



EUROPEAN CLIMATE, INFRASTRUCTURE AND ENVIRONMENT EXECUTIVE AGENCY (CINEA)

CINEA.D - Natural resources, climate, sustainable blue economy and clean energy  
**D.1 - LIFE Energy + LIFE Climate**

## 14<sup>th</sup> BUILD UP Skills European exchange meeting 28-29 November 2022 – Summary

BUILD UP Skills is a strategic initiative launched by the European Commission in 2011 under the Intelligent Energy Europe programme. It has since then been supported through open calls for proposals under Intelligent Energy Europe, Horizon 2020 and currently under the LIFE Clean Energy Transition programme. It is currently managed by the EU Climate, Infrastructure and Environment Executive Agency (CINEA).

The primary aim of the initiative has been to increase the number of trained and qualified building professionals across Europe to deliver building renovations offering high-energy performance as well as new nearly zero-energy buildings

Throughout the whole BUILD UP Skills initiative, a number of EU Exchange Meetings have been organised to promote the European dimension of the programme and transfer of the rich technical expertise and experience that exist within the national BUILD UP Skills project teams. This was the 14th edition of such meetings. More than 110 representatives from 25 Horizon 2020 and LIFE projects attended.

### DAY 1: MONDAY 28 NOVEMBER

#### Welcome: Maria LAGUNA, Head of Sector CINEA D1.3

On behalf of the Climate, Infrastructure and Environment Executive Agency (CINEA), Ms Laguna welcomed participants to the 14th edition of the BUILD UP Skills Exchange Meeting, held in virtual format.

BUILD UP Skills is a major tool to support the upskilling of building professionals in Europe, in synergy with other EU instruments, funding streams and policy instruments. It is a key initiative because **skilled professionals are vital to deliver on the clean energy transition, and in particular to decarbonise the European building stock, which is one of the pillars of the EU Green Deal.**

Ms Laguna particularly welcomed the 13 new LIFE CET national projects that started recently as a result of last year's call. Their focus is mainly on updating the national roadmaps that were initially designed in Pillar 1 of the BUILD UP Skills initiative more than 10 years ago. Now is the ideal moment to update and boost them as this work is fundamental for future implementation of action plans at the national level.

Next year will see significant attention being given to skills: President von der Leyen recently announced that 2023 will be the European Year of Skills. The 2023 European Sustainable Energy Week (EUSEW) will also have a special focus on skills. Ms Laguna encouraged participants to

apply for sessions or organise an event in connection with EUSEW as it will be a unique opportunity to showcase results of projects achieved so far.

### **Micro-credentials for labour market education and training: Anastasia POULIOU, Expert - Qualifications and credentials/Future of VET, Cedefop**

Especially for new members to the BUILD UP Skills community, Ms Poulidou referred to the definition of micro-credentials, as described in the [2021 Council Recommendation on a European approach to micro-credentials for lifelong learning and employability](#) and emphasized that micro-credentials are perceived as **a learning or training opportunity that is shorter in duration than a full education programme or qualification**. It encompasses an assessment process that captures the outcomes or competencies acquired during the learning process. A key concept is accumulation stackability, which links micro-credentials to a full qualification programme or larger educational programme in a country, with the intention of supporting an individual to progress in lifelong learning. Ms Poulidou presented the three key objectives of the Cedefop research project on [micro-credentials for labour market education and training](#):

- **Conduct an extensive mapping exercise of micro-credentials** relating to education, training and learning in the European labour market. This is to better understand how EU citizens understand the term micro-credentials and view its role, especially as much activity is taking place in higher education in this area
- **Understand the links between micro-credentials** and evolving qualification systems in different EU countries and the impact of these links
- **Analyse the added-value of micro-credentials for end users**, namely what are the enabling conditions and support mechanisms that can allow citizens to benefit from the current offer of micro-credentials.

The key findings of the research to date can be summarised as follows:

- Micro-credentials operate **both within and outside formal qualification systems**
- **Greater diversity exists among learners than among those engaged with full qualifications**
- There is a **delicate balance between fostering trust & transparency and preserving flexibility**
- Micro-credentials **complement the value of recognised qualifications**.

Significant policy discussions and developments on micro-credentials are ongoing, both at initial and more advanced stages, and legislation or draft regulations have already been introduced. Moreover, the modularisation of qualifications, and the opening up of qualifications outside formal education and training, has enabled the better integration of micro-credentials in national qualifications frameworks. An overview of the varying stages of policy discussions in different Member States was provided. The key factors driving discussions relating micro-credentials to qualification system were described as:

- Upskilling & reskilling
- Labour market relevance
- Recognition of prior learning
- Trust & credibility
- Equal opportunities
- Progress within employment.

A key question is whether sector and professional skill certificates can be considered as micro-credentials. This depends on the national context, and the answer differs. Also, can certificates awarded following the completion of a performance-based assessment be considered as micro-credentials?

Ms Pouliou went into greater depth and introduced a table of micro-credentials in manufacturing and retail sectors. Here, highly targeted and specialised trainings are designed around specific occupations or professional profiles. An interesting discovery was that **23 out of the 39 mapped micro-credentials explicitly describe their learning outcomes**. The way micro-credentials are linked to modules was also discussed. It was found that modularisation is common in adult learning, where modules are often considered similar to micro-credentials. The diversity of modularisation in various EU countries was described.

Ms Pouliou referred to the challenges and opportunities that micro-credentials present to national qualification systems, along with the added value of micro-credentials for end users such as learners, employees, employers, and VET providers. The goal is for micro-credentials to be developed and used in a coherent way among EU countries, stakeholders, across different sectors, fields and countries. Her presentation concluded with some examples of why and how micro-credentials are trusted in different local contexts.

### European Digital Credentials for Learning: Céline JAMBON, Policy Officer, DG Employment, Social Affairs and Inclusion

Further exploring European tools and initiatives supporting the upskilling and qualification processes, Ms Jambon introduced the new Europass platform and its components:

- A self-assessment tool for digital skills
- e-Portfolio to build a CV and other documents (cover letter, etc.)
- An information site
- Jobs, courses and qualifications search
- Digital credentialing, which is key to many different EU policy documents.

**Digital credentialing at EU level empowers citizens to own their credentials**, and provides semantic standards to create interoperability as well as an EU Skills Data Space. Further aims are to **make digital credentials multilingual by default; to remove barriers to recognition; and provide accreditation and transparency tools**. Among benefits, digital credentialing:

- captures formal, non-formal and informal learning
- addresses all levels of education and training
- aligns with European recognition standards
- provides a free and open source infrastructure.

A digital credential covers two main areas. One of them is the **envelope**, which is everything related to identity, authentication processes, cryptography, and secure delivery policies, and is aligned with the international (W3C) standards of Verifiable Credentials. The second area is the **content**, which refers to credentials for learning (as opposed to credentials for payment or health credentials). Learning credentials are about the learning outcomes, skills, and descriptions of learning activities.

In its most basic form, a digital credential could be a documented statement containing claims made about a person. It could cover qualifications, activities, assessments and entitlements. A variety of organisations and countries have been issuing digital credentials covering all these different aspects. **The infrastructure covers four main functions – issue, store, verify and share** – and also encompasses the technical specifications to implement the framework. In this respect the core building blocks are standards, services and software. An example of a typical digital credential was shown, including the different checks that ensures the credential is tamper-proof and authentic. The example also showed how it can refer to the European Skills, Competences, Qualifications and Occupations (ESCO).

## European Skills, Competences, and Occupations (ESCO) - Francesco LOSAPPIO, Policy Officer, DG Employment, Social Affairs and Inclusion

Mr Losappio explained some more details of ESCO, which is basically like **a dictionary that describes, identifies and classifies professional occupations, skills and qualifications that are relevant for the EU labour market**. For each occupational profile ESCO provides a list of skills, competencies and knowledge that are needed to perform that occupation.

Mr Losappio indicated that ESCO can encourage mobility because it is a common language that can be used for information exchange. It can be used, for example, by public employment services recruiting abroad. It is also a tool for transparency because it bridges the worlds of education and employment. It also helps employers in Member States understand the competencies and skills that are related to a particular occupation.

The current version of ESCO (1.1.1.) was released in October 2022. It includes around 3000 occupational profiles and 14,000 competence and skills knowledge profiles. Profiles are available in 28 languages (24 official EU languages plus Icelandic, Norwegian, Ukrainian and Arabic).

ESCO is focused on a number of important strands:

- **Green transition:** Identification of a taxonomy of skills for the green economy
- **Digital transition:** 109 new concepts related to digital technologies
- **Emerging technologies:** Focus on occupations and skills for researchers
- **Increasing importance of transversal skills:** New model for transversal skills and competences
- **Artificial Intelligence:** Application of AI to improve efficiency of the continuous improvement process.

Examples of an occupation profile and a skill & knowledge profile were provided. Worth pointing out is that in these profiles, skills and competences are synonyms, with no distinction made between them. However, a distinction is made between skills and knowledge. **Knowledge is defined as a theoretical body of facts that a person gains after the completion of study. Skills are the application of this theoretical knowledge into work or critical topics.**

ESCO is being used for an increasing number of applications in different contexts such as career learning and development, statistical research, market intelligence, creation of educational curricula, training of AI models, and for the validation of formal and informal learning.

### Questions arising:

*Do you track users of European Digital Credentials?*

**Ms Jambon:** No, for data privacy reasons. The Commission does not have a copy of the credentials that are issued using the infrastructure; only the credential owner has the version of the certificate. In the future we want the issuer of the credentials to also be able to keep a copy.

*Is the building sector fully covered in ESCO?*

**Mr Losappio:** It is not fully covered but in the most recent update we added work on energy efficiency in buildings. As technologies change, we will update it further.

*Can BUILD UP Skills projects add input into ESCO?*

**Mr Losappio:** Yes. Such input will help us update the classification of skills and competences in our regular update cycles. We look forward to working with any project as we aware that experts in the field have much valuable knowledge to share.

*Does ESCO use Building Information Modelling (BIM)?*

**Mr Losappio:** No. The ESCO-based AI algorithms use another standard model for sharing information and building knowledge graphs.

## **BREAK-OUT SESSION 1: Micro-credentials for energy efficiency skills delivery & recognition – state of play and perspectives**

Through interactive discussions in five sub-groups, this session explored the use of micro-credentials for skills delivery and recognition. Three main questions were discussed:

1. *What benefits and challenges do you see with the use of micro-credentials, and what examples can you give from your own country and field of activity?*
2. *How effective are micro-credentials to foster recognition of skills, of prior learning, and in the context of reskilling?*
3. *At the end of the day, what do we need to have in mind to design effective micro-credentials?*

The main takeaways of each group:

### **Breakout Group A (rapporteur: Lihnida STOJANOVSKA GEORGIEVSKA)**

- Despite the formal requirement for stating the duration of micro-credentials, this is not considered to be the most crucial aspect of micro-credentials. Task-based or qualification-based learning outcomes are by far more relevant to define micro-credentials.
- Micro-credentials are much more able to fill the gaps in knowledge and skills, especially in response to new market needs, than the formal educational system. But the effective development of the ecosystem for micro-credentials is necessary and this should be based on quality assurance, trust, modularity, learner orientation etc.
- A good example is the blockchain technology to ensure the trustful system, and to enable the mutual recognition
- The main opportunity is considered to be the formal or mandatory requirements for implementing micro-credentials in public procurement processes, national legislation, institutions or companies, also leveraging BIM.

### **Breakout Group B (rapporteur: Georg TRNKA)**

- Benefits: possibility to build own skills-profile (based on already existing qualification) according to individual priorities ; flexible time management; a reward can be generated for micro steps; topics can be divided into smaller ones
- Challenges: micro-credentials are not so well known in the market; design and learning outcomes are not yet standardised; low digital awareness of blue collar sector
- Effective micro-credentials have to be approved by the actual national education/qualification system and the market (there has to be a clear link to the national qualification system)
- A clear scheme is needed to design micro-credentials and a way to evaluate learning outcomes has to be in place
- To be effective, micro-credentials must lead to clear benefits for the trainee
- The qualification system must be connected to the needs of professions and the industry
- The quality of micro-credentials needs to be guaranteed.

### **Breakout Group C (rapporteur: Larissa DE ROSSO)**

- In Ireland, a new policy for micro-learning allows learning units of 1 to 10 credits to be stacked, but some IT systems only allow learning units in 5-credit blocks
- In the Netherlands, upskilling qualifications are often linked to small training schools which can be disconnected from the formal system of education.



ERASMUS + and the Joint Undertaking on Clean Hydrogen, with the launch of a large project to develop skills for the hydrogen economy.

Delivering of the EU policy goals is a challenge, but also an opportunity for quality job creation. Already for some years the Commission has been hearing warnings of the risk of the lack of workers with an adequate qualification becoming a critical bottleneck for decarbonizing the building stock:

- the solar heating and cooling sector will require an additional 130 000 skilled workforce
- about 400 000 workers will have to be trained and upskilled in the heat pump value chain.
- other industry estimates point to a need for additional 750,000 installers in 2030 (an increase of 50% compared to today), along with reskilling at least 50% of existing installers to deliver on the REPowerEU Plan calls for doubling current deployment rates of building heat pumps<sup>2</sup>.
- the Commission services estimated already back in 2020 that 3 to 4 million construction workers in Europe would need to develop their energy efficiency related skills in the building sector, including heat pump installers, carpenters and joiners, bricklayers, and technicians<sup>3</sup>. Nearly 30% of EU businesses involved in electrical equipment manufacturing have experienced labour shortages in 2022<sup>4</sup>.

The EU framework is already supportive of further upskilling:

- Specific actions on addressing shortage of skills are proposed in the “Commission Recommendation on speeding up permit-granting procedures for renewable energy projects and facilitating Power Purchase Agreements”.
- The revision of the Renewables Directive introduces strengthened provisions of Article 18 which call for Member States to ensure that trained and qualified installers of renewable heating & cooling systems are available in sufficient numbers for the relevant technologies.
- In the context of the Energy Performance of Buildings Directive<sup>5</sup>, Member States have been asked to provide in their long-term renovation strategies an overview of national initiatives to promote smart technologies, skills and education in the construction and energy efficient sectors.
- Building renovation plans should provide an overview of capacities in the construction, energy efficiency and renewable energy sectors. Further optional reporting on how to close gaps and address mismatches and promote education, training, upskilling and reskilling in these sectors.
- Article 22 of the EPDB expands the relevant provisions on independent experts to cover renovation passports and smart readiness. Article 16 adds on-site visits of independent experts, and Article 15(7) calls for Member States to put in place measures and financing to promote education and training to ensure that there is a sufficient workforce with the appropriate level of skills, corresponding to the needs of the building sector.

Ms Rezessy insisted that action at all levels is needed to foster a multi-dimensional approach to skill deployment, in particular:

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<sup>2</sup> EHI. 2022. Heating systems installers: Expanding and upskilling the workforce to deliver the energy transition <https://ehi.eu/wp-content/uploads/2022/08/EHI-report-Heating-systems-installers-Expanding-and-upskilling-the-workforce-to-deliver-the-energy-transition.pdf>

<sup>3</sup> European Construction Sector Observatory - Analytical Report - Improving the human capital basis - March 2020. Available at: <https://ec.europa.eu/docsroom/documents/41261>

<sup>4</sup> European Commission. 2022. Progress on competitiveness of clean energy technologies. Available at <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52022DC0643&from=EN>

<sup>5</sup> References to the EPBD revision and the LTRS analysis are available at [Energy efficient buildings \(europa.eu\)](https://energy-efficient-buildings.europa.eu).

- Public authorities at national, regional and local level should take urgent action for putting forward the targeted training and education programmes, for providing the right financial support for these programmes and for setting clear targets for the upskilling and reskilling of workers in strategic value-chains.
- Industry stakeholders should step up their efforts and investment in the development of the skills required by the energy transition and to strengthen their reskilling and upskilling programmes by investing more in education and training programmes and actions to match job offer and demand.

### Roman HORVATH, Policy Officer, DG Internal Market, Industry, Entrepreneurship & SMEs

Mr Horvath explained that the construction ecosystem is a principal enabler for the EU to meet its goal to be Climate Neutral by 2050. Decreasing the consumption of raw materials and waste production, mastering energy efficiency, adequate materials, new technologies, and digitalisation will have to be the “new normal” in construction. For this, new skills are needed.

Large amounts of funding are made available through the Cohesion Policy and National Recovery and Resilience Plans. Other EU-wide skills projects are funded under Erasmus+, Horizon Europe and LIFE CET. **Financing is thus available for the mass upskilling and reskilling of workers for new or renovation projects; BUILD UP Skills members are encouraged to approach their national authorities to request that a fair share of this money is used for the construction ecosystem.**

Another project is the **Blueprint for Sectoral Cooperation on Skills (Construction)**. Deliverables are being finalised which should lead to a skill strategy for the construction ecosystem, focusing on digitalisation, energy efficiency and the sustainable use of materials.

Surveys repeatedly show that professions and qualifications need to be modernised and further effort is needed in this respect. The Commission has therefore made **2023 the European Year of Skills**. In addition, President von der Leyen recently announced the launch of the new **European Bauhaus Academy** to foster green and digital skills in construction.

Another recent initiative is a **Pact for Skills** to support partnerships in industrial ecosystems and to share expertise and resources. It is part of the Renovation Wave Action Plan. The construction large-scale partnership **aims to upskill or reskill three million workers in the next five years**. It's an open platform which will make it easier for anyone to contribute based on their relevant activity.



## DAY 2: TUESDAY 29 NOVEMBER

### BREAK-OUT SESSION 2

#### Session 2A – Boosting demand for skills and skilled professionals

The objective was to take stock of the work done so far in terms of concrete examples of measures and tools to increase demand for skills, notably through procurement procedures. What has been produced so far, what are the challenges and what is missing?

**Moderator: Pierre-Antoine VERNON, Project Adviser, CINEA**

**Presentation: Mónica Pascual, GENCAT**

Ms Pascual introduced the **TRAIN4SUSTAIN (T4S) programme to stimulate demand for skilled construction sector professionals** (architects, contractors-SMEs and workers) through raising acceptance of regional and national qualifications and skills on the EU construction market. She said that the aim of T4S is to **tackle the issue of mutual recognition so that training accredited in one country is recognised easier in another country.**

She described the T4S Competence Quality Standard's structure and methodology, and the fact that it is now a European CEN pre-standard. She gave a detailed description of a Spanish pilot case study, going through all the stages necessary:

- Pilot definition
- How to introduce the requirements in the Green Public Procurement (GPP) process
- How the public administration announces the offer on the ESR platform
- Reception of applications, comparison and adjudication.

Breakout Session 2A split into three sub-groups to discuss further. Their feedback was summarised by rapporteurs as follows:

#### **Breakout group A (Andrei LITIU)**

- T4S is perceived positively. The strength of the T4S approach is the Skills for Registry
- Further work needs to be done to raise awareness
- Questions persist on how implementation is going to happen in practice
- It needs to be applicable to every country
- The link between T4S and micro-credentials should be clarified
- The way in which T4S fits with ESCO needs to be communicated.

#### **Breakout Session B (Marion JAMMET)**

- T4S has two options to assess competency:
  - **Self-assessment** is useful for workers and professionals but could be risky from a legal point of view; public bodies generally do not like self-assessments.
  - The preferred option is **certification by a certification body** because it gives confidence to the public sector. However, cost could be an obstacle.
- It must remain objective by focusing on tangible skills achieved and courses completed, and not stray into subjective statements about a person
- It could be difficult to introduce T4S in markets where a good national qualification scheme already exists
- The way to link the system with existing qualifications should be better communicated
- It is essential to have the passport at company level to ensure a level of certainty (in case a passport is linked to a worker who then moves away from the company).

## Session 2B - Digital ecosystem(s) for delivery and recognition of skills

The objective was to explore synergies between projects having a strong digital component (e.g. skills registers, passports, ULO databases, etc), to facilitate replication and upskilling. Discussions included insights into e.g. upcoming results, collaboration on digital learning systems, technical protocols for interconnection of results, exploitation models.

**Moderator: Jan CROMWIJK, Project Coordinator, ISSO**

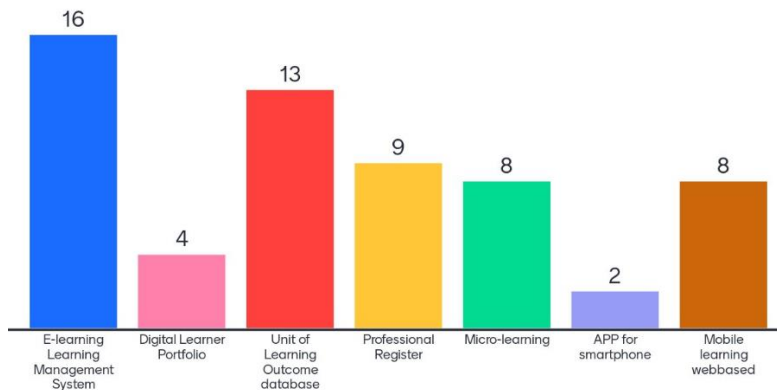
Jan Cromwijk presented an overview of digital means and their use-cases from a broad line of projects involved. With a Mentimeter poll interaction was provided with questions such as How important are digital means? Which digital means do you apply? Which digital means do you intend to apply? Which Learning Management System do you apply? Experience with Unit of Learning Outcome Databases? Importance of functionality for interconnectivity.



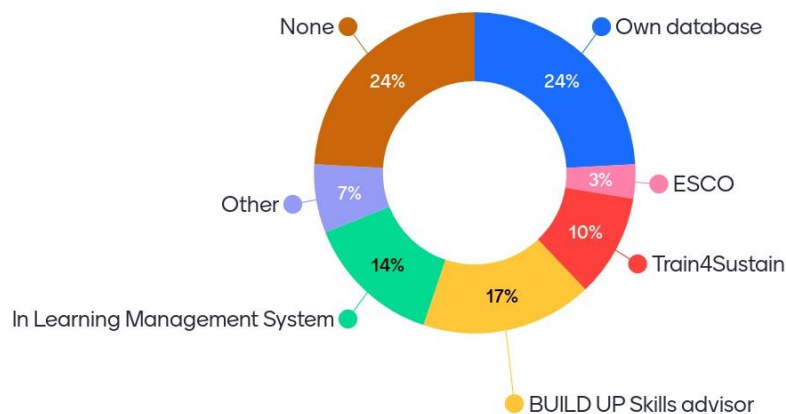
Importance of different digital means



Most used Learning Management Systems



Overview of applied digital means



Overview of used Unit of Learning Outcome databases

With regards to harmonisation or standardisation needed participants expressed the wish to collaborate more intensively with ESCO, EUROPASS and CEDEFOP. This can be mutually interesting as the BUILD UP Skills projects have strong insight in skill-needs on many relevant topics; while ESCO, EUROPASS and CEDEFOP have an excellent overview with regards to applicable standards, data-formats, etc.

Finally the question on how to consolidate & build upon proven outcomes was answered by suggesting more in depth work-sessions. With a focus on co-creation, looking in each others 'kitchen' in depth, sharing and exercising with methodologies applied (a kind of expert to expert sessions or Train the Trainer sessions).

### **BUILD UP Skills funding priorities in 2023 - closing & next steps**

A virtual whiteboard was available throughout the meeting for participants to provide ideas on funding areas for BUILD UP Skills in 2023. An overview of the main suggestions received:

#### **On micro-credentials:**

- More information is needed, along with training
- How can micro-credentials be recognised at national scale? Can micro-credentials be made mandatory for certain fields of activities? Any examples?
- Micro-credentials can be seen as micro-steps inside broader or full courses
- They can be seen as a common understanding framework to foster the use of digitalisation in training
- The difference between accredited vs non-accredited micro-credentials is worth exploring
- The ARISE project is already developing a platform to recognise micro-competencies and is looking for collaboration with other European projects
- Micro-credentials should be used by civil servants involved in authorisation and procurement
- Micro-credentials should be linked to tasks to help customers verify the competence of workers and professionals.

#### **On the digital ecosystem (Breakout 2B):**

- Develop a database of recognised MOOC and micro-credentials for different sectors that procurers can use for procurement criteria
- More easily available training programmes are needed (and where relevant, free for the learner), where learning outcomes are verified by a third party
- There is a need to create a library of free access learning online, to be able to design micro-credentials in different areas at low cost and adapted to countries.

#### **On other topics:**

- There is still a need to work on boosting the demand for skills
- Digitalisation is a way to attract more young workers and women to construction
- Skills in connection to the new European Bauhaus are worth exploring
- Skills are needed to prevent the brain drain from certain countries
- Training for people with disabilities would be useful
- Find a way to pull skills easily from different sources. For example, skills acquired during a university degree which could count towards other qualifications.

#### **Actions for participants:**

- Apply to EUSEW as clusters of projects to be featured in the main policy conference

- Make good use of the BUILD UP portal, which is a very useful tool and can help in the promotion of results
- Subscribe to the Clean Energy Newsletter to stay informed of developments
- Follow BUILD UP on social media
- Let us know if you have ideas for next year's BUILD UP Skills Exchange meeting.

### Questions arising

*Is the BUILD UP portal only for the dissemination of BUILD UP Skills projects?*

CINEA: No, it is much broader, extending to all projects that are related to energy-efficient buildings and sustainable buildings.

*Can we have more peer-to-peer meetings between projects to better explore outcomes?*

CINEA: In the past the Agency was able to facilitate this more directly, especially for Pillar 1 projects. Now we have some resource constraints, but there are several ways to achieve peer-to-peer meetings:

- Certain tools for exploitation of results are available for Horizon projects, in particular the Dissemination Booster, which is a service that is provided free of charge to help projects or even clusters of projects to work on their exploitation strategies
- Organise bottom-up peer exchanges directly with other projects (this can be considered eligible costs if Project Advisor agrees). CINEA can provide help to establish contacts between the teams.

### Welcome session LIFE CET 2021 projects

This session was dedicated to projects selected under the LIFE-2021-CET-BUILDSKILLS topic (list provided in Annex) The objective was to discuss issues of common interest to the new projects, notably the preparation of the Status Quo Analysis and the National Roadmap, but also project websites, data collection/sources, evaluation of the previous roadmap implementation, stakeholder engagement activities, etc.

#### **Moderator: Amandine DE COSTER-LACOURT, Project Adviser, CINEA**

Some key elements to consider regarding project and financial management:

- Be mindful of the Grant Agreement: read not only the technical points but also the provisions and legal articles explaining your obligations and how the whole system works
- Carefully read the three sets of slides sent by CINEA for your kick-off meetings
- Use the links provided on project management tips, the Model Grant Agreement and financial issues (from 45:20 onwards)
- At least one person per project should attend the online information session on 7 December to get acquainted with financial management and contractual aspects of LIFE projects.

Projects are now under the Life sub-programme and not Horizon. So remember to use the correct LIFE logo, the LIFE flag, and the funding statement and disclaimer at an early stage for all deliverables. A LIFE communication toolkit is also available on CINEA website and should be used.<sup>6</sup>

Regarding the project webpage or website:

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<sup>6</sup> [https://cinea.ec.europa.eu/programmes/life/communication-and-gdpr-rules\\_en](https://cinea.ec.europa.eu/programmes/life/communication-and-gdpr-rules_en)

- Dedicated or standalone websites are not expected, unless in exceptional cases
- Usually webpages will be created on one of the partners' websites to showcase the project results. This is the standard default option
- Webpages should be up-to-date and attractive; it should not be a project management tool (separate tools are available for this)
- Do not merely list project name and partners but show the objectives and outputs
- Keep it simple and avoid project jargon
- Upload public deliverables as soon as they are available.

The main expected outputs and impacts, along with the timeline, were presented. These projects are rather short (18 months) so are already in the implementation phase.

- First objective: relaunch the National Qualification Platform, which in many cases has probably not been active since Pillar 2
- Next phase: the platform should contribute to an update of the Status Quo Analysis at national level, which involves identifying the main skills, needs and gaps. A template has been provided
- Update the National Roadmap with an action plan to 2030 with a draft at month 12. A template is provided
- Endorsement of the roadmap action plan by key national stakeholders is essential
- Strategy for the long-term sustainability of the national platform.

Key impacts include the number of people directly engaged through the project activities, and the number of relevant national stakeholders endorsing the roadmap.

In terms of upcoming meetings, an **online meeting is planned for 30 March 2023** to focus on the draft Status Quo Analysis as by then a first draft should be available. **A second (physical) meeting is pencilled in for the week of 23 October** to coincide with the regular EU Exchange meeting. At least **three participants per project** would be expected to join this meeting (i.e. three participants from three different organisations in the consortium).

Participants were reminded to **make full use of the BUILD UP portal, the newsletter, social media etc.**

Participants were then divided into three groups to discuss three questions:

1. What challenges do you expect to encounter in the data collection for the updated Status Quo Analysis?
2. Do you have any comment on the templates provided by CINEA for the Status Quo Analysis and the National Roadmap?
3. Considering the difficulties that Pillar 1 projects encountered to secure the long-term involvement of key national stakeholders, what have you learned and what will you do differently in the new project?

*(A) = Initial answers provided by Amandine DE COSTER-LACOURT, Project Adviser, CINEA*

#### **Group A (rapporteur: Zoé WILDIERS)**

##### *Question #1*

- It will be a challenge to draft a good questionnaire and to send it to the right people in a targeted way. It would be good to exchange draft questionnaires with each other  
*A: Questionnaires are a key part of the work and we are looking into a shared workspace to gather input that people can share*
- It might be easier to obtain data from white collar workers than from blue collar workers
- Language could be a barrier in some countries, with workers coming from outside the country

### Question #2

- Some sections could be merged
- It's going to be difficult to gather data on education (Section 6)
  - *A: There is certainly more to report than in Pillar 1 because a lot has been developed since then. Select the most relevant elements if you cannot be fully comprehensive*
- Some countries have Green Building Councils in their consortium who are very knowledgeable and worth contacting because they have a wealth of information
  - *GBCs are definitely highly relevant to cover all the lifecycle aspects*
- Member States are currently updating their National Energy and Climate plans; this too can be a source of information
  - *A: The more use made of reporting existing data, the better, but make sure you clearly reference your sources.*

### Question #3

- It's key to be close to stakeholders and policymakers and keep on pushing, especially as people change positions, and politicians come and go

## Group B (rapporteur: Filippo GASPARIN)

### Question #1

- The challenge of addressing the universities: a solution may be to have a partner in the consortium who specialises in working with universities
- Should a specific forecasting method be used to identify the number of building professionals to be trained to reach the 2030 targets?
  - *A: There is no prescribed forecasting method; use what works best for you. The CEDEFOP website has skills observatories that may be useful.*
- The length of the Status Quo Analysis report has fewer pages compared to the previous report, which for some countries extended beyond 200 pages. How can the information available in the first report be condensed into the second one?
  - *A: The lengths in the template are indicative only; feel free to write more. What is important is to have an executive summary so that the key conclusions stand out and can be read quickly. You can also cross-reference to the previous report*
- The template has a detailed and well thought-out list of professions for the building scene, but it cannot be applied for all countries. Can each country customize this list of professions according to their needs?
  - *A: As far as possible, try to cover the professions listed. We are aware that terminology may vary between countries. Our March 2023 meeting would be a good opportunity to review this*
- As the building sector has changed significantly over the past 10 years, there is a need to map the human resources gap to better understand the relevant professions for each country
- Regarding the Status Quo Analysis template: What was the rationale behind splitting chapters 3 and 5 (the qualitative and quantitative analyses)? A more logical approach would be to combine these two
  - *A: Maybe we could review this and make it a unique chapter*
- The implementation of the roadmap: in some cases, in order to get stakeholders to sign and endorse it, parts of the roadmap had to be removed. A suggestion is to get the relevant authority on board from the very beginning of the project, not only for implementation of the roadmap but also for the definition of the Status Quo Analysis.

- Geothermal will play an important role to reach the 2030 targets but there are still issues related to gaps in skills and training of people.

### Group C (rapporteur: Piotr WAIS)

#### Question #1

- Statistical data is not targeted in a detailed way and not foreseen in the task description
- Guidelines are missing as to how to calculate the number of people to be trained. It would be useful to have one common procedure across the different countries
  - *A: We will reflect on guidelines for the number of people to be trained.*

#### Question #2

- Section 3 on quantitative analysis and characterization of the building sector: the length (1-2 pages) is very limited.
- Section 4 on national policies and strategies: this is a very demanding task for some partners, with a lot of questions to answer. Do all questions have to be answered?
  - *A: We are aware that this is challenging, but we ask that you cover as many elements as possible, because buildings, the policy framework, and therefore training now cover many more thematic areas than 10 years ago.*
- Section 6: the question on higher education should be elaborated if it's pertinent in national context. Does it relate only to white collar workers? Was the question included by mistake from the previous version of the template?
  - *A: It's there on purpose. The intention is to clarify that although this exercise focuses on vocational education and training, you can also address initial education and higher education if you think it is pertinent. It's not necessarily in relation to white versus blue collar.*

*A: One further point on data: **the website for the Energy Performance of Buildings Directive (EPBD) contains updated reports on the situation of the building stock in the Member States.** These would be useful to consult.*

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## Annex – List of LIFE-CET-2021-BUILDSKILLS projects

- Austria: [ReBUSk](#)
- Bulgaria: [BUILDUPSkillsBG](#)
- Croatia: [CRO skills RELOAD](#)
- Czech Republic + Slovakia: [DoubleDecker](#)
- France: [BUS2 FRANCE](#)
- Greece: [REGRoUP](#)
- Hungary: [ConstructSkills4LIFE](#)
- Ireland: [BUSI2030](#)
- Lithuania: [REBOOT-SKILLS-LT](#)
- The Netherlands: [BUS-NL](#)
- Poland: [BUPS Poland](#)
- Romania: [BUS4RoBOOST](#)
- Spain: [Construye 2030](#)