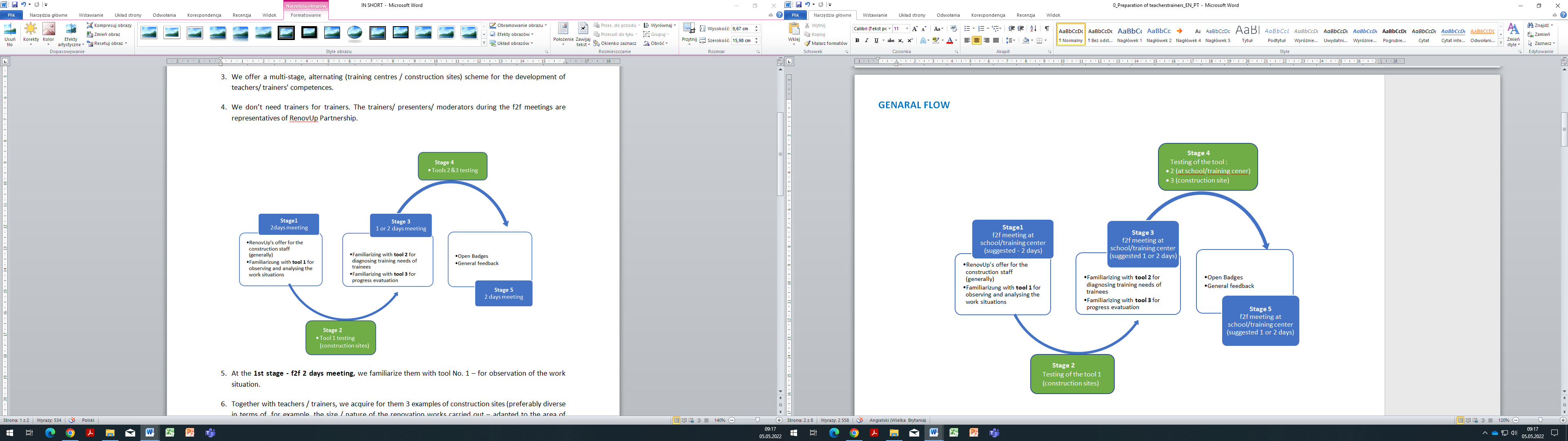
1. Starting point: Correlation of work situations with the target learning outcomes of construction managers & team leaders / foremen, grouped into blocks corresponding to the chronology of work carried out on the construction site (see RenovUp report IO1A3)
2. We are to recruit 5 teachers/trainers of construction, participating in the education or professional development of construction managers / foremen, who are interested in developing their methodological (tool) competences in the field of the ability to observe real work situations (on construction sites) with which construction managers / foremen meet and use the results of these observations to design training units.
3. We offer a multi-stage, alternating (training centres / construction sites) scheme for the development of teachers/ trainers' competences.
4. We don’t need trainers for trainers. The trainers/ presenters/ moderators during the f2f meetings are representatives of RenovUp Partnership.



1. At the **1st stage - f2f 2 days meeting,** we familiarize them with tool No. 1 – for observation of the work situation.
2. Together with teachers / trainers, we acquire for them 3 examples of construction sites (preferably diverse in terms of, for example, the size / nature of the renovation works carried out – adapted to the area of interest / specialization of a given teacher / trainer).
3. At the **stage 2** teachers/trainers go with the tool to the agreed construction sites. At each construction site, they collect data / facts / observations on the actual working situations of managers / foremen on a given construction site (they have, for example, 1 month to do so).
4. On the basis of data / observations collected on construction sites, they formulate a list of critical points – elements constituting challenges in the work of the manager / foreman, which should be included in the curriculum / training (*this is how we understand it*).
5. At the **stage 3** - second f2f meeting (1 or 2 days):

* share their observations and conclusions from the use of tool 1,
* We familiarize them with the purpose and structure of tool No. 2 used for positioning trainees (who are current or future participants of trainings for construction managers / foremen) on the path of their professional development (i.e. to diagnose training needs).
* We familiarize them with the purpose and structure of tool 3 to evaluate progress in achieving learning outcomes that define a construction manager/foreman.

1. At the **stage 4** each of the trainers/teachers participating in the experiment must acquire at least 2 trainees (current or future participants of the training for construction site managers/foremen):

* with whom they conduct an interview diagnosing the training needs and/or wishes, using tool 2;
* for whom they conduct an evaluation of progress in working conditions (observing their work on the construction site), using tool 3.

1. At the **stage 5** teachers / trainers during the f2f meeting (1 or 2 days):

* share experience and conclusions from the use of tools 2 and 3,
* are familiarised with the role of Open Badges, which the RenovUp project proposes in the system of professional development of the middle managerial staff of the construction industry.
* Give us the general feedback on the whole experiment, including suggestions for modifications / improvements, possibilities of dissemination and further implementations.

**Challenges:**

* To motivate teachers/trainers to participate in experiment
* To find construction sites ready to be open for our experiment