarity Corps a proposal for a Council Recommendation on Distance and Online Learning					x	x							SDG 4 QUALITY EDUCATION, SDG 5 GENDER EQUALITY, SDG 8 DECENT WORK AND ECONOMIC GROWTH, SDG 10 REDUCED INEQUALITIES																
			B - Research and innovation	The Horizon programme																													
			Marie Skłodowska-Curie Actions	The Marie Skłodowska-Curie Actions (MSCA)																													
			Specific objective 2.3 - Through the Marie Skłodowska-Curie actions under Horizon Europe, promote excellence in research, generate innovation and strengthen skills, training and career development for researchers notably through excellent international doctoral networks							x	x						x																
			The European Institute of Innovation and Technology	'EIT' Crisis Response Initiative' on 14 May 2020																													
			Specific objective 2.4 - Through the EIT under Horizon Europe, strengthen innovation ecosystems that help to tackle global challenges, by fostering the integration of education, research and business																														
			5 - An economy that works for 4 - A stronger Europe in the world	Specific objective 5.1 - Ensure effective and efficient European cooperation and develop optimised strategic investments for modernised, high quality education and training systems. Ensuring EU social cohesion and economic	The Gender Equality Strategy 2020-2025,						x	x						Erastat online data code: sdg_08_20, Erastat online data code: sdg_09_21 and tsc0025															
		Specific objective 4.1 - Promote and strengthen international cooperation in the fields of education, training, youth, sport, culture, and research and	the Neighbourhood and the Western Balkans, Erasmus+ funding for Africa in 2021-2027,																														
		D - Research and innovation	the Strategic Framework for EIT Community Global Outreach Activities, the EIT and its Knowledge Innovation Communities (KICs),																														
		The European Institute of Innovation and Technology							x	x	x					x																	
	5 - Promoting our European way of life	B - European Education Area by 2025	Specific objective 5.1 - Make the European Education Area a reality, removing	Digital Education Action Plan (2025)																													
		Erasmus+ Programme																															
		Specific objective 5.2 - With the support of the Erasmus+ programme, promote	Youth Strategy 2019-2027 instrument for implementing European Education Area by 2025, A European Pillar of Social Rights motor for European Skills Agenda						x	x																							
		Erasmus+ Programme – Youth																															
		Specific objective 5.3 - With the support of the Erasmus+ programme, promote	EU Youth Strategy/DiscoverEU						x	x																							
		European Solidarity Corps																															
		Specific objective 5.4 - With the support of the European Solidarity Corps, enhance the engagement of young people and organisations in accom							x	x																							
		Erasmus+ Programme – Sport							x	x																							
		D - Culture							x	x																							
		Specific objective 5.6 - With the support of the Creative Europe programme, put	Creative Europe Programme																														
	6 - A new	Specific objective 6.1 - Provide European young people opportunities to	The Commission's Blue Book: Traineeship scheme (1960)						x	x																							

Joint EU/CoE Project
Strategic Development of Higher Education and Qualification Standards



Minimum Elements of Occupational Standards

1. BASIC CHARACTERISTICS

- 1.1 Occupation title(s)
- 1.2 Occupation code
- 1.3 Link to the international classification
- 1.4 Level of necessary qualifications

2. DESCRIPTION OF OCCUPATION / KEY OPERATIONS AND COMPETENCES REQUIRED

- 2.1 Description of occupation
- 2.2 Key/typical operations and required knowledge, skills and competences

3. QUALITY ASSURANCE

- 3.1 Justification of the introduction of occupational standards**
- 3.2 Proponents of occupational standards and date of development
- 3.3 Deadline for using an occupational standard for qualifications development
- 3.4 The institution competent for approval, and the link for the decision on entry into Register and expert opinion of the sectoral council on entry into the Register
- 3.5 Date of entry into the Register
- 3.6 Working group members

4. ADDITIONAL INFORMATION

- 4.1 Specific legislation directly pertaining to occupation
- 4.2 Health risks relating to an occupation and working conditions
- 4.3 Specific employment requirement**

Sursa (Council of Europe, n.d., n.d.)