

Endorsement of the  
researched needs and  
gaps



LEARNING ON PUBLIC  
PROCUREMENT OF INNOVATIVE  
SOLUTIONS IN HABITAT AND E-HEALTH

# **IO1-A3**

## **ENDORSEMENT OF THE RESEARCHED NEEDS AND GAPS**



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# 1 ENDORSEMENT OF THE RESEARCHED NEEDS AND GAPS

## 1.1 Introduction

The following report provides an overview and analysis of the results, which were derived from the questionnaire for the endorsement of needs and gaps in PPI for SMEs. The endorsement by stakeholders has been carried out on another report titled “Gaps and needs on Public Procurement of Innovation for SMEs” in which SMEs that are currently participating in public procurement of innovation tenders have identified the necessary knowledge and skills needed for professionals, managers and workers.

The objective of this report is to highlight those topics, which are necessary for SMEs to participate in public procurement of innovation, and to generate useful recommendations for the subsequent definition of the Learning Outcomes.

According to the EC, **Public Procurement of Innovative solutions** (PPI) is stipulated as “procurement where contracting authorities act as a launch customer for innovative goods or services which are not yet available on a largescale commercial basis, and may include conformance testing. Public procurement of innovative solutions does not include the procurement of R&D services, which is known as ‘**pre-commercial procurement**’ (PCP)”<sup>1</sup>.

Based on this, generally PCP is excluded from the procurement directives. However, PCP and PPI are complementary ways to acquire innovation. As such, in the following report they are treated together and as a differentiation between one and the other.

## 1.2 Methodology for the endorsement

The questionnaire for the endorsement of needs and gaps in the HAePPI project was designed by taking into consideration the results derived from the research on current best practices and needs on PPI/PCP by SMEs of the habitat and e-health sectors.

The research was conducted not only via desk, but also via two different questionnaires, one for public institutions and one for SMEs, aiming at learning from previous PPI/PCP experiences. As a reference, both questionnaires are available in Annex III and IV.

The conducted analysis showed that a training course on PPI/PCP should necessarily cover 6 different and major topics, representing needs and gaps:

1. **Public procurement (in general)**
2. **PPI and PCP**
3. **Application process**
4. **Project management**
5. **Innovation**

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<sup>1</sup> EC. Public Procurement as a driver of innovation in SMEs and public services. Guidebook series.

## 6. Tender tracking and support

The objective of the present questionnaire was to endorse these needs and gaps by involving different kind of institutions and organizations, such as municipalities, universities, hospitals, regional development agencies, etc. for a total of **43 stakeholders**, to which it was disseminated by the HAePPI partners.

Based on the report “Developing and running an establishment skills survey”<sup>2</sup> by CEDEFOP, the questionnaire on one side learned from previously gathered and analysed information in order to understand the level of importance of specific needs and gaps in PPI/PCP, but it also aimed at identifying new, possible aspects, which were not identified before (i.e. specific skills, key drivers or barriers, not identified earlier by other questionnaires).

The objective and the design of the questionnaire was shaped accordingly with the identified target group. This includes professionals of the health and habitat sector, as well as VET students (in the field of furniture and health) as the final users of the training course.

This methodology allowed the HAePPI partners to identify around 20 questions, which were made available to stakeholders through **Google Form**.

The questionnaire was structured in 5 different parts.

- **Generic information:** stakeholders were asked to provide their name, organization name, their position and location (city, country);
- **Questions from no. 1 to no. 3** were general questions on the benefits PPI/PCP can bring to SMEs, also in terms of competitiveness and within the future HAePPI training course. The objective was to endorse the level of importance of PPI/PCP for SMEs.
- **Questions from no. 4 to no. 12** focused on specific knowledge and skills, which enable procurement of innovation. The stakeholders were asked to evaluate the importance of possessing them from 1 to 5 (with 5 being the highest). The objective was to endorse those knowledge and skills, which were previously identified as important to the correct and successful implementation of PPI/PCP.
- **Questions from no. 13 to no. 20** focused on benefits, key drivers and barrier foreseen in the future HAePPI training course, with the aim to gather some initial feedback on how to drive interest from the side of the SMEs i.e. providing a certificate, making use of practical cases, etc.
- **The last two questions** gave stakeholders the possibility to leave any other comments they may had, as well as accepting to join the HAePPI mailing list.

For better effectiveness, the partners provided the stakeholders with the full “O1-A2 *Gaps and Needs on Public Procurement of Innovation for SMEs*” report published on the HAePPI project website.

The complete questionnaire is available in Annex I.

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<sup>2</sup> Mane, F. and Corbella, T. (2017): “Developing and running an establishment skills survey - Guide to anticipating and matching skills and jobs Vol. 5”, Jointly published by Cedefop, ETF and ILO.



## 2. RESULTS OF THE ENDORSEMENT QUESTIONNAIRE

The following chapter provides an insight on the responses received within the questionnaire and it attempts to analyse them by identifying the major key points in order to generate recommendations for the definition of the HAePPI Learning Outcomes and the further development of the Training Course.

### 2.1 Benefits for SMEs participating in PPI/PCP

Each stakeholder was requested to indicate to which extent they agreed with each proposition with a score ranging from 1 to 5, with 5 being the highest.

Based on the responses received, 89% of the stakeholders believe that participating in PPI/PCP can effectively bring tangible benefits to SMEs. At the same time, 74% of them states that it can also importantly impact their competitiveness and only 24% believes that the impact will be moderate.

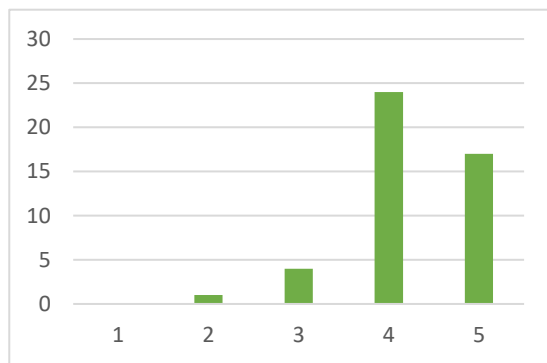


Figure 1: Level of benefits for SMEs participating in PPI/PCP

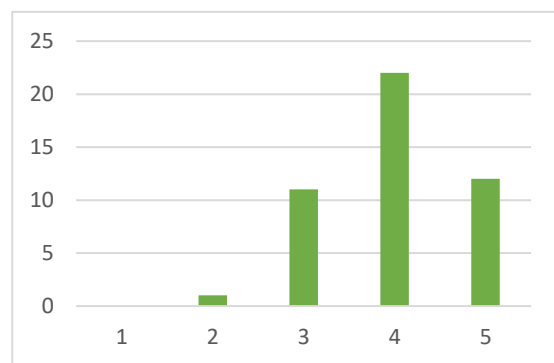


Figure 2: Level of PPI/PCP impact on SMEs competitiveness

The role and importance of PPI/PCP for SMEs is therefore highly recognized and it is as well confirmed by the number of stakeholders, who believes that SMEs should be appropriately trained about it. Such factor amounts to 78% of the respondents, while only 17% of them gave a neutral response and no one rated this as not needed.

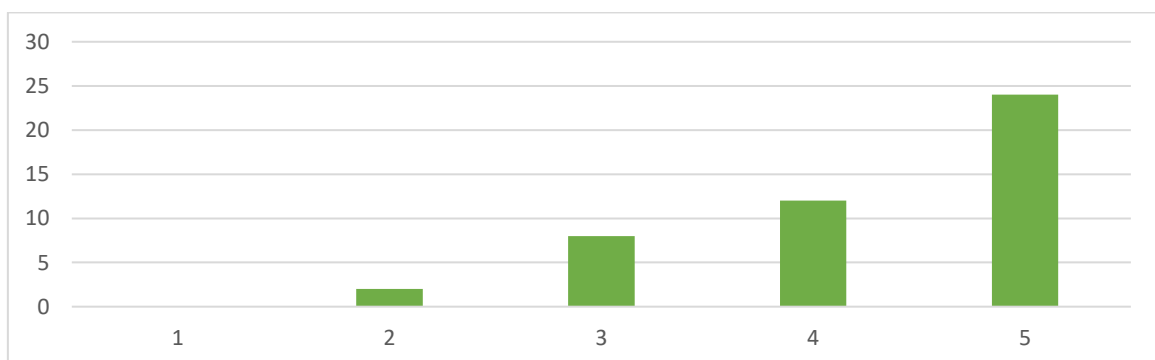


Figure 3: Level of necessity of a training course for SMEs on PPI/PCP

## 2.2 Knowledge and skills to enable procurement of innovation

The following chart presents an overview of the results obtained via the questionnaire. Each stakeholder was requested to evaluate the importance of possessing specific, pre-identified knowledge and skills with a score from 1 to 5, with 5 being the highest.

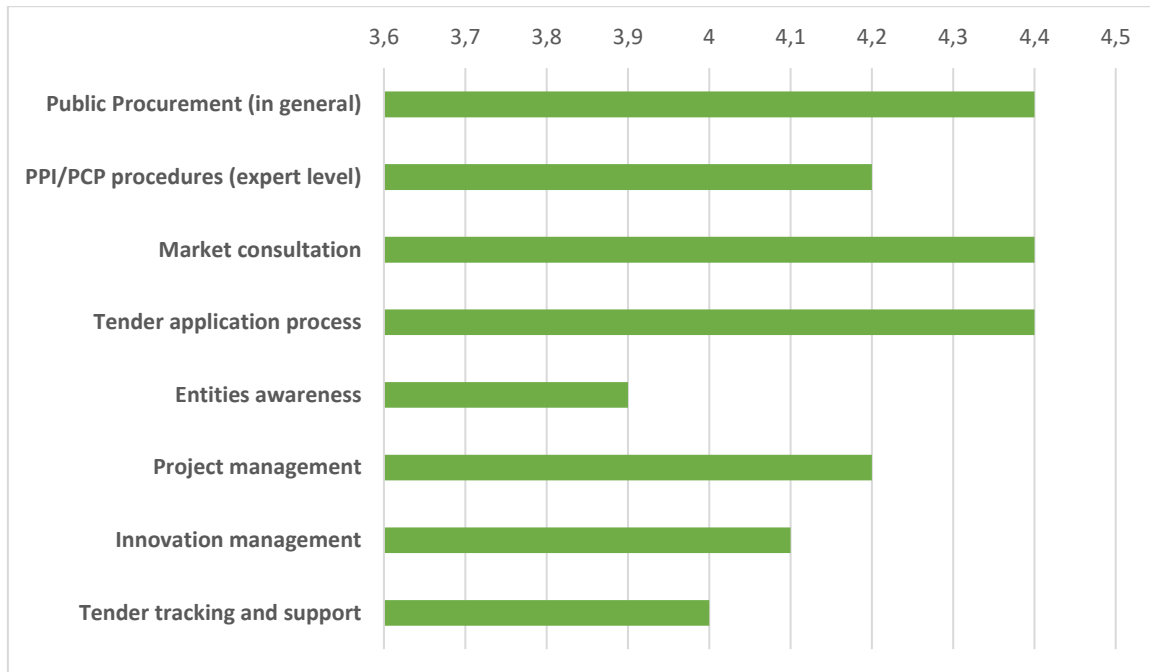


Figure 4: Level of importance of possessing identified knowledge and skills in PPI/PCP

Based on such results, most of the stakeholders agree that knowing about public procurement in general is as important as having knowledge and being able to do market consultation and understanding the tender application process. Such knowledge and skills scored 4,4 out of 5.

Expertise knowledge on PPI and PCP procedures as well as Project Management (4,2/5) are on the second spot based on their level of importance, followed by Innovation Management (4,1/5) and Tender tracking and support (4,0/5).

The least important was evaluated to be Entities awareness (3,9/5), which mainly concerns knowledge about entities, who can support SMEs in PPI/PCP preparation and application.

- **Public procurement (in general)**

Public procurement is the basis and, as such, it represents an important first step in learning about PPI/PCP and how SMEs can successfully apply for public tendering. Therefore, a strong 93% of stakeholders believe that this topic is of high importance.

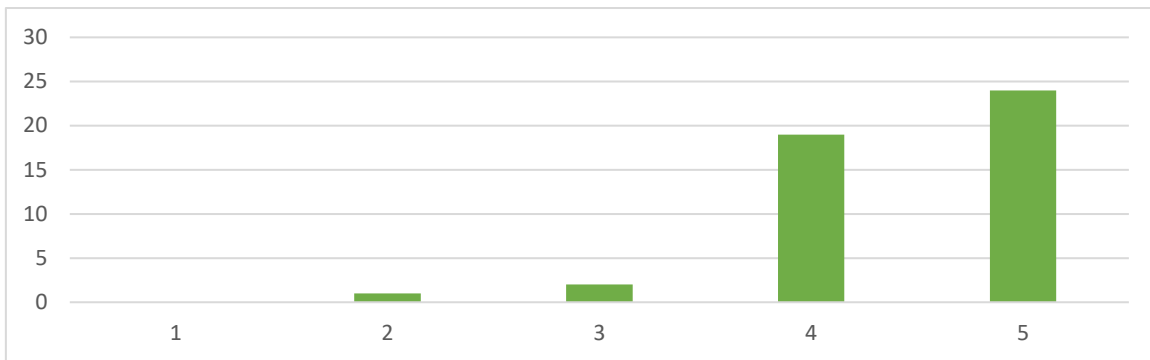


Figure 5: Level of importance of possessing general knowledge on Public Procurement

- **Expertise knowledge on PPI and PCP procedures**

PPI and PCP have their own procedures and therefore need to be studied carefully in order to acquire knowledge at expertise level.

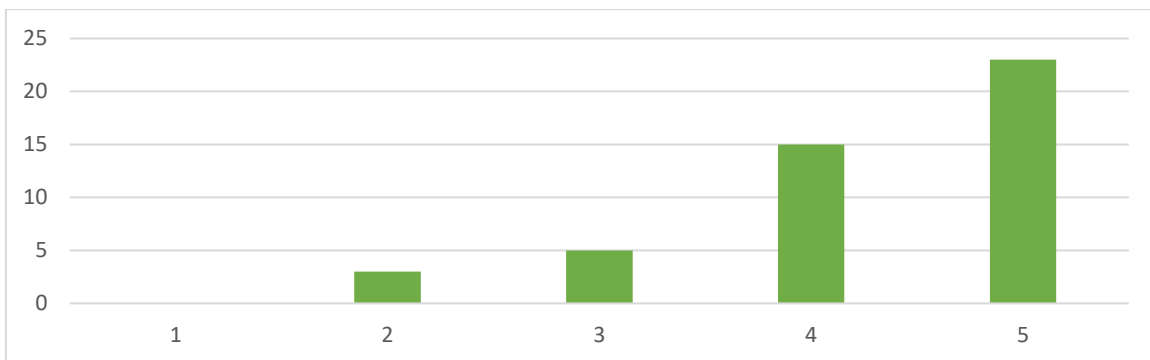


Figure 6: Level of importance of possessing expertise knowledge on PPI/PCP procedures

As such, it makes sense that 83% of stakeholders agree on the need to train SMEs not just for them to know about PPI and PCP on a conceptual level, but also to know about the processes, the types of tenders, how payments are carried out, etc.

- **Marketing consultation knowledge**

An important role in public tendering for innovation is represented by open market consultation, though this very much depends also on the sector. Within some of them, open market consultation is more ordinary, while in other sectors it is hardly so.

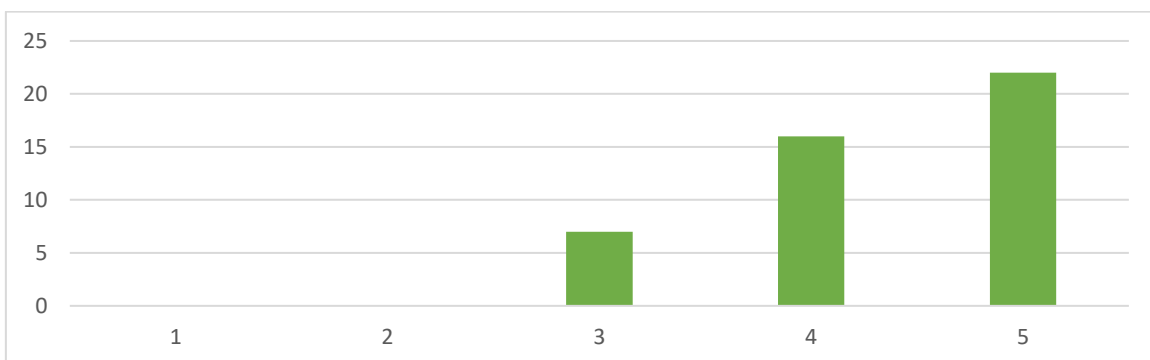


Figure 7: Level of importance of possessing general knowledge on Public Procurement

The responses show that 83% of stakeholders believe that this is an important knowledge, which SMEs should be equipped with.

- **Tender application process knowledge**

Preparation of a tender application, the correct vocabulary to be used, key winning aspects, correctly understanding the specifications required by the tender and the awarding criteria are some of the aspects related to process of applying to a tender.

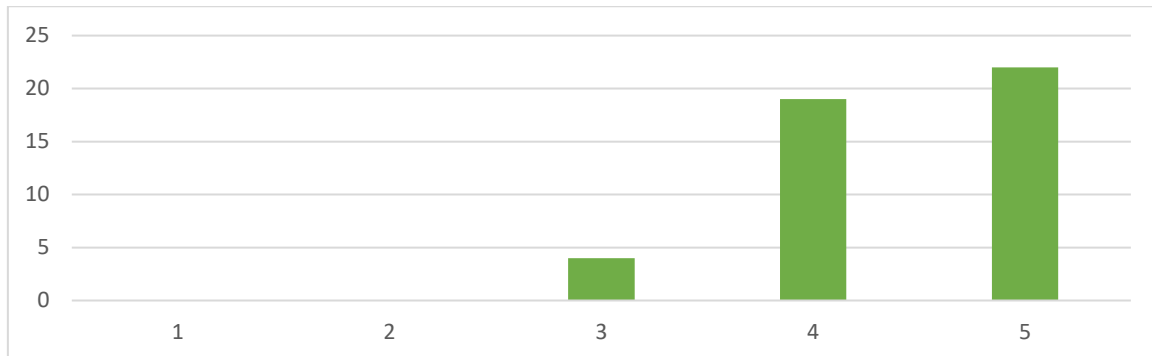


Figure 8: Level of importance of possessing tender application process knowledge (preparation, vocabulary, key winning aspects, understanding specifications and award criteria)

Tender application process knowledge is considered of high importance by 91% of stakeholders.

- **Knowledge about entities supporting SMEs in public tendering**

Often SMEs wishing to apply to a tender lack the knowledge and skills, but also the support that they would need in finding funding opportunities and/or preparing their application. Hence why, knowing about the available consultancy agencies, associations, tech centres in their area can be useful.

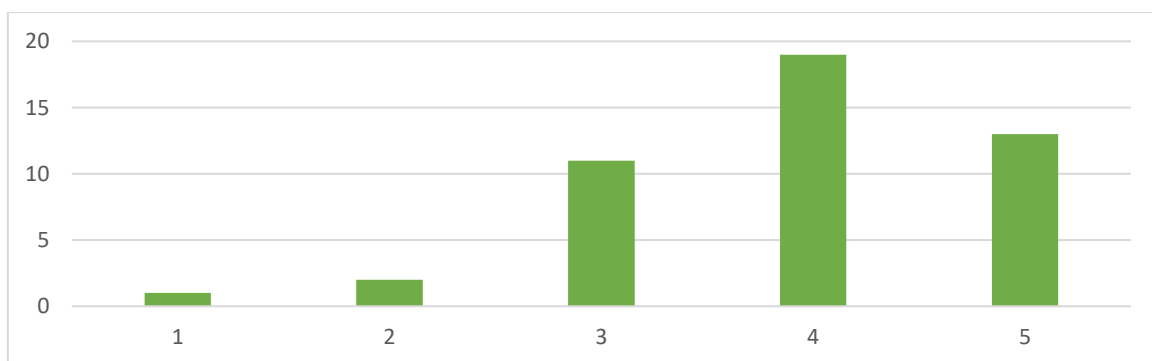


Figure 9: Level of importance of possessing knowledge about entities supporting SMEs in public tendering

Based on the responses, 70% of stakeholders believe this is an important knowledge, while 24% of them remains neutral and 7% does not believe this is necessary.

- **Project management skills**

The versatility of project management skills is such that it can be applied to a variety of

sectors, no matter of the field of work which SMEs are focusing on. It includes also different skills ranging from team work, to intellectual property rights and exploitation for results.

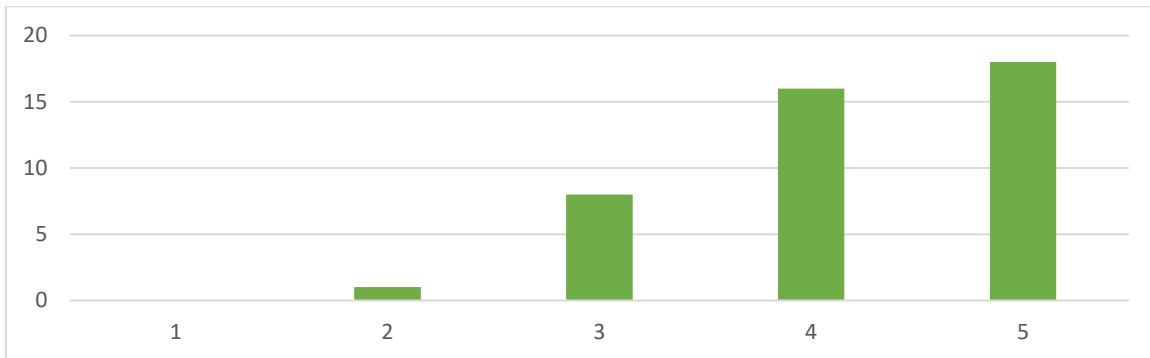


Figure 10: Level of importance of possessing project management skills

Their importance is recognised as well by stakeholders; 80% of them believe it is of high importance for SMEs to acquire such skills, while 17% of them remain neutral and only 2% does not agree on their importance.

- **Innovation management skills**

Innovation management includes different kind of skills, which range from co-creation to design-thinking and finally to building an innovation-driven business plan.

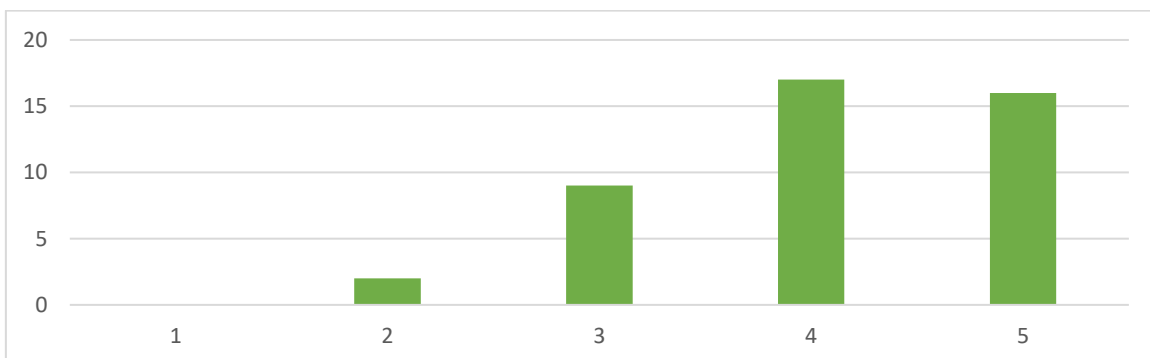


Figure 11: Level of importance of possessing innovation management skills

In numbers, 74% of stakeholders believe that innovation management skills are of high importance, while 20% remains neutral and only 5% thinks it is not very necessary.

- **Tender tracking and support knowledge**

Being able to search for tenders and opportunities, retrieving guides and supporting documents as well as to know when/how to outsource are all among the needed knowledge and skills when getting involved in PPI/PCP.

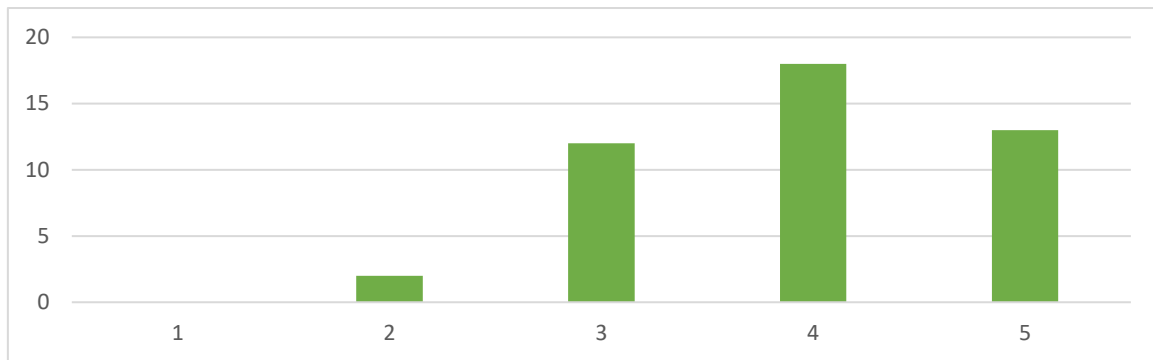


Figure 12: Level of importance of possessing tender tracking and support knowledge

Almost 76% of stakeholders think this knowledge is very important, while 20% of them remains neutral and 4% thinks it is not necessary.

- **Other required skills**

A box was made available to stakeholders for them to leave any additional comments they might have on other skills, which they believe are required when procuring and/or supplying innovation.

The following are the most occurring topics/aspects:

1. **Innovation and creativity**
2. **Market research**
3. **Legal knowledge**

Additionally, other topics and aspects include the clear understanding of administrative procedures, especially when SMEs are dealing with public entities, alongside with networking and inter-company cooperation skills.

Nevertheless, partners will take and keep into consideration all of the comments in preparational phase of the Learning Outcomes.

The full list of comments is available in Annex II.

## 2.3 Benefits, key drivers and barriers of the future HAePPI training course

Benefits, key drivers and barriers are all important aspects to be kept into consideration when shaping the future HAePPI training course and especially when defining Learning Outcomes. Hence, five questions were dedicated to such aspects. Stakeholders were asked to evaluate their level of agreement from 1 to 5, with 5 being the highest (totally agree).

The results show that:

- When asked about **pedagogical approaches** (i.e. videos, slide presentations, etc.), 80% of the stakeholders believe the adopted approach in HAePPI should be as interactive as possible.
- Learning outcomes should be assessed through **quizzes and tests** according to the majority of stakeholders (67%) while around 37% of them is only partially agreeing.
- **Recognition** and the issuance of a certificate is considered to be generally important by 55% of the stakeholders.
- The vast majority (76%) seems to agree on making use of **individual exercises** for a better learning experience and to keep a practical-oriented approach by making use of best case examples.

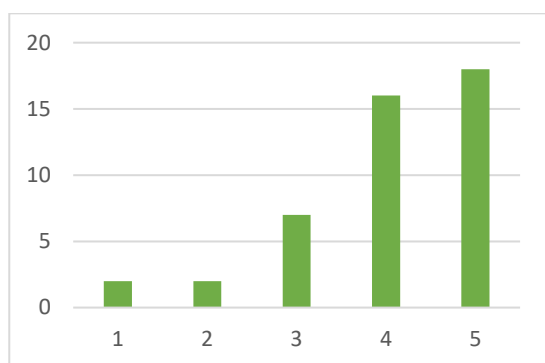


Figure 13: Level of importance of individual exercises in the HAePPI Training Course

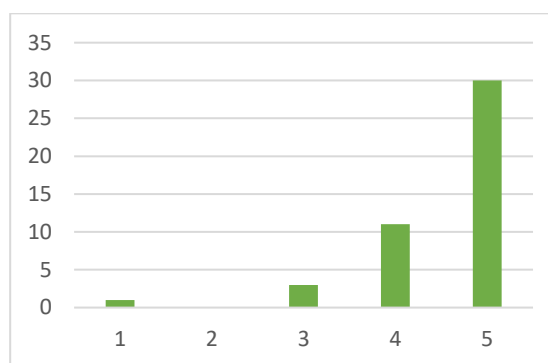


Figure 14: Level of importance of practical approaches in the HAePPI Training Course

### • **Other additional benefits**

The additional comments left by stakeholders showcase the role that public administrations play in driving the benefits for SMEs when getting involved in PPI/PCP. They call for the need of public administrations to be closer to the SMEs, increasing initiatives and getting closer to them in order to understand they can do when applying in a tender before the actual tender is published.

Additionally, making sure that the participants have actually and practically learned about PPI/PCP was marked as very important.

### • **Other additional key drivers**

According with the comments received, most of the stakeholders agree that a wide network of connections accompanied by a good web promotion are key to boosting the participation of the target group in the HAePPI training course.

At the same time, they consider real and practical case examples as a good way to attract the attention and the interest of the target group. Finally, information on funding opportunities can support in driving the interest.

- ***Other relevant suggestions and comments***

In general comments show a very positive reaction to the objective of the HAePPI project.

The most occurring comments suggest the HAePPI partners to keep the Training Course as practical as possible, as already shown in previous graphs, some of them even suggesting to fully practical, and to analyse especially mistakes previously made in previous tenders.

**The full list of comments is available in Annex II.**



### 3. CONCLUSION AND RECOMMENDATIONS

Hereunder the major learnings from the questionnaire for the endorsement of needs and gaps are listed in order to support the definition of the Learning Outcomes for the HAePPI project in the next activity

- The responses received from the stakeholders confirm that a training course on PPI/PCP is **highly necessary**. Moreover, they highlighted the importance that PPI and PCP cover when it comes to raising the benefits and the competitiveness of SMEs.
- The responses analysed the previously identified gaps and needs, which correspond to different topics and sub-topics. What emerged is that all stakeholders agree on the need to train SMEs about **public procurement** in general, **market consultation** and **tender application process**, followed by an **expertise level of knowledge on PPI and PCP**.
- **Project and innovation management** skills were endorsed by stakeholders as important knowledge and skills to be trained on. Nevertheless, a less central role should be played by them in the future HAePPI training course.
- **Tender tracking and support** was endorsed by stakeholders as a needed skill and therefore it covers a relevant role.
- **Entities awareness**, defined as knowing and being able to identify suitable supporting entities for tender application preparation, plays a relevant, but less important role.

What emerged from additional comments is that:

- Most of stakeholders believe it is important to stress the **innovation** and **creativity** aspects, as these are successful factors when applying to a tender.
- At the same time, SMEs need a clear understanding of the **administrative procedures** in order to be able to deal with public institutions.
- **Market research** plays a central role. More and more SMEs should be able to carry this out and have a clear picture before applying to a tender, alongside **legal knowledge**.
- **Networking** and **inter-company cooperation skills** should also be covered by the future HAePPI training course.

Moreover, participants should acquire the future HAePPI Learning Outcomes via an interactive approach, which is as **practical** as possible. **Individual exercises** are very much needed when dealing with PPI/PCP.

Making use of case examples can truly improve the effectiveness of the HAePPI training course by learning from both successful and unsuccessful applications. Alongside with funding opportunities, both can boost participation and interest of the target group.

## ANNEX I. QUESTIONNAIRE FOR THE ENDORSEMENT OF NEEDS AND GAPS

The HAePPI project aims at fostering innovation in the EU in different sectors, particularly in e-health, through the Public Procurement of Innovative solutions in order to improve the competitiveness of European SMEs.

The objective of this questionnaire is to endorse the needs and gaps regarding Public Procurement of Innovation (PPI) / Pre-Commercial Procurement (PCP)\* for SMEs of the habitat and e-health sector. Such needs and gaps have been previously identified in the research and study of successful cases of PPI selected by the project partners. The full report is available at this link: <https://www.haeppi-project.eu/haeppi-project-carries-out-a-study-to-identify-gaps-and-need-on-public-procurement-of-innovation-for-smes/>

The HAePPI project targets groups of professionals of the health and habitat sector, as well as VET students (in the field of furniture and health) as the final users of the training course.

You are being interviewed as we want to hear from previous practices. The results of this interview will be analysed in order for us to define the Learning Outcomes of the future HAePPI training course in the form of specific knowledge, skills and competences.

Confidentiality and GDPR: please note that we will not publish sensitive data such as name, surname and email address. The information sent via this form is stored until after the project ending for internal usage and it will be available only to project partners.

\*Public Procurement of Innovation (PPI): <https://ec.europa.eu/digital-single-market/en/public-procurement-innovative-solutions>

\*Pre-Commercial Procurement (PCP): <https://ec.europa.eu/digital-single-market/en/pre-commercial-procurement>

Email address:

Name of the informant:

Name of the organization:

Position within the organization:

Location (city, country):

1. In your opinion, do you believe that participating in public tenders for innovation (PPI/PCP) can bring benefits to SMEs?

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
-------------------------------------	----------------------------	----------------------------	----------------------------	------------------------------------

2. Do you believe it is necessary to have a training course for SMEs on PPI/PCP?

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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3. Do you think that PPI/PCP can effectively increase SMEs' competitiveness?

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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## Knowledge and skills to enable procurement of innovation

Here is a list of knowledge and skills associated with the identification, implementation and management of Public Procurement of Innovation.

Please evaluate from 1 to 5 (with 5 being the highest) the importance of possessing the following knowledge and skills.

4. General knowledge on Public Procurement (concept, process, types of tenders, payment, etc.)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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5. Expertise knowledge of PPI and PCP procedures (concept, differences, phases, benefits for SMEs)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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6. Market consultation knowledge (what is it, objectives, etc.)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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7. Tender application process knowledge (preparation, vocabulary, key winning aspects, understanding specifications and award criteria)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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8. Knowledge about entities (consultancies, associations, tech centres, etc.) supporting SMEs in public tendering

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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9. Project management skills (team work, IPR, exploitation of results)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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10. Innovation management skills (co-creation and design-thinking methods, innovative business plan design)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
-------------------------------------	----------------------------	----------------------------	----------------------------	------------------------------------

11. Tender tracking and support knowledge (searching for tenders, finding guides and supporting documents, outsourcing)

<input type="checkbox"/> 1 Not much	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Very much
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12. In your opinion, are there any other skills required when procuring and/or supplying innovation?

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### Benefits and key drivers of the future HAEPPi training course

For each of the following questions, please express if you agree or disagree.

13. Should this course make use of interactive pedagogical approach i.e. videos, slide presentations, etc.?

<input type="checkbox"/> 1 Disagree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Totally agree
-------------------------------------	----------------------------	----------------------------	----------------------------	--

14. Should the learning outcomes acquired be easily assessed through quizzes and tests?

<input type="checkbox"/> 1 Disagree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Totally agree
-------------------------------------	----------------------------	----------------------------	----------------------------	--

15. Should this course give some form of recognition, for example a certificate?

<input type="checkbox"/> 1 Disagree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Totally agree
-------------------------------------	----------------------------	----------------------------	----------------------------	--

16. Should this course make use of individual exercises for a better learning experience?

<input type="checkbox"/> 1 Disagree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Totally agree
-------------------------------------	----------------------------	----------------------------	----------------------------	--

17. Should this course be more practical-oriented, for example making use of successful cases?

<input type="checkbox"/> 1 Disagree	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> Totally agree
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18. Are there any other benefits that you believe the HAePPI training course should bring?

19. Are there any other key drivers to boost participation of the target group, which the future HAePPI training course should take into consideration?

20. Do you have any specific suggestions or comments related to the future HAePPI training course?

## Conclusion

21. Leave any additional comments you may have.

22. Do you accept to join the HAePPI mailing list to receive periodical newsletter on the project activities and results?

Yes/No

## ANNEX II. COMMENTS TO THE QUESTIONNAIRE

**Table 1: Additional skills required in PPI/PCP**

<i>Knowledge about the differences between minimum needs and regular needs according to the tender.</i>
<i>The company must have an innovative culture and strategy.</i>
<i>Flexibility, both from the point of view of the public authority (in all phases of the procedure, but especially in the preparatory phase), when defining functional specifications, award criteria ... and not being too demanding with the criteria of selection; as from the point of view of the potential contractor (when participating in market consultations, for example: so that they think of innovative solutions, provide information to the contracting entity, but knowing that it is not an offer and that they must have be careful with their confidential information).</i>
<i>Law and stress management.</i>
<i>I think that the SMEs that can participate in an PPI process know their product/service perfectly, the possibilities of developing it and the market. What is much more difficult for them is the administrative procedure, the public contracting, how to co-create with public entities.</i>
<i>Market research &amp; state of the art analysis to define TRLs, business case &amp; life-cycle methodologies, value engineering.</i>
<i>Legal and economic knowledge.</i>
<i>Search for partners to bid on; knowledge of the degree of innovation of your proposal, etc.</i>
<i>It is necessary to foster motivation towards creativity, innovation and change.</i>
<i>Networking skills - creating opportunities for new knowledge.</i>
<i>Provision for cooperation between companies (UTEs or consortia).</i>
<i>Knowledge of the competition and understanding of the market.</i>
<i>Methodology for monitoring the execution of PCP/PPI contracts and in the management of projects with European co-financing, in the purchasing organisation. Strategy and areas of improvement identified in the purchasing organisation and clear ideas on prioritisation of needs. Methodology in the execution of R&amp;D and innovation projects in suppliers</i>

**Table 2: Additional comments related to the future HAePPI Training Course**

<i>Involve also Public Administrations in which there are greater possibilities of promoting PPI and PCP.</i>
<i>I think it is a good and needed initiative.</i>
<i>Administrative simplification.</i>
<i>Keep me informed.</i>
<i>100% practical orientated.</i>
<i>Embed a multidisciplinary approach.</i>
<i>That it should be prepared jointly with an SME that has already participated, at least in some tenders. Their language, interests... are unknown in the public sector.</i>
<i>Each tender is unique, so course could have positive and negative examples with issues solving.</i>
<i>Be very practical and analyse not only the cases of success but also the errors.</i>
<i>Use the EEN network and DIH network to promote the training course.</i>
<i>I consider that a previous basic training on public procurement processes would be necessary, understanding that innovative public procurement is a minority area within public procurement in general.</i>
<i>Simply that given the target audience, the course should be very practical. If not, they will lose interest.</i>

**Table 3: Additional benefits to be addressed in the HAePPI Training Course**

<i>To bring the public sector, and above all the potential of public procurement, closer to a group that historically has not been very active in this field.</i>
<i>I think everything is said: theory with practical examples and exercises, to finally check that the participants have learned. Not so much for receiving a certificate, but so that they can apply it in practice.</i>
<i>I insist, work motivation, and its origins: the need, the empathy, the effort.</i>
<i>Training for public administration and contractors, not only for SMEs.</i>
<i>Understanding of standards and regulatory &amp; ethical aspects regarding data-driven</i>

<i>innovation.</i>
<i>Increased number of PPI initiatives by the public administration. Improvement of the quality of the proposals by the bidders, both in Open Market Consultations and in bids.</i>
<i>Bringing together entities with different profiles/companies/sectors for possible joint opportunities; adaptive innovations.</i>
<i>New collaboration opportunities.</i>
<i>Knowledge of the methods of talking to a potential client.</i>
<i>Solving issues.</i>

**Table 4: Additional key drivers to boost participation in the HAePPI Training Course**

<i>Good promotion, connections with other stake holders (ŠGZ, OZS, etc.).</i>
<i>Diffusion. If the course is focused on professionals in the health and habitat sector, as well as VET students, it must be made known on their social and work networks, which are generally not those where Public Purchase issues are disseminated of Innovation (See TED or Public Procurement Forum).</i>
<i>It's not easy. Publishing on the Internet and networks is not enough. Employers' or sectoral organisations are often not representative. And the promoters (Chambers of Commerce, clusters...) only include a certain proportion of SMEs among their members/customers. Perhaps it could be resorted to disseminating through companies that provide services: hr agencies; computer service companies... Try those options and see if that increases participation.</i>
<i>Incentives, such as information on funding opportunities and project targets.</i>
<i>Social organizations.</i>
<i>To be able to work with real examples, ongoing PPI tenders that are open.</i>
<i>Concrete case example prepared and submitted real time.</i>
<i>Interest and benefits of public buyers.</i>
<i>Sectors in which the PPI is effective. Not all of them are.</i>
<i>Promotion from local, regional and national governments</i>



Table 5: Additional comments

<i>It would be interesting to contact specialized public managers who were able to answer questions about contractual relationships in the public sphere.</i>
<i>It would be useful to target weak points and knowledge gaps to design the methodology and practical exercises. It is important to address previously identified expectations of participants.</i>
<i>Training in these Process is much needed.</i>
<i>Creativity is essential and it's possible to work and train, through methodologies; then motivation towards innovation, abandoning procrastination and taking action, and finally, lose the fear of change.</i>
<i>Great initiative.</i>
<i>The PPI must be demand-driven. Doing it from the offer as a way to generate business for the development companies is a mistake. The Administration (that is why it is a public purchase) must identify problems that companies can solve. And not the other way around (that companies want to develop a product and that they see the PPI as a form of financing).</i>
<i>I believe that this initiative can be extended to the entire technological business network that provides services or technology to the public administration, not only in the field of health. The environment and renewable energies can also be of interest.</i>

## ANNEX III. QUESTIONNAIRE FOR PUBLIC AUTHORITIES

### 1. General Information

- Name of the organization:
- Location:
- Type (local, regional or national):
- Approximately N° of PPI tenders launched:
- Approximately N° of public procurement tenders launched (excluding minor contracts):
  
- Name of Informant:
- Position
- Date of Interview:

### 2. General Questions

(1) Did you carry out a preliminary market consultation prior to drafting the specifications?

Yes	
No	

(2) How many companies applied? (*Differentiate between SMEs and Large enterprises.*)

(3) The companies that tendered had participated in the preliminary market consultation?

Yes	
No	

*Any comment*

(4) What aspects of the tender documents do you think can help to increase the participation of SMEs in the contract? (*First do and open question, later remind and mark the following points*)

Clarity in the object of the contract: distribution of the contract in lots.	
Selection criteria: adequate technical and economic solvency	
Possibility of subcontracting	
Award criteria	
Special conditions of execution	
Remuneration: in advance, by phases, and so on.	
Management and exploitation of industrial and intellectual property rights.	
Others:	

(5) What aspects of the specification do you consider to be a barrier to greater participation by SMEs? (First do and open question, later remind and mark the following points)

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Clarity in the object of the contract: distribution of the contract in lots.	
Selection criteria: adequate technical and economic solvency	
Possibility of subcontracting	
Award criteria	
Special conditions of execution	
Remuneration: in advance, by phases, and so on.	
Management and exploitation of industrial and intellectual property rights.	
Others:	

(6) Do you receive more consultations in an PPI process than in a normal procurement process?

Yes, much more	
Yes	
No	
No, much less	
Don't know	

(7) Do you provide helpful docs to participants? (if yes, which one?)

Yes	
No	
Don't know	

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(8) Are you aware of any training programme for procurement professionals that suits with the necessities of a bidder company?

Yes	
No	
Don't know	

(9) If yes, could you give some information?

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(10) If a course on PPI is designed for SMEs, which aspects do you consider necessary to include?

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## ANNEX IV. QUESTIONNAIRE FOR SMES

### 3. General Information

- Name of Company:
- Sector:
- Location:
- Size (big company or SME)
- Date of creation:
- N° tenders you have participated:
- N° PPI you have participated:
  
- Name of respondent:
- Position in the Company:

### 4. General questions

(1) How did you know about this Public Procurement tender (PCP, PPI...)

(2) How would you define your satisfaction with your participation in this tender process?  
(Choose one)

Very satisfied	
Satisfied	
Neutral	
Dissatisfied	
Very dissatisfied	

(3) What was the final result of the process and how it benefits to your company? (*Highlight if they achieved the contract, and if they have a new product in their catalogue due to their participation*)

(4) Who was the person in charge of the tender process within the company? (*Ask about his/her role in the company, knowledge on public procurement*)

(5) What was the aim that drove your company to be interested on this Public Procurement tender? *(Select the appropriate/s)*

New market opportunities	
Opportunity to launch a previous prototype we were working on it	
To launch a new R&D project	
Other:	

(6.1) In your opinion, what are the necessary knowledge and skills to be able to participate on this kind of Public Procurement tenders? *(Do an open question, and later ask next questions with some points to mark)*

(6.2) And what about...?

		Very important (1)	Fairly important (2)	Important (3)	Slightly important (4)	Not important (5)
1. Previous steps:						
	Where to find information on public tenders?					
	Participation in preliminary market consultation					
2. Tender						
	Vocabulary					
	Tender content					
	Intellectual property rights					
3. Innovation process:						
	Innovation management					
	Coordinate project teams					
	Design thinking					
4. Payment:						
	In advance					
	Intermediate/in different phases					
	Final					

*Add any comment*

(7) In your opinion, what were the main barriers that you faced during this particular Public

Procurement process?

(8) Did you need any help? *(In affirmative case, who and how supports you?)*

(9) Do you know any helpful doc/guidelines/office in your country/region that support your company on how to participate in this public procurement tender *(In affirmative case, ask if they have used it)*

(10) What do you consider different between a “normal” public procurement tender and a tender of public procurement of innovation?

(11.1) Are you aware of any training programme for procurement professionals that suits with the necessities of your company?

Yes	
No	
Don't know	

(11.2) If yes, could you give some information?

(12) Will you/or someone from your organization be interested to participate in a future online training on public procurement of innovation for SMEs?

Yes	
No	
Don't know	

(13) Any other comment: