

FINAL TRANSNATIONAL MEETING - 14 JUNE 2023 (09:30-17:30)

27 rue de la Rivaudière, 44800 Saint-Herblain

<https://www.cfabtp44.com/>

MINUTES & CONCLUSIONS



Review of project outputs from phases 1, 2, 3 and 4

Phase 1

IO1: Transnational model for the positioning, support and professionalisation of site managers and team leaders for building renovation sites

Facts pointed out by the partners:

- Phase particularly time consuming and complex,
- Different job approaches from one country to another concerning worksite managers and team leaders,
- Complexity of finding a common definition for “renovation works”.
- Huge effort made by the partners to work with the practitioners (from companies and training centres) from the very beginning.
- Reality of the schools are far from the reality of worksites in many partnership countries.
- Teachers are not often motivated for participating in professional development actions, due to the organisation of their plannings and workload.

- Project in line with new regulations in the partnership countries related to the introduction of dual system in Spain, promotion of work based-learning, specific trainings in response to energy saving, circular economy and adjusted health and safety rules applicable to renovation worksites.
- An in-depth analysis of the professional profiles of renovation site managers and team leaders, with a clear identification of what will be needed in terms of skills and competences soon.

Strong points:

- Design of a robust methodology considering renovation sites in real situation to identify the needed skills and existing gaps, before conceiving appropriate training paths meeting company requirements.
- Constitution of the focus groups in each partnership country to validate the results of Phase 1 (especially some technicians from building sector training centres, as well as representatives of decision makers from professional federations).
- Relevant methodology for the interviews and questionnaires in each participating country.
- Global enthusiasm of company owners from the building renovation sector to participate in the surveys set up to extrapolate the skills and competences for team leaders and worksite managers.
- Appropriate mix between desk research and interviews.
- The work carried out with national focus groups made it possible to highlight the specificity of the renovation sites in each partnership country.
- Contacts with the focus group participants has been maintained beyond Phase 1, which contributed to the quality of the outcomes produced.
- Pragmatic updating of the existing curricula. Enriching and useful experience, as the partners touched the reality of the professional profiles concerned.
- Development of a more dynamic educational relationship with companies, thanks to a common design of additional methods and tools for the analysis of work situations and evaluation of learners' progress on renovation worksite (**a real innovation of the project**).



Difficulties:

- Difficulties to involve technicians and workers in the reflection of the skills to be developed, due to the workload. Little experience of being formally trained.
- VET trainers/teachers are not very used to practice work-based training and learning: preference to traditional courses, even if the situation varies from one country to another.
- No sufficient contacts between school sector and building renovation companies in several countries.
- Difficulties to interview real people working on real sites during the Covid-19 period. Therefore, many interviews set up by Teams.

Unexpected positive effects:

- The 1st Polish specialised VET centre offering training designed together with representatives of the construction sector, focussed on finishing work, opened in Radom, with the contribution of Lukasiwicz ITEE (RenovUp project partner). It is the will of the government to open 100 of such centres all over the country for all professional sectors. RenovUp contributed to this : the Polish Institute of Finishing Works that took part in the project in cooperation with Lukasiwicz ITEE.
- The Italian model of evaluation of learning outcomes is work situation, which strongly considers initial levels of learners and measures not only what is required within the learning standards, but also the difference between individual starting points and the final skills, has particularly interested all the other partners used to implement rather formal evaluation forms. In fact, the partners progressively opted for a better consideration of initial individual level when evaluating the progress of individual aptitudes and competences.



Phase 2

IO2: Transnational system for the assessment and recognition of the learning outcomes of site managers and team leaders for building renovation sites with Open Badges

The process enabling partners to access the "Open Badge Factory" and issue Open badges is operational. The final IO2 report containing details of the RenovUp Open Badges is being prepared by the CCCA-BTP. It will be available before 31 July 2023.

Procedure for issuing Open Badges in all partner languages:

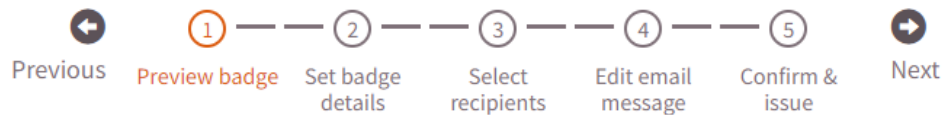
- 1) Go to the following website: <https://openbadgefactory.com/fr>.
Login: easyecvet@ccca-btp.fr Password: Epierre2022!!
- 2) Once on the first page "choose your organisation", click on "Open Badge RenovUP". (see below)



Choose organisation:

- Easy ECVET
- Open Badge RenovUP

- 3) Click on "Issuer tools".
- 4) Choose the open badge to issue (use the search engine) and click on it .
- 5) Then follow the various steps (1 to 5) indicated in the top bar of the page (see below) by clicking successively on each stage number.



- For Stage 3, add the mail address of the beneficiary(ries) (don't forget to scroll on the pages to see the field to fill);
- For Stage 4, use the copy and paste the ready-made sentences from the OB description document (at the end);
- At the end of Stage 5 don't forget to click on "Issue badge" at the end of the page. It's DONE.

Phase 3 :

IO3: Transnational training scheme for teachers, trainers and apprentice masters/tutors preparing for the support and training of site managers and team leaders for building renovation sites.

Facts pointed out by the partners:

- National reports on the experimental phase achieved and transmitted to the Phase Leader (Lukasiewicz ITEE).
- Transnational report practically achieved.
- Appropriate methodology for conceiving the planned training paths for trainers, with respective transnational and national parts (a common *transnational* scheme, with the possibility to adapt it to the context of each partnership country).



Strong points:

- The trainers were given a better overview of the situation of the team leaders and worksite managers. They have got a better understanding of the professional profiles and related tasks.
- Clear positioning of the grids for the identification of work situations and for the observation of the learner's progression in the learning process.
- Logical links between all the phases of training, coherently combining new knowledge, experimentation in companies and with learners, and analysis in the training centre (however, the processes vary from one country to another - see the transnational report).

Difficulties:

- It was difficult to find enough trainers to get involved in the project in almost all the partnership countries. In Poland, ITEE Lukasiewicz chose to work directly with company tutors, to avoid recruiting trainers from training centres. However, at the end, the trainers enjoyed the training and were enthusiastic regarding the results.
- The time available, the scale of the project, the specificities of national situations and the procedures for awarding Erasmus+ grants for KA1 (mobility) meant that it was not possible to envisage placements abroad for trainers, as initially envisaged.

Unexpected positive effects:

- Possibility of introducing work placements abroad for trainers from 2024, as well as educational mobility for trainees (team leaders and site managers on renovation projects).

Phase 4

IO4: Transnational strategy and national systems for the positioning, support and professionalisation of site managers and team leaders for building renovation sites

Facts pointed out by the partners (many similarities with IO3):

- National reports on the experimental phase achieved and transmitted to the Phase Leader (FLC Asturias)
- Transnational report practically achieved.
- Appropriate methodology for conceiving the planned training paths for trainees, with respective transnational and national parts (a common *transnational* scheme, with the possibility to adapt it to the context of each partnership country), where the blocks and corresponding expected learning outcomes have been identified in a coherent and clear way.
- The pedagogical design made it possible to implement the training in any national context with appropriate means (face-to-face or online).



Strong points:

- Programmes are quite individualised in most of the countries in the partnership.
- This flexibility has made it possible to integrate training blocks and modules either into existing courses or as stand-alone courses. The trainers were given a better overview of the situation of the team leaders and worksite managers. They have got a better understanding of the professional profiles and related tasks.
- Better integration of companies in the learning process, mostly thanks to a clear positioning of the grids for the identification of work situations and for the observation of the learner's progression in the learning process.

Difficulties:

- Unclear distinction between formal and non-formal assessment of learning outcomes.
- Unclear recruitment criteria and means of communication with potential audiences.
- Block 4 (reception of the renovation work done) not experimented in the partnership countries.

Unexpected positive effects:

- An important law was recently passed in 2022 on the implementation of work-based learning in Spain, and RenovUp demonstrated in a pragmatic way how the system could work in practice.

Visit to the training centre (BTP CFA Saint-Herblain):

- Presentation of the training centre;
- Guided tour of the educational premises and workshops;
- Keys to understanding the vocational training system in France;
- Questions and answers.



Overall assessment of the project by the partners:

- The partners felt always free to adapt expectations to national specificities and contexts.
- Good understanding of the procedures, with an adequate adaptation to national constraints.
- A good strategy for communicating and producing results during the Covid-19 pandemic, good leadership with useful and sufficiently frequent online meetings.
- New impulses thanks to the technical meetings in Oviedo and in Radom, to clarify the objectives and methodology related to IO1 and IO3.
- Relevant approach of trainings on worksites in real work situations.
- Relevant contribution of the project to the reinforcement of links with companies. It was interesting to have time to go to the companies, exchange, and build learning pathways together.
- Creating operational links between real work situations related to renovation of buildings and the learning components regrouped in logical blocks.
- Better consideration for the importance of team building on renovation worksites, within a transversal and multidisciplinary perspective.
- Better consideration for the formal and informal exchange of experience between trainers.
- Importance of unplanned contributions for the global quality of the project in terms of methodological approaches and the positioning of learners in their own learning paths, with various degrees of responsibility and autonomy.

Financial and administrative aspects

The partners still must fulfil the 2023 timesheets on the 2 remaining IOs : IO3 and IO4.

CCCA-BTP is making a review of the proofs of expenditures it already has and will ask each partner for the missing ones.

See the summary list of time spent, drawn up on 21 July 2023 from the time sheets submitted.



Dissemination and valorisation

The Valorisation Journal must be completed by all partners before end of July 2023, to enclose it to the final project report, including dissemination events.

Potential extension of the project beyond its contractual lifetime

- Mobility of trainers, team leaders and worksite managers within the framework of Erasmus+ KA1 (starting from 2024, each partner would present a KA1 project in its own country, following a common framework. Deadline : February 2024). Both VET and HE concerned.
- Still more pragmatic work on the exploitation of work situations for training purposes (as a means of pedagogical innovation) within a framework of more individual learning pathways intended to worksite managers and team leaders.
- Wide spreading of Open Badges, including through the CCCA-BTP's Open Badge Factory account paid by the CCCA-BTP for the forthcoming at least three years (possibly five).

Participants

See the list attached.



GOOD PRACTICE SEMINAR WITH PROJECT PARTNERS AND FRENCH TRAINERS - 15 JUNE 2023 (9:30-13:00)

27 rue de la Rivaudière, 44800 Saint-Herblain

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DEBATE & CONCLUSIONS

FLC Asturias (Spain)

- Complexity of implementation: a challenge to organise observations in companies, identify the gaps, bring back the experience to training centres and design appropriate training paths to provide missing skills and competences.
- This was done and makes the training centres involved more confident when implementing the dual system.
- The project gave confidence in the capacity of implementation. Transnational collaboration should continue.
- It was very formative for our trainers to combine, for the first time, companies, and training centres to observe work situations. It was a real challenge to get the two working together. In the end, it worked well, and the trainers were able to transform the results of the observation of work situations into learning objectives.
- The approach still needs to be strengthened: RenovUp initiated the process, but it needs to be nurtured, because transforming the observation of work situations to identify shortcomings and needs on the renovation site into learning objectives is complex and difficult. Trainers need to be supported in this process (pedagogical, formal, and organisational aspects).



Pedmede (Greece)

- Pedmede is not a VET centre, so it was necessary to establish suitable collaborations with VET institutions to find the trainers and implement the planned training.
- Selection of the renovation site for observations and experimental actions: the former Royal Palace of Greek kings was chosen.
- Limitations that were not fully overcome: difficulties of on-site assessments, collection of precise technical data due to the specific



nature of the site and Greek regulations relating to protected historical heritage.

- The project has made the Open Badges more popular. This was the 'carrot' we offered trainers to get them involved in the project. One of the aims is to extend the use of Open Badges.

Łukasiewicz ITEE (Poland)

- Not a VET centre either, but lucky to have met a dynamic group of Polish entrepreneurs acting in the field of renovation who were particularly interested in the RenovUp outcomes. Therefore, no problem to establish suitable cooperation with building renovation companies.
- Difficulties were linked to the lack of VET centres sufficiently interested in the project outcomes and experimentations.
- The implementation of the recognition of skills and competences with Open Badge system is very new in the Polish context. It still needs to be developed, but the process is well under way.



Formedil (Italy)

- The importance of structuring activities and tasks properly: a real added value of the project for the construction of professionalisation processes on the one hand and for better assessment of learners' progress on the other.
- The chronological structure of the activities, combined with the skills targeted at each stage, is the one that strikes the right chord with company managers. This approach is made more obvious thanks to the RenovUp project.



CCCA-BTP (France) - BTP CFA Blanquefort

- The VET centre of BTP CFA Blanquefort chose the existing training for team leaders, including renovation, gathering two options (structural and finishing works).
- Setting up a practical exercise in a training workshop: working together with 2 classes (structural work and fitting & finishing). Creation of a made-to-measure renovation exercise involving opening windows in masonry walls. Challenge: work on the co-activity of the 2 sub-groups: first they did the exercise alone in the morning, without knowing each other, then in the afternoon they realised they were on the same site => considering each other's ratios and constraints to succeed.
Result: real interaction between the learners and a real desire to learn. Very positive feedback. Practical, motivating situations.
- The learners enjoyed working in sub-groups on an activity close to the reality of the site + the fact of working between sub-groups of different trades. Very instructive, didn't see the time go by. They had to go beyond their expertise in one trade and take a step further to professionalise themselves in relation to the activities of others.
- Importance of the anticipation as the core competence of the middle management staff at the renovation worksites.
- Suggestions for improving the use of grid 4, as a tool for self-assessment of learners' performance: better mix the chronology (from preparation to handover of the site) with

the skills to be activated at each phase (health and safety, regulations, communication, and management).

- The Italian method, at the origin of the approach, is proving to be very accurate). The use of colours to distinguish the different issues made it easier for the learners to find their way around.
- In conclusion, the method helps to develop the reflexivity of both learners and trainers/tutors.



CCCA-BTP (France) - BTP CFA Saint-Herblain

- A significant advantage of the method is that grid 3 enables us to work on the pre-positioning of the learner at the start of his or her vocational pathway, and then to measure his or her progress in a spirit of formative assessment and support (a major innovation of the project), in order to be as close as possible to the expectations of companies on points such as waste management, safety on worksites or supplies.
- The project also made a considerable contribution to the development of anticipation skills, in conjunction with the reflective approaches that the learning methods implemented encourage¹ (another innovative aspect of the project). The approach made it possible to compare the different criteria for assessing skills ("considering oneself to be" competent and "being" competent: Based on which criteria? How do you measure the difference?)
- Building a new relationship between the learner/employee and the manager/company tutor to assess the skill² : it is important to involve the three players in the professionalisation process in the assessment-support approaches (grids 3 and 4): the learner (self-assessment aspect), the manager/company tutor (company needs aspect) and the training centre (reference framework/formal learning outcome aspect, assessable with clearly identified criteria).
- Learning how to adapt a prescription (grids 3 and 4 formulated in the RenovUp project) into a use adapted to specific contexts (which will differ not only according to the country, but also according to the territories, needs and users).
- Learning to distinguish between "graduates" and "qualified" people: the notion of experience which makes the difference, and which is often forgotten, because it is more difficult to evaluate³.

¹ An idea to further explore the importance of reflective approaches in the development of anticipation and forecasting skills in the context of site management middle managers, based on short training modules derived from professional situations (identified as "problem situations").

² Skills understood as abilities and knowledge activated in each professional situation, with the emphasis on the emergence of professional expertise (At what point does the skilled site/team leader become the expert?).

³ Experience is assessed in relation to the complexity of the work situation, while skills assessment frameworks lead more to the award of diplomas.

DISSEMINATION EVENT

15 JUNE 2023 (14:00-17:00)

27 rue de la Rivaudière, 44800 Saint-Herblain

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AGENDA

Timetable	Heading	Moderators
13:30-14:00	Welcoming participants	Philippe Dreyfus Marek Lawinski
14:00-14:15	Introduction Overall presentation of project results	Philippe Dreyfus Jacques-Olivier Hénon Marek Lawinski
14:15-14:45	Interface between the functions of site manager and renovation team leader in the partner countries of the RenovUp project Round table discussion and questions from the audience	Marek Lawinski
14:45-15:15	Evaluation of the needs of companies for team leaders and site managers in France (at national level and by region) Presentation and dialogue with the audience	Martine Lecoeur
15:15-15:30	Break	
15:30-16:30	Why is it important for renovation companies to train team leaders and site managers? How are site managers and team leaders trained for renovation projects? Interview with two renovation professionals, educational testimonials, and debate with the audience	Pierre Touillon Participants : Mathias Coutant, Antony Fontaine, Philippe Dreyfus and Marek Lawinski
16:30-17:00	Closing session: prospects for reinvesting results of the RenovUp project Discussion with the audience	Philippe Dreyfus Jacques-Olivier Hénon
17h00	Closing ceremony	

DISCUSSIONS AND DEBATES

(French/English translation provided)

Round Table

Interface between the functions of site manager and renovation team leader in the partner countries of the RenovUp project

Moderator: Marek Lawinski, CCCA-BTP, France

Participants:

Jolanta Religa, Łukasiewicz ITEE, Poland

Stefano Macale, Formedil, Italy

Elissavet Lafazanou, Pedmede, Greece

Marta Hevia Fano, FLC Asturias, Spain

Béatrice Beaujean, BTP CFA Nouvelle Aquitaine, France

Philippe Dreyfus, BTP CFA Pays de La Loire, France

Main Conclusions:

- *Are the jobs of site manager and renovation team leader close or far apart in your countries?*

- Variety of situations and realities in each country, the same terms do not concern the same autonomy, responsibility, activities, and tasks.
- The differences are not so much between countries as in the size and profiles of the companies that are active in building renovation: the larger the company and the more highly specialised its skills, the greater the difference between the two functions.
- In Poland and Greece, the job of site foreman appears to be much more regulated than that of team leader: To do it, you need a higher education qualification. In the other three countries of the partnership, access to the job is based more on recognised experience (formally or informally).



- *How will these two functions evolve over the next five to ten years in your countries?*

- The most important skill needed by the companies will be based on the capacity and ability to foresee and face complex situations, and to combine them with specific social and legal requirements applicable to renovation worksites.

- It is useless to establish an exhaustive list of skills: it is much better to focus on the capacity of combining them in accordance with the specificity of concrete work situations, which would make it possible to make emerge a real professional expertise.
- Given that the renovation sites will always be complex and unpredictable, worksites managers and team leaders must always be able to keep their free will, while respecting professional standards, to find compromises between the ideal and the realistic. We can rely on IT solutions, but these must not take away the responsibility of site managers/team leaders in their decision-making.



Presentation

Evaluation of the needs of companies for team leaders and site managers in France (at national level and by region)

Martine Lecoeur, specialist in statistical research, CCCA-BTP, France

Main Conclusions:

- Team leaders: they are not identified as such among the workers. They are spread across the various production trades. Question: Are they rather considered as highly skilled workers?
- A population that needs rejuvenating in France, statistically speaking (both team leaders and site managers).
- Every year in France, 7,000 young people are likely to become team leaders after several years' work experience (not just in renovation companies, but in the building sector as a whole), but it does not cover all the company needs.
- There are 3,500 young people available to become site managers in France, which doesn't cover all the needs either.
- According to *Pôle Emploi's* Labour Needs Survey (BMO): 10,950 recruitment projects identified for "Site managers, site managers (non-executives)" in 2023 in construction sector companies throughout France, 78% of which being considered difficult.



Interviews

Why is it important for renovation companies to train team leaders and site managers?

How are site managers and team leaders trained for renovation projects?

Moderator: Pierre Touillon, CCCA-BTP, France

Participants:

Antony Fontaine, company manager

Philippe Dreyfus, BTP CFA Pays de La Loire

Marek Lawinski, CCCA-BTP

Main Conclusions:

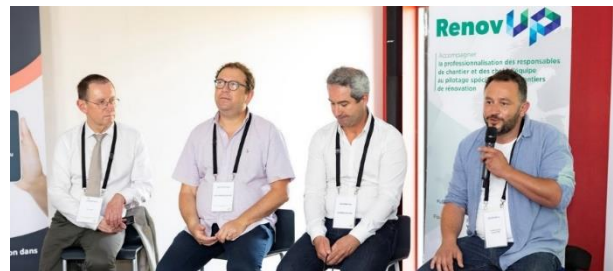
- Why train team leaders and site managers specifically for renovation companies?

- Renovation worksites are subject to specific constraints that make them significantly different from new-build sites. Compromises must be found to respect both the specific nature of old structures and the new regulatory requirements.
- The jobs of site manager and renovation team leader are even more complex, with even more unforeseen events to manage, as well as more situations involving professional risk.
- Relationships with customers are of a very different nature: managing relationships with customers, who are often private individuals who know their building or flat well, requires communication skills that are often different from those needed when dealing with new building clients.



- How are site managers and team leaders trained for renovation projects?

- The training courses that work best are undoubtedly those that are based on "problem" work situations. Training centres are often criticised for focusing mainly on "training repositories", instead of adapting to changing situations in the workplace.
- The advantage and originality of the RenovUp project has been precisely to take the work situation as the starting point and the end point of the training components that have been designed. The RenovUp project has given meaning to the concept of 'work-based learning'.
- Another added value of the RenovUp project has been the simultaneous preparation of trainers in the analysis of work situations, to adjust training modules to the expectations of companies. The experiments carried out in each country of the partnership have helped to raise awareness of this issue among trainers/tutors.
- Finally, the Open Badges approach to recognising learning outcomes, which complements the more formal national recognition systems, has been another advantage of the project. This approach deserves to be promoted more widely, so that its beneficiaries can make more personal use of it to better position themselves in companies or on the labour market.



Closing session

Prospects for reinvesting results and extending actions undertaken

Moderators: Jacques-Olivier Hénon, CCCA-BTP, and Philippe Dreyfus, BTP CFA Pays de la Loire

Main conclusions :

- The participants agree on the fact that the project made it possible to better identify and valorise the functions and activities of worksite manager and team leader acting on renovation of buildings. The main achievements can be regrouped in three categories, to continue beyond the contractual duration of the project:
 - Observation and analysis of work situations to include them in the training pathways.
 - Recognition of learning outcomes (formal and informal).
 - Individualisation and modularisation of the professionalisation process.

- In France, RenovUp is part of a national strategy to create a new intermediate-level managerial diploma, which will be part of a major national challenge: the energy renovation of buildings. This aspect of the project will no doubt be extended by the CCCA-BTP, in conjunction with the social partners. The challenge is interoperability on the building site.
- Now, in this project, there are tools that enable observations to be made beforehand and training sequences to be designed. This is something that should be generalised. Besides, the trainers are often told to encourage young people to share and talk about their experiences. We don't allow trainers to do this enough, so that they too can exchange ideas and work together. This RenovUp experience shows that this time of exchange is very instructive. We could do this in the context of the European exchanges envisaged soon (Erasmus+ KA1).
- New Erasmus+ KA1 activities inspired from RenovUp could also include trainings abroad intended to trainers and based on job shadowing sessions, before organising the mobility of learners.
- In several partnership countries, trainers are enthusiastic when carrying out new trainings. In Italy, there are plans to communicate the new learning schemes to several VET schools, starting from Campania and the elsewhere. The most attractive component of the designed training pathways is the individualisation combined with the new tools.
- To promote the innovation initiated with RenovUp, we must start with specific orientations determined in each partnership country, like energy efficiency and need of specific professional profiles in Greece, Italy, and France. Starting from this, we should also demonstrate how to transfer and extend, at each national level, the RenovUp methodology to other occupational profiles (beyond renovation and beyond middle management staff). In France, there is a concrete plan on how repeat the experience and extend this type of sequence to other profiles and occupations in the VET centres being part of the BTP CFA Nouvelle Aquitaine organisation. BTP CFA Pays de la Loire and BTP CFA Grand-Est will also follow starting from October 2023.
- Besides, several bridges can be built up with other projects in which RenovUp partners are involved. Thus, FLC Asturias being involved in a project called Reskilling, aiming at bricklayers, could consider and develop RenovUp tools, especially regarding analysis of work situations and assessment of learners' progress.
- Open badges constitute another opportunity to be developed, not only for middle managers, but also for additional professional profiles dans for the trainings which complement initial VET. The methodology designed for the identification of competences and criteria for their attribution could function in other fields.
- Finally, the way in which the outcomes achieved to date would still be developed in each partnership country will be observed by the CCCA-BTP, to share experience on how the didactic material created for the training modules is concretely implemented, including with the use of immersive digital resources.



Participants

See the list attached.



Other files available:

- PPT “GOOD PRACTICE SEMINAR- 15 JUNE 2023 (9:30-13:00): Discussions and debates on the experience made by the project and associated partners”.
- PPT “Évaluation des besoins des entreprises en chefs d’équipe et chefs de chantier en France » (in French) for more information.



Photo Credits: Vincent Bourdin, June 2023