

***Proven approaches for the recognition of energy efficiency skills***

Prepared by: AEA  
Date: 17-05-2021  
Partners involved: ISSO, IGBC, LIT, IVE, IRI-UL  
Related Deliverable: D2.1

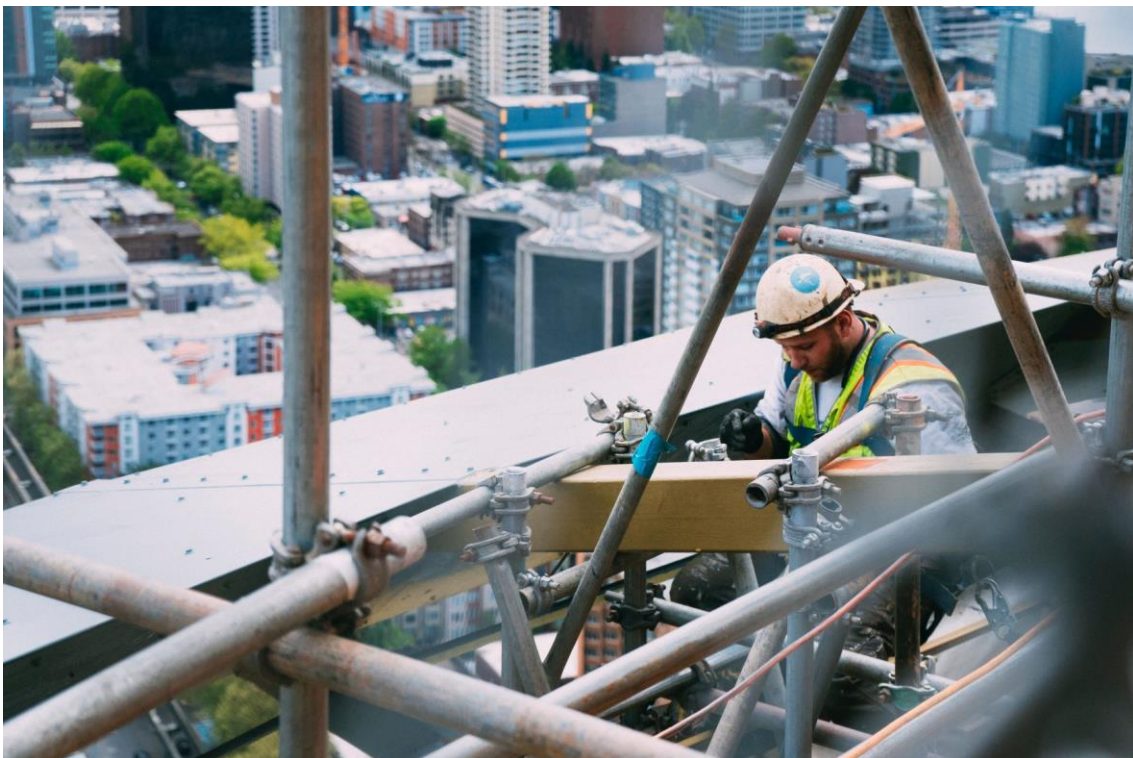


Photo by [Anthony Fomin](#) on [Unsplash](#)



*This project has received funding from the European Union's h2020 framework programme for research and innovation under grant agreement no 892894.*

## STATUS OF TRAINING IN CONSTRUCTION SETOR

New requirements – related to buildings with high-energy performance or "nearly zero energy building standards (nZEB)" – are the main challenges for the construction industry across Europe. In order to be able to implement this sensibly, workers must be trained accordingly. Since 2010, the need for upskilling the workforce in construction sector to address the challenges in new construction and deep renovation of the buildings has been highlighted within the BUILD UP Skills initiative and following programs for the construction sector. In many successful projects, vast knowledge and insight has been gained and many methods used to implement various training schemes. Despite these successful actions, the main challenge now remains in placing these schemes in the construction market and supporting legislative changes that will stimulate the demand for energy skills.

The key approach in the project BUSLeague is to elaborate the key lessons learned and solutions developed in participating countries. This work focuses on stimulating demand, create awareness, enable legislative changes and entice youth and women to clear the barriers.



In order to have an overview on the actual situation, a research was carried out at the beginning of the project. The finding of this research is compiled in the now available report "Proven Approaches on Recognition of Energy Efficiency Skills" that takes a closer look at available initial and further education, experiences regarding the recognition of energy efficiency skills and associated effects on stimulating market demand within the partner countries Austria, Bulgaria, France, Ireland, the Netherlands and Spain.

The report summarizes the provision of further education and recognition of skills in the building sector among these partner countries, indicating country specific strengths and weaknesses in connection with challenges and opportunities. The following table shows an extract of these country specific findings.



	Strengths	Weaknesses
<b>Austria</b>	<ul style="list-style-type: none"> <li>• Dual education system</li> <li>• Personal certification trainings on highly efficient and renewable energy systems are offered</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Hardly no recognition of upskilling courses in the field of energy efficiency and renewables</li> <li>• No trans-national recognition of upskilling courses in the field of energy efficiency and renewables</li> <li>• ...</li> </ul>
<b>Bulgaria</b>	<ul style="list-style-type: none"> <li>• International certification and certification by product suppliers possible and valued</li> <li>• Trainings are flexible and have a short duration, to meet the needs of craftspeople (blended learning approaches)</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification registers and Skill-Passport are met with strong resistance from the mainstream construction sector</li> <li>• Further education is not required by the market</li> <li>• ...</li> </ul>
<b>France</b>	<ul style="list-style-type: none"> <li>• The RGE certificate is required by the market, as it enables its clients to benefit from financial support from the state</li> <li>• The RGE certificate requires compulsory further trainings</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Construction companies show little willingness to provide further education to their employees</li> <li>• No trans-national recognition of upskilling courses in the field of energy efficiency and renewables</li> <li>• ...</li> </ul>
<b>Ireland</b>	<ul style="list-style-type: none"> <li>• National Framework of Qualifications provides a structure to compare qualifications based on nationally agreed standards</li> <li>• Irish Qualifications Framework for lifelong learning helps to compare recognised qualifications in Ireland with the rest of Europe</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Hardly no awareness on the importance of cross-craft understanding</li> <li>• Users (homeowners and procurers) cannot identify construction workers who are upskilled in energy efficiency topics</li> <li>• ...</li> </ul>
<b>Netherlands</b>	<ul style="list-style-type: none"> <li>• Well-developed national recognition system on further education (especially in the installation sector)</li> <li>• After the recognition of heat pump trainings, nearly all regions wanted an according training centre</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Only very few upskilling courses on energy efficiency are obligatory by law</li> <li>• Further education is not required by the market</li> <li>• ...</li> </ul>



<b>Spain</b>	<ul style="list-style-type: none"> <li>• The Spanish Ministry of Education has a very detailed qualification framework (QF) for blue-collar workers organised by modules</li> <li>• The Ministry of Spain already has a methodology to recognize the skills of blue-collar workers acquired through experience</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• In Spain, there are no training requirements to work as a blue-collar worker in the construction sector</li> <li>• Both vocational training and university training include some aspects related to energy efficiency, but not certified training related to energy efficiency of buildings that addresses this issue as a whole</li> <li>• ...</li> </ul>
--------------	--	---

Moreover, the report displays solutions to overcome the identified barriers on basis of implemented national or European projects. In this context, the report describes various activities, which should counteract the identified problems. These activities are for example: extension of micro learning and e-learning offers, determination and dissemination of a suitable methodology to describe knowledge imparted through courses to compile and recognize additional qualifications, extension of successful training programs in the field of energy efficiency in cooperation with training centers and/or hardware stores ...

### **MORE INFORMATION**

The full version of this report called "D2.1 Proven approaches for the recognition of energy efficiency skills" can be found on the BUSLeague project website at the following link: <https://busleague.eu/outcomes/>

