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**Professionalising site managers and team leaders in the specific management**

**of** **building renovation sites in Europe**

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

**IO3: Transnational training scheme for teachers,**

**trainers and tutors preparing for the support and training**

**of site managers and team leaders for building renovation sites**

**NATIONAL EXPERIMENTAL ACTIONS – State of the Art 15 November 2022**

ŁUKASIEWICZ-ITeE (PL) - CCCA-BTP (PL)

18 November 2022

**Contents**

[**1 – GENERAL SCHEME (Reminder)** 3](#_Toc119666529)

[**2 – POLAND** 4](#_Toc119666530)

[**3 – SPAIN** 11](#_Toc119666531)

[**4 – ITALY** 20](#_Toc119666532)

[**5 – FRANCE** 27](#_Toc119666533)

[**6 – GREECE** 33](#_Toc119666534)

[**7 – RECOGNITION WITH OPEN BADGES (Reminder)** 34](#_Toc119666535)

# **1 – GENERAL SCHEME (Reminder)**

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. In parallel, 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.**

**Stage 1**

f2f meeting at school/training centre

(Suggested 2 days)

**Stage 3**

f2f meeting at school/training centre

(Suggested 1 or 2 days)

**Stage 5**

f2f meeting at school/training centre (Suggested 1 or 2 days)

* RenovUp's offer for the construction staff (general presentation)
* Familiarisation with Grids 1&2 for observation and analysis of work situations
* Tips for pedagogical objectives
* Familiarisation with Grid 3 for diagnosing training needs of trainees
* Familiarisation with Grid 4 for progress evatuation
* Tips for pedagogical objectives
* Open Badges
* General feedback
* Tips for pedagogical objectives

**Stage 2**

Observation and analysis of work situations with

Grids 1 & 2 on Renovation sites (1 or 2)

Suggested ½ or 1 day

**Stage 4**

Identification and analysis

of the learner’s progress with

Grids 3 & 4 (or future consolidated grid) at school or on Renovation sites (1 or 2)

Suggested ½ or 1 day

Suggested duration: 5 months maximum

Source: Łukasiewicz ITeE (May 2022)

# **2 – POLAND**

**LIST OF PARTICIPANTS**

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| **Public & Conditions of Participation** |
| **Name & First Name** | **Function** | **Training Centre/Company****Address/Email** | **Specific needs/****Motivation for the training proposed**  | **Conditions of Participation/ other comments** |
| Blachowski JacekTel. \*\*\*\*\*\*\*\*\* bikbla@wp.pl | * Self-employed
* member of the Working Group on Standardization and Certification in Construction
* Member of the Sectoral Council for Competence in Construction
 | BIK- BLACHOWSKI, ul. Wałbrzyska 91, 91-865 Łódź | * to share professional experience with younger employees
* **opportunity to learn about the creation of a training process**
* I am concerned about competences of future employees
* gaining new knowledge
* curiosity
* willingness to obtain a certificate
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| Janusz MołdaTel. \*\*\*\*\*\*\*\*\* januszmolda@o2.pl | * Teacher of the profession Of Finishing Works Technician in Construction (3rd class, 19 students)
* Conducts practical classes at workshops
* retired construction entrepreneur
 | Construction School Complex in Szczecin Unisławy 32/33 | *Comment: It is not possible to observe students directly on construction sites, because all practical classes (!) students of the technical school take place at school workshops, not with external entrepreneurs* |
| Kacper Witczak Tel. \*\*\*\*\*\*\*\*\* kacwit@wp.pl  | * Employer/Contractor

Conducts internships for people directed from the employment office * examiner of the district examination board for construction qualifications – graduates of the Vocational School Complex in Pabianice
 | PPHU “KACPER” firma remontowo budowlanaKacper Witczak95 082 Dobroń k. Pabianic | *Comment: Practical vocational training takes place at school workshops, there is no element of learning at workplaces in enterprises* |
| Piotr JuraTel. \*\*\*\*\*\*\*\*\* peronik@o2.pl | * Employer / Contractor
* Examiner of the district examination board in qualifications for finishing works(laying tiles and terracotta)
* trainer in the out of -school system as a trainer in product training for an external company
 | Astmedia Piotr Jura63-100 Śrem, ul. Gierymskiego 5 |  |
| Marek Surmacz Tel. \*\*\*\*\*\*\*\*\* maress@op.pl | * Employer
* Pedagogical preparation entitling to teach vocational subjects
* Master's diploma in glazing and drywall techniques
* Construction appraiser
 | MA RES Wysoka 250 b37-100 Łańcut  | *Cooperation with ZDZ Rzeszów* |
| Sebastian Jaworski  Tel. \*\*\*\*\*\*\*\*\* sebapowsinoga@gmail.com | * Owner/contractor/tiling trainer
* Master in the profession of tiler: Depending on the work performed, he teaches 1 or 2 people glazing (out of school model)
 | Jaworski Sebastian EI11 Hameau du Petit Champ 01710 Thoiry, France |  |
| ~~Grzegorz SIL~~~~506 437 855~~ ~~gzpol@o2.pl~~ | ~~Właściciel Firmy i Wykonawca - zatrudniający pracowników~~ | ~~GZPOL" GRZEGORZ SIL~~~~ul. Bohaterów Getta Warszawskiego 8/12/30,~~ ~~97-200 Tomaszów Mazowiecki~~ |  |
| ~~Grzegorz Hereda~~ ~~503754845~~~~g.h.firma@poczta.onet.pl~~ | ~~Właściciel firmy~~~~wykonawca~~ | ~~G.H.Grzegorz Hereda 34-120 Andrychów~~ ~~ul.Lenartowicza 28/35~~ |  |
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**Challenges:**

1. **The level of pedagogical competence of potential participants**
2. **Geographical dispersion of potential participants and the fact that they are also entrepreneurs**

**EDUCATIONAL LAYOUT**

**(Template to be returned by 15 November 2022 :**

**IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION, but be as advanced as possible)**

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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 1 | A two day face to face sessionAs the trainers are from different parts of Poland, probably it will be on-line sessionIn December 2022  | Name, Venue, and Address:Łukasiewicz-ITeERadomName(s) of the trainer(s) of trainersand their function(s):J.ReligaA.StępnikowskiFinancial arrangements (if any):no | Learning objectives:1. Characterise the specific problems of middle management (site managers and foremen) on renovation sites.
2. Understand concept of a system for professionalization of construction team leaders/foremen specializing in renovation works
3. Master didactic **tool 2 (for observation and analysis of the professional situation**) to develop specific training sessions for foremen/team leaders.

Contents (in line with the specific national contexts):1. Results of the research part of RenovUp (national + international as a curiosity: IO1-A1&A2)
2. System for professionalization of construction team leaders/foremen specializing in renovation works (IO1 A3)
3. Didactic tools for professionalization of foremen/ team leaders (IO1 A4) + Instructions for carrying out observations of work situations on the renovation site

Teaching/Learning methods and tools1. Presentations
2. Discussion
 | Printed version of following materials for each participant: * 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 (IO1 A1National report)
* Skills and knowledge to be applied in work situations experienced by renovation site managers and team leaders (Summary from IO1A3a)
* Interactions between work situations and learning objectives for team leaders (1 page table)
* tool 2 (for team leaders)

Additionally: * project leaflet
* Internet connection to show and explain the content of project website
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| **Stage** | **Form****Date** | **Companies/Worksites** | **Objectives, Instructions & Arrangements with Companies** **(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 2 | Visits to one or two renovation sites (or more)Period from 1 to 20.01.2023 | LIST OF COMPANIES/ WORKSITESNames, Venues, and Addresses:Companies of SSRW membersContact persons in companyand their functions:SSRW members mentioned above | Operational objectives:1. Collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to team leaders.

Instructions & Documents transmitted:1. Examples of filled in tool 2 (potential types of data / entries) that can be expected in the completed form)

Financial arrangements (if any): probably noFeedback/potential benefits for the companies concerned:1. Improvement of pedagogical competences of employees associated in the SSRW
2. Share professional experience of SSRW’s members
3. Improvement of the future employees’ competence
 |  After having experienced the grids within the framework of the preparation period described above, the trainers / teachers / tutors 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.
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 3 | A one day face to face session20-31.01.2023  | Name, Venue, and Address:Łukasiewicz-ITeERadomName(s) of the trainer(s) of trainersand their function(s):J.ReligaA.StępnikowskiFinancial arrangements (if any):no | Learning objectives:1. Master the methods and tool for diagnosing the training needs of future trainees (team leaders).
2. Master the tools for monitoring the progress of trainees during their professionalization.

Contents (in line with the specific national contexts):1. …………………………………………………………………………………
2. …………………………………………………………………………………

Teaching/Learning methods and tools1. Presentation
2. Discussion
3. …………………………………………………………………………………
 |  Printed version of following materials for each participant: * Interactions between work situations and learning objectives for team leaders (1 page table);
* tool 3 – training needs + progress monitoring (for team leaders)
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| **Stage** | **Form****Date** | **Companies/Worksites/****Training centre** | **Instructions & Arrangements with Companies/ Training centre staff responsible for positioning****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 4 | POSITION-INGTwo interviews (minimum) with future trainees (team leaders)February 2023 | RESPONSIBLEFOR POSITIONING:Trainers representing the SSRW | Operational objectives:1. Implement positioning methods and tools to identify the entry level and needs of trainees.
2. …………………………………………………………………………………
3. …………………………………………………………………………………

Documents to be used: Grid 3Restitution of results:1. …………………………………………………………………………………
2. …………………………………………………………………………………
 | Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data |
| Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee.**After IO4 implementation**??? | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:Companies – members of SSRWContact persons in companyand their functions:…………………………………………..…………………………………………..………………………………………….. | Operational objectives:1. Implement diagnostic and monitoring tools in training situations with trainees.
2. …………………………………………………………………………………
3. …………………………………………………………………………………

Instructions & Documents transmitted: Grid 3Financial arrangements (if any): …………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 5 | A one or two day face to face sessionFrom .....To ......  | Name, Venue, and Address:Łukasiewicz-ITeERadomName(s) of the trainer(s) and their function(s):dr I Woźniak – expert of Ł-ITeE in microcredecials M.Nowakowski – expert of Educational Research Institute - “Odznaka+” system Financial arrangements (if any): too early to say | Learning objectives:1. Design a plan on how to integrate work situations into learning paths intended to team leaders.
2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders.
3. …………………………………………………………………………………

Contents (in line with the specific national contexts):1. The idea of microcredecials and Open Badges as confirmation forms for learning outcomes
2. How to understand OB? What is really hidden under the graphic symbol?
3. Collection of OBs (badge Backpack).
4. Main « actors » of the system: Issuers, earners, displayers, consumers.
5. What OB can be used for?
6. “Odznaka+” system – Polish specificity

Teaching/Learning methods and tools1. Presentation (including multimedia, films promoting OB., possibly the specificity of solutions in each country)
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# **3 – SPAIN**

**LIST OF PARTICIPANTS**

**Provisional proposal: Please note that participants, dates and companies could change due to organisational reasons.**

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| **Public & Conditions of Participation** |
| **Name & First Name** | **Function** | **Training Centre/Company****Address/Email** | **Specific needs/****Motivation for the training proposed**  | **Conditions of Participation** |
| Enrique Rodríguez | Arquitect – Site manager &Team learder’s trainer | FLC Asturias | Site manager &Team learder’s teacher |  |
| Ignacio Vega | Ingenieur– Site manager &Team learder’s trainer | FLC Asturias | Site manager &Team learder’s teacher |  |
| Juan José Santos | Arquitect – Site manager &Team learder’s trainer | FLC Asturias | Site manager &Team learder’s teacher |  |
| Juan Carlos Camporro | Ingenieur– Site manager &Team learder’s trainer | FLC Asturias | Site manager &Team learder’s teacher |  |
| Alfonso Muñiz | Site manager &Team learder’s trainer | FLC Asturias | Site manager &Team learder’s trainer |  |

**EDUCATIONAL LAYOUT**

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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 1 | A two day face to face sessionFrom 13/02/2022.To 13/02/2022. | Name, Venue, and Address:FLC AsturiasName(s) of the trainer(s) of trainersand their function(s):Sandra Alba, training areaMarta Hevia, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. Characterise the specific problems of middle management (site managers and foremen) on renovation sites.
2. Master didactic tools to develop specific training sessions for foremen/managers.

Contents (in line with the specific national contexts):1. Justification for the implementation of the RenovUp project: its objectives, assumptions, results obtained (very synthetically).
2. Current conditions and challenges (organizational, technical, legal) in the work of managers and team leaders/foremen, e.g. how they enter the labour market, their duties, how do these two functions differ, formal and informal qualifications, development paths (from research as part of RenovUp – IO1).
3. Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/foremen specializing in renovation works (IO1-A3a), including:
* Professional tasks / activities undertaken by them on construction sites,
* Knowledge and skills used by them in the above-mentioned professional situations,
* Correlation between professional situations at the workplace of construction site managers and team leaders/ foremen and educational (pedagogical) goals as the core of the work of teachers / construction trainers (table: work situations grouped into thematic blocks corresponding to the course / schedule of construction works versus educational goals enabling competent action in these situations).
1. Presentation of the main goal of the experiment (against the background of comprehensive activities planned as part of the entire RenovUp project), i.e.:
* Emphasizing the fact that the condition for the usefulness and effectiveness of training for construction managers / foremen is the knowledge of the realities of work by the teachers / trainers training them.
* Preparation of teachers / construction trainers to analyse the work situation (on the construction site) and to include the results of this analysis in the process of creating an educational / training offer for the middle managerial staff of the construction industry.
* Professionalization of the teacher/trainer's approach to the trainees and its improvement in terms of adaptation to real needs – INDIVIDUALIZATION of didactic processes.
1. Presentation and discussion of the tools (Grids 1 to 4). Particular emphasis in grids 1 & 2 for **observation and analysis** of the professional situation, with a specific focus on the following issues:
* For each of the two functions (1)construction manager and 2) team leader/foreman) a slightly different tool has been prepared,
* the use of the tool (its completion) is not an end, but serves to accurately set educational goals for classes that in the future teachers/trainers participating in the experiment will conduct for current or future construction managers and/or team leaders/foremen,
* the tool should be approached flexibly. Not always everything can be observed (and fill in every field – this is not a mistake!),
* it is possible to simplify (reduce the details) of the tool, e.g. only to the level of blocks, but remember to maintain a correlation between all the grids,

the tool is in no way used to assess the observed behaviour / phenomena on the construction site, but to record real data, facts.Teaching/Learning methods and tools1. Discussion, the possibility of free speech with references to one's own experience.
2. Power Point presentation on the RenovUp project, incl. the project website (especially institutions related to the construction industry, results available in national languages).
3. Power Point presentation on the concept of a modular system of professionalization of construction managers / foremen (e.g. SWOT analysis).
4. Examples/potential types of data (entries) that can be expected in the completed form.
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| **Stage** | **Form****Date** | **Companies/Worksites** | **Objectives, Instructions & Arrangements with Companies** **(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 2 | Visits to one or two renovation sites (or more).Period from 14/02/2022.to 24/02/2022. | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:Potential companies:IGUAR, C/ Gamonal, Parcela C11, Parque Empresarial de Argame, 33163, AsturiasConstructora García Rama, C. de la Sierra del Sueve, 6, 33211 Gijón, AsturiasRehabitas, C. Uría, 44 5º, A1, 33003 Oviedo, AsturiasGómez Fanjul S.L., C. Salvador de Madariaga, 8, 33008 Oviedo, AsturiasContact persons in companyand their functions:Potential contact persons:IGUAR, Esteban Prada (Manager)Constructora García Rama, Susana García Rama (Administrator)Rehabitas, Adolfo (Manager)Gómez Fanjul S.L., Marcos Gómez Álvarez (Administrator) | Operational objectives:1. Collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to site managers/team leaders.

Instructions & Documents transmitted:1. Teachers/trainers go with the tool and the ability to use it to the construction site. They transcribe the actual working conditions of the construction manager and/or team leaders/foreman, in every aspect of his work, bearing in mind the 5 main observation axes (environment, methods, equipment, labour force and documents) related to the identified professional situations. In the case of the possibility of photography, you should take care of the consent of the owner of the construction site and possibly the employees themselves.
2. It is very important and recommended to observe the same professional activity on different construction sites (in different contexts, various in terms of size or nature of renovation works – adapted to the area of interest / specialization of the teacher / trainer).
3. Based on the observations made, a list of remarks is created, which should be paid attention to when building (updating) the curriculum / training (a list of critical points that constitute a difficulty / challenge in the work of the manager / foreman, new materials, machines, tools, sought-after specialist skills, new legal requirements). It is useful to collect information to build a learning situation (entry into a learning sequence) from a real (and therefore imperfect) observed work situation.

Financial arrangements (if any):…………………………………………..…………………………………………..…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………
 |  After having experienced the grids within the framework of the preparation period described above, the trainers / teachers / tutors 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.
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 3 | A one or two day face to face sessionWith the possibility of doing it **ONLINE**From 27/02/2022.To 27/02/2022  | Name, Venue, and Address:FLC AsturiasName(s) of the trainer(s) of trainersand their function(s):Sandra Alba, training areaMarta Hevia, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. Master the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
2. Master the tools for monitoring the progress of trainees during their professionalization.

Contents (in line with the specific national contexts):1. Exchange of experience of teachers/trainers gathered during observations on construction sites, including exchange of comments on:
* The usability of Grids 1 and 2, suggestions for their improvement, further to their experimentation on renovation worksites in confrontation with concrete work situations.
* Comparative analysis of observation results.
1. Making teachers / trainers aware of the need for individualization in the approach to participants of trainings for construction site managers / foremen, those professionally active – having a baggage of professional experience and the benefits resulting from such individualization (material and time effectiveness during training).
2. Presenting teachers/trainers with tool 3 used to diagnose the **training needs and/or wishes of trainees** (construction site managers / foremen), i.e. positioning on the path of their professional development with particular emphasis on:
* The goal, which is to diagnose the training needs of the trainees, as well as his achievements for the preparation of an individualized training plan,
* Forms – interviews with future trainees (renovation site managers / team leaders).
* Structure - based on a correlation table of professional situations and educational goals (see RenovUp IO1 A3 report).

Principles of agreeing answers - a mutual agreement between the teacher /trainer conducting the interview and the interviewed trainee as to the achievement (non-achievement) of a given educational goal1. Exchange of experience of participants (teachers/trainers) on the methods and tools they use to evaluate progress in the development of knowledge and skills of the people they train.
2. Presenting teachers/trainers with **Grid 3 or 4** **to evaluate progress** in acquiring new skills by construction site managers/foremen during their training, including:
* Form – a questionnaire filled in by the teacher / trainer based on the results of observation of the site manager / team leader in the work situation on the renovation site (or in the training centre).
* Structure – consistent with Grids 1 and 2, as well as with the learning objectives.
* The meaning of individual symbols, colours, etc. etc.
* Possibility to modify Grid 3 (or to merge with Grid 4), according to the local conditions and specific needs.

Teaching/Learning methods and tools1. Discussion (workshop).
2. Presentation + discussion
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| **Stage** | **Form****Date** | **Companies/Worksites/****Training centre** | **Instructions & Arrangements with Companies/ Training centre staff responsible for positioning****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 4 | POSITION-INGTwo interviews (minimum) with future trainees (renovation site managers or team leaders)Period from 28/02/2022.to 10/03/2022 | RESPONSIBLEFOR POSITIONING:* Enrique Rodríguez, Site manager &Team learder’s teacher
* Ignacio Vega, Site manager &Team learder’s teacher
* Juan José Santos, Site manager &Team learder’s teacher
* Juan Carlos Camporro, Site manager &Team learder’s teacher
* Alfonso Muñiz, Site manager &Team learder’s trainer
 | Operational objectives:1. Implement positioning methods and tools to identify the entry level and needs of trainees.

Documents to be used:1. Grid 3

Restitution of results:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
 | Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data |
| Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee.Period from 28/02/2022.to 10/03/2022 | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:Potential companies:IGUAR, C/ Gamonal, Parcela C11, Parque Empresarial de Argame, 33163, AsturiasConstructora García Rama, C. de la Sierra del Sueve, 6, 33211 Gijón, AsturiasRehabitas, C. Uría, 44 5º, A1, 33003 Oviedo, AsturiasGómez Fanjul S.L., C. Salvador de Madariaga, 8, 33008 Oviedo, AsturiasContact persons in companyand their functions:Potential contact persons:IGUAR, Esteban Prada (Manager)Constructora García Rama, Susana García Rama (Administrator)Rehabitas, Adolfo (Manager)Gómez Fanjul S.L., Marcos Gómez Álvarez (Administrator) | Operational objectives:1. Implement diagnostic and monitoring tools in training situations with trainees.

Instructions & Documents transmitted:1. Teachers/trainers participating in the RenovUp experiment conduct in working conditions (on a construction site or simulation training ground) observation of the progress of two trainees - participants of training for construction managers and/or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for **Grid 3 or Grid 4**.
2. They conduct an analysis of the results, i.e. define the trainee's progress in achieving educational goals defining the renovation site manager / team leader.

Financial arrangements (if any):…………………………………………..…………………………………………..…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 5 | A one or two day face to face sessionPeriod from 13/03/2022.to 13/03/2022  | Name, Venue, and Address:FLC AsturiasName(s) of the trainer(s) of trainersand their function(s):Sandra Alba, training areaMarta Hevia, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. Design a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned.

Contents (in line with the specific national contexts):1. Exchange of experience gained by teachers/trainers during the testing of Grids 3 and 4, especially comments on:
* Usefulness for the purpose of transferring the results of the analysis of the work situation for educational purposes and training programs of middle managers in the renovation and construction industry,
* Suggestions for improving the improvement of the proposed tools.
1. Familiarizing participants (teachers / trainers) with the idea of **Open Badges** as a form of confirming learning outcomes, attracting more and more fans and users on the educational services market and on the labour market, including:
* Previous experience and know-how of the teachers/trainers about Open Badges (OB).
* A brief genesis of OB (scouting) and contemporary fields of application (social networks, computer games, validation, and certification of competences).
* How to understand OB? What is really hidden under the graphic symbol?
* Collection of OBs (badge Backpack).
* Main « actors » of the system: Issuers, earners, displayers, consumers.
* What OB can be used for?

***Note***: it is important to pay attention to one of the most important advantages of this system, which is the possibility of confirming much smaller "portions" of skills (so-called **Micro credentials**), which are part of a larger whole (motivation to keep trying; satisfaction from smaller but more frequent successes and achievements).1. What role of the OB was assigned in the RenovUp project and what is the role of teachers/ trainers in their implementation:
* OB for teachers/ trainers – trainers as OB earners,
* OB for trainees of training for middle managerial staff (construction site managers / foremen) - teachers / trainers as participants in the processes of validation of learning outcomes,
* OB for participants of training of middle managerial staff (construction managers / foremen) - teachers / trainers as consumers (e.g. at the stage of formulating an individualized educational / training offer taking into account previously acquired learning outcomes, confirmed by OBs).
1. General feedback of the entire experience: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations.

Teaching/Learning methods and tools1. Presentation + discussion
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# **4 – ITALY**

**LIST OF PARTICIPANTS**

**Provisional proposal: Please note that participants, dates and companies could change due to organisational reasons.**

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| **Public & Conditions of Participation** |
| **Name & First Name** | **Function** | **Training Centre/Company****Address/Email** | **Specific needs/****Motivation for the training proposed**  | **Conditions of Participation** |
| LUCIANO DE PALMA | TRAINER | CFS AVELLINO | The trainers are all technical-practical trainers who advise companies on behalf of the CFS, so every day they visit different construction sites and companies in the province of Avellino |  |
| FABIO CASARELLA | TRAINER | CFS AVELLINO |  |
| SABINO DELLA SALA | TRAINER | CFS AVELLINO |  |
| CHRISTIAN SPERANZA | TRAINER | CFS AVELLINO |  |
| ASCOLESE ALESSANDRO | TRAINER | CFS AVELLINO |  |

**EDUCATIONAL LAYOUT**

**(Template to be returned by 15 November 2022 :**

**IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION, but be as advanced as possible)**

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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 1 | A two day face to face sessionFrom 16/01/23To 17/01/23 | Name, Venue, and Address:CFS AVELLINOName(s) of the trainer(s) of trainersand their function(s):Diego De Gisi, training areaAntonella Linari, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. To know the technique of workplace observation.2. Know how to identify critical points of concern3. Know how to communicate with the participant and the employer4. Master the teaching tools to develop specific training sessions for foremen/managers.Contents (in line with specific national contexts):1) The philosophy of the RenovUp project: goals, outcomes and objectives2) The new training experience based on workplace observation.3) Presentation of the concept of modular system of professionalization of site managers and foremen/foremen specialized in renovation work (IO1-A3a), 5) Presentation and discussion of new training tools (grids 1and 2) for team leaders and site managersTeaching/learning methods and tools.1. Discussion, opportunity to speak freely with references to own experience.2. Power Point presentation of the RenovUp project, including the project website (especially for institutions related to the construction industry, results available in national languages).3. Power Point presentation of the concept of modular system of professionalization of construction managers/foremen (e.g., SWOT analysis).4. Examples/potential data types (items) that can be expected in the completed form. |   |

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| **Stage** | **Form****Date** | **Companies/Worksites** | **Objectives, Instructions & Arrangements with Companies** **(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 2 | Visits to one or two renovation sites (or more).16/02/2023 | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:PARRELLA PELLEGRINO SRL DI.GI LAVORI SRL SOCOTEC ITALIA S.R.LADRENALIN DRILLING SRLPRAGMA COSTR.NI GENERALI SRLCOAP SRLContact persons in companyand their functions:to be identified | Operational objectives:1. Observe real work situations at energy renovation sites and identify special or critical work situations to develop a training course for site managers and team leadersInstructions and documents conveyed:1.Teachers/trainers go to the construction site with the proposed grids and observe and dialogue with site managers and team leaders on various work aspects. Elements to be observed and discussed are environment, methods, equipment, workforce and documents.Teachers will observe all these elements from both the foreman and site manager's side since both will be on the same construction site.2. After the observation phase is finished, a list of critical situations is created and on which the training is built.Financial arrangements (if any):…………………………………………..…………………………………………..…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………
 |  After having experienced the grids within the framework of the preparation period described above, the trainers / teachers / tutors 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.
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 3 | A one or two day face to face session24/02/2023 | Name, Venue, and Address:CFS AVELLINOName(s) of the trainer(s) of trainersand their function(s):Diego De Gisi, training areaAntonella Linari, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. To Be able to construct a training course based on observations made during work activities2. Master the tools to monitor the progress of trainees during their professionalization.Content (in line with specific national contexts):1. Discussion of trainers and exchange of observations made on different worksites.2. Discussions on grids 1 and 2.3. Group work and identification of training needs.4. Discussion on the results obtained5. Presentation of Grid 3 or 4 to assess progress in the acquisition of new skills by site managers and team leadersTeaching/learning methods and tools.1. Discussion (workshops).
2. Presentation + discussion
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| **Stage** | **Form****Date** | **Companies/Worksites/****Training centre** | **Instructions & Arrangements with Companies/ Training centre staff responsible for positioning****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 4 | POSITION-INGTwo interviews (minimum) with future trainees (renovation site managers or team leaders)Period from 24/02/22 to 24/03/23 | RESPONSIBLEFOR POSITIONING:* LUCIANO DE PALMA
* FABIO CASARELLA
* SABINO DELLA SALA
* CHRISTIAN SPERANZA
* ALESSANDRO ASCOLESE
 | Operational objectives:1. Implement positioning methods and tools to identify the entry level and needs of trainees.

Documents to be used:1. Grid 3

Restitution of results:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
 | Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data |
| Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee.Period from 24/02/22 to 24/03/23 | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:PARRELLA PELLEGRINO SRLDI.GI LAVORI SRLSOCOTEC ITALIA S.R.LADRENALIN DRILLING SRLPRAGMA COSTR.NI GENERALI SRLCOAP SRLContact persons in companyand their functions:to be identify | Operational objectives:1. Implement diagnostic and monitoring tools in training situations with trainees.

Instructions & Documents transmitted:1. Teachers/trainers participating in the RenovUp experiment conduct in working conditions (on a construction site or simulation training ground) observation of the progress of two trainees - participants of training for construction managers and/or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for Grid 3 or Grid 4.
2. They conduct an analysis of the results, i.e. define the trainee's progress in achieving educational goals defining the renovation site manager / team leader.

Financial arrangements (if any):…………………………………………..…………………………………………..…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 5 | A one or two day face to face sessionPeriod 27/03/203 | Name, Venue, and Address:CFS AVellinoName(s) of the trainer(s) of trainersand their function(s):Diego De Gisi training areaAntonella Linari, training areaFinancial arrangements (if any):…………………………………………..…………………………………………..………………………………………….. | Learning objectives:1. Design a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned.

Contents (in line with the specific national contexts):1. Exchange of experience gained by teachers/trainers during the testing of Grids 3 and 4, especially comments on:
* Usefulness for the purpose of transferring the results of the analysis of the work situation for educational purposes and training programs of middle managers in the renovation and construction industry,
* Suggestions for improving the improvement of the proposed tools.
1. Familiarizing participants (teachers / trainers) with the idea of **Open Badges** as a form of confirming learning outcomes, attracting more and more fans and users on the educational services market and on the labour market, including:
* Previous experience and know-how of the teachers/trainers about Open Badges (OB).
* A brief genesis of OB (scouting) and contemporary fields of application (social networks, computer games, validation, and certification of competences).
* How to understand OB? What is really hidden under the graphic symbol?
* Collection of OBs (badge Backpack).
* Main « actors » of the system: Issuers, earners, displayers, consumers.
* What OB can be used for?

***Note***: it is important to pay attention to one of the most important advantages of this system, which is the possibility of confirming much smaller "portions" of skills (so-called **Micro credentials**), which are part of a larger whole (motivation to keep trying; satisfaction from smaller but more frequent successes and achievements).1. What role of the OB was assigned in the RenovUp project and what is the role of teachers/ trainers in their implementation:
* OB for teachers/ trainers – trainers as OB earners,
* OB for trainees of training for middle managerial staff (construction site managers / foremen) - teachers / trainers as participants in the processes of validation of learning outcomes,
* OB for participants of training of middle managerial staff (construction managers / foremen) - teachers / trainers as consumers (e.g. at the stage of formulating an individualized educational / training offer taking into account previously acquired learning outcomes, confirmed by OBs).
1. General feedback of the entire experience: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations.

Teaching/Learning methods and tools1. Presentation + discussion
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# **5 – FRANCE**

**LIST OF PARTICIPANTS**

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| **Public & Conditions of Participation** |
| **Name & First Name** | **Function** | **Training Centre/Company****Address/Email** | **Specific needs/****Motivation for the training proposed**  | **Conditions of Participation** |
| SAADAOUIAmine TORREGARAYFlorent KRITHARIMaximePENNERONCaroline | Trainers from Training centre in Blanquefort (near Bordeaux) involved in existing trainings of team leaders. | amine.saadaoui@construction-na.frflorent.torregaray@construction-na.frmaxime.krithari@construction-na.frcaroline.penneron@construction-na.fr | 1. **Group involved in the design of training content to include work situations and analyse them for pedagogical purposes.**
2. **Need for more knowledge on how to move from (1) analysis of work situations to (2) identification of learning objectives and (3) wise choice of teaching contents and finally to (4) evaluation of learning outcomes.**
3. **The correct argumentation to justify the arrival in the company: The learner as the key to entry.**
 | Training time taken during working hours as part of the training time credit. |
| 2 to 3 Trainers | Trainers from Training centres in Pays de la Loire involved in existing trainings of team leaders and site supervisors (technicians/managers). |  | **Identification of specific needs in progress.** | Training time taken during working hours as part of the training time credit. |
| 2 to 3 Trainers | Trainers from Training centre in Reims involved in existing trainings of team leaders and wite managers. |  | **Identification of specific needs scheduled for 29 November 2022 (meeting in Reims)** | Training time taken during working hours as part of the training time credit. |

**EDUCATIONAL LAYOUT**

**(Template to be returned by 15 November 2022 :**

**IT IS NOT NECESSARY TO GIVE ALL THE INFORMATION, but be as advanced as possible)**

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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 1 | A two day face to face sessionFEBRUARY 2023 | Name, Venue, and Address:BTP CFA BLANQUEFORTName(s) of the trainer(s) of trainersand their function(s):Pierre TOUILLON – CCCA-BTP (training designer, specialist in apprenticeship)Céline SANHAJI – Blanquefort (training designer, specialist in apprenticeship)Béatrice BEAUJEAN – Blanquefort (training designer, specialist in level 4 & 5 vocational trainings, shared with companies)Financial arrangements (if any):Financial contribution from the CCCA-BTP to the Training Centre in Reims | Learning objectives:1. Characterise the specific problems of middle management (site managers and foremen) on renovation sites.
2. Master didactic tools to develop specific training sessions for foremen/managers.
3. Position the RenovUp tools (more particularly grids 1 and 2) in the context of tools already used by trainee trainers to facilitate their own arbitration, according to the pedagogical objectives to be achieved with learners in face-to-face pedagogical situations (courses) and in the company.
4. Be able to translate the observations and analyses made in the company into specific pedagogical objectives with the learners (based on the RenovUp objectives on the one hand and on the objectives formulated in the training reference frameworks for the EQF level 4 and 5 professional titles currently used).
5. Be able to chose the right pedagogical methods and tools.

Contents (in line with the specific national contexts):1. …………………………………………………………………………………
2. …………………………………………………………………………………

Teaching/Learning methods and tools1. …………………………………………………………………………………
2. …………………………………………………………………………………
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| --- | --- | --- | --- | --- |
| **Stage** | **Form****Date** | **Companies/Worksites** | **Objectives, Instructions & Arrangements with Companies** **(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 2 | Visits to one or two renovation sites (or more).FEBRUARY/MARCH 2023 | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:…………………………………………..…………………………………………..………………………………………….Contact persons in companyand their functions:…………………………………………..…………………………………………..………………………………………….. | Operational objectives:1. Collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to site managers/team leaders.
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………

Instructions & Documents transmitted:1. …………………………………………………………………………………
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3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………

Financial arrangements (if any):…………………………………………..…………………………………………..…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………
 |  After having experienced the grids within the framework of the preparation period described above, the trainers / teachers / tutors 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.
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 3 | A one or two day face to face sessionMARCH 2023  | Name, Venue, and Address:BTP CFA PAYS DE LA LOIREName(s) of the trainer(s) of trainersand their function(s):Pierre TOUILLON – CCCA-BTP (training designer, specialist in apprenticeship)XXXX – Pays de la Loire (training designer, specialist in apprenticeship)Béatrice BEAUJEAN – Blanquefort (training designer, specialist in level 4 & 5 vocational trainings, shared with companies)Financial arrangements (if any):Financial contribution from the CCCA-BTP to the Pays de la Loire | Learning objectives:1. Master the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
2. Master the tools for monitoring the progress of trainees during their professionalization.
3. …………………………………………………………………………………
4. …………………………………………………………………………………
5. …………………………………………………………………………………

Contents (in line with the specific national contexts):1. …………………………………………………………………………………
2. …………………………………………………………………………………
3. …………………………………………………………………………………

Teaching/Learning methods and tools1. …………………………………………………………………………………
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| **Stage** | **Form****Date** | **Companies/Worksites/****Training centre** | **Instructions & Arrangements with Companies/ Training centre staff responsible for positioning****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 4 | POSITION-INGTwo interviews (minimum) with future trainees (renovation site managers or team leaders)MARCH/APRIL 2023 | RESPONSIBLEFOR POSITIONING:…………………………………………..…………………………………………..………………………………………….. | Operational objectives:1. Implement positioning methods and tools to identify the entry level and needs of trainees.
2. …………………………………………………………………………………
3. …………………………………………………………………………………

Documents to be used:1. …………………………………………………………………………………
2. …………………………………………………………………………………

Restitution of results:1. …………………………………………………………………………………
2. …………………………………………………………………………………
 | Working with Grid 3 in the vocational school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data |
| Two visits to the construction sites (or simulation in the training centre) to assess the progress of the trainee.MARCH/APRIL 2023 | LIST OF COMPANIES/WORKSITESNames, Venues, and Addresses:…………………………………………..…………………………………………..………………………………………….Contact persons in companyand their functions:…………………………………………..…………………………………………..………………………………………….. | Operational objectives:1. Implement diagnostic and monitoring tools in training situations with trainees.
2. …………………………………………………………………………………

Instructions & Documents transmitted:1. …………………………………………………………………………………

Financial arrangements (if any):…………………………………………..Feedback/potential benefits for to the companies concerned:1. …………………………………………………………………………………
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| **Stage** | **Form****Date** | **Venue & Facilitation** | **Teaching & Learning Process****(Please SELECT in part 2 what is ESSENTIAL and REALISTIC for you)**Note: The objectives already mentioned below are mandatory | **Other** |
| 5 | A one or two day face to face sessionAPRIL 2023  | Name, Venue, and Address:BTP CFA PAYS DE LA LOIREName(s) of the trainer(s) of trainersand their function(s):Pierre TOUILLON – CCCA-BTP (training designer, specialist in apprenticeship)XXXX – Reims (training designer, specialist in apprenticeship)Béatrice BEAUJEAN – Blanquefort (training designer, specialist in level 4 & 5 vocational trainings, shared with companies)Financial arrangements (if any):Financial contribution from the CCCA-BTP to the Training Centre in Reims | Learning objectives:1. Design a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned.
3. …………………………………………………………………………………
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Contents (in line with the specific national contexts):1. …………………………………………………………………………………
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Teaching/Learning methods and tools1. …………………………………………………………………………………
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# **6 – GREECE**

Coming soon

# **7 – RECOGNITION WITH OPEN BADGES (Reminder)**

The recognition of learning outcomes is planned with an Open Badge. "*Open Badge should not be equated with a certificate or a diploma. It should be easily shared on social networks, on Linkedin, on a CV, etc. In many cases, the badge issuer does not think about the value of the badge in an ecosystem. Before embarking on this adventure, it is necessary to consider the added value for the beneficiary and its value within a community*" explains Eric Rousselle from Open Badge Factory Platform (France). The important thing in this approach is to see what can be valued by and for a beneficiary and which could interest a potential employer. It is in no way a question of competing with diplomas, but of highlighting skills that are neither validated nor valued more formally. For example, in an engineering school, students leave with the same diploma. How can you make a difference in front of an employer? It is likely to be done with an Open Badge that attests to a prize won, an active role played within a junior company or a specific mission within the framework of an internship.

The aim is to **recognise the successful participation of the trainers responsible for the professionalization of building renovation site managers and team leaders in all the modules (stages 1-5) of the planned training.** Therefore, by issuing a specific Open Badge, it will be confirmed that the trainers have successfully completed a five-stage training session in each partner country to prepare them to use the teaching methods and tools (grids and procedures) specifically developed and made available to them to enable them to run the professionalisation scheme for the target groups. Obtaining this badge will indicate that they are ready, thanks to participation in the training session, to implement the training intended to renovation site managers and team leaders.

**Contents of the planned Open Badge**

Each Open Badge must be specifically identified, described, and written down.

* It is important to clearly identify what the open badge recognises and to formulate **an explicit and engaging title.**
* It is necessary to describe precisely what is recognised in terms of competences and what are the chosen **criteria for recognition.**
* It is necessary to create or choose a suitable visual medium that is meaningful and attractive.

All the partners are working together to create the content of the badges (titles, description, eligibility criteria, etc.) and agree on the approximate number to be issued in each country over the next three years. While working on this, it will be necessary to think about the recipients of the Open Badges (trainees, but also companies, organisations validating formal and non-formal skills, etc.).

**List of competences required for the acquisition of the full \*\*\* Open Badge of "Trainer of middle managers for renovation sites" (provisional title and proposal of content):**

1. Ability to characterise the specific problems related to middle management (site managers and team leaders) on renovation sites.
2. Mastery of didactic tools to develop specific training sessions for team leaders/site managers.
3. Ability to collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to site managers/team leaders.
4. Mastery of the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
5. Mastery of the tools for monitoring the progress of trainees during their professionalization.
6. Ability to implement positioning methods and tools to identify the entry level and needs of trainees.
7. Ability to implement diagnostic and monitoring tools in training situations with trainees.
8. Ability to have a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
9. Ability to identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders and site managers concerned.

**Proposal of the CCCA-BTP (to be discussed)**

Three hypotheses (progressive deepening logic, with stars):

1. ONE OPEN BADGE, at the end of the training path **\*\*\* Unique Open Badge (valorisation of Work-Based-Learning)**
2. TWO OPEN BADGES, the partial one at the end of session 2 (stage 3) and the complete one after session 3 (stage 5) **\*\***
3. THREE OPEN BADGES, each after each session (1, 2 and 3) **\***

Recognition of the mastery of the tools and of the execution of the work required (completed and commented grids).

Issuing organisation : CCCA-BTP

**Transnational governance proposed**

The CCCA-BTP proposes to create a unique Open Badge and to manage it, as an issuing body, on behalf of all the project partners. The account to be created would be specific to the RenovUp project. It would be valid for 5 years after the end of the project, which would allow a natural extension of RenovUp, including a light periodic consultation between the partners to keep in touch and to continue to collaborate (one of the objectives of KA2 - Erasmus+). The account proposed by the CCCA-BTP will allow to create an unlimited number of badges and assign them to as many people as necessary.