



# StavEdu

## National Qualification and Further Training Scheme

for craftsmen and on-site workers on energy efficiency  
and use of renewable energy sources in buildings

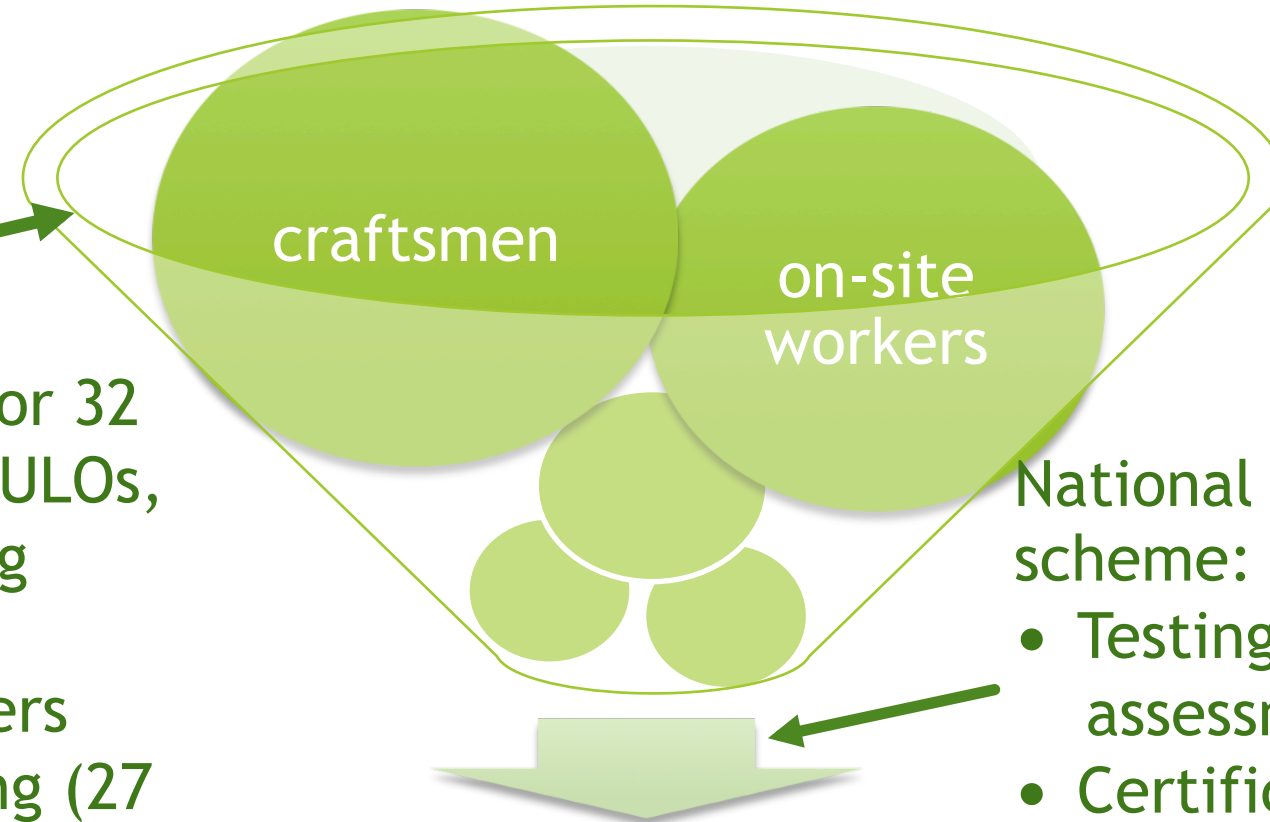


Co-funded by the Intelligent Energy Europe  
Programme of the European Union

# StavEdu structure

National scheme of further training:

- Further training programmes (9) for 32 key professions - ULOs, curricula, learning textbooks;
- Network of partners supporting training (27 MoU)
- Network of trainers.



National qualification scheme:

- Testing and assessment;
- Certification

Trained and certified craftsmen and on-site workers

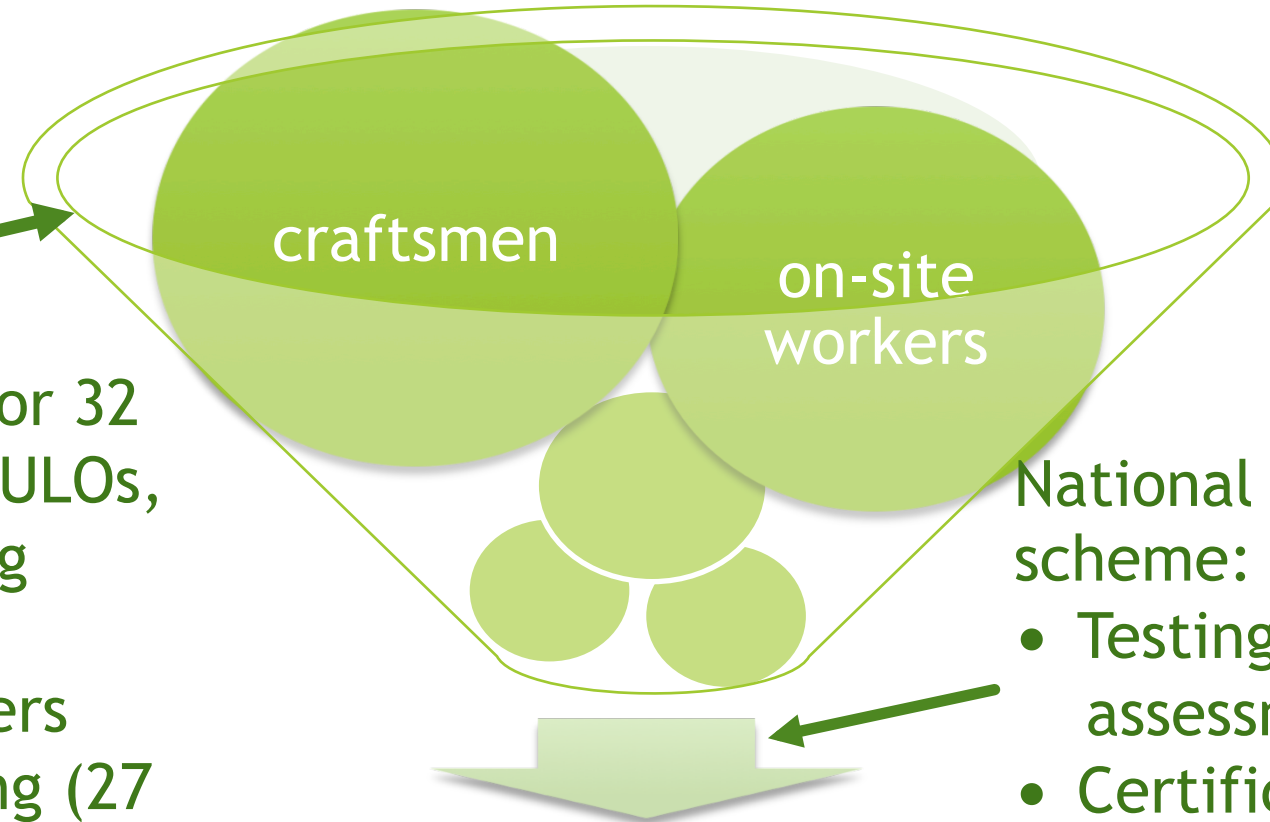


Programme	Crafts and professions covered by the project
1	Bricklayer, insulator, plasterer, concrete worker, scaffolding assembler;
2	Auxiliary production bricklayer (including dry mounting and wooden structures assemblers and installer of fillings for building openings), chimneyer, carpenter/joiner, electrician, plasterboard fitter;
3	Assembler of concrete and steel structures, assembler of building envelope, steel structure specialist;
4	Roofer, hydro-insulators, carpenter, tinsmith, slater;
5	Painter, paperer, tile setter, foorer, paver, mason;
6	Installer/plumber, installer of sanitary equipment, installer of heating, cooling and water preparation equipment, construction locksmith;
7	Crane and construction machinery operators;
8	Technicians for energy equipment in buildings;
9	Technicians for lighting systems in buildings.

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## Lessons learned

- ▶ There is higher interest in training among craftsmen (including self-employed) than it is generally expected;
- ▶ Working with ULO is rather formal and they are developed after developing curriculum and content of the training programme to document content not as a tool that is defining the content of the programme - the project used ULOs correctly for defining targeted learning outcomes;
- ▶ Companies in Slovakia start to feel grave impact of missing qualified craftsmen after the critical generation of craftsmen retires;
- ▶ Promotion of the training is more effective if it targets directly trainees, for example self-employed craftsmen, and not only employers.



## Barriers

- ▶ Qualification requirements for craftsmen and on-site workers not set adequately in the NQF, access to qualification is limited due to missing certification schemes, prior learning and informal learning recognition;
- ▶ New licensing/certification requirements relevant to energy efficiency and use of renewable energy sources in buildings are creating barriers through prohibitive pricing of the required training and certification/licensing (for example, for ETICS);
- ▶ •Development of NQF without European standardisation and/or harmonisation of qualification standards for the common professions leads to lack of transparency and high complexity of the requirements.



## Key needs

- ▶ Embedding training on energy efficiency and use of renewable energy sources also in the vocational education and training for pupils and apprentices;
- ▶ Support to mass roll-out of the further education and training by ESF;
- ▶ Review of the NQF in the construction qualification and develop certification scheme for craftsmen and construction professions;
- ▶ Address new barriers raised by new licencing schemes (for example ETICS).



## Recommendations

- ▶ Embedding training on energy efficiency and use of renewable energy sources also in the vocational education and training for pupils and apprentices;
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- ▶ Review of the NQF in the construction qualification and develop certification scheme for craftsmen and construction professions;
- ▶ Address new barriers raise by new licensing schemes (for example ETICS).

