Contract Nb. 2020-1-FR01-KA202-080105 (2020-2023)

4th Transnational Meeting, Paris - Minutes

May 11th (09:00 – 18:00) and 12th (09:00 – 13:00), 2022

Topics	
1.	CURRENT STATE OF PLAY: OUTPUTS, ACTIVITIES AND TIMELINES compared to initial engagements
2.	OUTPUTS FROM THE OVIEDO & RADOM MEETINGS: Their potential implementation in each national context
3.	OPERATIONAL PLAN FOR THE IMPLEMENTATION OF EXPERIMENTAL TRAINING COURSES FOR SITE MANAGERS AND TEAM LEADERS in connection with the training actions that already exist IN EACH PARTNER COUNTRY.
4.	OPERATIONAL PLAN FOR THE PREPARATION OF TRAINERS, MONITORS & COMPANY TUTORS who will be involved in the training of site managers and team leaders IN EACH PARTNER COUNTRY.
5.	ADVICE AND GUIDANCE FROM THE EXTERNAL EVALUATOR ON THE WORK PROGRESS
6.	COMMUNICATION STRATEGIES TO BE IMPLEMENTED IN EACH PARTNER COUNTRY to disseminate and valorise the project results
7.	ADMINISTRATIVE AND FINANCIAL ISSUES
8.	ADDITIONAL ISSUES AND ORGANISATION OF THE NEXT MEETING

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https://www.renovup.org/2022/05/10/4th-transnational-meeting/

LinkedIn
https://www.linkedin.com/posts/3cabtp_4e-r%C3%A9union-transnationale-du-projet-renovup-activity-6933056984036356096-Z-Md?utm_source=linkedin_share&utm_medium=member_desktop_web

1. CURRENT STATE OF PLAY: OUTPUTS, ACTIVITIES AND TIMELINES compared to initial engagements

State of the art

Main outcomes achieved to date **("shop window"):**

- IO1-A1. In-depth analysis of the technical, organisational, and normative specificities of building renovation sites which affect the evolution of the functions of site managers and team leaders on these sites in the partner countries.
- IO1-A2. Identification, in each partner country, of the specific skills expected of site managers and team leaders by companies specialising in building renovation. https://www.renovup.org/wp-content/uploads/2022/03/00.-RenovUP_IO1_Transnational-Report-Final.pdf
- IO1-A3. Design of national and modular systems for the professionalization of site managers and team leaders for building renovation sites identified in each partner country https://www.renovup.org/wp-content/uploads/2022/03/00.-RenovUP_IO1_A3a-Work-situations-Corresponding-skills_Final-Report-EN.pdf
- IO1-A3b&A4 / IO2-A1. Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations https://www.renovup.org/wp-content/uploads/2022/04/10.-RenovUp-Didactic-tools-for-the-professionalisation-of-site-managers-and-team-leaders_Final-Report-EN.docx
- IO2-A1 & IO2-A2. Transnational Synthesis of national Good Practices useful for Work-based Learning https://www.renovup.org/wp-content/uploads/2022/04/00D.-RenovUP_IO2_National-Good-Practices-Transnational-Synthesis-Final.docx

These outcomes constitute the basis for the setting up of the practical experience to be scheduled in each project partner country : with trainers and with trainees, accordingly to local contexts and means.

These are orientation documents, which would help in the design of pedagogical strategies in the training centres, as well as in the setting up of training paths.

Activities and Timelines

The project makes it possible to achieve the productions initially planned. However, it has been necessary to adjust its spectrum, means and timelines, as the situation has evolved, considering the unforeseen events that gradually appeared. Thus, **Phase 1 of the project took more time than initially envisaged**, as the process of identifying and compiling professional situations in companies, as well as their cross-referencing with the competences to be activated, proved to be very complex. Nevertheless, **the results obtained enabled the partners to progress more quickly afterwards and to build innovative tools** for observing and analysing professional situations in companies, for positioning learners in their training pathways and for assessing their progress.

There is therefore a sound methodological basis for continuing the work and for considering the operational implementation of the project, with full-scale experiments.

- **Outputs, activities and timelines updated on 9 May 2022** 03.-RenovUp-Activities-Outcomes-Deadlines-Updated-09-05-2022.doc (live.com)
- **Gantt updated on 9 May 2022** 04.-RenovUp-Gantt-Updated-09-05-2022.xlsx (live.com)

Decision taken:

- The main project outcomes produced to date **("shop window")** will be translated into all the partner languages, in full or in short version that may be adapted to the context of the country and the audiences concerned – End of September 2022 (or before).

2. OUTPUTS FROM THE OVIEDO & RADOM MEETINGS: Their potential implementation in each national context

(1) The methodology proposed and the **tools designed for the professionalisation of site managers and team leaders for building renovation sites**, in relation to work situations, were regrouped in the following document:

IO1-A3b&A4 / IO2-A1. Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations
ENGLISH https://www.renovup.org/wp-content/uploads/2022/04/10.-RenovUp-Didactic-tools-for-the-professionalisation-of-site-managers-and-team-leaders_Final-Report-EN.docx
FRANÇAIS 10.-RenovUp-Outils-didactiques-pour-la-professionnalisation-des-chefs-chantier-et-chefs-equipe_Rapport-Final-FR.docx (live.com)

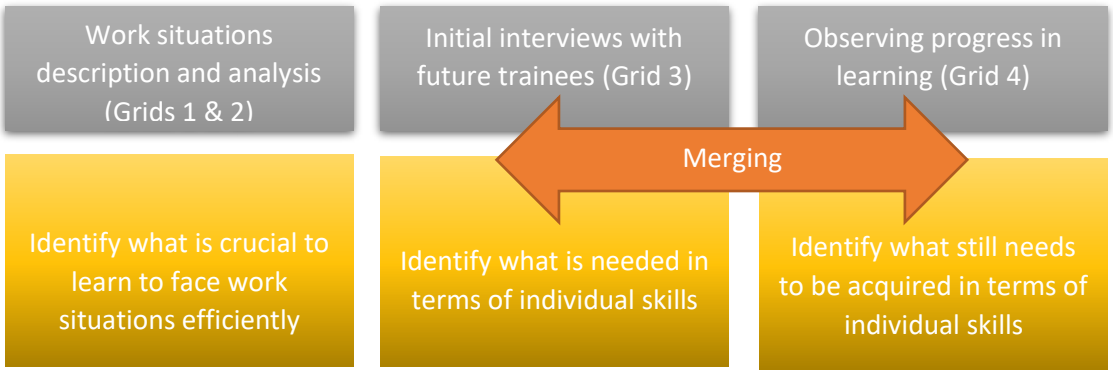
The partners produced the following grids:

- Grid 1 for the Observation of work situations in renovation companies experienced by worksite managers
- Grid 2 for the Observation of work situations in renovation companies experienced by team leaders
- Grid 3 for Positioning the learner in the learning pathway
- Grid 4 for Assessing learner progress (to be used several times if relevant)

Discussion/issues raised:

- The main issue is the way in which trainers would be involved in the final design of the grids proposed, and in their testing (experimentation phase). Need of a closer collaboration with the companies already convinced of the interest of formal VET for their own performance (Poland – collaboration with Jacek).
- In France and Italy: trainers are already used to working with companies, but this does not exempt them from always thinking about the strategy to be adopted so that they are accepted, given that they will always be considered as external persons (the need to explain the reasons for the visit to the company and to adopt an appropriate posture, as well as to explain the interest of such a visit for the company).
- Example of TRAINING PACT in Italy: trainers observe many professional situations of their learners, which gives them ideas to build training sequences in training centres/vocational schools.
- Example of APPRENTICESHIP and “FULL TIME VET” models in France: in the first model, learning in company is fundamental and predominant, in the second model, learning in company is limited to relatively short internships (1 to 2 months per year). This places the trainers' visits to companies in a different position (essential for designing the pedagogical progression in the first case, auxiliary in the second case).
- In Spain: trainers have little experience of going into companies (they are more used to teaching under the system which is like the "FULL TIME VET" practised in France).
- Understanding and examining different ways in which the learning is organised in the partner countries is fundamental for the experiences planned (IO3 & IO4), as they cannot be disconnected form the existing VET models.
- In Greece, no specific training centres are dedicated to the construction sector; work (or experience) based learning looks rather like a job shadowing; VET trainers have limited contacts with companies (no visits to companies) and it is difficult to incite them to go there (need of a specific strategy).
- It is necessary to specify what be expected from trainers in terms of feedback from their experience with the Grids (this aspect will be developed under Topic 4).

Short summary:



Decisions taken:

- It is proposed that **consideration be given to the possibility of merging grids 3 and 4**, drawing on the Italian experience where a single grid is used from the start of the process (positioning is not frequently practised in the partner countries as a separate step in the monitoring of the learning pathway). The progress with be measured with 4 levels of skill mastery (instead of 3 levels initially proposed in Grid 3).
- CCCA-BTP will **test Grids 1 & 2, with trainers specialised in the fields concerned**, directly on the building sites - action planned at the beginning of June 2022 in Saint-Herblain (Pierre & Philippe, plus a trainer), and also planned in Reims, Blanquefort and Nantes (Marek plus other partners contacted at the End of May: Jean-Miche Christe, Céline Sanhaji and Philippe Dresto - Compagnons du Devoir) in June - results will be forwarded to the other partners as soon as they become available (**End of June 2022** at the latest for all experimentation foreseen in France).
- Then Formedil, FLC Asturias, Pedmede, Łukasiewicz ITeE will test Grids 1 & 2 in their contexts, with identified trainers on a building site - **in June/July 2022**
- CCCA-BTP will collect the results and publish the updated version of all the grids after the testing by the partners - **End of July 2022.**
- Łukasiewicz ITeE (Jola) and Pedmede (Paraskevi) will propose **national guidelines on how to involve trainers in the observation of work situations in company**, starting from the analysis of the interest to go to companies for themselves **in Poland and in Greece** – additional outcome that could be useful for the further preparation of trainers – mid-June 2022.
- **NEED TO BETTER CLARIFY HOW TO TRANSFORM OBSERVATIONS MADE IN THE WORKPLACE INTO TRAINING OBJECTIVES** (in addition to https://www.renovup.org/wp-content/uploads/2022/03/00.-RenovUP_IO1_A3a-Work-situations-Corresponding-skills_Final-Report-EN.pdf, page 44 “Interactions between work situations and learning [pedagogical] objectives”) – it will be done by CCCA-BTP and FLC Asturias for **End of September 2022.**
- **NEED TO SPECIFY IN MORE DETAIL HOW GRIDS 3&4 (which will become one grid) WILL BE USED** to monitor the learner's progress in the learning process – it will be done by CCCA-BTP and Formedil for End of October 2022.

(2) Two Open Badges for RenovUp are presented in the following document:

IO2 – A1 & A2. Creation of a transnational device to evaluate and validate the learning outcomes of site managers and team leaders for building renovation projects
07.-IO2-A2.-Open-Badges-pour-RenovUp-EN.docx (live.com) / 08.-IO2-A2.-Open-Badges-pour-RenovUp-FR.docx (live.com)

In the framework of the RenovUp project, the use of Open Badges can be envisaged for two distinct audiences:

(1) **TRAINERS RESPONSIBLE FOR THE PROFESSIONALIZATION OF BUILDING RENOVATION SITE MANAGERS AND TEAM LEADERS** (Link with IO3) - Open Badge 1

(2) **SITE MANAGERS AND TEAM LEADERS WHO HAVE PARTICIPATED IN THE RENOVUP PROFESSIONALISATION FACILITY** (Link to IO1-A3 and IO2-A1) - Open Badge 2

To identify the contents of the **Open Badge 2** in terms of the competences to be recognised, two options are possible:
2.1.: **SEQUENTIAL approach**, with competences per phase of the work (as favoured in the training scheme), in line with Grids for the observation of work situations in renovation companies experienced by site managers (Grid 1) and team leaders (Grid 2)
2.2.: **Direct approach by large blocks of TRANSVERSAL competences** (mix between assessment and recognition perspective), in line with Grid 4 for assessing learner progress.

Each approach is presented in detail in the document listed above.
CCCA-BTP considers that the direct approach is more in line with the objective of the Open Badge, as it focuses on the recognition of learning outcomes (transversal competences) and not on the learning process. But this is only an opinion.

Decision taken:

- Each partner will give its opinion and preference, explaining the reasons for its choice by sending it in a short format - **End of June 2022.**
  This will allow the CCCA-BTP to continue working on the Open Badges.

3. OPERATIONAL PLAN FOR THE IMPLEMENTATION OF EXPERIMENTAL TRAINING COURSES FOR SITE MANAGERS AND TEAM LEADERS in connection with the training actions that already exist IN EACH PARTNER COUNTRY.

State of the art

The discussions during the previous topics show that it is difficult, at this stage, to decide concretely what should be put in place in each country in terms of experimentation. For the choices to be possible, it is essential that each partner could:

- Identify the training centres/vocational schools with which it can work.
- Identify the interlocutors with whom it can work to refine the preparation programmes for trainers in its country (from the training centres identified beforehand).
- Identify which training blocks/components the training centres positioned as partners for the experiments wish to/can test with learners, in real life (either as autonomous training programmes or as components of larger programmes, already existing or to be designed).

To initiate the reflection, FLC Asturias (Marta & Sandra) presented what is possible to implement in Spain, with possible timelines. This document (OPERATIONAL PLAN FOR THE Implementation of experimental training courses for site managers and team leaders in connection with the training actions that already exist in the partner countries IN EACH PARTNER COUNTRY) is available on: 10.-IO4A1_FLC-Asturias-proposal.pptx (live.com)
It is an example of a state that all partners should reach by the beginning of October 2022.

Decisions taken:

- Each partner will continue to seek out the above-mentioned structures (preferably at least two training centres/vocational schools) to identify with them which training components can be tested there and when the experiments can take place (within the set deadlines - see Gantt chart 04.-RenovUp-Gantt-Updated-09-05-2022.xlsx (live.com)) - End of September 2022.

- The compilation of the national options and the final choice of actions to be carried out in each country will be made during the 5th transnational meeting (October, Athens, subject to confirmation of the venue).
- Formedil and CCCA-BTP commit themselves to elaborate their operational schemes of action and to communicate them to the other partners earlier - mid September 2022.

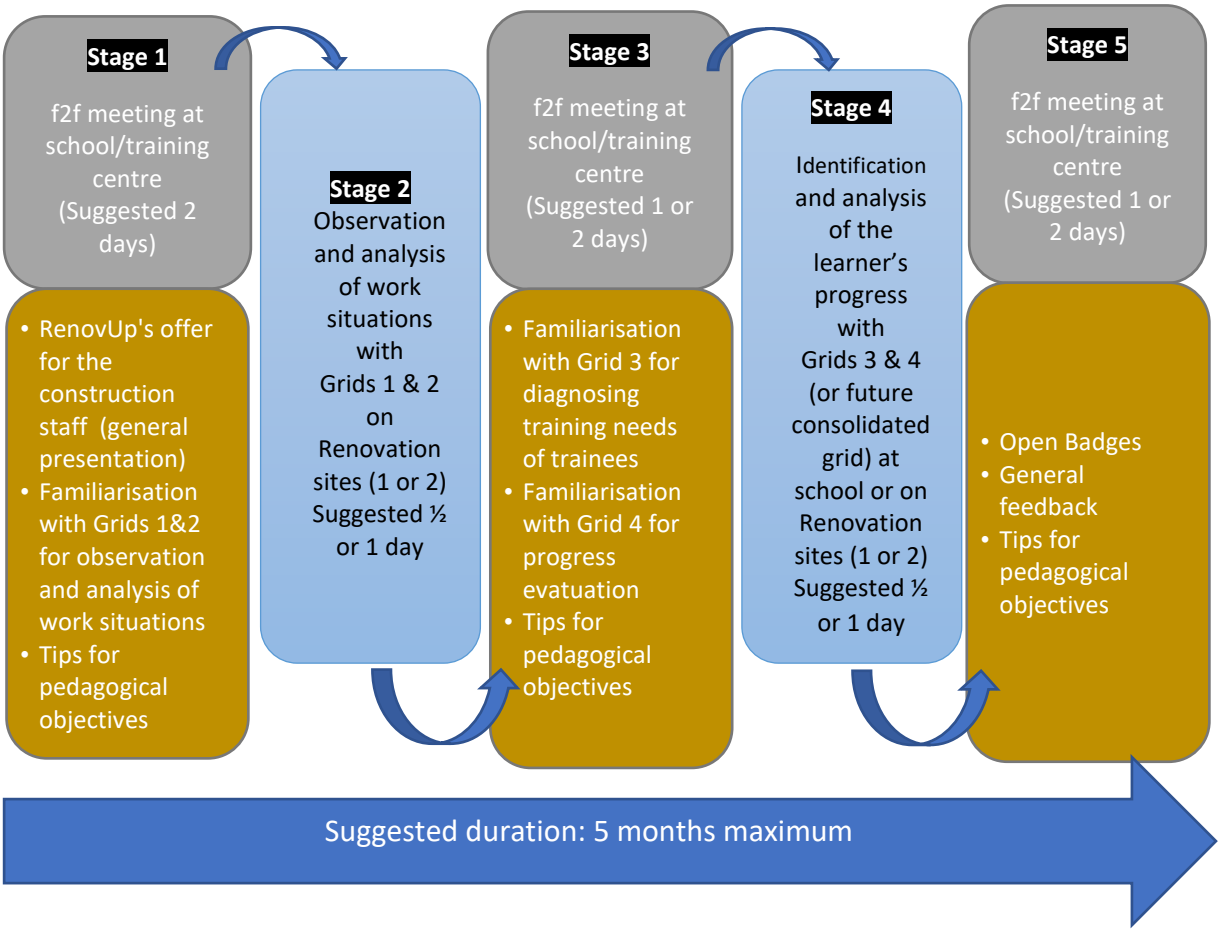
4. OPERATIONAL PLAN FOR THE PREPARATION OF TRAINERS, MONITORS & COMPANY TUTORS who will be involved in the training of site managers and team leaders IN EACH PARTNER COUNTRY.

State of the art

Łukasiewicz ITeE has prepared a proposal for organising the preparation of trainers to design and implement training actions for the relevant site managers and team leaders. It was clarified during the meeting that this is not a broad-spectrum train-the-trainer action, but a preparation for the following operational objectives:

- Observation and analysis of professional situations experienced by site managers and team leaders on renovation sites.
- Definition of pedagogical objectives based on these analyses, within the frameworks imposed by their training centres/vocational schools.
- Exploitation of the grids of positioning and analysis of the progression of the learners in their educational pathway.

The preparation model proposed is based on the following scheme:



A complete OPERATIONAL PLAN for the preparation of trainers, monitors & company tutors who will be involved in the training of site managers and team leaders IN EACH PARTNER COUNTRY is available on 06.-IO3.-Preparation-of-teachers-trainers_EN_ver_2.docx (live.com)

Discussion

- The involvement of the teachers/trainers in developing their own preparation for the design of the training courses for the final beneficiaries (site managers and team leaders on the renovation sites) is essential for the success of the project and the sustainability of its results.
- The concept of work (or experience)-based learning is relatively new and not easy to set up: much resistance must be overcome from every partner (school/training centre management, teachers/trainers, and companies). This is one of the main challenges the VET organisations meet.

Decisions taken

- Starting from the work to be done mid-June 2022 by Łukasiewicz ITeE (Jola) and Pedmede (Paraskevi) concerning **national guidelines on how to involve trainers in the observation of work situations in company**, starting from the analysis of the interest to go to companies for themselves **in Poland and in Greece** – it would be easier to identify teachers/trainers who would participate in the experimental preparation session (5 persons minimum per country) – Identification to be done before **31 October 2022**.
- After having experienced the grids within the framework of the preparation period described above, the teachers/trainers will **produce a reflection on**:
  - The way in which the grids concretely work in specific situations in company and in school/training centre with learners, including proposals on what should be improved to make them still more operational.
  - The usefulness of the grids for the design and setting up of pedagogical models (training objectives, contents, pedagogical methods and learning outcomes expected) by the teachers/trainers, considering their own contexts and constraints.

  Besides, the teachers/trainers concerned will **formalise their pedagogical model within a simple grid** to be provided by Łukasiewicz and CCCA-BTP – **mid-October 2022**
- Experimental preparation of teachers/learners will start at the **End of October 2022** (their operational scheme must be ready for mid-October, for the 5th Transnational Meeting - Athens).

Decision to be taken

- The partners are invited to validate the general model proposed by Lukasiewicz, as presented on page 7, or suggest what should be modified, to allow further work on its precise objectives and contents – **before 15 June 2022**.

5. ADVICE AND GUIDANCE FROM THE EXTERNAL EVALUATOR ON THE WORK PROGRESS

Global review:

In my view, the current delay in the implementation of the project goes up to 6 months for some phases of IO3. But first, some solutions have been found to fill in the gap. Second, 2 additional productions have been achieved by the partners, that were not planned initially. From a global point of view, a considerable workload has been done by the partners on this project – with a very high research content. RenovUp is certainly the most ambitious project I have evaluated so far, in my 12 years' experience of Erasmus+ multilateral projects. The commitment of the partners is total.

The addition of the 2 « restricted » meetings held in Oviedo and Radom in March and April prove to have been very relevant – a very valuable job has been done there. The document named « Didactic tools » is an essential output, a big step forward for RenovUp. It is the result of weeks of very fruitful work!

What is important now is to get ideas clear at the end of this Paris meeting to launch the piloting phase until the end of the year => Define a clear schedule until then.

Key points:

An interesting debate was held today (11th of May) when discussing about grids 3 and 4 : those 2 grids both enable positioning and assessing learners (for evaluation). Do we assess to position a learner and then define an individual profile to build an individual path for him/her ; or do we assess to evaluate levels of acquisition of some competences ? The consortium will chose which grid to do what, but in both cases, defining the right scales or levels of acquisition (and their number) is very important.

These scales or levels refer to levels of autonomy, which is connected to with making the difference between team leaders and site managers.

My suggestion is to clarify the work done on the competences (IO1) and on the learning outcomes (IO2), for example by editing 2 specific documents : a competences framework (THE reference document for any trainer) + a synthetic presentation of the learning outcomes.

The first one would present in a more attractive way the competences organised by blocks of competences and the second one would clearly shape these LO according to the European Qualification Framework descriptors (Knowledge Skills Competences).

In both cases, the content is there, has been produced ; it is mainly a question of presentation in a more attractive and synthetic way.

Finally, at the end of the meeting, the work on the open badges will still have to be done ; in other words, how to validate/recognize the competences.

6. COMMUNICATION STRATEGIES TO BE IMPLEMENTED IN EACH PARTNER COUNTRY to disseminate and valorise the project results

Initial contract (reminder)

Extract from the project presentation brochure, p. 23 01.-RenovUp-General-Project-Presentation-EN.pdf / 01.-RenovUP-Presentation-generale-du-projet-FR.pdf

"Communication departments of each partner, in addition to their national missions, will be assigned a transversal task, at the service of all the partners:

- CCCA-BTP (FR) will propose strategies for the promotion of new modes of collaboration with companies and training in work situations within the framework of the envisaged professionalisation schemes.
- Formedil (IT) will propose strategies and modes of communication to promote transparency, recognition, and validation of learning outcomes.
- Lukasiewicz Network (PL) will propose communication approaches to promote the training of teachers/trainers/tutors in enterprises.
- FLC Asturias (ES) will be in charge of developing communication strategies with external organisations capable of facilitating the recruitment of beneficiaries of the planned professionalisation actions.
- Pedmede (GR) will be in charge of proposing communication strategies of a more institutional nature, aimed at political and strategic decision-makers, mainly to ensure that the results of the project can be used beyond its partners."

Transversal promotion of results and outputs, p. 24

"• Block 1: Identification of strategies and practices meeting the expectations of the economic world in terms of the skills of middle management on site.
• Block 2: Organisation of territorial collaboration for the success of professionalisation schemes based on on-the-job training.
• Block 3: Transparency, recognition, and validation of learning outcomes (formal and informal).
• Block 4: Further training for company teachers/trainers/tutors based on the use of their professional experience.
• Block 5: Recruitment and career guidance practices for the beneficiaries of professionalisation measures.
• Block 6: Communication strategy with the business world to promote lifelong professionalisation.

Each partner will have a specific responsibility in the development of the communication strategy relating to these thematic blocks, valid both in its national context and in the contexts of the partner countries. In this way, each partner will work for its own needs and those of others. The allocation of the blocks is as follows:
• CCCA-BTP (FR) - Blocks 2 and 6
• Formedil (IT) - Block 3
• FLC Asturias (ES) - Block 5
• Lukasiewicz ITE Network (PL) - Block 4
• Pedmede (GR) - Block 1."

State of the art

A lot of communication actions are being undertaken by the RenovUp project partners, in different forms: social media posts, blog articles, articles on corporate websites and/or in professional revues, hanging of posters, distribution of flyers, presentation of the project during events, etc. Project partners shall continue their efforts in that area, while not forgiving to regularly complete the valorisation journal, to keep track of what each partner is achieving.

Decisions taken

- List of dissemination & valorisation actions/events/publications – to be sent to CCCA-BTP (marion.beauchesne@ccca-btp.fr cc.marek.lawinski@ccca-btp.fr) for **June 30th, 2022**
- Provide the RenovUp website with relevant content on a regularly basis – content may be sent to Marion Beauchesne for integration on the website
- RenovUp project partners do not hesitate to ask Marion Beauchesne for any communication material they might need.

7. ADMINISTRATIVE AND FINANCIAL ISSUES

State of the art

The updated table for monitoring the number of days dedicated to the project, by IO and by partner, is available on : 09.-Timesheets-Follow-Up-10-05-2022.xlsx (live.com)

Decisions taken

- The partners in "under-consumption", i.e. Formedil and Pedmede, still have the possibility to correct their previous "TIME-SHEETS", if they wish, to adjust their budget consumption to the number of days dedicated to the project.
- For the rest of the project, all partners are requested to be vigilant in using at least the totality of the days allocated. An overrun of 20% can be declared without specific explanation. Shifts from one IO to another are also allowed within the 20% limit without specific explanation. Beyond that (and always within the limit of the overall budget allocated) the shift will have to be justified.

Question regarding the travel costs

Following Jola's question, Marek contacted the Erasmus+ France Agency to know if the travel costs, due to the pandemic, can be switched to intellectual outcome ones.
The Agency has clarified that this is possible within the following limits:

- We cannot take more than 20% from the budget line we wish to decrease (transnational meetings)
- We cannot add more than 20% to the budget line that we wish to increase (intellectual productions).

These transfers are subject to the implementation of virtual activities.

8. ADDITIONAL ISSUES AND ORGANISATION OF THE NEXT MEETING

The 5th transnational meeting will physically take place **in November (3rd week) in Rome**, instead of 26 October (from 9.00 am) and 27 October (until 1.00 pm) in Athens (originally planned).
CCCA-BTP will discuss with all partners, in consultation with Formedil, to choose a date that will be convenient for all.

Deadlines starting from 1st of June 2022

Before 15 of June 2022	**Object**: validation of the general model proposed by Lukasiewicz (page 7) **Partners in charge:** FORMEDIL (IT), PEDMEDE (GR), FLC Asturias (ES)
End of June 2022	**Object**: results of test Grids 1 & 2, with trainers specialised in the fields concerned **Partners in charge**: CCCA-BTP (FR)
End of June 2022	**Object**: Open Badges, giving opinions and preferences **Partners concerned**: All
End of June 2022	**Object**: promotion, actions/events/publications **Partners concerned**: All
June/July 2022	**Object**: testing Grids 1 & 2 in their contexts, with identified trainers on a building site **Partners in charge**: FORMEDIL (IT), PEDMEDE (GR), LUKASIEWICZ (PL), FLC Asturias (ES)
End of July 2022	**Object**: collecting results and publishing the updated version of all the grids after the testing by the partners **Partners in charge**: CCCA-BTP (FR)
End of September 2022	**Object**: Clarifying on how to transform observations made in the workplaces into training objectives **Partners in charge**: CCCA-BTP (FR), FLC Asturias (ES)
Mid October 2022	**Object**: finalisation of the trainer/teacher preparation scheme **Partners in charge**: LUKASIEWICZ (PL), CCCA-BTP
Mid October 2022	**Object**: identification of teachers/trainers for the experimental preparation session **Partners concerned**: All
End of October 2022	**Object**: starting of experimental preparation of teachers/learners **Partners concerned**: All
3rd week of November 2022	**Object**: 5th transnational meeting in Rome (instead of Athens originally planned in October) **Partners concerned**: All