



2nd EU Exchange Meeting

11-13th June 2012

Ljubljana

Report to participants



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Preliminary Note

BUILD UP Skills is a strategic initiative under the Intelligent Energy Europe (IEE) programme (Calls for proposals 2011-2012-2013) to boost the further education systems for the building workforce in Europe and to ultimately increase the number of qualified workers to promote a high energy performance in buildings. The initiative is part the European Commission's Energy Efficiency Plan adopted in 2011.

BUILD UP Skills has two pillars:

- Pillar I supporting the development of national status-quo analysis and national roadmaps (Call 2011 and 2012);
- Pillar II supporting the setup or upgrade of qualification and training schemes (Call 2012 and 2013).

In November 2011, 21 countries started working under Pillar I on their status-quo analysis and national roadmap. 9 additional countries joined the initiative in June 2012. Contrary to most IEE actions, these projects are national and not multi-country projects.

To ensure a high European added value, dedicated activities on European exchange are included in each project. It covers in-depth exchange via meetings of all countries as well as peer review activities between teams of countries.

The EU exchange meetings gather about 100 participants from the BUILD UP Skills projects and are organised by the Executive Agency for Competitiveness and Innovation. In total, 5 EU exchange meetings are foreseen for the period 2011-2013.

The first BUILD UP Skills EU exchange meeting was organised in Brussels in November 2011.

This report provides an overview of the **BUILD UP Skills 2nd EU Exchange Meeting** which took place in Ljubljana, Slovenia 11-13 June 2012.

Its main contributors are Irena Kondratenko, Johannes Haas, Simonas Gausas and Karin Drda-Kühn, who accompanied the exchange meeting as invited experts to the EACI team.

The objective of this report is to document the activities of the different sessions (large / small group discussions, peer review, poster session and award, contractors meeting) and to provide summaries and conclusions.

Executive Summary

The main objectives of the 2nd EU exchange meeting were the following:

- welcome the 9 "new" BUILD UP Skills projects which started in June 2012;
- facilitate exchanges on the initial results of the national state of play analysis carried out by the projects that started in November 2011;
- identify and exchange on horizontal issues worth addressing in a European context;
- provide an update on contractual issues (running an IEE project, reporting, communication activities).

Inclusion of new countries: A dedicated workshop was organised for the 9 new BUILD UP Skills projects. Participants had the opportunity to discuss expectations and challenges regarding the implementation of their BUILD UP Skills projects. They received additional information on how to run an IEE project (contractual issue, amendment procedures etc) during the session. In addition, a specific session was dedicated to peer review teams. The new countries had the opportunity to form three new groups for peer reviewing. At the same time all other countries were able to meet in peer groups and share first results of the status quo analysis while providing recommendations for the new BUILD UP Skills teams. Short summaries from all discussions were presented in a plenary session.

Poster presentations: Initial results from the national status quo reports from 21 countries were presented during a poster session. Several time slots were used for dialogue on these posters among all participants. A poster award was organised. Experts and participants selected best posters for overall impression, emotional and visual impact, readability and inclusion of controversial issues. Selected winners were Spain, Sweden, Norway and Romania.

Identification of relevant topics: More than 15 relevant topics were collected and discussed in two rounds of small groups. These sessions allowed all participants to come up with relevant issues from their point of view and to validate their relevance in the European context.

Contractors' meeting: Delegates from all teams had the opportunity to get updated information on contractual issues by EACI. This session addressed communication issues such as the BUILD UP Skills website, www.buildupskills.eu, as well as administrative issues as the reporting to EACI and the level of advancement on status quo analysis.

Bilateral meetings with the various EACI projects officers were also organised.

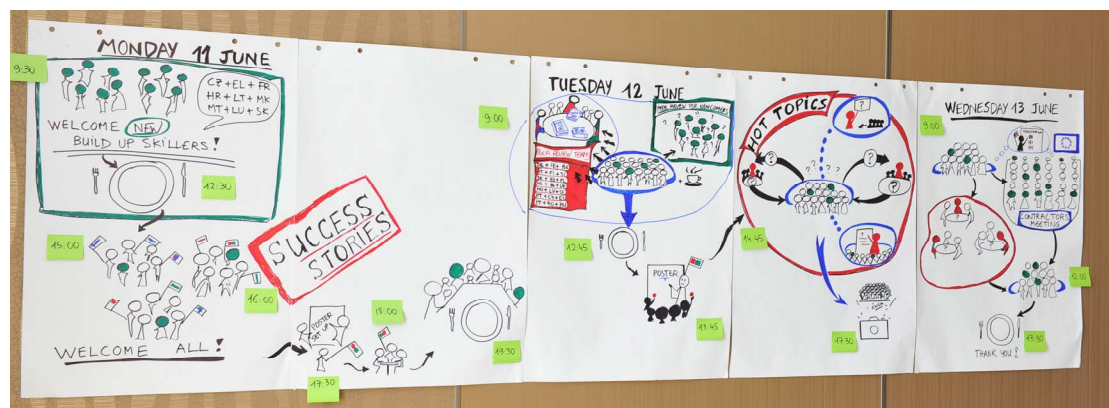


Fig. 1: Agenda of the meeting

The three-day event was organised as follows:

Monday 11 June 2012

- Session "new" countries (attended by the 9 projects started in June 2012)
- Presentations by Roman Kunic (Slovenian economic association of producers of ETICS systems and producers of thermal insulation materials) and Erik Potocar (Ministry of infrastructure and spatial planning, Slovenia)
- Success stories and factors

Tuesday 12 June 2012

- Peer review team discussions
- Poster session
- "Topics" session (small groups + plenary)
 - Methodologies to identify skill gaps and needs
 - Synergies between Build Up Skills and the RESD
 - How to raise motivation of construction companies to high quality?
 - Training the Trainers
 - How to attract the attention of state institutions
 - Integration of informal training into the national / EU qualification framework
 - How can we motivate construction SMEs to start training workers?
 - How to forecast new skills needed in the future?
 - What to do about unskilled workers?
 - How to get consumers on board, to stimulate demand?

Wednesday 13 June 2012

- Contractors meeting: Contractual issues and Communication
- "Topics" session (small groups + plenary)
 - The future of the Intelligent Energy Europe programme
 - How to finance the training of trainers
 - Mobility
 - Training for workers in buildings construction
 - Transition from Status Quo Analysis to Roadmap for BUILD UP Skills projects
 - BUILD UP Skills Pillar II
- Poster Award

1. Welcoming and introducing nine more countries

In the IEE 2011 Call for Proposals 21 BUILD UP Skills proposals were approved, and this group of 21 countries started to implement their projects in November 2011. In the IEE 2012 Call for Proposals 9 additional proposals were approved, and a second group of countries was able to start implementing their projects in June 2012. The later are the "new" BUILD UP Skills participants. The following map and table present the 1st group and the 2nd group of "new" of countries involved in the BUILD UP Skills initiative.

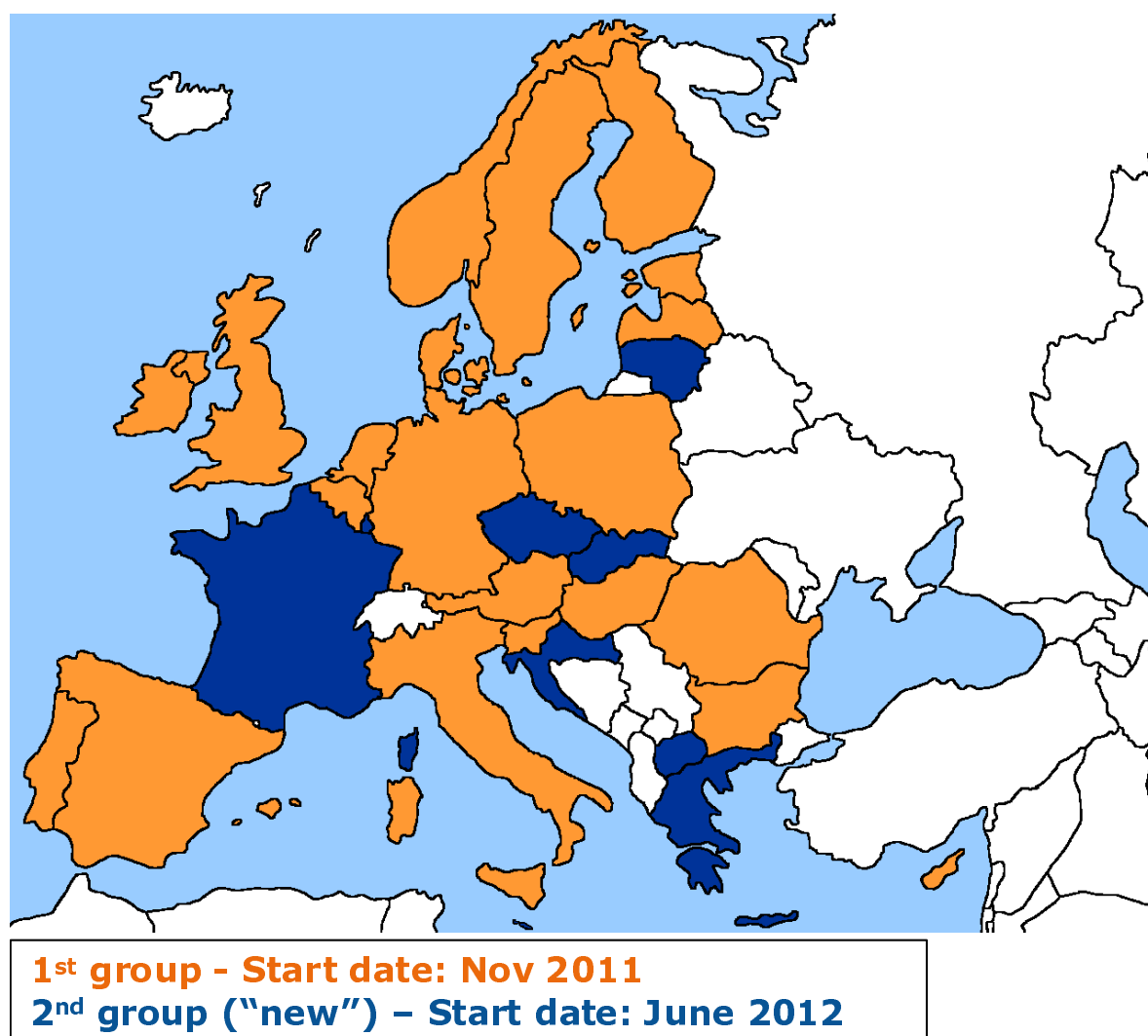


Fig. 2: BUILD UP Skills participating countries

A special session was organised on Monday morning, 11th of June only for the 9 "new" BUILD UP Skills country teams.

1 st Group of countries	2 nd Group of countries
AUSTRIA BELGIUM BULGARIA CYPRUS DENMARK ESTONIA FINLAND GERMANY HUNGARY IRELAND ITALY LATVIA NETHERLANDS NORWAY POLAND PORTUGAL ROMANIA SLOVENIA SPAIN SWEDEN UNITED KINGDOM	CROATIA CZECH REPUBLIC FORMER YUGOSLAV REPUBLIC OF MACEDO- NIA FRANCE GREECE MALTA LITHUANIA LUXEMBOURG SLOVAKIA

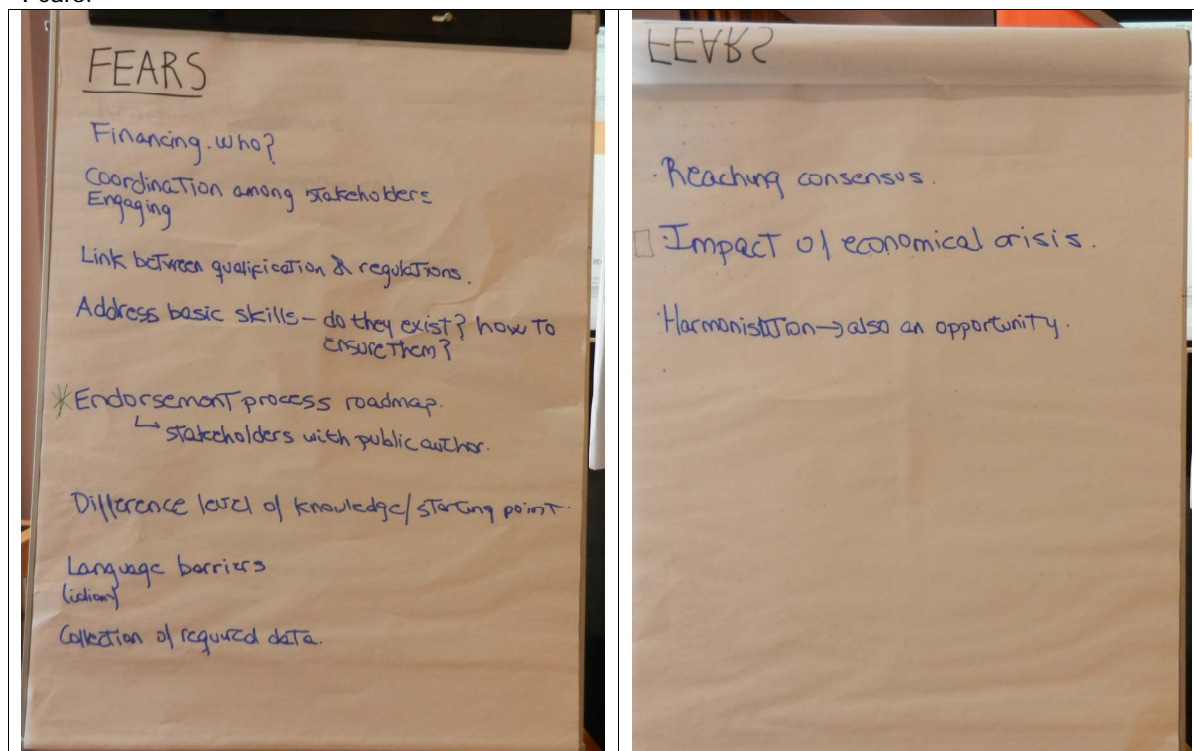
The morning session started with welcome speech and a power point presentation on the BUILD UP Skills initiative. This presentation described the scope, objectives, main elements, stakeholders to involve, milestones and timeline for the projects implementation. It also included a description of the EU exchange activities expected from all BUILD UP Skills projects, and in particular the participatory methodology followed at the EU Exchange meetings.

Participants were seated in 3 tables, each table had the members of 3 countries teams. Places at the tables were randomly selected. The proposed exchange exercise was to discuss around the tables the Fears and Expectations of the teams regarding the projects implementation. Each team had time to discuss among themselves, then around the table, and time to prepare a report back to all participants. The main results from this session are presented in the following figure.

The fears of the "new" participants consist mainly in the potential difficulties in involving stakeholders and once involved, in reaching a consensus and useful roadmap. Teams also expressed some threats concerning the endorsement of the roadmap by the relevant public authorities. Other fears stated are on data availability and identification of basic skills and financing instruments.

The expectations of the "new" participants are linked with the outcomes expected from the BUILD UP Skills projects in their countries and by the initiative as a whole in the EU. In summary, participants expect to contribute for the development of a framework to increase training and qualifications of on-site construction workers in EU, which can also contribute to re-valorise the craftsmen professions.

Fears:



Expectations:

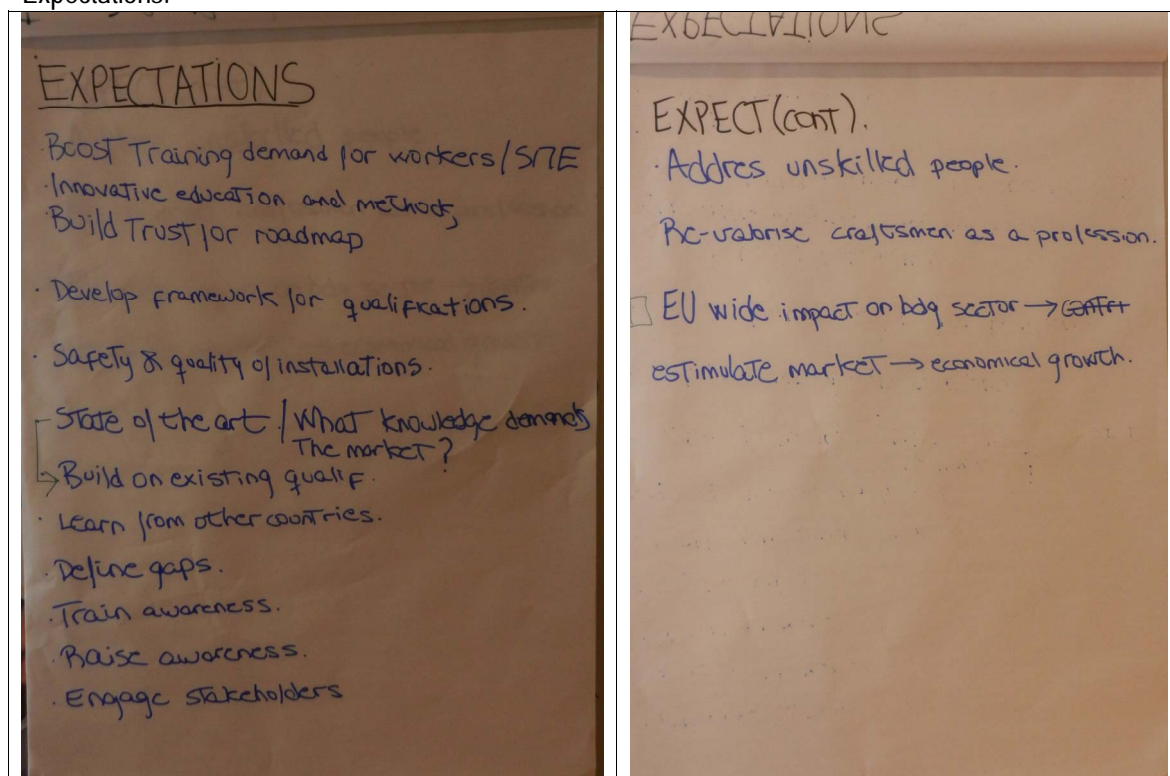


Fig. 3: Fears and expectations of "new" participating countries

The morning session ended with a presentation on key contractual and administrative issues, in which it was stressed the importance of keeping in regular contact with the Project Officers, inform them about

the project meetings, flag problems as soon as possible, but also send good news, positive outcomes and achievements.

2. Presentations from Slovenia

The objective of this session was to welcome all BUILD UP Skills participants and to provide an overview of the situation in Slovenia regarding the energy performance of buildings and the training of the building workforce.

Erik Potocar from the Ministry of infrastructure and spatial planning, gave a presentation on the current energy consumption of Slovenia, the various Slovenian initiatives and regulations as well as

In Slovenia, it is estimated that it will be necessary to renovate 20 000 houses and 1000 apartment buildings until 2020 as well as 55 million m² of facade surfaces, which creates potential and challenges for the renovation to Nearly Zero Energy Buildings. He also explained how the BUILD UP Skills Slovenia project could contribute to:

- identify critical points for the implementation of technologies and weaknesses of craftsman knowledge
- produce a programme of lifelong education and training of different craftsman profiles
- define key knowledge areas of building nearly zero energy building

Roman Kunic from the Slovenian economic association of producers of ETICS (External thermal insulation composite systems) and producers of thermal insulation materials, gave a presentation on their initiative to prepare guidelines for installation of ETICS systems (based on Austrian guidelines) and to start training and education for installers of such systems.

3. Success Stories and Success Factors

Introduction

The objective of this session was to learn and exchange on the initial successes of BUILD UP Skills projects during the period of November 2011-June 2012.

Success stories

Teams discussed and documented a total of 40 success stories from the first months of work (original 21 teams) or application process (new nine teams). The following graph attempts to identify seven core topics covering all experiences.

“Communication and Cooperation” emerged as a common quality characteristic for practically all mentioned success stories.



Fig. 4: Headlines for reported success stories presented on June 11th

Everything as planned

Teams referred to their ambitious proposals concerning tight schedule for milestones, quantity and quality of research and reporting, numbers and involvement of stakeholders. They are proud to have met their goals prior to the exchange meeting.

One key element

In several countries a key element for the success of the project could be defined. It either helped to join stakeholders in internal dialogue and / or national commitment (typically a public event) or helped concentrate operative efforts and vision of future organization (e.g. a thematic and/or regional initiative or centre) or brought crucial or unexpected expertise into the work (e.g. specific survey or interview series).

Target groups want to learn

The question how to address, motivate and involve blue collar workers within the scope of the project proved to be a key challenge and uncertainty to several teams. Success stories included several strategies and all showed that there is a broad interest in education and training among the core target group and among several supporting professions (e.g. vocational school teachers).

Interdisciplinary and interregional

Several teams initiated a first time and / or especially productive dialogue between different professional fields (e.g. education, construction and energy), regions within the participating country (e.g. nations in UK, islands in Greece and provinces in other countries) or different administrative levels (e.g. national, regional and municipal) and were proud of the additional quality this brought into the project work and results.

Finding solutions

Several countries ran into thematic (e.g. low quality of data) or personal (e.g. conflict within the team) problems and consider overcoming them with increased strength, focus and cooperation as a key success story. This includes those countries that had to rewrite their proposal and reorganize their consortium.

Added value through involvement

Several teams received unexpectedly high quality input from stakeholders during the initial phase of the project. This was often the result of in-depth consultation and interviews. Input could be included in the design of questionnaires, the organization of events and led to new contacts or information sources. Not

only could overall quality of project work be increased considerably, active input triggered increased interest of stakeholders.

Communication and cooperation

The common issue of all of the above and several other singular contributions highlighted the successful initiation of novel forms of communication and cooperation among and with stakeholders of the future process of putting the roadmap into action. Not explicitly mentioned in the feedback from the participants but obvious from comments around the tables was the specific benefit of extending efforts to share experience, results and ideas with colleagues from around Europe.

Success factors

Derived from the success stories, the participants identified the following factors as crucial for their success, covering three fields: **project management, cooperation and contributions to policies on national and EU level.**

Project Management

- quality of the partnership
- assignment of responsibilities and clear definition of roles

Cooperation

- finding a common language
- working for a common vision and common goals
- active involvement of decision makers
- direct feedback from onsite workers
- active engagement of stakeholders
- cooperation with stakeholders
- engagement of individuals
- open mindedness
- listening to target groups
- open process for all target groups
- good relationships with national institutions

Contribution to policies on national and EU level

- cooperation and active inclusion of all stakeholders who contribute to policy development: responsible ministries (energy & education), associations of building sector etc., associations of training providers
- suitable and encouraging policy framework
- awareness of the construction sector of EU legislation
- quality demands in policies
- the Intelligent Energy Europe programme itself
- investors asking for quality

4. Peer review team discussions

BUILD UP Skills projects have been grouped in teams of 3 countries, so-called peer review teams, to encourage exchange of best practices and coaching between countries.

This session allowed peer review teams to discuss achievements and common barriers encountered so far in the BUILD UP Skills projects. It allowed for a comparison of initial results of national status quo report. Each peer review group presented its findings afterwards to the whole group. .

The peer-review groups are the following:

- Germany – Ireland – Bulgaria
- Austria – Finland – Slovenia
- Denmark – Estonia – Poland
- Netherlands – Belgium – UK
- Norway – Latvia – Sweden
- Portugal – Cyprus – Spain
- Italy – Romania – Hungary

In parallel, the 9 countries that just joined the initiative had a specific session to form new peer review groups.

4.1 Formation of new Peer Review Groups

The nine new countries were introduced to the concept of peer reviewing. In the course of the emerging discussion the following topics questions were raised and answered:

- Why are “experienced” and “new” countries not mixed in peer groups to facilitate know-how transfer? The following explanation was given and accepted: Benefit of joining teams in equal positions within the scope of the project; need for existing teams to follow their own review plans; existence of alternative opportunities – for example during exchange meetings – to learn from these countries; options for additional open exchange activities among any interested countries.
- Organizational details were given by EACI: Time and funding allocated to peer reviewing, basic framework for items included in peer reviewing, role of peer reviewing in reporting. It was acknowledged by participants that peer reviewing as a novel strategy was left very open to individual structuring and priorities.
- Forming of teams was left entirely to the participants with the following suggestions given by the moderators through previous experience: Look for similar national situation, regional identity and specific items of interest that might link countries also across long distance.

The following teams formed and presented themselves and first plans for joint activities during the following plenary session:

1. Croatia, Former Yugoslav Republic of Macedonia, Greece:
 - Main common issue was similar regional and therefore climatic and economical situation and short travel distances as success factor.
2. France, Luxembourg, Malta:
 - Similar size of Malta and Luxembourg, Mediterranean issues of Malta and France and similar background on all issues between northern France and Luxembourg (e.g. language).
 - Big difference in size and national structures was seen as main challenge.
3. Czech Republic, Lithuania, Slovakia:

- Similar size, political history and climatic situation were all seen as promising prerequisite for successful cooperation.

4.2 Peer review group of Bulgaria, Germany and Ireland

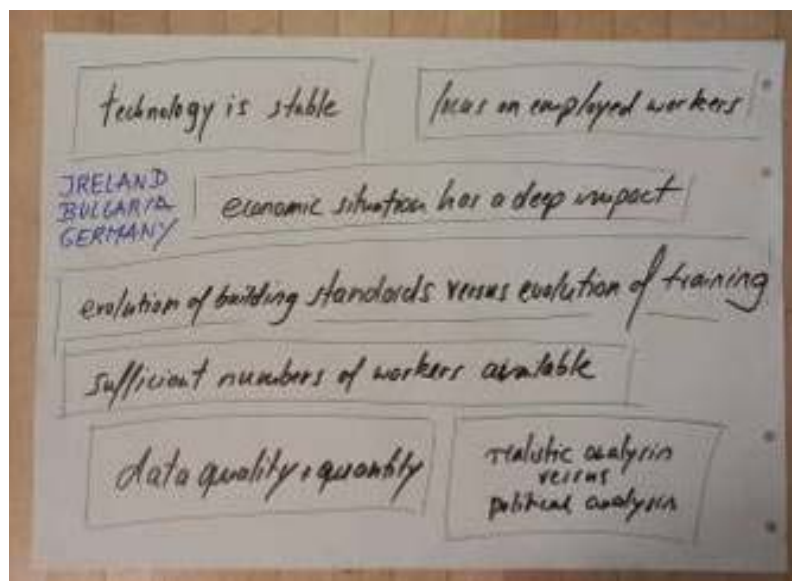


Fig. 5: Flip-chart notes reporting of the peer review group Bulgaria, Germany and Ireland

The figure above summarises the discussion of the peer review between national teams of Bulgaria, Germany and Ireland. The participants shared amongst each other experiences with:

- Collecting and interpreting data for the status quo analysis: it was pointed out about the balance between the quantity of gathered data and its quality. Case was registered in Germany whereby training for workers exists, however, it was also important to check how well these trainings were attended.
- Realistic analysis compared to the political/economical analysis was pointed out.
- Current national and economic situation in the construction sector and its effect on (non)employment of blue collar workers. For example, in Ireland, the slow down in construction sector activity has led to focus on employed workers within Build Up Skills activities.
- The status quo analysis in Germany led to result that sufficient number of workers is available and no shortage is envisaged before 2020. However, issues raised are with quality of knowledge of current trainers and upgrading their knowledge in the future.
- It was also concluded that without the BUILD UP Skills national projects in these countries, no skills-gap analysis would have been done!

The group suggested as tips to the new countries joining the BUILD UP Skills initiative:

- To check figures / numbers they receive from statistical data, because although used, this information may not be well founded.
- To involve many stakeholders (for instance in a reference group).

4.3 Peer review group of Belgium, Netherlands and United Kingdom

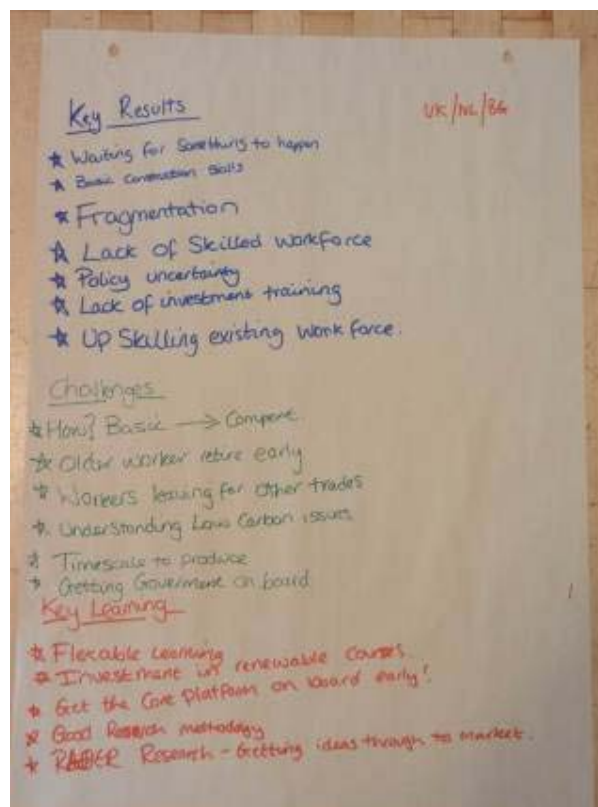


Fig. 6: Flip-chart notes reporting of the peer review group Belgium, Netherlands and the United Kingdom (NB: BE and not BG, as identified in poster, was member of this group)

The group has formulated the following additional tips for the new countries (which can be also taken into consideration for existing ones):

- Education and training providers should create programs before market adapts new technologies (meaning that identification of skills needs and gaps as well as preparation/ adaptation of programmes should be implemented in timely fashion, with no significant delays; from experience of one of countries in the group, it takes 2-3 years to label or identify green skills and 2-3 years to integrate them into education and training programmes)
- Proactive introduction of sustainability topics in schools (however this is not focus of the Initiative)

The peer review group discussion has emphasized the following new topics (topics which were already identified in second workshop are excluded), which can be considered in the next workshop:

- Need to generalise: currently understanding of green skills in construction sector is rather fragmented and there is no general picture of problems in this area
- Need for measures to address the replacement demand, i.e. need to replace older workers
- Training innovations including ones to increase accessibility to training

4.4 Peer review group of Italy, Hungary and Romania

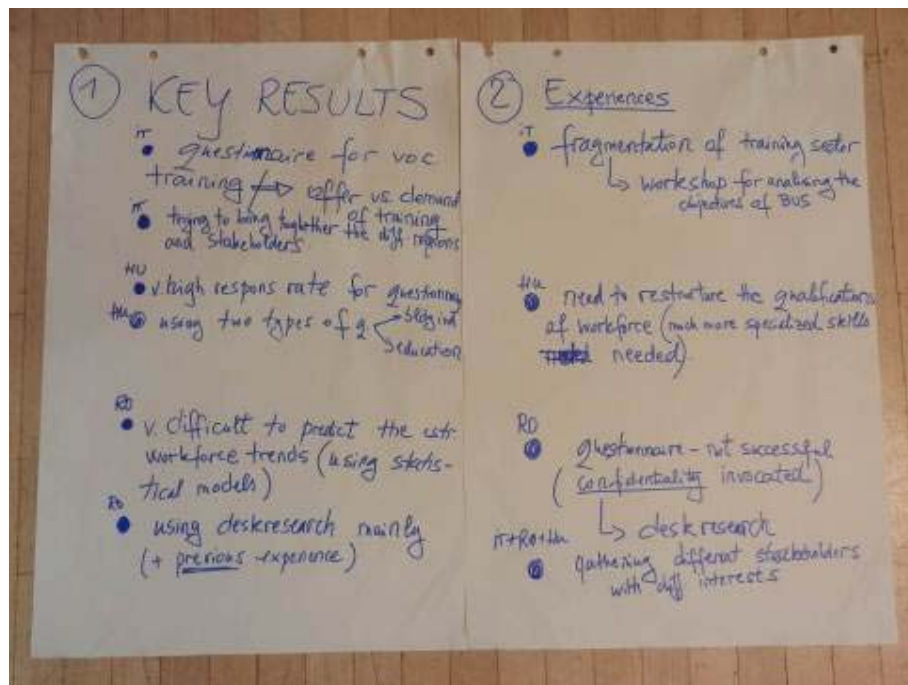


Fig. 7: Flip-chart notes reporting of the peer review group Italy, Hungary and Romania

Key results from status quo analysis so far

- questionnaire for vocational training made offers versus demands of training visible (IT)
- it is a challenge to bring together the different regions and stakeholders (IT)
- many of the reviewed courses do not foresee the practical part and a final exam (IT)
- besides the need of qualified craftsmen and installers, it was noted that the qualification of the designers is key to assure a high-quality installation (IT)
- positive experience: very high response rate for questionnaire (HU)
- use of two types of questionnaires: one for buildings, one for education (HU)
- very difficult to predict the estimated workforce trends (using statistical models) (RO)
- using desk research mainly (+ previous experience)

Experienced limits and challenges – open questions

- fragmentation of training sector became visible after a workshop for analysing the objectives of Build Up Skills (IT)
- the need to restructure the qualification of work force -> much more specialized skills are needed (HU)
- questionnaire was not successful as confidentiality was invoked (RO), therefore desk research was preferred as an adequate instrument
- gathering different stakeholders with different interests (IT, HU, RO)

4.5 Peer review group of Latvia, Sweden and Norway

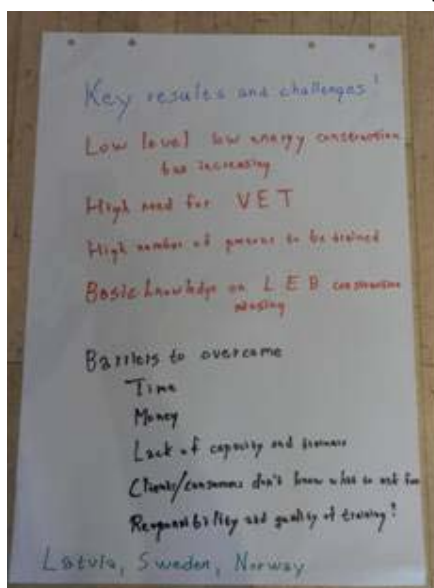


Fig. 8: Flip-chart notes reporting of the peer review group Latvia, Sweden and Norway

Some results from status quo analysis so far

- Small building construction companies have the biggest market share in the construction sector. Approaching and reaching these small size companies is very difficult. Moreover, for large projects, subcontractors are often, which in many times consist of small construction companies. The issue is on how to control the quality of the subcontractors of such small companies.
- In Norway the activity in the construction sector is currently increasing. As part of the analysis of the status quo the Norwegian national team has developed a map of competences in order to map which are the skills that companies should have. As a result of circulating this map of competences to the construction companies the skill gap has become clear; this applies to both on-site managers and specialised workers. Although this study reached a limited number of companies, and the conclusions need to be treated carefully, it can not be concluded that large companies are better than small companies.
- Despite the skill gap is clear among all three countries, there is not a market demand for qualified workers.
- The concern exists among all countries regarding who will be the responsible to provide the training that is required and who will provide the financing for this. For instance in the case of Norway, a total need of 100,000 site workers and of 15,000 on-site manager has been identified. This would require a total of 1,500 teachers.

Key challenges and open questions

- It was agreed by all countries that in principle, building companies are keen to train craftsmen and blue collars workers on energy efficiency and renewable energy skills but for this to happen there needs first to be a demand for workers with these skills. For instance:
 - in Latvia attendance to training on the building sector on EE and RES is not compulsory. This makes it difficult to convince building companies to send their staff to trainings.

- In Norway, building companies do not want to send their workers to training courses because there is no market demand and hence they are not willing to pay for it themselves
- In Sweden, Construction workers unions are keen to attend further training however they are not been offered this opportunity)
- There is an increase in the number of foreign workers. The language barriers needs to be addressed (Sweden)
- It is very important to develop interdisciplinary trainings, e.g. a solar thermal installer should be aware of the implications that fitting collector at the roof might have in the building envelope (Sweden)
- A quality management system needs to be established and implemented

4.6 Peer review group of Austria, Finland and Slovenia

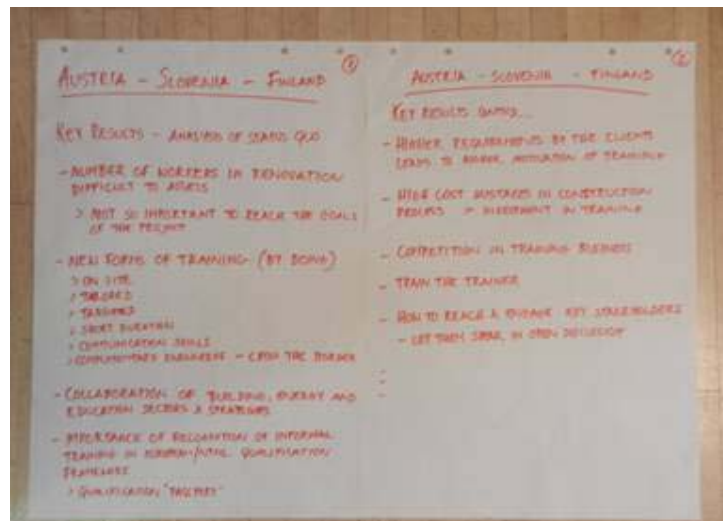


Fig. 9: Flip-chart notes reporting of the peer review group Austria, Finland, Slovenia

4.7 Peer review group of Denmark, Estonia and Poland

Key results DK, EE, PL



Common challenges identified

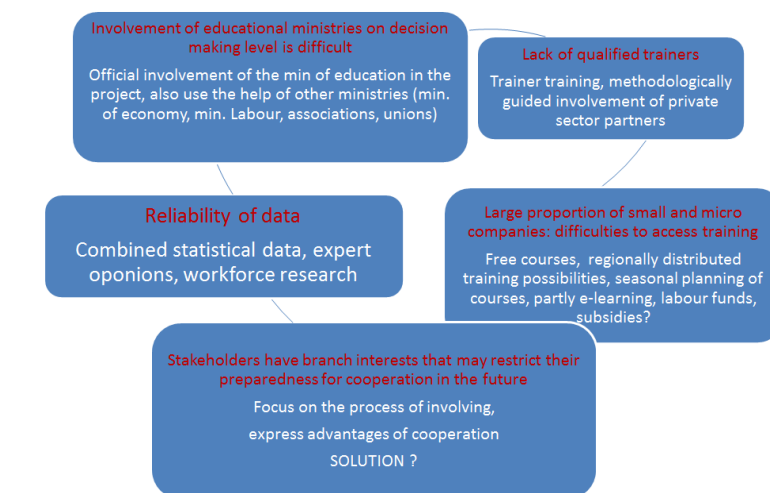


Fig. 10: Flip-chart notes reporting of the peer review group Denmark, Estonia and Poland

4.8 Peer review group of Portugal, Cyprus and Spain

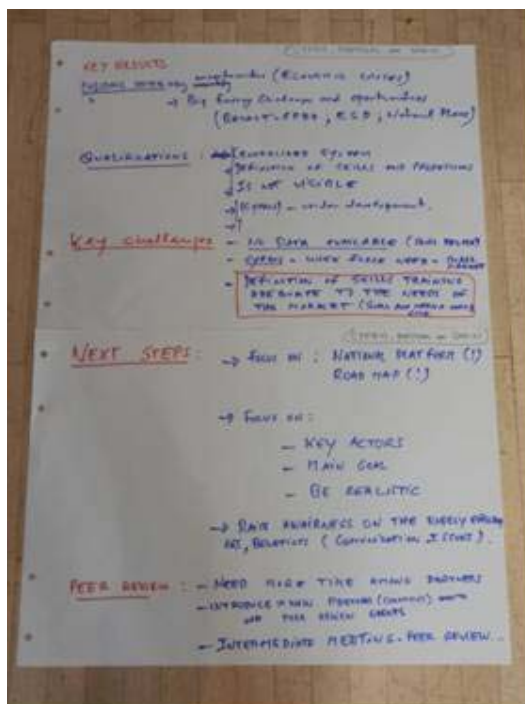


Fig. 11: Flip-chart notes reporting of the peer review group Portugal, Cyprus, Spain

5. Small group discussions of 12th June

National Teams were given the opportunity to propose a series of topics on the spot that they wish to discuss. A total of 10 topics were finally selected and participants were free to join any discussion group. The proposers of topics were asked to lead the discussion tables and to report to all national teams in a plenary session.

Group 1: Methodologies to identify skill gaps and needs

Facilitator: Malta BUILD UP Skills team

Discussion of group 1 focused on potential methods to anticipate skills including relative advantages and disadvantages of these methods.

METHOD	ADV. +	LIMIT. -	1.
INVENTORY (RADAR)	DIRECT CONTACT WITH INDUSTRY	RELIES ON EXTRAPOLATION	
QUESTIONNAIRES	STRUCTURE	REACTIVE	*
WORKSHOPS	VALIDATION	REPRESENTATION	
INTEGRATION OF BOTTOM UP & TOP DOWN APPROACH	MATCHING ↓ VALIDATION	POSSIBLE DISCREPANCY IN "MISMATCH" HAS	
CONFERENCE			
FOCUS GROUPS	DIRECT & REAL TIME COLLECTION	REPRESENTATION	*
SCENARIO MODELLING	MORE POSSIBILITIES	DIFFICULT / COMPLEX TIME	*

Fig. 12: Flip-chart notes reporting of group 1

Some additional issues which were discussed in the group:

- When drafting methodology to identify skills gaps and needs one needs to follow 'less is more' approach meaning that it is often better to use less, but more elaborate than more, but under-developed methods
- There is a need to combine top-down and bottom-up methods
- French team has shortly presented its methodology for scenario modelling which is based on active involvement of all main stakeholders and is aimed to reach shared vision of future skills needs and gaps

Group 2: Synergies between Build Up Skills and the RESD

Facilitator: Horia Petran (RO)

Full title of the discussion group was "Synergies between Build Up Skills and the RESD (Directive on the promotion of the use of energy from Renewable Energy Sources) certification schemes for installers".

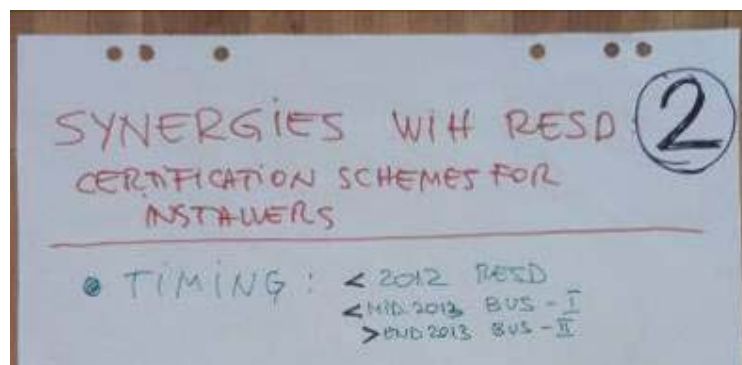


Fig. 13: Flip-chart notes reporting of small group 2

Nobody joined this group. Therefore the owner of the topic (Romanian national team representative) presented his own views and concerns regarding the timing between the certification schemes for renewable energy installers (mandatory as in Article 14 of the RES Directive), being currently developed in all EU Member States - and the BUILD UP Skills initiative.

It was pointed out that synergy exists between the National obligations for making available certification schemes for RES installers as required by the RES Directive by the end of 2012 and the BUILD UP Skills Initiative. However, because national certification schemes for renewable energy installers should be completed before the finalisation of the BUILD UP Skills programme, they may not work in synergy. This was raised as a concern relevant to all Member States which should be considered at national level.

Group 3: How to raise motivation of construction companies to high quality?

Facilitator: Georg Trnka (AT)

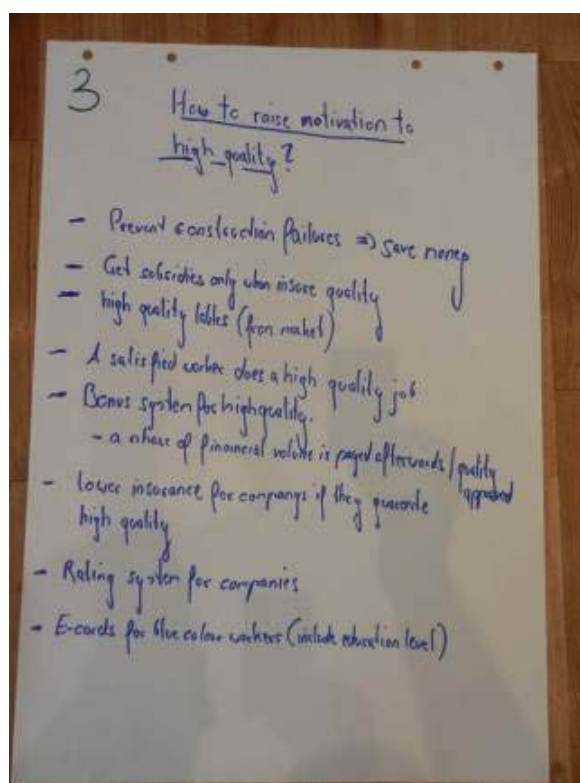


Fig. 14: Flip-chart notes reporting of group 3

The working group suggested a two-fold approach targeting workers as well as construction companies:

- **give clear messages to construction companies:**
 - “prevent construction failures => save money”
 - “get subsidies only when quality is secured”
- **create high quality labels with a clear market orientation**
- **consider the well-being and motivation of construction workers**
 - only a satisfied worker does a high quality job
 - bonus system for high quality efforts of workers by sharing money with them when the quality is approved at the end of the work
 - e-cards for blue colour worker (include their education level)
- **consider the well-being and motivation of construction companies**
 - lower insurances for companies if they guarantee high quality
 - install rating systems for construction companies and installers

Group 4: Training the Trainers

Facilitator: Anna Moreno (IT)



Fig. 15: First page of presentation of group 4

From the beginning it was agreed that there is an actual need for training and further education for trainers, one of the reasons being that only through new technologies and processes extra training and therefore skilled trainers became necessary. The group (9 participants) prepared a mind map available on the website. Therefore this section will only give an overview on critical issues in the discussion and recommendations.

- Training experience > technical experience: Key and pedagogical skills needed, broad knowledge of a wide range of technologies, standards, resources.
- Updating and keeping knowledge up to date was seen as a key challenge.

- Though there seems to be quite a gap to bridge at the beginning, continuous further education has to start right away for professional development ("there should not be a need for another bridge").
- As standards might be different across Europe, basic principles should be similar. Therefore joint initiatives for training might be successful. An integrative knowledge across all systems was seen as the most important topic.
- The group sees a common certification of trainers, accompanied by additional efforts to enhance exchange of knowledge and expertise, as a key opportunity within the BUILD UP Skills initiative.

Group 5: How to attract the attention of state institutions

Facilitator: Risto Ivanov (Former Yugoslav Republic Of Macedonia)

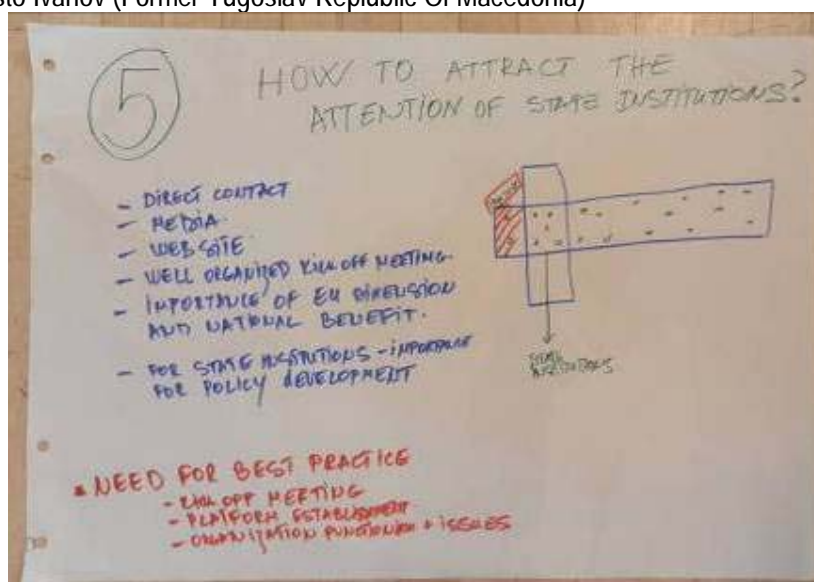


Fig. 16: Flip-chart notes reporting of small group 5

This question was posed by a country recently joining the Build Up Skills (FYRO Macedonia), therefore exchange was sought from national teams into experience and approach to this topic.

Discussion resulted with several possibilities such as:

- Making direct contacts with relevant parties at state institutions in order to familiarize them with the Build up Skills project
- Using the media to raise the awareness and profile of the project nationally
- Kick off meeting to be well organized to mark the start
- Emphasizing the European dimension of the Build up Skills initiative as well as its national importance – especially in light of relevance to development and updating of national policies.

Need for best practice exchange between national teams was highlighted, regarding establishing, organizing and functioning of the stakeholders platform.

Group 6: Integration of informal training into the national / EU qualification framework

Facilitator: Marjana Šijanec Zavrl (SI)

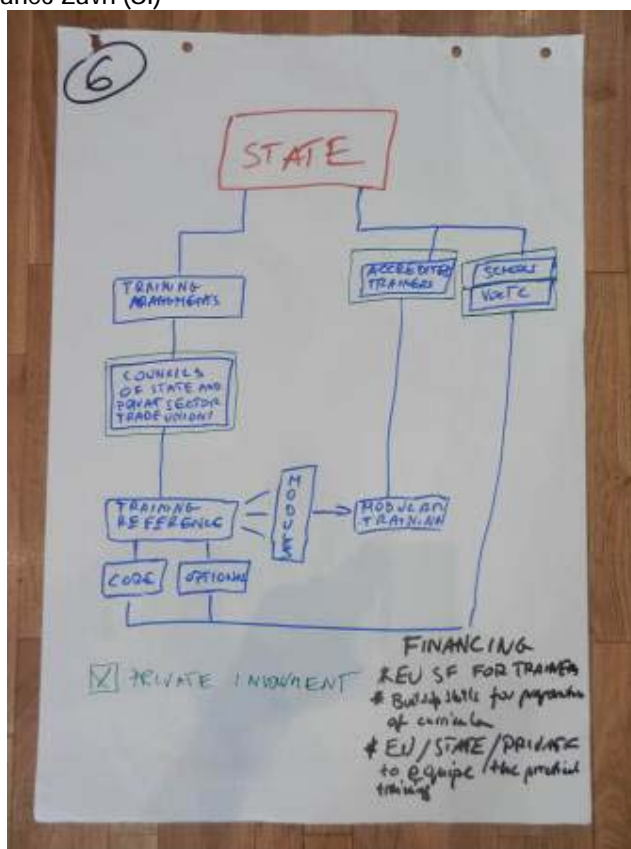


Fig. 17: Flip-chart notes reporting of group 6

Training providers:

- The member states provide training by accredited trainers (modular training) or vocational schools
- Councils of state offer training schemes
- Private Sector like Trade Unions offer training schemes

Recommendations for financing informal training

- use European Social Fund (ESF) for trainers
- use Build Up Skills initiative for the preparation of curricula
- use EU / Member State / Private money to equip the practical training

Group 7: How can we motivate construction SMEs to start training workers?

Facilitators: Tapio Jalo (FI) and Johannes Fechner (AT)

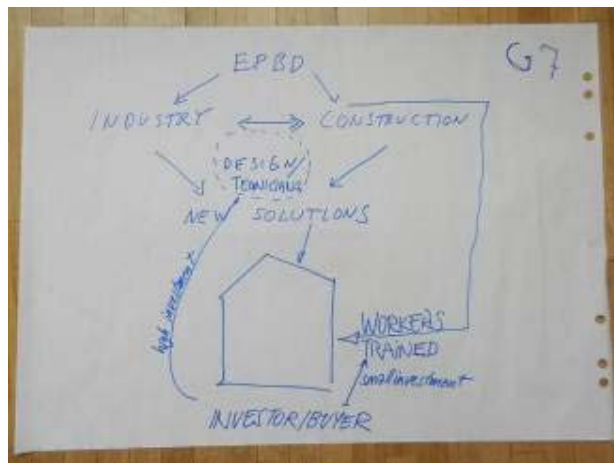


Fig. 18: Flip-chart notes reporting of small group 7

This topic showed large interest (12 participants) and found common ground in the specific circumstances, interest and needs of the many small companies working on small scale buildings or renovation tasks. The group discussed the following issues and recommendations:

- There seem to be well developed schemes for large scale projects (usually given to architects and engineers with access to state of the art information).
- Small companies often lack any staff with higher qualification.
- Technology changes too fast for training schemes to follow. Most training is done by industry and directly connected to actual product use.
- A possible strategy was seen in avoiding future cost for repairing mistakes or quality flaws (estimated at around 10 %). Learning from other industry more advanced in this respect might be considered (e.g. automotive). Cost for training might be seen as buying insurance.
- Training will be crucial because some of the more promising technology does not work without installation by trained workers.
- One possible solution might be to tie subsidies or industrial bonus (given by producer of appliances or technology) to quality criteria concerning skills.
- Overall a considerable influence of the Building Directive was anticipated by the group.

Group 8: How to forecast new skills needed in the future?

Facilitator: BUILD UP Skills Cyprus team

Discussion in group 8 was very similar to the one in group 1 as they both focused on methodology to anticipate future skills needs and gaps. However discussion of group 8 has focused less on methods and more on overall forecasting strategy for particular occupation (i.e. biomass boiler installers) identified by Cypriot team.

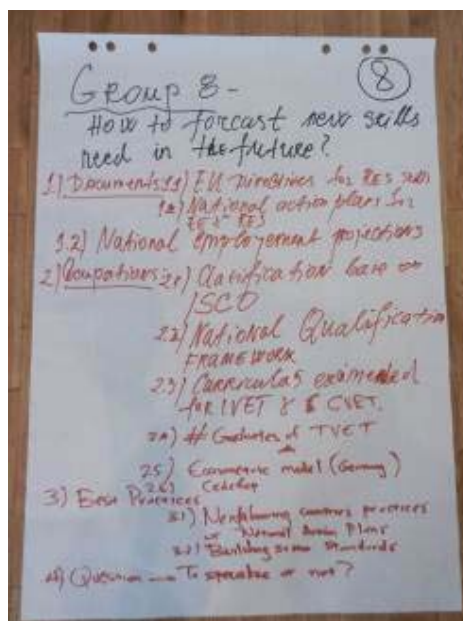


Fig. 19: Flip-chart notes reporting of group 8

Some additional issues which were discussed in the group:

- Difficulty in forecasting number of workers due to different number of hours per worker (e.g. few workers work full-time with installation of biomass boilers)
- High importance of ESCO – European Skills, Competences and Occupations taxonomy – to be used in anticipation of skills needs
- It is hard to account for time which worker devotes for training and to differentiate workers according to this – this complicates estimation of future training needs
- There are many skills needs which are relevant also for other economic sectors and thus this poses question of scope – what are the limits of the sector to be considered in national forecasts?

Group 9: What to do about unskilled workers?

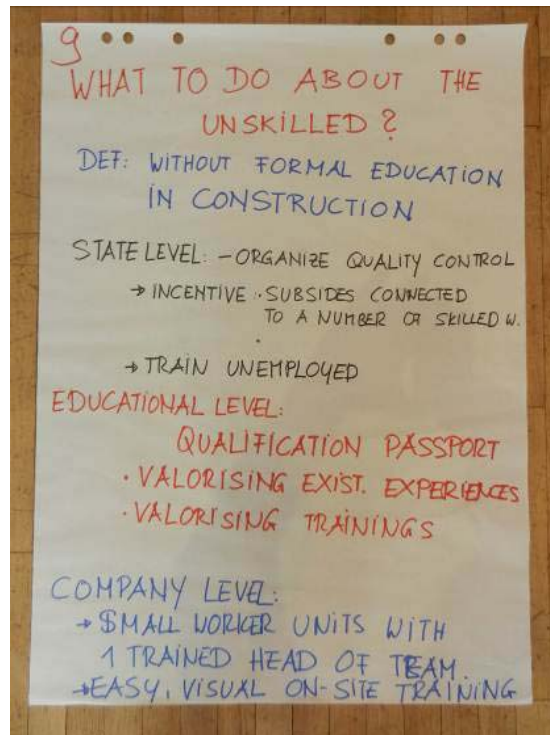


Fig. 20: Flip-chart notes reporting of group 9

Group 10: How to get consumers on board, to stimulate demand?

Facilitator: Nigel Hollett

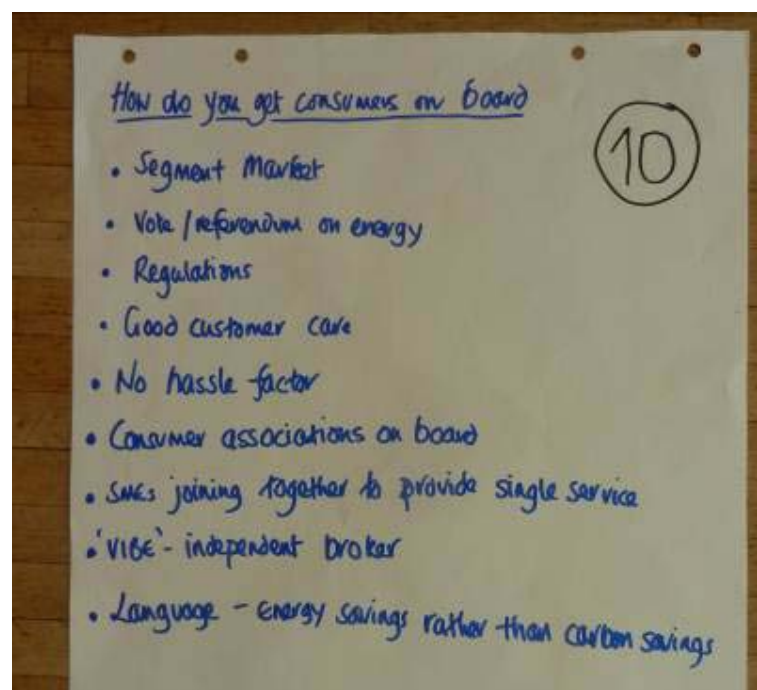


Fig. 21: Flip-chart notes reporting of group 10

The group discussed how training for the building workforce should go hand in hand with programmes to get end-users/consumers on board. This is to ensure that when craftsmen are skilled, there is a demand for buildings with high energy performance.

- Sharing from best practice of successful consumer programmes, it is considered important to segment the market for communication/campaign activities and link with the relevant stakeholders/influencers such as consumer associations. It is important to address consumers in a language they understand (e.g. it may be easier to explain the concept of energy savings than carbon savings)
- Political will is also important. Decision makers should encourage high energy performance with regulations. Vote /referendum on energy could help get citizens' buy-in.
- Good customer care is crucial, especially when dealing with craftsmen of the construction sector. The "hassle factor" should not be overlooked as an important barrier to carry out retrofits in homes for instance. This should be taken into account for the training of crafts.
- To facilitate the process for consumers, SMEs could join together to provide a single service (one-stop shop).
- Independent brokers could help getting an integrated approach for buildings refurbishment/construction and making the link with various trades (e.g. the VIBE independent broker example)

6. Small group discussions of 13th June

Small group discussions around 'hot topics' continued on the morning of 13th June. Finally, after merging two topics, six topics were discussed and afterwards reported by the person that suggested the topic and led the discussion.



Fig. 22: Topics identified for group discussions on 13th June

Group 1: Future of IEE

Facilitator: Gianluca Tondi and Vasco Ferreira (EACI)

In this session it was presented the framework of the Horizon 2020 programme, the main pillars and how a future IEE3 programme is currently being discussed and developed. The participants were informed about the timeframe and about the key areas to be included under IEE3, which are mainly policy support, financing and capacity building. After some clarifications, the participants were asked about what they would expect of IEE3, the role in IEE3 of initiatives similar to BUILD UP Skills and finally what type of projects and activities should be supported.

After a fruitful discussion the participants' main suggestions were:

- The access to existing knowledge generated by IEE projects should be easier. And the transfer of methodologies and results among countries more effective – map project results.
- Clarify and frame the term "capacity building", whose meaning can be very different according to the country
- The project typology used in BUILD UP Skills (national projects plus EU Exchange activities) is considered quite successful. It could be replicated in other initiatives and projects supported by the future IEE programme.
- Specifically on actions to the future support of BUILD UP Skills in IEE3, some participants suggested to widen the scope to include building designers and planners, support actions to "train the trainers", and use the projects' results to conduct cross-country analysis to identify opportunities and to balance demand and offer, and to inform policy making.

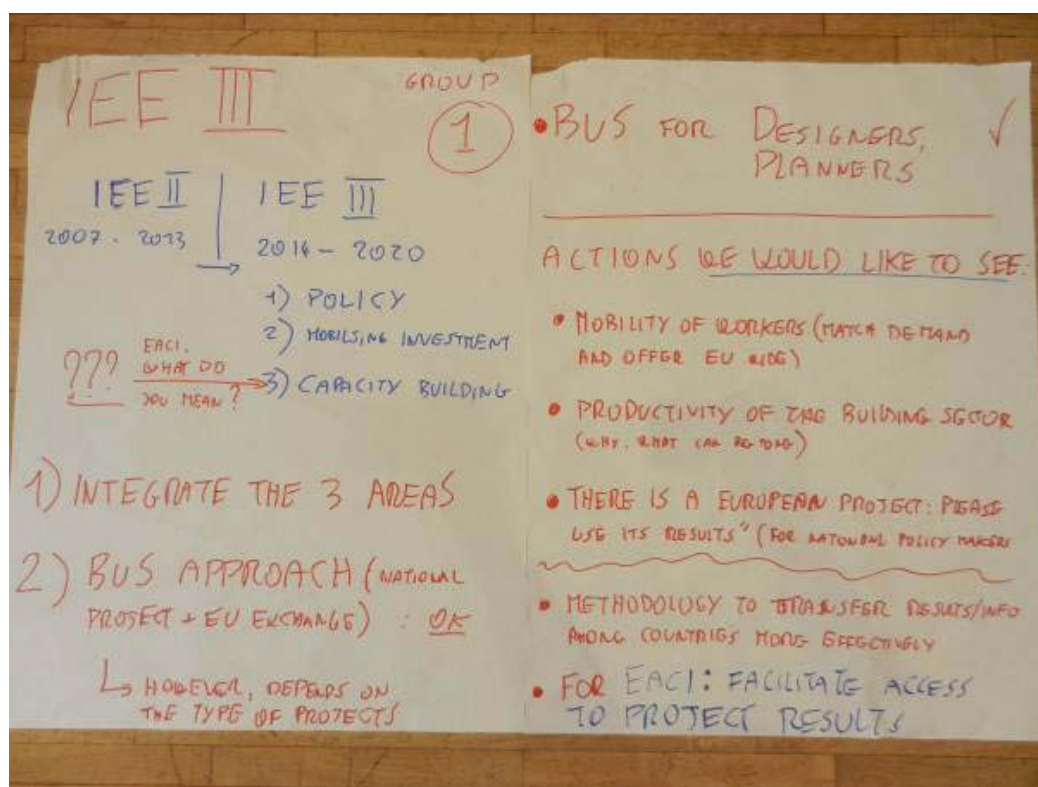


Fig. 23: Flip-chart notes reporting of group 3

Group 3: How to finance the training of trainers

Facilitator: Mark Keyes

Focus of BUILD UP Skills Initiative is continuing education and training for craftsmen and other on-site construction workers and managers and system installers. However training of trainers is of particular importance for the Initiative as it is fundamental condition for a) number of workers trained in the country and b) high quality of training services provided to workers.

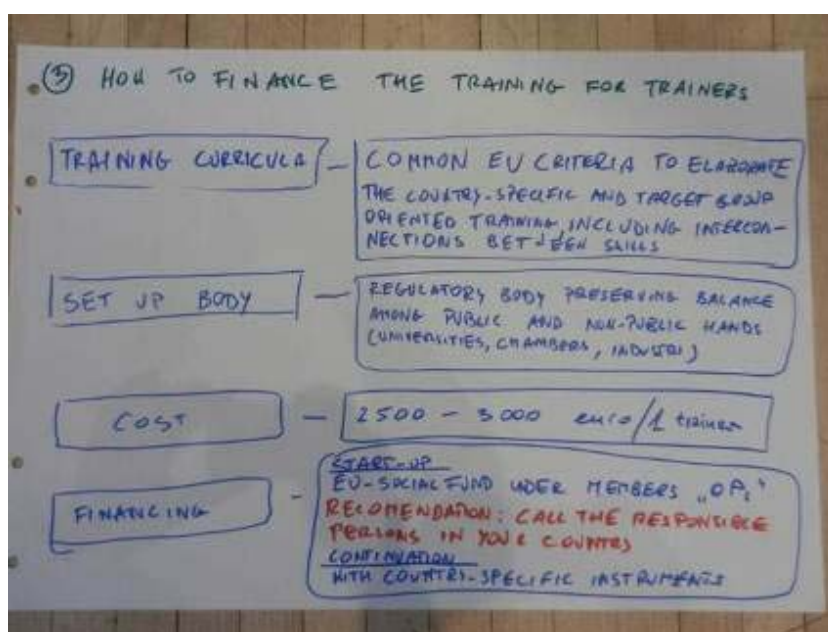


Fig. 24: Flip-chart notes reporting of group 3

Some additional issues which were discussed in the group:

- Mobility of trainers is very important as it helps to transfer good practice across countries
- There is a pedagogical challenge in training for skills which are common for several occupations, e.g. green transferrable skills
- EPBD directive is not very clear in terms of training curricula (e.g. subjects, common criteria, etc.). This could be addressed by adding specific requirements in the EPBD as those in the RES directive where Member States are requested to make available certification schemes for RES Installers.

The representative of the national team from Ireland, explained that they had come out with a total cost of 250,000 € in order to train 100 "train the trainers". This refers to training of targeting workers who already some level of skills. Costs include the organisation of workshops, the preparation of the material and the delivery of the training.

Group 4: Mobility

Facilitator: Johannes Haas, EACI expert

The picture summarizes the joint effort of actually two teams who merged because of relatively little participation. The topics included questions like "How to address unskilled workers?", "What will blue

collar workers' roles be in 2020 and upon gaining competence?", "How does further education affect mobility of workers?"



Fig. 25: Flip-chart notes reporting of group 4

Several interesting statements were made and included in the picture:

- Further education raises the competence of a worker and therefore his "mobility" to competing companies, to other industry and to other regions or countries. In all this options higher salary may play a role.
- This fact might be an obstacle in motivating employers to offer further training to their employees because they fear they might lose especially good workers.
- This is especially critical for the small companies (one to 10 employees) that dominate the market in the construction business.
- A successful vocational education and training initiative for workers must include new organizational options for these companies to stay attractive for skilled workers. Flexible cooperation among companies to take on big projects or with self-employed workers ("micro contractors") to manage changing work load were discussed.
- An important change through competence build up will come to the role of workers at the construction site and within the companies. New solutions have to be found and supported to help employers cope with this change.

Group 5: Training for workers in buildings construction

Facilitator: Helder Goncalves (PT)

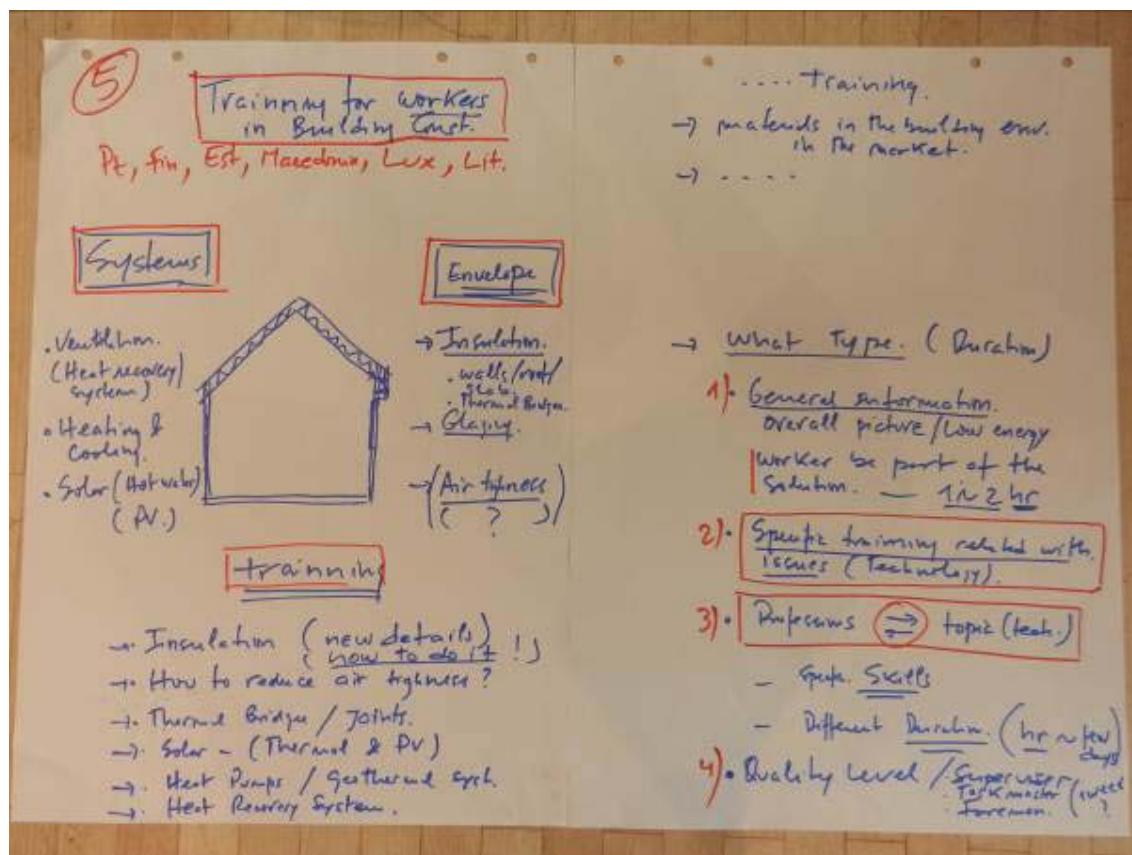


Fig. 26:

Group 6: Transition from Status Quo Analysis to Roadmap

Facilitator: Nigel Hollett

This topic raised large interest by the participants of national teams from Norway, Malta, Finland, Sweden, FYROM, Ireland and the UK.

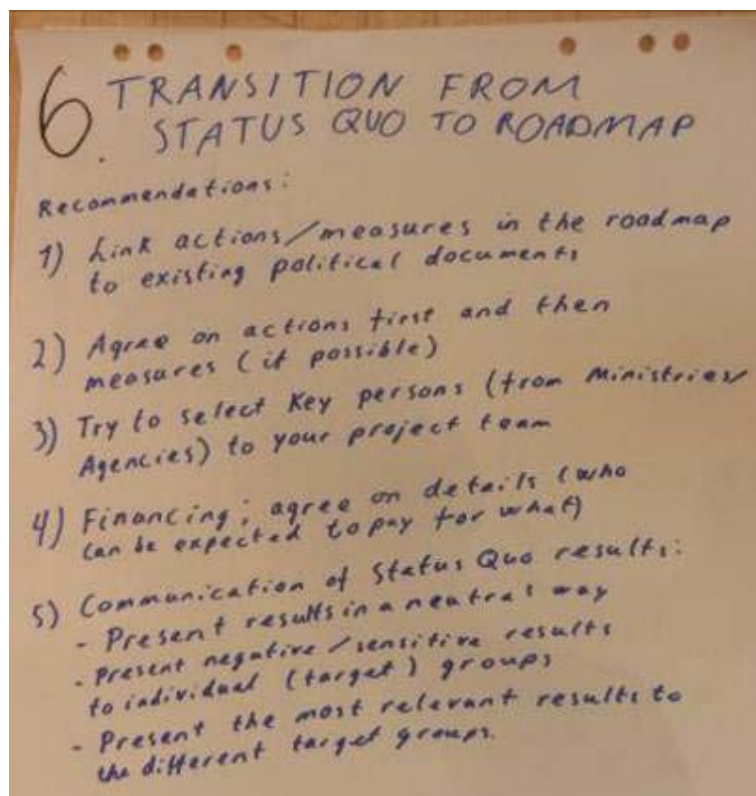


Fig. 27: Flip-chart notes reporting of group 6

The discussion was fruitful and it resulted in the following several recommendations which were summarized in the figure above:

- Link actions and measures in the roadmap to existing political documents. This eases the way to implementation of the roadmap as well as interest of national institutions.
- Agree on actions first, and then focus on measures in detail.
- Try to select key persons from national institutions to the project team. This inclusion leads to direction involvement into the project, and contribution to results.
- Financing should be discussed and agreed as to which organization/institution is expected to pay for what.
- Communication of the Status Quo Analysis results should be in a neutral way; present sensitive / negative results to individual target groups that the results are of concern; relate specific results to target groups that these results are of interest, rather than presenting the whole status quo analysis.

Group 7: BUILD UP Skills Pillar II

Facilitator: Nathalie Cliquot (EACI)

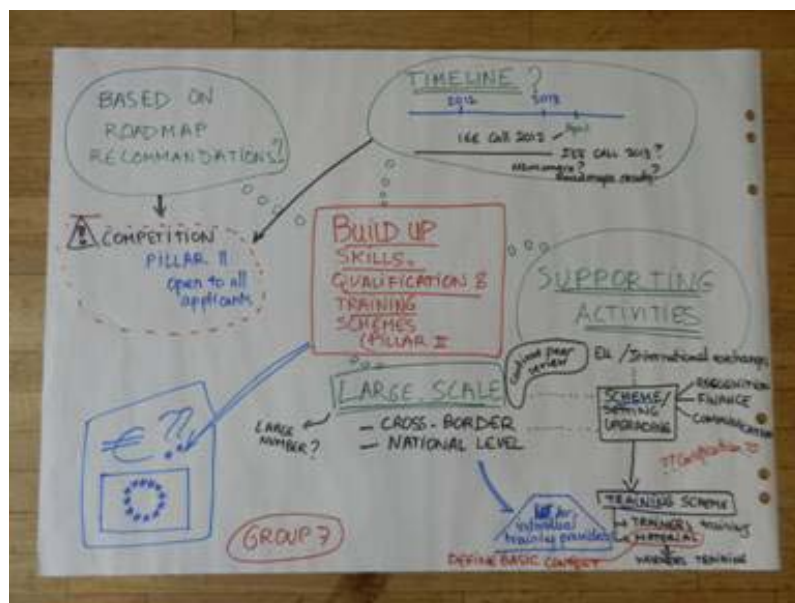


Fig. 28: Flip-chart notes reporting of group 7

The following issues were discussed.

- Timing: Most of the countries present in the discussion felt that they will not be in a position to meet the IEE Pillar 2 deadline for which the Call for Proposals is foreseen to be closed in April 2013
- "large scale training scheme" – it should address a large number of craftsmen and on-site workers, it could be cross border or national level, it should address the set-up or upgrading of training schemes but funding should not go to individual training providers developing training.
-
- "based on roadmaps recommendations (from pillar I)" – a lot of expectation has been raised from the pillar I projects, it is important that there is a link between activities funded under pillar II and the initial phase of Pillar I, otherwise there is a risk of undermining the credibility of the roadmap developed under Pillar I.
- It was clarified that Pillar II funding will be open to all applicants. It is not mentioned that there will be one proposal per country funded.
- "Certification"
 - o how will certification schemes be funded following Pillar 2?
 - o at which level will schemes be accredited, e.g. national, EU wide.
- Budget: it would be important for proposers to know how much budget is actually foreseen for BUILD UP Skills Pillar II.

7. Poster session and awards

Poster session

The 21 national teams that started in November 2011 were asked in advance of the meeting to prepare a poster highlighting their work on the status quo analysis. The poster session was scheduled on 12th July afternoon for one hour and was extended for another hour on 13th July on demand of the participants.

All 21 countries selected in Call 2011 of the Initiative have presented their posters.¹ Overall the quality of the posters was very high and the dedicated effort was apparent. In detail countries differed in terms of types of posters delivered: smaller number of countries such as Ireland, Austria and Denmark outlined only the most essential issues in their posters.

Few countries (e.g. Bulgaria, Italy) highlighted in their posters results of surveys carried out for their national status quo reports. There were also countries (e.g. Estonia) which based their posters on factual information drawn from national status quo reports or ones (e.g. Slovenia) who covered extensively stakeholders participating in the national consortium.

Most countries used a lot of visual information in their posters. There were also some exceptional examples such as hand-drawn poster of Poland or numerous copies of Dutch posters intended to be shared with other participants.

Posters showed a lot of issues which are common across several countries

Poster awards

In order to foster exchanges on the status quo analysis and the posters, a poster award was organised. There was a "public" vote (by the participants) and an expert vote (by the four external experts) for the best posters. Each participants could distribute three points to vote for their favourite posters. Experts awarded the best poster in three categories.

Participants ("public") vote

Nominees: Belgium, Spain and United Kingdom. These countries received the highest number of points by participants.

Award winner: Spain

Expert vote – “I’M TOUCHED BY IT” award

Explanation: Core BUS quality is the training of workers in a joint effort of all stakeholders. Core challenges are communication and cooperation among all stakeholders and with the target group.

Nominees: Belgium, Ireland and Sweden

¹ Posters are available at: [link to be included]

Belgium: Nominated for integrating a clear and comprehensible flow-chart of movement of blue collar workers within, into and out of the industry. The chart pointed out critical issues like retirement of skilled workers, knowledge drain to other industries and training needs for unskilled newcomers to the building industry.

Ireland: Nominated for the juxtaposition of a graph showing the dramatic decline of building activities in Ireland and a photograph with two confident children in front of a solar collector. This combination captures very well the present challenge in Ireland and conveys an optimistic approach towards the search for sustainable solutions.

Sweden: Nominated for highlighting the workers' perspective in their poster. This was done by an account very personal opinions given in interviews and a realistic photograph showing dialogue and decision making onsite in a construction project. No other illustration captured quality and challenge of BUS with more clarity and emotional impact.

Award winner: Sweden.



Fig. 29: Poster of Belgium

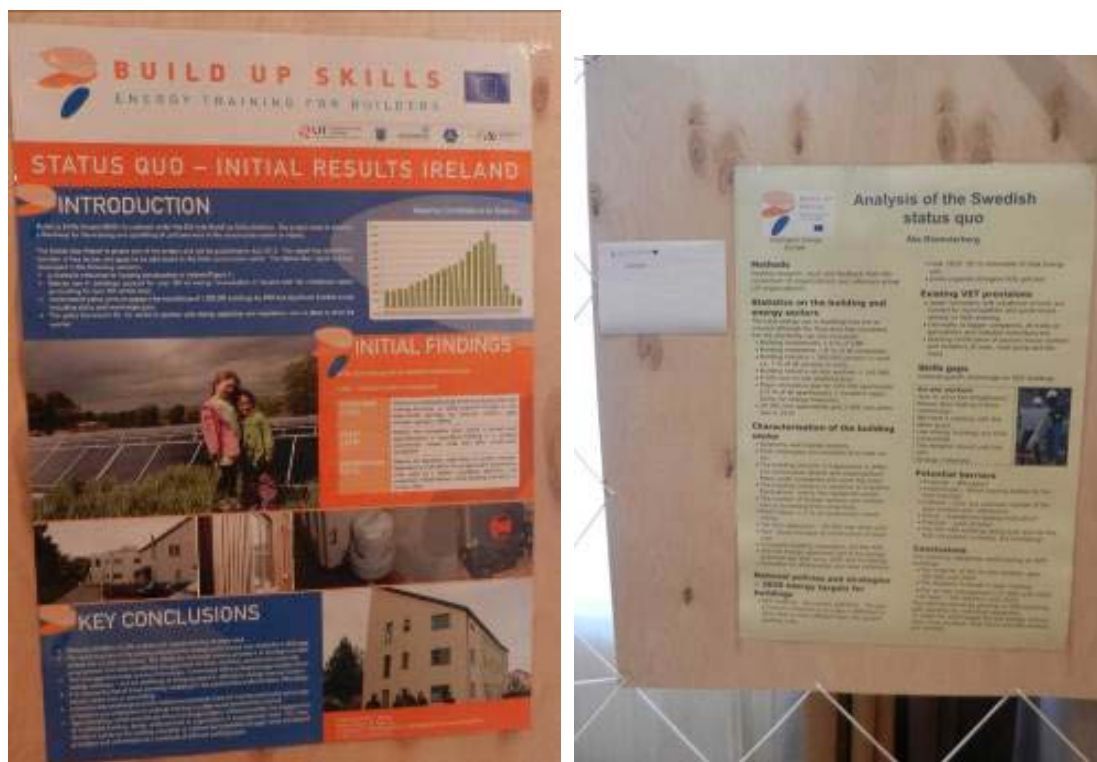


Fig. 30: Poster of Ireland
Fig. 31: Poster of Sweden

Expert vote – “I GET IT” award

Explanation: This award was given for the best comprehensive and fast explanation of the Status Quo Analysis.

The quality sought after was that in short time, a poster will inform the viewer on the comprehensive work done and results achieved with the Status Quo Analysis.

Nominees: Ireland, Portugal and Norway

Ireland was nominated for its visual comprehensiveness in stating the initial results, findings and conclusions. Key elements and factors were presented that had main impact on the Status Quo Analysis.

Portugal was nominated for clear presentation of the main elements consisting the status quo analysis and comprehensiveness in showing key steps from the status quo towards the roadmap and endorsement in Portugal.

Norway was nominated for quality presented in each segment of the national status quo analysis that is supported with relevant data. It also showed clear structure and all parts of the analysis completed in detail. It was therefore selected as winner.

Award winner: Norway



Fig. 32: Poster of Ireland



Fig. 33: Poster of Portugal

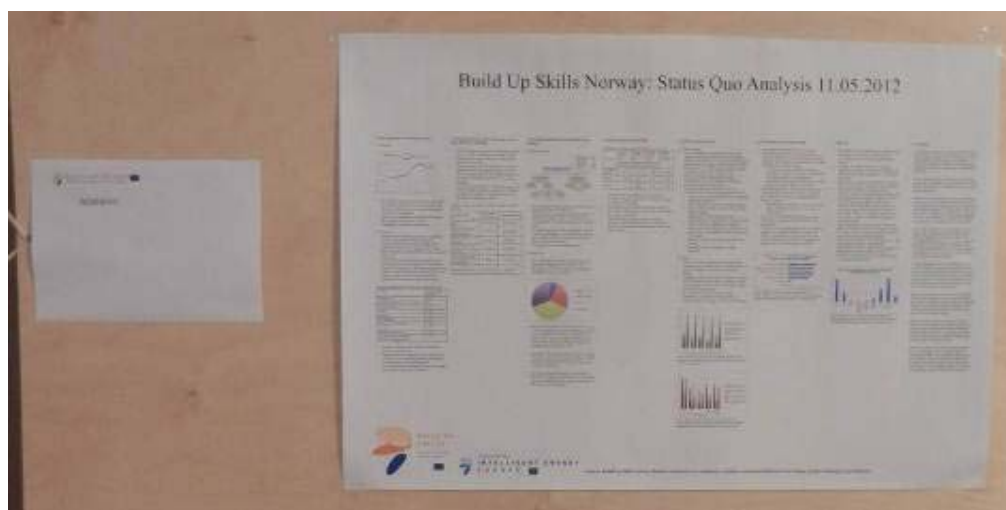


Fig. 34: Poster of Norway

Expert vote – ‘SPEAK OUT’ award

Explanation: This award has been given for ‘most open and clear identification of important, but also sensitive barriers’ as it was explained to all workshop participants. ‘Open’ may also be changed with ‘outspoken’, ‘frank’ or ‘candid’ which all mean direct speaking about sensitive issues. ‘Clear’ means that the sensitive issue can be easily identified in the poster.

Nominees: Finland, Romania and Sweden

First nominee was **Finland** which openly identified such issues as black economy, ageing or migrant workers. They were identified in bullet points (see Figure 5 below).

Second nominee was **Romania** which provided very clear figure about the size of informal economy in the Romanian construction sector. This sensitive issue was not only clearly identified, but also measured as figure presents share of informal economy in percent (see Figure 6 above).

Third and final nominee was **Sweden** which very clearly distinguished difficulties on-site workers experience in construction process (they are summarised in box with picture in Figure 7 below). The language of the poster shows that difficulties are formulated in words of workers themselves. Swedish team explained that they approached workers in construction site to identify their difficulties and directly integrated them into the national status quo report.

Award winner: Romania.



Fig. 35: Poster of Finland



Fig. 36: Poster of Romania



Fig. 37: Poster of Sweden

Congratulation to all winners!

8. Tips to new countries

Throughout the whole meeting transfer of experience from countries already working on their projects to countries getting started played a key role. Many tips were given in small group discussions, in the poster session and through informal conversation. Tips emerging from the peer review meetings of the 21 countries starting last November were collected and shown on a pin board.

The following list covers all these tips, some of them show up in summaries from peer groups and small group discussions also:

- Stick close to the outline of the Commission.
- Don't spend too much time on statistics, talk to people/actors, listen to them, ask them and open discussion on key topics.
- When existing data is insufficient, combine it with expert opinion and targeted questionnaires.
- Check figures and numbers often used – they might not be well founded.
- Trust the experts of the team. Don't spend too much time looking for additional data.
- Plan for sufficient time for data gathering.
- Engage key stakeholders early ("Don't wait for a stakeholder – go to him!") and structure the endorsement process from the beginning.
- Involve as many stakeholders as possible – create specific tools to facilitate this process (e.g. reference groups or stakeholder workshops addressing key issues like problem analysis).
- Investigate motivation: for quality and for training.
- Make sure work is clearly assigned to participating institutions.
- Analyse the issue of approval of non-formal training
- Decide on the question of involvement of initial education into your project aim and platform.
- You need a good questionnaire design to investigate training needs and training offers – where do they cross?
- Apply integrated approach for skills gaps and barriers analysis: desk research + in-depth interviews + surveys + focus groups.



Fig. 38:

9. Contractors' meeting

Participants:

- 29 participants, countries identified in registration lists (see below)
- leader: Waltraud Schmid (WS), rapporteur: Karin Drda-Kühn (KDK), website presentation: Maria Spiliotoulou (MS)

The meeting was held in two sessions, one on contractual issues and one on communication issues. It was held in parallel to the small group discussions on 13th June.

1. CONTRACTUAL ISSUES

Tour de table on advancement of status quo report

Country	status	English version available
1. Belgium	not fully done	end of August
2. UK	finished	finished
3. Estonia	In preparation	end of July
4. Finland	In preparation	end of July
5. Slovenia	all collected, working in both versions,	late August/beginning of September
6. Bulgaria:	In preparation	finished end of July
7. Italy	completed,	beginning September
8. Norway	draft finished,	end of June
9. Sweden	completed in Swedish	end of August
10. Netherland	In preparation	end of July
11. Hungary	In preparation	end of August
12. Ireland	In preparation	end of June
13. Portugal	finished	end of July without skill gaps analysis
14. Austria	nearly finished,	end of August
15. Poland:	In preparation	end of August
16. Latvia finished	finished	finished
17. Czech Republic	not started yet	
18. Slovakia	not started yet	
19. Luxembourg	not started yet	
20. Cyprus	finished national draft	end of July
21. Denmark	finished	finished
22. Spain	In preparation	end of July
23. Romania	finished national draft	end of July
24. Germany	status quo finished	end of August

- gap analysis mostly included
- the volume of the report varies between 65 – 300 pages (e.g. D: 300, RO: 200, N: 65, SE: 80, SL: 100)
- The status quo report is a working document. It should be put on national website as soon as possible. The English versions go also to EU website.
- Deadline: End of August seems feasible for all countries. Please do send the EN version no later than end of August. An overview report will be produced by the EACI on the basis of the national reports and should be presented at the next EU exchange meeting.

Progress report

- to be delivered the latest until month 10 (end of August)
- should be kept short and concentrated
- EU is interested in buy-in and interaction with stakeholders and successes. Highlight these issues.
- information is important what stakeholders will use/are using = interest in the countries
- overview of hours spent by partner so far (including month 9) will be included
- electronic and paper version needed
- there will be a template for the progress report, will be available end of June the latest
- filling it in will take about a day
- Final report will have a separate template along the same lines but more detailed as it

Cost issues

progress report is without financial report because no payment is linked to it

- final report has to include a financial report, financial reporting / templates will be the same for other IEE projects
- for the final report a breakdown of hours per partner according to WPs will be requested
- all time worked on the project as to be recorded in time sheets per person, should be signed by person and hierarchy
- travel costs: EU exchange: initially included in coordinator's budget, has to be allocated to people who come to meetings => means transfer to partners; if not enough can be covered from other budget categories
- Budget flexibility:
 - 20% of overall budget can be shifted between cost categories
 - shifts have to be reported via a specific template in the final report (same document as for all IEE projects)
 - budget shifts can be done until final cost statement

Template for roadmap:

Questions have been raised. EACI will come back to coordinators with questions / suggestions, then the template will be drafted

Peer review activities

- WS recalled that each national team as 150 hours and about 6 travels budgeted for peer review activities, informed that all future meetings will include time to meet in the peer groups
- majority of participants would like to have more time for peer reviews in future exchange meetings
- in progress and final report information has to be provided what was done for peer reviews

EU exchange meetings

- Ljubljana as meeting place was selected after confirmation that it can be reached easily from most European capitals with direct flights. This was in February. Meanwhile a crisis of Slovenian airlines caused the closing of a lot of direct flights.
- exchange meetings every 6 months. In each contract four meetings are budgeted. For the 21 initial countries another 5th meeting (in autumn 2013) could be financed separately.
- meeting formats will be similar to the Brussels and Ljubljana meeting
- 3 or 4 persons per meeting? Possible, but only for some projects. Should be communicated to project officer prior to the meeting. Has to be accepted by EC. Hours for 4th person can be charged but travel costs not covered by contract.
- next meeting: end of November in Brussels, probably last week

- next meeting: who will host small group discussions? will at least partly be organised more in advance and thus can be prepared by national teams or peer groups
- suggestions/feedback from participants:
 - date should be communicated very early
 - Agenda should be sent earlier for getting acceptance by hierarchy.
 - Meeting could be shortened to 2 days only.

Amendments

- changes in projects should be communicated to EACI as soon as possible
- EACI will help in identifying which change needs which type of amendment (by exchange of e-mails or letters or by contract amendments)
- no oral agreements!

Collaboration with Concerted Actions (CA) in the Member States

- Concerted Actions are joint activities of the EC and the Member States to support and facilitate the national transposition and implementation of EU directives by fostering the exchange of experiences between the implementing bodies. Concerted Actions exist around the EPBD, the RES Directive and the Energy Services Directive.
- CA-EPBD and CA-RES have a small budgets to collaborate with national BUILD UP Skills teams
- objective: to get reliable feedback from the perspective of national implementers of EPBD and RES directive. In addition injections of results are envisaged from the relevant working groups of the CA-EPBD and CA-RES towards BUILD UP Skills as well as the other way round in form of presentations at exchange meetings.
- about 20 national teams already have been in touch with a national Concerted Action member.

Outlook on Pillar II

- guidelines and application forms will be draft over the summer, to be available in autumn 2012
- application not necessarily nationally, could also be multi-national
- pillar II has to build on pillar I
- education sector requested in strong role
- co-financing will be 75%
- duration: will not be restricted to 18 months
- training of trainers is included
- running of courses will not be financed; this has to be sustainable without EU funding

Registration list for contractors' session on contractual issues


	
Workshop 1 Contractors meeting I: Contracts and management	
Chaired by Waltraud Schmid, EACI	
Rapporteur: Karin Drda-Kühn	
Country	Name
AT	TRINA Gump
BE	KRISTOF VAN ROY
BG	DRAGOMIR TZANOV
CY	IOSIF SPYRIDES
CZ	Petr Šopelňa
DE	PETER WEISS
DK	Vagn Holm Lauridsen, Christa Fersigeld
EE	TRIIN VALDATAGA
EL	Charalampos Malamas
ES	FRANCO JAVIER GONZALEZ
FI	JARRELI
FR	Sylvaine HEROLD
HR	IVANA BANDJAD PECUR & NINA STIRNER
HU	DOROTTYA HUSZER
IE	SEAMUS HOWE
IT	ENCIUŠ ROBERTAS
LT	+
LU	Christiane Conrady
LV	Agris Ramandis
MK	Jachouma Azigumoviq
MT	VINCENT GALEA
NL	Jan Garmey
NO	FRANKIE VEULEMAN
PL	MONIKA JACZEWSKA
PT	HELDER GONÇALVES/NARTA PAVAO
RO	HOANA PETRAU
SE	Åke Blomsterberg
SI	MARJANA GJANEC
SK	ANITA JAMBOL (JULIA PERICAK)
UK	Lucy Rodford

Fig. 39: List of participants – contractors meeting part 1

2. COMMUNICATION

Website

MS from Sympraxis explains website:

- content will be generated by EACI and national projects
- input needed from countries: events, news, announcements, language: first lines should be English (header), rest can be in national languages
- RSS feed is possible or integrating content by uploads → automatically transferred to News section
- login to the website: coordinators only or all partners? To be checked and clarified in the training.
- training: date for training will be communicated before summer break: one date before and one after summer break, max 1-2 hours
- community section: own communities can be created! There will be an EU-wide BUILD UP Skills Community. In addition national communities are possible and a number of national

teams have requested this. Advantage: information is available for all registered in the community, sharing of information. Communities will also be covered in the training.

- information on exchange meetings and pictures will be published on the website
- connection with national websites will be offered for those who have selected "shared options" for their national website creation by Mediaresponsible

WS: on use of logo

- all projects must use this logo and no other project logos!
- for all publication a make reference to EU funding must be made
- use disclaimer in national language. Many language versions are available on the IEE website (or ask your project officer)

WS on leaflet, templates, roll-ups

- template are / will be available on the website for download
- A leaflet template is available. Text to be filled by each national team individually.
- every contracting country gets one roll-up. They were distributed during the meeting to be taken home. The electronic version will be made available on the website.

WS on offers for printing material: EACI accepts company policy, e.g. work with framework contracts is possible; if no policy is available, three offers should be asked.

WS on subcontracting: you should show that there was a process for selection => "best value for money"

Participants' questions and remarks

Igor Panchevski – Macedonia FYR, on website to be forwarded to Mediaresponsible:

- If we decide to use this EU template on our national website, what should be system requirements?
- Who will install the DRUPAL CMS and the BUILD UP SKILLS if we are hosting and if the hosting provider is EACI hosting provider?
- Can we add modules to the template?
- If I want to implement forum on the national web, who will be responsible for the installation and setting up?

Suggestions from contractors on EU website:

- integrate national flags for national identification

Remarks from contractors on national website

- people in charge of the website were very slow, needed a lot of time for answers, have to speed up!
- instructions were too technical, have to be more simple because partners are no technical people, guidelines for inexperienced people are needed
- is additional training possible for integration on national websites?

Registration list for contractors' session on communication

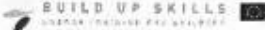
	
Workshop 2 Contractors meeting II: Communication	
Chaired by Waltraud Schmid, EACI Rapporteur: Karin Orda-Kühn	
Country	Name
AT	TAMIE GROP
BE	
BG	Antoaneta Katarova
CY	IOSIF SPYRIDES
CZ	Petr Šupčík
DE	WATRIN RASCH
DK	Charlotte Pia Bødal
EE	TRIIN VALJATAGA
EL	Ch. Malamatenios
ES	ANA GONZALEZ / CELIA ROLLÓN
FI	JRATOLI
FR	Christina NIAUP
HR	IVANA BARSAD PEUR / HATILA OULI
HU	DOROTTYA HUBER
IE	SEAMUS HOYNE
IT	MAURIZIO ESITINI
LT	Vaidotas Jasta
LU	Christiane Conrady
LV	Ieva Rostoka / Pēteris VANOV
HR	IGOR PANCHEVSKI
MT	VINCENT MATEA MARTIN BORG
NL	Jan Cronk
NO	GURO KAUJE
PL	MONIKA JARZEMSKA
PT	MARTA PANÃO
RO	HORIA PETLAN
SE	Ake Blomsterberg
SI	MARINA ŠIPIČIČ
SK	Alena Jambor, Lucia Peznerski
UK	Lucy Radford

Fig. 40: List of participants – contractors meeting part 2

10. Next steps

The main objectives of the meeting were met i.e. introducing nine additional countries to the initiative, exchanging on the initial results of the first 21 BUILD UP Skills projects, providing opportunities to discuss in peer review teams and discuss in more details on specific topics.

85% of participants were satisfied with the meeting and with the structure favouring a mix of plenary and small group discussions according to the feedback survey.

Thanks to the meeting, many themes and topics are emerging as common horizontal issues for most countries. This makes the exchange of best practices even more relevant in the next phase of the BUILD UP Skills Initiative.

As most projects are now finalising their national status quo report on the training craftsmen and on-site workers in the building sector, their next main challenge will be to prepare meaningful 2020 roadmaps of priority measures endorsed by public authorities and relevant stakeholders.

The next EU exchange meeting will take place at the end of November 2012 in Brussels and will address this challenge in more details.

11. Participants list

COUNTRY	NAME	ORGANISATION
AUSTRIA	Georg Trnka	Austrian Energy Agency
	Johannes Fechner	17&4 Consulting Ltd.
	Gerhard Bittersmann	Styrian Energy Agency
	Thomas Heschl	Styrian Energy Agency
BELGIUM	Kristof Van Roy	fvb-ffc Constructiv
	Steven Vercauteren	BBRI
BULGARIA	Dragomir Tzanev	EnEffect Consult SP Ltd.
	Antoaneta Katzarova	National Agency for Vocational Education and Training
	Stiliyan Ivanov	Bulgarian Construction Chamber
	Violeta Mihaylova	Stroitel ("Builder") Newspaper
CROATIA	Ivana Banjad Pecur	Faculty of Civil Engineering
	Nina Stirmer	Faculty of Civil Engineering
	Imatija Duic	Croatian Chamber of Trades and Crafts
CYPRUS	Iosif Spyrides	Cyprus Institute of Energy
	Constantinos Panayiotou	Human Resource Development Authority
CZECH REPUBLIC	Petr Sopoliga	ENVIROS
	Jan Fibiger	Nadace ABF
	Petr Zahradník	SEVEN
DENMARK	Charlotte Vartou Forsingdal	The Danish Energy Agency
	Vagn Holk Lauridsen	Danish Teknological Institute
	Pia Bodal	Kommunikationskompagniet
ESTONIA	Triin Väljataga	SA KredEx

	Kevin Vaher	Ministry of Economic Affairs and Communications
	Liina Henning	Tallinn University of Technology
	Reet Linnas	Tallinn University of Technology
FINLAND	Irmeli Mikkonen	Motiva
	Tapio Jalo	Motiva
	Minna Kuusela	TTS Institute
	Mikko Jauhiainen	Amiedu
FRANCE	Christina NIRUP	ADEME
	Thomas GAUDIN	ADEME
	Sylvaine HEROLD	Alliance Villes Emploi
FORMER YUGOSLAV REPUBLIC OF MAC- EDONIA	Jadranka Arizankovska	Economic Chamber of Macedonia
	Risto Ivanov	Kreacija
	Igor Pancevski	EARM- Energy Agency of RM
GERMANY	Dr. Peter Weiss	German Confederation of Skilled Crafts
	Katrin Rasch	Research Institute for Vocational Education and Training in the Crafts Sector at the University of Cologne
	Tobias Maier	Federal Institute for Vocational Education and Training (BIBB)
	Katharina Bensmann	German Energy Agency
GREECE	Charalampos Malamatenios	Centre for Renewable Energy Sources and Saving (CRES)
	Haris Doukas	National Technical University of Athens (NTUA)
	Theocharis Tsoutsos	Technical University of Crete (TUC)
	Stavroula Tournaki	Environmental Engineering Dpt, Technical University of Crete
HUNGARY	Dorottya Hujber	ÉMI Non-profit Ltd.
IRELAND	Seamus Hoyne	Limerick Institute of Technology

	Mark Keyes	Institute of Technology Blanchardstown
	Ela Krawczyk	Dublin Institute of Technolgoy
ITALY	Anna Moreno	ENEA
	Maurizio Esitini	ASSISTAL
	Giovanna Signore	RENAEL
LATVIA	Agris Kamenders	Riga Planning Region
	Inese Rostoka	The Latvian Builders Association
LITHUANIA	Robertas Encius	Certification Center of Building Products
	Vaidotas Šarka	Lithuanian Builders Association
	Tatjana Vilutienė	Vilnius Gediminas Technical University
LUXEMBOURG	Christiane Conrady	myenergy
	Tom Majeres	Chambre de métiers
	José Sierra	IFSB
MALTA	Martin Borg	MCAST
	Vincent Galea	MRRA
	Marylyn Hili	Malta Chamber Foundation
NETHERLANDS	Peter Smulders	OTIB
	Jan Cromwijk	OTIB
	Perica Savanović	SBR
NORWAY	Gunnar Grini	The low-energi program
	Guro Hauge	The low-energi program
	Mathieu Veulemans	The Norwegian Building Authority
POLAND	Monika Jarzemska	KAPE
	Andrzej Rajkiewicz	SAPE
	Jacek Prymas	WMZDZ

PORTUGAL	Gonçalves, Helder	LNEG
	Panão, Marta	LNEG
	Pereira, Cristina	ANQEP
ROMANIA	Horia Petran	National Institute for Research & Development in Construction, Urban Planning & Sustainable Spatial Development
	Catalin Lungu	Romanian Association of Building Services Engineers (AIIR)
	Dan Cristescu	Vocational Training House of Builders Foundation (CMC)
SLOVAKIA	Zuzana Sternová	Building Testing and Research Institute (TSÚS)
	Attila Jámbor	ZSPS The Association of Construction Entrepreneurs of Slovakia
	Lucia Perucconi Boháčová	ZSPS The Association of Construction Entrepreneurs of Slovakia
SLOVENIA	Marjana Šijanec Zavrl	ZRMK – Building and Civil Engineering Institute ZRMK
	Barbara Vrhovnik	OZS –Chamber for Crafts and Small Business of Slovenia
	Vladimir Gumilar	CCS – Construction Cluster of Slovenia
	Janko Rozman	OZS –Chamber for Crafts and Small Business of Slovenia
	M.Sc. Erik Potocar	Ministry of infrastructure and spatial planning
SPAIN	Javier González López	Fundación Laboral de la Construcción
	Ana González Martín	Fundación Laboral de la Construcción
	Celia Rollón Blanco	Instituto Nacional de las Cualificaciones
SWEDEN	Anna Pettersson	Swedish Energy Agency
	Åke Blomsterberg	Swedish Energy Agency/WSP
	Robert af Wetterstedt	Swedish Energy Agency/WSP
UNITED KINGDOM	Lucy Radford	Asset Skills

EXPERTS	Nigel Hollett	SummitSkills
	Karen Hazelden	ConstructionSkills
	Irena Kondratenko	External expert to EACI
	Johannes Haas	External expert to EACI
	Karin Drda-Kühn	External expert to EACI
	Simonas Gausas	External expert to EACI
EACI	Waltraud Schmid	Head of Sector
	Gianluca Tondi	Senior Project Officer
	Nathalie Cliquot	Project Officer
	Vasco Ferreira	Project Officer
	Antonio Aguilo-Rullan	Project Officer