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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.**

**IO3 Final Report on Experimental Support**

**and Training intended to Teachers, Trainers, and Tutors**

**of Middle Management Staff**

**for Renovation Worksites**

**NATIONAL EXPERIMENTAL TRAINING ACTION -**

Łukasiewicz-ITeE in collaboration with All Partners

Radom (PL), 2 August 2023



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

A comprehensive solution involving several steps:

* A1 In-depth analysis of good practice in the training of teachers/trainers/tutors teaching and training construction professionals on a work-linked training course in the countries of the partnership;
* A2 Identification of professionalisation objectives, methods and training modules for the teachers/trainers/tutors, including the development of skills in analysing work situations, to prepare them for the training of site managers and team leaders;
* A3 Formalisation of the processes for evaluating and recognising the learning outcomes of teacher/trainers/teachers' preparation;
* A4 Implementation of training courses designed in each country of the partnership.

Output leader: Łukasiewicz – Institute for Sustainable Technologies (Centre for Vocational Education Research and Innovation Management), Radom, Poland.

**Disclaimer:**

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# Relevance of IO3 in the General Concept of RenovUp

Within the framework of the new European initiatives such as the *Green Deal* and the *Renovation Wave*[[1]](#footnote-1), new environmental criteria have been born in terms of energy efficiency, new materials as well as digitalized tools used in renovation works that appear to be the main drivers of change in the field of renovation works in European countries.

The RenovUp project meets the expectations of small and medium-sized enterprises in terms of skills development of their site managers and team leaders, linked to the renovations of buildings, which are very often specific type of works. Not only the expectations of clients are changing, but also the available construction technologies or technologies supporting the process of managing investment projects. These have an impact on the functions performed by the middle managerial staff on construction sites and on the competence required of site managers and leaders of small teams (site managers) specializing in renovation projects.

The **innovative** approach of the RenovUp project was to base the professional development of middle managers on their needs arising from real work situations observed on construction sites. In other words: better integration of work situations into **individual** professionalisation offers.

Project partners started with implementing an in-depth analysis of the technical, organisational, and normative specificities of building renovation sites which affect the evolution of the functions of site managers and team leaders (desk research, interviews with experts and workers of the construction sector). Following the analysis, next step was to identify the specific skills expected of site managers and team leaders by companies specialising in building renovation[[2]](#footnote-2).

Within IO1 professional situations specific to the renovation of buildings were identified. Their understanding and translation into a reference framework of activities, transposable into blocks of skills sought by companies was proposed. Based on the blocks of skills identified, training modules were designed (for more information see results of **IO1** *Transnational model for the positioning, support and professionalisation of site managers and team leaders for building renovation sites*).

As the specific skills of middle management on building renovation sites are to date not enough recognised, a system for the recognition of learning outcomes, starting with the implementation of "Open Badges" was proposed within **IO2**. In parallel, as part of this work package, an additional in-depth analysis of good practice examples of work-based learning was carried out. Among other things, practices have been identified that allow, participants (teachers/trainers/tutors) to be well prepared to lead the processes of professionalisation of site managers and site managers, with particular emphasis on inclusion of work situations in training courses (see document *IO2 Transnational Synthesis of national Good Practices useful for Work-based Learning*).

For the mission of RenovUp project (which is professionalising middle management staff in the specific management of building renovation sites in Europe) to count for success, adequate preparation of teachers/trainers is necessary. Therefore, the next work package (**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*) was focused on the support of teaching staff in observing real working situations on construction sites and using the results of these observations in the design and implementation of educational / training offers.

The didactic toolkit for professionalisation of site managers and team leaders developed under IO1 and IO2 was used for this purpose[[3]](#footnote-3).

Experimental implementation (testing) of proposed scheme of support for teachers/ trainers was executed in all partnership countries.

Thanks to this support, pilot group of French, Spanish, Polish, Italian, and Greek teachers/trainers were better prepared to next project phase - to develop individualised training paths for managers and team leaders specialised in renovation works. Those trainings were developed and implemented within IO4 *Transnational strategy and national systems for the positioning, support and professionalisation of site managers and team leaders for building renovation sites*).

**Having successfully completed activities mentioned above, the aim of the current report is to present all the findings achieved within IO3.**

**To consider the full scope of the work carried out, the content has been supplemented with annexes and references to the results obtained in other phases of the RenovUp project.**

# Methodological Approach

**Aim of the IO3**

to support teaching staff (teachers, trainers, and tutors) to lead the processes of professionalisation of site managers and site managers specialised in renovation works, with particular emphasis on inclusion of work situations in individualised training paths’ development.

**Result of IO3**

Transnational support model for teachers/ trainers preparing them for individualised professionalisation of site managers and team leaders for building renovation sites on the base of analysing work situations.

**Methodology and workflow**

The work carried out under IO3, as shown above, was complementary to the other work packages of the RenovUp project. They built on the achievements of IO1 and IO2 (especially on good practices in work-based-learning, identified professional situations specific to the renovation of buildings, as well as the concept of Open Badge for recognition of learning outcomes) and were a prerequisite for the implementation of IO4.

The competence of the partner institutions, in particular their knowledge of the assumptions, traditions, and realities of both the construction sector itself and vocational education, was crucial to the success in achieving the IO3 objectives, executing intended analytical and development works.

On this basis, the Partners made the following choices:

* They were working on preparation scheme for teachers/trainers developing their methodological competences to observe real work situations to which team leaders and site managers are exposed in their daily work and to use the results of these observations to design training programmes and contents (not a complete training system);
* The starting points were:
* Work situations experienced by construction site managers and team leaders on construction sites;
* Correlation of work situations with the learning outcomes of construction managers & team leaders, grouped into blocks corresponding to the chronology of work carried out on the construction site (see RenovUp report IO1\_A3);
* The partners designed a multi-stage, alternating competence development programme as a model that can be adapted and adjusted to the specifics and realities of the construction industry in a given country/region;
* The results of this "experiment" can be used to conduct other training activities, carried out in a „sandwich training scheme” (training centres and companies).

**A multi-stage workflow consisted of:**

A1. Analysis of good practice in the training of teachers/trainers/tutors teaching and training construction professionals on a work-linked training course in the countries of the partnership;

A2. Identification of professionalisation objectives, methods and training modules for the teachers/trainers/tutors, including the development of skills in analysing work situations, to prepare them for the training of site managers and team leaders (focus on those working on building renovation sites);

A3. Formalisation of the processes for evaluating and recognising the learning outcomes of teacher/trainers/teachers' education;

A4. Implementation of training courses designed in each country of the partnership.

**Involved institutions**

Łukasiewicz-ITeE (leader), supported by CCCA-BTP (FR) and all other Partners: FLC Asturias (ES), FORMEDIL (IT) and PEDMEDE (GR).

# Analysis of Good Practice in the Training of Educational Staff (A1)

The conclusions of the transnational analysis of the data collected on the previous stages (IO2 *Transnational Synthesis of national Good Practices useful for Work-based Learning*) state that despite the fairly abundant theoretical and methodological material on on-the-job training (including apprenticeships), there are only few pragmatic examples of the actual use of specific situations at workplaces in training programs, the assessment of previously acquired skills and abilities of training candidates, or the use in practice of such tools like Open Badge.

Experiences identified by partner institutions have been analysed in the framework of IO3 A1 to address issues concerning the training/preparation of teachers/trainers of staff for the construction sector. This analysis allowed several assumptions to be made for the next steps of the IO3:

* The experience of individual partner countries (in the area of preparation of teachers / trainers to analyse the work situation and to integrate the results of this analysis into the education processes) is uneven, i.e. there are countries (e.g. France), where it is well known and practiced form of in-service training of trainers in the construction industry and countries, where this type of training has not been practiced so far;
* Using the complementarity of the RenovUp Project Partnership, a common proposal for support of trainers/trainers in the construction sector was prepared, meeting the expectations of all partner institutions and drawing on their potential and experience;
* The “*Séquence Pro” method* (France)[[4]](#footnote-4) corresponds best to the aims and objectives of the RenovUp project. Therefore, it was the starting point for the work to be carried out within IO3 activities.

# Support/Training Programme for Teachers, Trainers, and Tutors (A2&A3)

## Initial Assumptions

Considering the results of the analyses carried out, other own experience and the plans included in the proposal, the Partnership has made some substantive and organizational assumptions how to support teachers/trainers responsible for the professionalisation of building renovation site managers and team leaders:

1. As the work under IO3 aims to support the concept of work-based learning integrating learning both in the workplace (construction site) and in an education/training institution, support offered within RenovUp project for teachers/trainers should contribute to this;
2. Support for trainers/teachers/tutors will not deal with substantive issues in the field of construction/renovation. The core of the training will be **methodological competences** related to the following issues:

* analysing real work situations and integrating the results of this analysis into educational processes implemented in educational/training institutions,
* recognition of learning outcomes acquired by candidates for training at earlier stages of their professional development,
* the possibility and principles of using Open Badges in the process of validation of learning outcomes of site managers and site managers.

1. The aim of the support for teachers/trainers/tutors is:

* to prepare them to **analyse the work situation** (at the company's workplace) and to integrate the results of this analysis into the vocational training processes of middle managers of the construction industry (these observations will be translated into specific pedagogical objectives to be achieved within the framework of various vocational training activities based on the distribution of educative roles between training centres and companies),
* To professionalize the teacher/trainer/tutor's approach to the trainees and to improve their instruction in terms of **adaptation to real needs** of the companies specialised in renovation of building by **individualise** training pathways (verification of didactic work methods in relation to a given participant, to a given enterprise and to a given workplace).

1. Supporting above mentioned objectives is a toolkit developed as a result of work on identifying the potential work situations, learning objectives, and learning modules intended to renovation site managers and team leaders.

It contains[[5]](#footnote-5):

* Guidelines and two grids for the observation of work situations in renovation companies (grid 1 for site managers, grid 2 for team leaders).
* Guidelines and a grid for conducting interviews to identify training needs (grid 3).
* Guidelines and a grid for assessing learner progress (grid 4).

1. Length of the preparation process was determined based on the experience of the project Partnership as approximately 5 days. It can be adjusted to the realities of the training systems in the partner countries.
2. Support model includes element of the recognition of learning outcomes (in terms of achieved competences, criteria for recognition, etc.).

## Design of the Support and Training Model (A2)

The proposal to organise the preparation of trainers/teachers to design and implement training actions for relevant site managers and team leaders, focuses on above mentioned assumptions and the following operational capacities:

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

**The main point** of the proposed professionalisation of the trainers/teachers involved (or to be involved) in the training of the renovation site managers and team leaders is the capacity to observe and analyse the work situations experienced by the renovation site managers and team leaders on construction sites and to translate them into pedagogical objectives (main principle of the work-based learning concept). Therefore, the participants (trainers/teachers) must have the possibility to lead training actions with their trainees, as well as be sure to make their observations and analyses on renovation sites.

**Educational objectives- skills for trainers/teachers/tutors**:

* To understand (in-depth) of the professional development system of construction managers and team leaders working on construction sites implementing renovation projects in each country and the developed within RenovUp project model for its improvement.
* Master the methods and tools for observing and analysing the work situations on renovation sites to design training programmes and content better suited to the real needs of participants (Grids 1 & 2).
* Master the methods and tools of diagnosing training needs of trainees (team leaders and renovation site managers), through their positioning on their professional development paths (Grid 3).
* Master the methods and tools for assessing the progress of trainees (team leaders and renovation site managers) during their professionalisation process (grid 4 and/or grid 3, if partners make this choice).
* Identify and understand how to implement and use systematically the Open Badges for the recognition of learning outcomes.

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.

**List of competences required from teachers/trainers/tutors of middle managers for renovation sites :**

* Ability to characterise the specific problems related to middle management (site managers and team leaders) on renovation sites.
* Mastery of didactic tools to develop specific training sessions for team leaders/site managers.
* Ability to collect and select, during in situ observation (real renovation sites), elements to elaborate learning situations dedicated to site managers/team leaders.
* Mastery of the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
* Mastery of the tools for monitoring the progress of trainees during their professionalisation.
* Ability to have a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
* 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.

The preparation model implemented in each partner country was based on a common scheme (Fig. 1). Each of the five stages were described in terms of: learning objectives, content, methods. These was regarded as general guidelines which were not necessarily directly applicable in every situation (in every country).Therefore, an adaptation to the reality of each country was indispensable, while ensuring that the common objectives of the professionalisation scheme, presented in the previous section, are achieved.

**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
* 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 bobjectives
* Open Badges
* General feedback
* Tips for pedagogical objectives

**Stage 2**

Observation and analysis of work situations with

Grids 1 & 2

on 1 - 2 renovation sites

Suggested ½ or 1 day

**Stage 4**

Identification and analysis

of the learner’s progress with

Grids 3 or 4 at school or on 1-2 renovation sites

Suggested ½ or 1 day

Suggested duration: 5 months maximum

Figure 1. Preparation scheme for teachers/trainers involved (or to be involved) in the training of the renovation site managers and team leaders (Source: Łukasiewicz - ITeE; May 2022)

For more details see Annex 2 *IO3: Transnational preparation scheme for teachers, trainers and tutors preparing for the support and training of site managers and team leaders for building renovation sites. TIPS FOR NATIONAL EXPERIMENTAL ACTIONS.*

## Recognition of Learning Outcomes (A3)

The recognition of the learning outcomes (LO) has been designed in a system of Open Badges (OB). The Partnership leader - CCCA-BTP, took the lead in this work[[6]](#footnote-6).

By issuing a specific **Open Badge 1, with two levels (Professional and Expert)**, the aim is to recognise that the teachers/trainers have successfully completed a 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.

Provision was made for 2 options of Open Badge:

* Open Badge 1 – level 1 (Professional) issued after STAGE 2 of the preparation scheme (first observation and analysis of work situations in companies).
* Open Badge 1 – level 2 (Expert) issued after STAGE 5 of the preparation scheme (final), following the presentation of reflections and pedagogical results.

The following elements were defined/ described for both options of OB for teachers/trainers:

* Engaging title and description what the Open Badge recognises;
* What competences are recognised and what are criteria for recognition;
* A visual shape (meaningful and attractive).

|  |  |  |
| --- | --- | --- |
| **Open Badge for Techer/trainer**  **Level 1** |  | |
|  | Common/transnational skills/competences to be recognised with OB | Conditions for the award of OB  (Evidence to be provided) |
| STAGE 1:  Understanding work-based learning for renovation site managers and team leaders. | 1. Knowing the national training system addressing middle managers for renovation sites. 2. Knowing the main principles of the work-based learning. 3. Mastering the main principles, methods, and tools for observing and analysing work situations that can be integrated into the learning processes. | 1. Having participated in Stages 1 & 2 in full (including at least one analysis of work situations). 2. Having presented the following outcomes:  * Analysis of the work situations observed for the further integration to the learning (or training) process. * Initial evaluation of the learner’s skills observed. |
| STAGE 2:  Analysing work situations in companies and integrate them into the vocational training process with appropriate tools. |

|  |  |  |
| --- | --- | --- |
| **Open Badge for Techer/trainer**  **Level 2** |  | |
|  | Common/transnational skills/competences to be recognised with OB | Conditions for the award of OB  (Evidence to be provided) |
| STAGE 1:  Understanding work-based learning for renovation site managers and team leaders. | 1. Knowing the national training system addressing middle managers for renovation sites. 2. Knowing the main principles of the work-based learning. 3. Mastering the main principles, methods, and tools for observing and analysing work situations that can be integrated into the learning processes. | 1. Having participated in Stages 1 & 2 in full (including at least one analysis of work situations). 2. Having presented the following outcomes:  * Analysis of the work situations observed for the further integration to the learning (or training) process. * Initial evaluation of the learner’s skills observed. |
| STAGE 2:  Analysing work situations in companies and integrating them into the vocational training process with appropriate tools. |
| The above part is waived if holder of Level 1 | | |
| STAGE 3:  Mastering the tools for diagnosing training needs and the progress of learners, according to the learning objectives and work situations. | 1. Knowing how to implement in practice, in a critical and distanced way, main principles, methods, and tools when observing and analysing work situations and the progression of learners in company. 2. Knowing how to construct teaching sequences in the training centre, considering professional situations and the progression of learners in company. 3. Being able to adapt methods and tools to the means available in one's own professional context. | 1. Having participated in Stages 3, 4 & 5 in full (including at least one analysis of work situations and at least one evaluation of the learner’s progression). 2. Having presented the following outcomes:  * Have used the three types of grids proposed and produced a critical analysis of their experimentation. * Produce a complete description of at least one teaching sequence in which the work situations and the learner's progress observed would be included. |
| STAGE 4:  Analysing the progress of learners in the company and taking it into consideration in the vocational training process. |
| STAGE 5:  Integrating in a sustainable way the observation of work situations and the progress of the learner in the company into the teaching practices in the training centre. |

**Transnational governance**

The CCCA-BTP will manage the transnational Open Badge, as an issuing body, on behalf of all the project partners. The account specific to the RenovUp project (valid for 5 years after the end of the project) was created. It allows a natural extension of the project, including 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 allows to create an unlimited number of badges and assign them to as many people as necessary.

# Experimental Support and Training Actions (A4)

The objective of the whole experiment (preparation of teachers, trainers and tutors acting with site managers and team leaders for renovation worksites) was to develop methodological competences to observe real work situations to which these middle managers are exposed in their daily work, and to use the results of these observations to design training programmes and contents intended to them.

The whole experiment was designed as a series of workshops aimed at familiarizing participants with tools supporting the process of designing programs and training content tailored to the needs of employees specializing in renovation works.

To ensure the usefulness of the work carried out and the results obtained, it was agreed in the partnership that each institution could adapt the proposed generic scheme to national circumstances (concerning, for example, education and training systems for the construction industry) as well as to its own institutional capacity (e.g. The potential and experience of cooperation between the education sector and the construction industry).

The objectives of the experimental teacher/trainer/tutor preparation and the competences that the experimental participants acquired were common. However, the contents were adjusted to the local specificities.

In total, **29 trainers/teachers/tutors were trained** over the period from February to June 2023, broken down as follows:

* (FR) France: 8
* (PL) Poland: 10
* (ES) Spain: 4
* (IT) Italy: 5
* (EL) Greece: 2

In this group, participants from FR, ES, IT and EL were VET teachers and trainers, while those from PL were company tutors, with no specific formal pedagogical preparation.

**The analysis that follows has been based on national reports developed by each partner organisation.**

### (FR) CCCA-BTP

**Two training** **centres** have responded positively to the CCCA-BTP's proposal to test the tools, contents and approaches proposed in the RenovUp project:

1) Training centre in Blanquefort (BTP CFA Gironde) involved in existing trainings of team leaders,

2) Training centre in Pays de la Loire (BTP CFA Pays de la Loire) involved in existing trainings of team leaders and site supervisors (technicians/ managers).

Each training centre concerned analysed the RenovUp training content and chose from it one or more components which could coincide with training content already existing in their training offer. The objective was to test these contents in the normal course of the beneficiaries' (site managers or team leaders) training. To do this, the trainers/teachers tested the tools and methods between the various meetings led by the CCCA-BTP. At each grouping, progress points were made to analyse the experiments carried out and to set work and production objectives before the next meeting.

The 5-stage approach has been preserved.

**Form of the training** –2 face to face meetings + independent work/exercises of participants directly on renovation sites)

**Participants (8 people altogether):**

**-** 6 trainers representing BTP CFA Gironde

- 2 trainers representing BTP CFA Pays de la Loire

**Trainers:**

**-** for BTP CFA Gironde: Pierre Touillon (trainer of trainers, CCCA-BTP) and Béatrice Beaujan (educational coordinator).

- for BTP CFA Pays de la Loire : Pierre Touillon (trainer of trainers, CCCA-BTP).

According to the agreed criteria, all of them are **allowed to apply for the Expert Trainer Open Badge**.

**Timing**: January-May 2023

- Specific dates for sessions in BTP CFA Gironde : 6-7 February 2023 and 6 - 7 March 2023

- Specific dates for sessions in BTP CFA Pays de la Loire : 5 January; 6 - 7 March 2023

**Main observations:**

1) The analysis of solutions by the whole group of learners is an important vector. The proposals made by the different trainees and discussed together encourage reflection and the acquisition of skills. All participants indicated that in renovation, there is not ONE good solution, but often more. Team leader and/or site manager should have ability to analyse the problem encountered, to envisage one or more solutions and to choose the most suitable one.

2) Visits and observation of building sites, with a focus on "precise training objectives", undoubtedly provide elements to build a realistic training sequence that makes sense for the learner. For the Loire region, the pedagogical approach will be used again.

3) Focus on the renovation dimension is not always easy.

4) Interlocutors were met during visiting companies, are sometimes reluctant to give information concerning health/ safety or waste sorting, so it is not easy to recognize them.

5) Grids 1 and 2- the grid is too complicated to be completed on site. On the other hand, it can be used in its current state to record the elements of observation of the various work sites. Some of the items could be simplified but their sequence provides a good framework for discussion during the site visit. It is important to go to a site with the objective of the sequence in mind to be able to capture the "right elements" to build a future sequence.

6) Grid 3 and 4 - the general opinion is that the coexistence of these two grids is not necessarily relevant because they overlap. Grid 3 could be used for its initial purpose (positioning) in the first instance, but also as a monitoring grid later by modifying it in this sense. Alternatively, Grid 4 could be adapted to serve both as a positioning grid (with some adjustments) and then as a monitoring grid. Concerning grid 4, the appropriation was not obvious for the participants, but in the end, once its use was understood, it was rather appreciated.

7) The trainers indicate the need to limit the number of tools and increase their efficiency to save time and gain effectiveness.

*For more details see Annex 3 (National Report - France)*

### (PL) Łukasiewicz - ITeE

Testing of the support model for teachers/trainers in Poland was planned in close cooperation with the Association of Construction Industry Specialists. Its members – experienced employees (including managers) of the construction industry, employers and owners of renovation and construction companies are interested in strengthening the out-of-school professional development system for employees for the construction industry in Poland. Participation in the experimental implementation of the professional development model of construction workers offered as part of the RenovUp project is treated by them as a preparation for expanding the Association's activities into the training sphere. The main motivating factor is the desire to share their vast professional experience with younger employees of the renovation and construction sector.

The fact that the Polish participants of the experiment had less pedagogical competences and less didactic experience resulted in the need for greater involvement of Łukasiewicz-ITeE employees at the stage of analysing the results of work observation and transferring them to pedagogical objectives and training programs.

In Poland, it is not possible to "fit in" into the already running trainings for site managers (as is the case in other partner countries), because there are no such courses. Proposals will be new, independent training units, responding to the identified needs.

The 5-stage approach has been preserved.

**Form of the training** – hybrid (2 face to face meetings + 1 online sessions+ independent work/exercises of participants directly on renovation sites)

**Participants (10 people):** members of the Association of Finishing Works Specialists (SSRW) - employers and employees of renovation and construction companies; current or future team leaders’ trainers (occasionally – participants of informal training, directly on the site, job shadowing etc.).   
**10 participants finished the 2nd step** (allowed to apply for Professional Trainer Open Badge) **and 4 of them finished the whole scheme** (allowed to apply for the Expert Trainer Open Badge).

**Trainers**:

- Jolanta Religa (Łukasiewcz-ITeE)

- Krzysztof Symela (Łukasiewcz-ITeE)

- Michał Ślusarczyk (Łukasiewcz-ITeE)

**Timing**: February-May 2023; in details:

- f2f sessions : 11 February 2023 and 25 May 2023

- online coaching session : 17 March 2023

**Main observations**:

1) The work observation tool (grid 2) was considered by the participants to be difficult to implement/use, requiring more time than the visit to the construction site allows. The trainer will get more valuable results by completing a questionnaire after visiting the construction site, without the pressure of time and place, using a wider range of his/her experiences;

2) The most common mistake when observing the situation of work on the construction site consisted in entering into the form a full description of the foreman's work at a given stage of renovation, instead of focusing only on those situations that pose a challenge / difficulty / for which site managers seem not to be prepared;

3) Working with grid 3 did not cause much difficulty. However, trainers as well as site managers (future trainee) had impression that statements in column 3 are very general and, everyone can interpret the meaning in other way. As the experiment in Poland assumed individual training of site managers, this was of little relevance. It was not planned to build groups gathering participants with similar needs;

4) It is very important to organise and conduct the interview with the trainee in comfortable environment (no noise, furniture to sit down and take notes, atmosphere of trust and striving for a common goal – obtaining the necessary skills by the trainee);

5) For the Polish participants of the experiment (their specifics are explained in the national report), the biggest challenge is to translate the results of the observations of the work situation on the construction sites into training situations, to formulate learning objectives, to select didactic methods - in a word - to formulate an individualised training offer;

6) The idea of Open Badges is still not very popular in Poland (except IT sector), but the presented rules seem to be clear for participants. They like idea of confirming “small portions of competences” and collection of the during their professional life.

*For more details see Annex 4 (National Report - Poland)*

### (ES) FLC Asturias

The 5-stage approach has been preserved.

**Form of the training** –3 face to face meetings + independent work/exercises of participants directly on renovation sites (of the training centre).

**Timing**: February 2023; all stages of the experiment were carried out in a very compact – 3-week sequence of meetings and trainers' own work directly on construction sites;   
dates of the f2f sessions: 14 February, 22 February, and 28 February 2023

**Participants (4 people):** site manager & team leader’s trainers representing FLC Asturias

According to the agreed criteria, all of them will be able to apply for the Expert Trainer Open Badge.

**Trainers**:

- Marta Hevia Fano (Training Area, FLC Asturias)

- Sandra Alba García (Training Area, FLC Asturias)

**Main observations**:

-Trainers participating in the experiment made 12 observations on the real renovation sites;

-The grids 1 and 2 are extensive and deal with enough aspects of the work, covering a large part of the real situations that occur in it; The existence of the two types of questionnaires seems interesting

-The division into blocks is appropriate;

-The wording of the texts conveys confusion in some respects and makes it difficult to classify the work situations in the respective blocks. The organisation of the components and aspects to be observed are sometimes redundant. The fields to be filled in the state of the art and the tables are repeated;

-Grid 3 (positioning) was assessed by teachers as useful, well-constructed and generally clear tool, however the wording of some texts is somehow unfriendly, sometimes ambiguous, and in some cases seemingly repetitive.

*For more details see Annex 5 (National Report - Spain)*

### (IT) FORMEDIL

The 5-stage approach has been preserved.

**Form of the training**: 4 face to face meetings + independent work/exercises of participants directly on renovation sites.

**Timing**: January - April 2023

Dates of the training sessions (face to face): 23 and 25 January 2023, 13 March 2023, and 4 April 2023.

**Participants** (**5 people**): the technical-practical trainers who advise companies on behalf of the CFS in the province of Avellino.

According to the agreed criteria, all of them will be able to apply for the Expert Trainer Open Badge.

**Trainers**: Diego De Gisi and Antonella Linari (Formedil).

**Main observations**:

Generally - very positive feedback from the trainers participating in the experiment.

They pointed to the need to simplify the evaluation tool of the teacher/trainer preparation process.

*For more details see Annex 6 (National Report - Italy)*

### (EL) PEDMEDE

A 3-stage approach has been implemented (adjustment of the transnational model to the Greek feasibility conditions).

**Form of the training**: 3 face-to-face sessions + 2 visits to renovation sites.

**Timing**: January - May 2023

Dates of the sessions: 9 – 10 January 2023, 14 February 2023, and 10 May 2023.

**Participants (2 people)**: staff of Techniki Ekpaideutiki, a VET centre located in Athens with vast experience on Vocational Education and Training related to construction sector.

According to the agreed criteria, both will be able to apply for the Professional Trainer Open Badge.

**Trainer**: Mrs. Efrosyni Ziropoulou

**Main observations**:

- Participants attended the renovation site (Former Royal Palace of Greece) twice to observe the working situation. The renovation works are carried out by the coalition of companies NIRIKOS and ERETBO SA that are both members of PEDMEDE. The first visit was conducted on 28th August 2022 and the second on 17th February 2023. During summer, PEDMEDE proceeded with the engagement of the trainers on the RenovUp project and presented informally the Grids and the whole rationale of the professionalisation paths to make the process clear to them. After that they attended the renovation site to fill the grids. Following the conduction of the first two face to face meetings, the trainers attended the renovation site for a second time to update the content of grids.

- The trainers noted that with their growing involvement in testing the project results (didactic tools-grids), the objectives and assumptions of the RenovUp project became more understandable and their participation in the experiment justified.

- Participants noted that they prefer to use the Grid 3 for the evaluation of the trainees instead of using the Grid 4 because it will be more compact and comfortable to assess their progress.

- The trainers noted that the concept of Grids was clear to them after the face-to-face meetings held by PEDMEDE as it is also depicted from the second version of the Grids' completion.

- The concept of Open Badges in not currently used in Greece and the RenovUp project will be a way to be widely known among the educational and construction sector.

*For more details see Annex 7 (National Report - Greece)*

# Evaluation of Results of the Experimental Support and Training

As the programme of teachers/trainers/tutors’ preparation was quite complex, RenovUp project partners agreed a template for evaluation of the whole process (See Annex 8 – Evaluation questionnaire).

The idea was to collect opinions of the participants on the program itself, methods and content of the preparation and the tools that were tested. This allow us to take improvement / corrective actions before the programme for teachers/trainers/tutors’ preparation is handed over for wider use in educational and training institutions as well as in companies of the construction sector (after the completion of the RenovUp project).

**Principle:** *Average score in scale 1-5, where 1 is the weakest/least positive and 5 is the best/most positive.*

## Quality of the Organisational Framework for the Support/Training provided

Additional comments:

* The period of observation in companies and production was too short (FR).
* The training days for teachers were well organised and well structured (IT)

Legend:

|  |
| --- |
| 1. Did the multi-stage preparation scheme of teachers/trainers prove to be appropriate? |
| 1. Was the overall duration of the whole teacher/trainer preparation process properly defined? |
| 1. Was the time distribution between the stages appropriate? |
| 1. Was the choice of the form of f2f/online meetings the right one? |
| 1. Were the participants properly selected? |
| 1. Were the f2f meeting places with the teachers/trainers participating in the experiment well chosen? |
| 1. Have the IT technologies used proven to be reliable? (e.g. for online meetings) |

## Performance of the Trainers in charge of Support/Training

Additional comments:

* The trainer was always on hand to help us understand the role and the activities we were to perform.
* The level of preparation of the trainer was very high. He passed on to me some methodological skills that I did not have. Observing workers' behaviour is not easy, but the trainer was very good at conveying these skills (IT);
* trainers could well discuss methodological and organisational issues (PL)

Legend :

1. Were the statements of the presenters and the information they provided understandable?
2. What was their level of substantive preparation?
3. What was their readiness to discuss, answer additional questions of the participants?

## Quality of the Methodological Framework and Contents

Additional comments:

* evaluation tool should be improved (IT)
* more knowledge to understand and use open badges (IT)
* translating the observed work situations into a training proposal/offer was very difficult for us (PL)

Legend:

|  |
| --- |
| 1. Was the scope of the content appropriate to the overall aim of the experiment? |
| 1. Was the presented content complied with the following specific objectives? |
| * 1. Mastery of tools for observing and analysing work situations on construction sites |
| * 1. Mastering the tool for diagnosing the training needs of site managers/ team leaders (positioning on career development paths) |
| * 1. Master tools to assess the progress of trainees (site managers/site managers) during the professionalisation process |
| * 1. Understanding, identification of elements and know how of Open Badges for recognition of learning outcomes |
| 1. Did the substantive aspects meet your expectations? |
| 1. Were the methods of presentation of the content properly chosen? |
| 1. Were the discussions adequate to the subject matter? |

## Measure of a Global Satisfaction

Additional comments:

* In the end, I did not think I would have such a positive feeling following this experiment. The upstream preparation of the interdisciplinary project associated with the coherence of the work file proposed to the young people imposed on the trainers the search for detail and thus a relevant result (FR);
* Interesting adventure and comparison with other countries (PL)
* Designing a training offer is still a difficult task for me and other colleagues. The RenovUp experiment did not include formation of such competences (PL)

Legend :

Serie 1: Did you feel motivated to participate during the experiment?

Serie 2: Did the skills you learned meet your expectations - do you feel prepared to design training programmes based on the results of your observations of work on construction sites?

Serie 3: Are you generally satisfied with your participation in the experiment?

## Possibilities of Implementing the Tools proposed

Additional comments

* Each tool used still needs to be refined in the light of feedback from experience in order to gain precision in gathering the desired information (FR).
* Evaluation tools could be simpler (IT)
* Some tools were repetitive and difficult to understand (IT)
* Similar solutions (OB) are already in use. Works well, especially when issued by an recognised organisation (PL)
* the possibilities of use increase with the launch of sectoral skill centre (PL)
* tool 2 should be simplified before popularisation (PL)
* progress can be observed without tools (PL)
* validation of minor skills is a good solution (PL)

Legend:

|  |
| --- |
| **How do you estimate the possibility of using the following results of the RenovUp project in your work?** |
| 1. Tools for observation and analysis of the work situation on construction sites |
| 1. Tools for diagnosing the training needs of construction site managers/ team leaders (positioning) |
| 1. Tools for assessing the progress of training participants (construction site managers/ team leaders) during the professionalisation process |
| 1. Open Badges for recognition of learning outcomes in the construction industry |

## Conclusions from the Evaluation

The participants of the experimental actions positively assessed the organizational aspects and the preparation of trainers conducting consultation and training sessions, including their readiness for discussion.

The content presented during the implementation of the successive stages of teacher/trainer/tutor preparation was well chosen in relation to the overall objective of the experimental testing. However, participants from several countries (ES, GR, PL and EL) mentioned a certain lack of knowledge on Open Badges as an informal means of recognition of learning outcomes, skills, attitudes, and competences.

Not all participants felt fully prepared to use independently the tools for observing work on the construction site. The complicated structure of these tools was also pointed out and their simplification was recommended (unfortunately, without specific instructions on how to simplify without compromising the vast area and diversity of renovation works).

Probably the fact that the Polish participants were not qualified teachers/trainers resulted in their slightly different opinion (compared to other partnership countries) about their readiness to design training programmes based on the work situations on the renovation sites (score 3 out of 5). Apart from this, participants from all countries indicated a high level of satisfaction with their involvement in the experiment, appreciating, among other things, the opportunity to participate in the creation of new solutions and the chance to compare the situation / opinions of other colleagues.

Analysing the participants’ opinions concerning the possibilities of using the project results (mainly didactic tools), it should be noted that the trainers from France, Italy and Greece are the most optimistic. The trainers from Poland and Spain were slightly more doubtful about the possibility of using tools 1 and 2 (for the reasons mentioned above). In addition, the Polish participants were critical about the need to use tool 4 (assessing learner’s progress).

The specificity of the situation in Poland caused a slightly different general impressions of the Polish participants of the experimental support/training action. They pointed out that considering the current Polish reality[[7]](#footnote-7), it is rather future-oriented.

On the base of the evaluation results, some recommendations for improvement of the training schemes (especially of grids 1 to 4) can be formulated:

* It should be made clear that the worksite observation Grid 1and Grid 2 should be completed after the visit, without time pressure and without stressing the people being observed. Experimental results show that more valuable observation results can then be expected. (PL)

*Commentary: A proper note will appear in the guidelines dedicated to the organisers of couching sessions based on the grids developed under RenovUp.*

* Grids 1 and 2 should be simplified. Some Partners (FR, PL) recommended to limit the number of tools by putting aside some grids or making them merge with other ones.   
  *Commentary: RenovUp project offers some solutions/ tools. Partners as well as all other institutions are allowed to choose the solution suitable to them in their specific contexts.*
* Both grids 1 and 2 as well as grid 3 could have a first vertical column with the simplified name of the block or component to make it easier to identify, e.g.: "PRL", "Quality", "Environment", "Personal relations" etc. (ES).

*Commentary: Partnership agreed that it is valuable recommendation. Proper corrections were implementer in grids 1,2,3.*

# General Conclusion

All partnership institutions have organised experimental support programme for teachers/trainers/tutors preparing them to train team leaders and site managers for renovation of building, based on real-life work situations. Therefore, **29 participants** (current or future teachers/ trainers in EL, ES, FR, and IT, as well as company tutors in PL) from **all partnership countries** took part in the experimental action, set up from January to June 2023. It took about 5 months to implement the whole model, but as the Spanish example has shown, training can also be delivered in much less time.

The partners from France, Italy, and Spain, being training institutions from the construction sector, used the potential of their own teachers/trainers, while the partner organisations from Poland and Greece had to rely on external resources (companies in case of PL and VET centre in case of EL).

Analysing the approaches used by the different institutions, it is also possible to see differences in the dimension of the experimental action carried out, which was rather regional or local in EL, ES, FR and IT, and national in PL, for several specific national strategic reasons.

Regardless of the differences in the implementation of teacher/trainers’ preparation, **the same goal** of IO3 was pursued in each country: familiarizing participants with tools supporting the process of designing programs and training content tailored to the needs of employees specializing in renovation works.

The most important form of working with a group of participants, were:

* Face-to-face meetings (guaranteeing a lively relationship and ongoing exchange of opinions and feedback);
* Independent and individual work with the proposed didactic tools directly on the renovationsites;
* The partners from PL and EL additionally implemented online meetings, which was related, among other, to the geographical dispersion of participants. None of the participants indicated that the online form affected the quality of the actions.

The solutions developed within the RenovUp project are seen as an opportunity to take a **step towards real implementation of work-based learning in the whole construction sector.**

The participants in the experimental action appreciated the potential of the proposed tools and methods. They stressed that visits and observation of renovation building sites, with a focus on "precise training objectives" provided elements to build a realistic training offer that makes sense for the learner.

The transfer from “work situations” to the “learning situations” needs from teachers/trainers a proper pedagogical approach, based on clearly defined pedagogical objectives and learning outcomes. More particularly, Grid 3 (positioning) was assessed by teachers as useful, well-constructed and clear (PL, ES, FR, EL). However, it is suggested that certain texts be reworded to make them more user-friendly and less ambiguous (ES). The teachers/trainers/tutors who participated in the actions also confirmed the usefulness of Grid 3 in diagnosing the training needs of middle managers in the construction sector (FR, PL, EL, ES). At the same time, some of them pointed out that the specific nature of renovation work is not always easy to take properly into account (FR).

The participants noticed that the coexistence of two grids (3 and 4) for evaluation of the trainees’ progress is not necessarily relevant because they overlap (FR, PL). Those who compared both tools, prefer to use grid 3 because it is more compact and comfortable (FR, EL, PL, ES), but grid 4 after some adjustments could be an alternative.

Moreover, the trainers indicated the need to limit the number of tools to save time and gain effectiveness (FR, IT, ES), so the more justifiable is the explicit choice of Grid 3 or Grid 4 at the beginning of the process, rather than using both (one for diagnosing needs and the other for evaluating trainees’ progress).

As for **Open Badges** as a proposed system of confirming skills/competences, it seems that this solution is still quite new for the construction sector in the represented countries (PL, EL, IT). Concept, rules, and process of implementing them for the recognition of learning outcomes concerning teachers/trainers as well as team leaders and site managers is rather understandable (FR, PL, ES, EL).

Participants appreciated the possibilities to confirm “small portions of competences” in the form of Open Badges and to collect them during their professional life (PL).

According to the agreed criteria, 6 trainers (PL) were allowed to apply for Professional Trainer Open Badge (1st level) and 23 trainers (8 from FR, 4 from PL, 4 from ES, 5 from IT and 2 from EL) were allowed to apply for the Expert Trainer Open Badge.

Based on the comments and observations made by the participants in their national reports, we conclude that the support and training programme proposed for teachers/trainers/tutors brings real added value to their professional performance. In the opinion of the partners in the RenovUp project, this is an innovative scheme which places the observation and analysis of real work situations on renovation sites at the centre of the process of professionalising the team leaders and site managers concerned.

The partners wish to continue their work, each at their own national level, **to guarantee the sustainability of the project's results** and thus contribute to the enhanced professional performance of the teaching staff who train the middle managers for all types of worksites. To give just one example of an immediate application, the Polish partners wish to use this system to train the teachers and trainers at their new regional training centre for finishing trades in the new vocational training methods that have emerged from the RenovUp project.

# Annexes

## Annex 1: Preparation of Teachers, Trainers, and Tutors. Guidelines for Setting Up.

**1 – GENERAL PRESENTATION**

**General framework:** We are not working on a general system of training of trainers, but only on their preparation for training renovation site managers and team leaders / site managers working on renovation worksites. The proposed scheme will be experienced with experimental groups in each country before being implemented at a larger scale after the project contractual lifetime. The proposed scheme is designed to be useful for the trainers likely to build up work-based training schemes. The model starts from the observation of concrete work situations in construction companies specialised in renovation works. This observation will therefore be translated into specific pedagogical objectives to be achieved within the framework of various vocational training activities, like apprenticeship and other schemes based on the distribution of educative roles between training centres and companies.

In September 2021, the partners finished the "IO2 Transnational Synthesis of National Good Practices for Work Based Learning" (IO2-A1 & IO2-A2), which allowed them to identify what needs to be designed in the framework of the training foreseen for trainers/teachers/tutors in a first step and for renovation site managers and team leaders working on the renovation sites in a second step. This first investigation allowed to identify the following resources existing in each partner country:

* Existing methods of observation and analysis of work situations likely to be exploited for the work-based learning.
* Existing practices enabling training organizations to pre-evaluate and then position trainees in their professionalization process.
* Existing practices of validation and formal/non formal recognition of learning outcomes in work situations (ex. Open Badges).
* Ideas on how to exploit the information collected for the design of the professionalization pathways.

The report is available on the [RenovUp](https://www.renovup.org/) website, Section Intellectual Outcomes 02.

In April 2022, the work of identifying the potential work situations, learning objectives, and learning modules intended to renovation site managers and team leaders was completed. The results were published in the following report “Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations” (IO1-A3b & A4 and IO2-A1). It contains:

* [Guidelines and two grids **for the observation of work situations in renovation companies**](#_Toc100849192).
* [Guidelines and a grid for conducting interviews](#_Toc100849205) **to identify training needs**.
* [Guidelines and a grid **for assessing learner progress**](#_Toc100849212).

The report is available on the [RenovUp](https://www.renovup.org/) website, Sections Intellectual Outcomes 01 an Intellectual Outcomes 02.

Thanks to the material available and the RenovUp results obtained so far, **Łukasiewicz - ITeE** (Poland), together with other partners, was able to develop the model of training trainers/teachers/tutors explained in the following pages.

The proposal to organise the preparation of trainers/teachers/tutors to design and implement training actions for relevant site managers and team leaders, drafted by Łukasiewicz ITeE, focuses on the following operational capacities:

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

**First feasibility condition:**

The implementation of the proposed preparation of trainers/teachers/tutors will be done, wherever possible, through the exploitation of existing vocational training channels. **The partners will therefore have to propose support organisations (already existing) that will enable the operational implementation of the proposed scheme for the professionalisation of trainers/teachers/tutors in each of the project country**.

**Central point**:

**The capacity to observe and analyse the work situations experienced by the renovation site managers and team leaders on construction sites and to translate them into pedagogical objectives** (main principle of the work-based learning concept) is the main point of the proposed professionalisation of the trainers/teachers/tutors involved or to be involved in the training of the renovation site managersand team leaders.

Therefore, the participants (trainers/teachers/tutors) **must have the possibility to lead training actions with their trainees**, as well as be sure to make their observations and analyses on renovation sites.

**Educational objectives/target skills for trainers/teachers/tutors:**

* Master the methods and tools for observing and analysing the working situation on renovation sites to design training programmes and content better suited to the real needs of participants (Grids 1 & 2, document “Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations”, IO1-A3b & A4 and IO2-A1).
* Master the methods and tools of diagnosing training needs of trainees (team leaders/ site managers and renovation site managers), through their positioning on their professional development paths (Grid 3, document listed above).
* Master the methods and tools for assessing the progress of trainees (team leaders/ site managers and renovation site managers) during their professionalisation process (grid 4, likely to be used as a positioning tool, replacing grid 3, if some partners make this choice).
* Identify and understand how to implement and use systematically the Open Badges for the recognition of learning outcomes.

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 – DETAILED DESCRIPTION OF EACH STAGE: CHRONOLOGY, CONTENT AND PEDAGOGICAL METHODS**

The following table contains global guidelines that cannot be applied as such in all partnership countries. Therefore, an **adaptation to the reality of each country is indispensable (See Part 3)**, while ensuring that the common objectives of the professionalisation scheme, presented in the previous section, are achieved.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Stage** | **Suggested**  **form** | **Educational objectives to be achieved** | | **Contents (to be adjusted to the specific national contexts)** | | **Methods (examples)** | |
| 1 | A two day face to face session | * To understand (in-depth) of the professional development system of construction managers and team leaders/ site managers working on construction sites implementing renovation projects in the country concerned and the proposal for its improvement prepared within RenovUp project. | | 1. **Getting to know each other's** meeting moderator (representative of the RenovUp Partnership) and participants (teachers / trainers) - their professional experience, both didactic and construction. 2. Justification for the implementation of the RenovUp project: its objectives, assumptions, results obtained (very synthetically). 3. **Current conditions and challenges** (organizational, technical, legal) in the work of managers and team leaders/site managers, 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). 4. Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/site managers 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/ site managers 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 / site managers 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 of participants in the context of the objectives of the experiment – discussion and reflection on: do teachers/trainers can observe real working situations on construction sites (if so – when; if not – why?); whether contacts with employers allow/support their professional development of teachers/trainers. | | 1. 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 / site managers (e.g. SWOT analysis). 4. Workshops: development of a mind map on the topic: "Benefits of participating in experimental preparation to take advantage of work situations in educational content design”.   Discussion | |
| * Mastering tools for observing and analysing the working situation on construction sites to design training programmes and content better suited to the real and individual needs of participants (Grids 1 and 2) | | Presentation and discussion of the tool for observation and analysis of the professional situation, with particular emphasis 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/site managers, * 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. | | Examples/potential types of data (entries) that can be expected in the completed form  Multimedia materials (e.g. Video with a recording of construction works, participants observe the working situation using tool 1).  Discussion the results for educational purpose | |
| 2 | Visits to one or two renovation sites (or more). | | * Identification of work situations useful for the purpose of building an educational/training offer.   *Note:*  *They can spend 1 or more days on each construction site, depending on organizational capabilities, the scope of construction work, etc.* | | 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. | | Working with the tools 1 and 2 on construction sites.  Analysis and critical reflection on the collected data (in the school / training centre) |
| 3 | A one or two day face to face session | | * To master the methods and tools of diagnosing training needs of future trainees (team leaders/ site managers and renovation site managers), i.e. their positioning on the paths of their professional development (Grid 3) | | 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 / site managers, 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 / site managers), 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 goal. | | Discussion (workshop).  Presentation + discussion  Simulation of an interview with a potential training participant using tool 3 (paying attention to body language, voice, atmosphere of trust, partner relations). |
| * To master the tools for assessing the progress of trainees (team leaders/ site managers and construction managers) during the professionalization process (**Grid 3 or 4**). | | 1. 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/site managers 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. | | Discussion  Presentation + discussion  + questions/answers session. |
| 4 | POSITION-ING  Two interviews (minimum) with future trainees (renovation site managers or team leaders) | | * To master the tools of diagnosing training needs of trainees (team leaders/ site managers and construction managers), i.e. their positioning on the paths of their professional development (Grid 3) | | 1. Teachers/trainers participating in the RenovUp experiment interview two current or future trainees - participants of the training for construction managers and or team leaders/ site managers, respecting the rules and guidelines contained in the instructions for tool 2. 2. They conduct an analysis of the results, i.e. the degree of advancement of the trainee in achieving the educational goals defining the construction manager / foreman before undertaking the training. 3. Based on the results of the interviews, they diagnose the training needs of each trainee.   It will be necessary to transform the needs and wishes into a training pathway. It may be also necessary to complete the grid with a synthetic document that clearly identifies the modules that the trainee will follow. | | 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. | | * To master the tools for assessing the progress of trainees (team leaders/ site managers and construction managers) during the professionalization process (**Grid 3 or 4**) | | 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 trainee - participants of training for construction managers and/or team leaders/ site managers, respecting the rules and guidelines contained in the instructions for tool 3.   ***Note***: It is suggested that for the purposes of the RenovUp experiment, **these will be the same trainees** for whom training needs have been diagnosed using tool.   1. 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. A box could be added under each of the 4 main skills to write down a summary conclusion based on the score obtained in Grid 4. | | Working with Grid 4 on a construction site (or in a training centre) + critical reflection on the collected data in the school/training centre. |
| 5 | A one or two day face to face session | | * To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes. | | 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 / site managers) - teachers / trainers as participants in the processes of validation of learning outcomes, * OB for participants of training of middle managerial staff (construction managers / site managers) - 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).   **A two-stage evaluation could be proposed (to specify by the end of October 2022):**   * Oral debriefing style exchange (guided by 4 or 5 open questions) at the end of the session. * Questionnaire with targeted questions sent a few days later.  1. General feedback of the entire experience: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations. | | Discussion  SWOT analysis  Presentation (including multimedia, films promoting OB., possibly the specificity of solutions in each country)  Presentation + discussion  Discussion, incl. brainstorming |

**3 – ORGANISATION OF NATIONAL TRAINING SESSIONS INTENDED TO TRAINERS/TEACHERS/TUTORS**

**Reminder of the contractual commitment and plan of national actions**

The planned professional development scheme will be aimed at teachers, trainers and tutors/apprenticeship masters who will then lead the professional development scheme for the targeted renovation site managers and team leaders.

The initial scheme foresees:

* Presential training (mainly theoretical contributions to the analysis of work situations, the construction of professionalisation projects with the training company, the monitoring, assessment and recognition of learning outcomes, the use of digital media in adult training, the responsibility and autonomy of learners - future middle managers in an increasingly complex construction company). This training will, in principle, last two weeks (initial hypothesis, to be checked when the system in question is designed).
* E-learning (mixing pedagogical and technical aspects, information retrieval, knowledge tests, etc.) using learning platforms (preferably already existing among the partners) – to be potentially integrated to the presential training.
* Application of knowledge in work situations, with learners and company staff (even if the audience are not the current or future site managers and team leaders working on building renovation sites), which is the core of the planned training, based on the experimentation of Grids 1, 2, 3 and 4.
* A one-week professionalisation stay in another partner country ("job shadowing"), to enrich the national training course, by observing and analysing other modes of access to the skills targeted in the same transnational system of professionalisation for middle managers on building sites. However, the complexity of the project and the potential lack of funding require reconsideration of this option.

An experimental session is planned in each partner country. These sessions will be co-facilitated by training engineers from partner organisations and by external experts, from associated organisations, with expertise in the design of alternating training courses based on the formative exploitation of work situations (mainly pedagogical institutes and universities, specialised in vocational training engineering). The experimental sessions will deliberately involve few participants (5 to 8 per country), to be able to follow them in an individualised way and to adjust the professionalization pathways before making them accessible to a wider public at a later stage. The achievements of this training will be recognised with "Open Badges" (see Part 4 for more information).

**The experimental sessions (one per country for at least 5 participants**) can start as soon as possible and should be completed before the end of February 2023. Their organisation can take place in parallel with the start of the training of site managers and team leaders targeted in the RenovUp project (see Document “**IO4: Transnational strategy and national systems for the positioning, support and professionalisation of site managers and team leaders for building renovation sites - TIPS FOR NATIONAL EXPERIMENTAL TRAINING ACTIONS**”.

**4 – RECOGNITION OF LEARNING OUTCOMES WITH OPEN BADGES**

**General Framework**

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.

**List of competences required for the acquisition of the full \*\*\* Open Badge:**

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.

**Proposed transnational governance:**

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.

## Annex 2: Experimental support and training actions in Poland

**IO3: Support programme for teachers/trainers/tutors   
preparing them to train team leaders based on real-life work situations**

National pilot action: Poland.

Organisation responsible for implementation: Łukasiewicz-ITeE, Radom

**National context**

Testing of the support model for teachers/trainers in Poland was planned in close cooperation with the Association of Construction Industry Specialists. Its members – experienced employees (including managers) of the construction industry, employers and owners of renovation and construction companies are interested in strengthening the out-of-school professional development system for employees for the construction industry in Poland. Participation in the experimental implementation of the professional development model of construction workers offered as part of the RenovUp project is treated by them as a preparation for expanding the Association's activities into the training sphere. The main motivating factor is the desire to share their vast professional experience with younger employees of the renovation and construction sector.

Participation in the experimental implementation of the model of professional development of construction industry workers proposed by the RenovUp project partnership can be a significant strengthening of pedagogical competences for SSRW members (currently few members have proven pedagogical competences and qualifications to conduct practical vocational training or provide care for trainees in their companies) and a tool workshop. This, in turn, will enable better preparation of SSRW members for future trainings carried out in a formal manner in newly established industry training centres in our country.

To recruit people willing to participate in the RenovUp experiment - Support Program for teachers, trainers, and tutors (IO3), on the internal forum of SSRW members on 26.10 an appropriate announcement was posted containing the main assumptions of the experiment and the planned course with 24 people from all over Poland.

As was already explained and demonstrated in national report (IO1 A1/A2), site managers have special status in Poland - so-called independent technical function, requiring strictly regulated rights/license. Taking this into account, Łukasiewicz-ITeE focused only on site managers (team leaders) in the further stages of the project.

**General assumptions and objectives**

Une image contenant texte, logiciel, Icône d’ordinateur, Page web

Description générée automatiquementAccording to the findings of the Project Partnership meeting in Rome (11.2022), the below given scheme was the basis of the experiment.

Since people from all over Poland applied to participate in the pilot, a decision was made to adapt the planned scheme of the experiment to the situation in the following way:

|  |  |  |
| --- | --- | --- |
|  | **Action** | **Date** |
| Stage 1 | (meeting no. 1) **f2f workshop** to present all tools/grids | 11.02.2023 |
| Stage 2 | independent work of the participants using grid 2 (according to the plan) | till 28.02.2023 |
| Stage 3 | (meeting no. 2) **on-line couching session** (review the results of using grid 2; further explanations/discussion on grid 3) | 17.03.2023 |
| Stage 4 | independent work of the participants using grid 3 (according to the plan) | till 31.03.2023 |
| Stage 5 | (meeting no. 3) **f2f workshop** to review the results of using grid 3 and to present the concept of Open Badges as the method of learning outcomes’ recognition | 25.05.2023 |

**Objective of the whole experiment**

To develop methodological competences to observe real work situations (on construction sites) to which team leaders are exposed in their daily work and to use the results of these observations to design training programmes and contents.

**Educational objectives/target skills for trainers:**

* To understand (in-depth) of the professional development system of construction managers and team leaders/ site managers working on construction sites implementing renovation projects in a given country and the proposal for its improvement prepared within RenovUp project.
* To master the tools for observation and analysis of the real work situations on construction sites to design training programmes and content better suited to the real and individual needs of participants (grid 2).
* To master the tools of diagnosing training needs of trainees (team leaders/ site managers and construction managers), i.e. their positioning on the paths of their professional development (grid 3).
* To master the tools for assessing the progress of trainees (team leaders/ site managers and construction managers) during the professionalization process (grid 3).
* To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes.

**Participants :**

Members of the Association of Finishing Works Specialists (SSRW) - employers and employees of renovation and construction companies; current or future team leaders’ trainers (occasionally – participants of informal training, directly on the site, job shadowing etc.). See details in attachment 2.

**Trainers/accompanist :**

* Jolanta Religa (Łukasiewcz-ITeE)
* Krzysztof Symela (Łukasiewcz-ITeE)
* Michał Ślusarczyk (Łukasiewcz-ITeE)

**Stage 1: one day face to face workshop**

DATE: **11 February 2023**

PLACE: **Łukasiewicz-ITeE, Center for Vocational Education Research and Innovation Management, Radom, ul. Pułaskiego 6/10**

**Learning objectives:**

1. Characterise the specific problems of middle management (site managers and team leaders) on renovation sites, including Polish specificity.
2. Understand concept of a system for professionalization of construction team leaders specializing in renovation works offered by RenovUp.
3. Master didactic grid 2 (for observation and analysis of the professional situation) to develop specific training sessions for site managers/team leaders.
4. Master grid 3 as the tool for: a) diagnosing training needs of future trainees ( their positioning on the paths of their professional development); b) assessing their progress during the professionalization process.

**Development of the action:**

1. Presentation of the RenovUp project: its objectives, assumptions, results obtained etc.
2. Current conditions and challenges (organizational, technical, legal) in the work of team leaders/site managers, 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-A1).
3. Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/site managers 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 team leaders/ site managers 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 site managers 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 of the grid 2 for observation and analysis of the professional situation (for team leaders), with particular emphasis on the following issues:

* 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 team leaders/site managers,
* 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.

1. Participants exercise filling in grid 2 (on the base of their professional experience and observation made during their working life) – work in pairs.
2. Presenting teachers/trainers with grid 3 used to:

* diagnose the training needs and/or wishes of trainees (positioning on the path of their professional development)
* evaluate progress in acquiring new skills by construction site site managers during their training.

Following elements were taken into consideration: the goal, which is to diagnose the training needs of the trainees, form – interviews with future trainees, structure of the grid - based on a correlation table of professional situations and educational goals – consistent with grid 2, principles of agreeing answers - a mutual agreement between the teacher /trainer conducting the interview and the interviewed trainee.

**Work materials :**

* Power Point presentation on the RenovUp project;
* Most important results of the research phase of the RenovUp project (Summary of the IO1\_A1);
* Concept of a modular system of professionalization of construction team leaders (work situations corresponding general pedagogical objectives); printed version for all participants;
* General assumptions and scheme for the experiment (IO3 teachers, trainers and tutors preparing/ guidance); printed version for all participants;
* Grid 2 Observation of work situations (team leaders) together with guidelines; printed copies for all participants;
* Grid 3 Positioning and Following-up the learner in the learning pathway together with guidelines; printed copies for all participants.

**Teaching/Learning methods and tools**

* Presentations,
* Discussion,
* Exercises in pairs.

**Summing up and conclusions (first feedback)**

* The participants confirmed the results obtained in the research part of the RenovUp project – challenges currently faced by construction workers, with particular emphasis on those specializing in renovations. They pointed to the national specificity (for Polish), including the unattractiveness of the construction industry for young people, the problem of the inflow of cheap, unskilled workers from Ukraine.
* In view of the mismatch between the school vocational education system and the needs of the labour market (the main reason being the underfunding of schools) and the lack of an out-of-school vocational training system for adults, participants fully support all activities that can support the professional development processes of construction workers (including the RenovUp initiative, which is based on designing training based on real work situations).
* The participants noticed and appreciated the coherence of the concept of the proposed model of competence development of construction workers (in correlation with the need to develop the competences of teachers/trainers).
* Ł-ITeE’s staff running the workshop presented the structure and assumptions of the observation tool – grid 2. Participants had many questions and doubts about its use. They found them quite complicated. The workshop leaders explained, answered on a regular basis, paid attention to the guidelines that were developed for grid 2.
* Participants had no serious doubts about the "technical" use of the grid 3 tool. The discussion was triggered by a substantive issue: what exactly is meant by the statements in column 3 (general educational objectives).

**Next steps:**

* Observation of work situations in companies using grid 2 and production of analysis documents, sending copy of them to Łukasiewicz-ITeE (till 28/02/2023).

**Some images**

|  |  |
| --- | --- |
| **C:\Users\jolanta.religa\OneDrive - Centrum Łukasiewicz\Pulpit\Erasmus_2020\Projekt_Renovation _Fr\IO_3_Experimental training for trainers\Testing_02_2023\Seminarium_Radom_11_02_2023\ZDjęcia RENOVUP 11.02.23\IMG_20230211_133535242.jpg** | **C:\Users\jolanta.religa\OneDrive - Centrum Łukasiewicz\Pulpit\Erasmus_2020\Projekt_Renovation _Fr\IO_3_Experimental training for trainers\Testing_02_2023\Seminarium_Radom_11_02_2023\ZDjęcia RENOVUP 11.02.23\IMG_20230211_100827.jpg** |
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**Stage 2: day(s) on the construction sites**

DATE: **13-28 February 2023**

PLACE: **construction sites (on which currently operate companies of our participants)**

**Learning objectives:**

1. Mastering tool for observing and analysing the working situation on construction sites to design training programmes and content better suited to the real and individual needs of participants (Grid 2).
2. Identification of work situations useful for the purpose of building an educational/training offer.

**Execution of the action:**

1. Teachers/trainers went with the grid 2 and the ability to use it to the construction site.
2. They transcribed the actual working conditions of the team leaders/foreman, in different aspect of their work related to the identified professional situations.
3. If possible, they observed the same professional activity on different construction sites (in different contexts, various in terms of size or nature of renovation) **or make use of observations made in the past, based on their professional experience**.
4. Based on the observations made, a list of remarks was created (directly on the template of grid 2), which should be paid attention to when building (updating) the curriculum / training for team leaders / foreman.

**Summing up and conclusion**

* Participants visited construction sites, analysing potential work situation useful for the purpose of building an educational/training offer;
* It should be emphasized that our trainers, at this stage of the experiment, worked independently with grid 2; They had to be satisfied with the support they received during the workshop session on 11.02;
* Results of the observations were send to Łukasiewicz-ITeE for further consultations (23 self-completed grids no 2 sent to Łukasiewicz-ITeE);
* Not all of them were useful for further analysis (about 50%). The most valuable records resulting from the observation of the work situation on construction sites are included in the Annex 3\_Work observation results.

**Next steps:**

* Łukasiewicz-ITeE team analyse the results of observation made by participants (Identification of work situations useful for the purpose of building an educational/training offer);
* An online coaching session: 17/03/ 2023.

**Stage 3: online coaching session**

DATE: **17 March 2023**

PLACE: **Online session arranged by Łukasiewicz-ITeE**

**Learning objectives:**

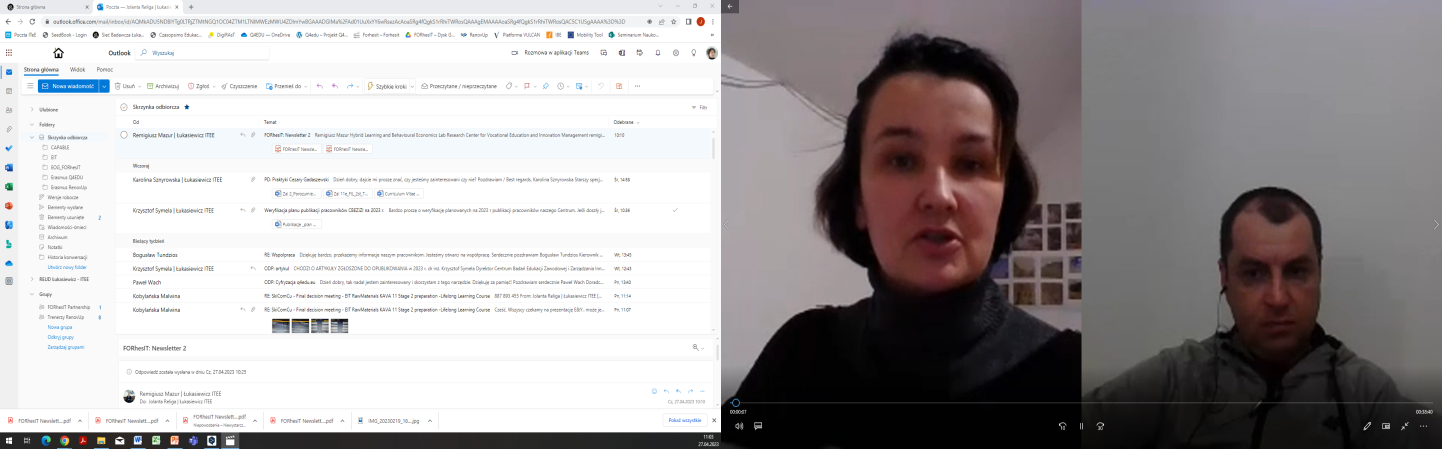
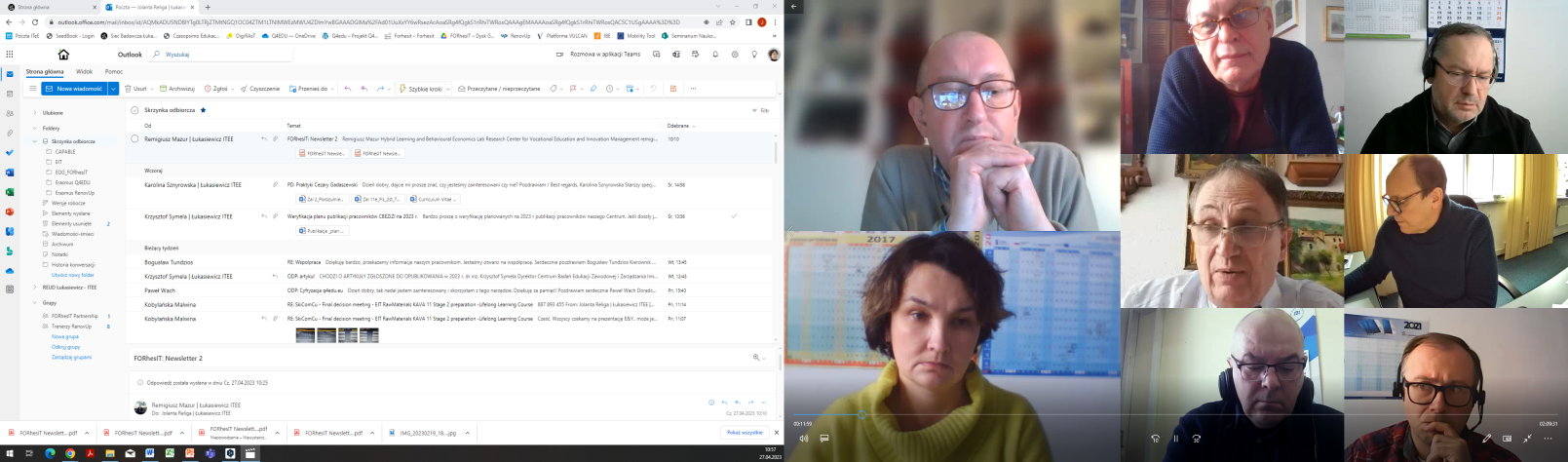
1. Master didactic grid 2 (for observation and analysis of the professional situation) to develop specific training sessions for site managers/team leaders.
2. Master grid 3 as the tool for: a) diagnosing training needs of future trainees ( their positioning on the paths of their professional development).

**Development of the action:**

All participants of the f2f workshop session were invited to the on-line session, but 10 people decided to participate. Plan of the on-line consultation was following:

1. Exchange of teachers’/trainers’ experience gathered during observations on construction sites, including exchange of comments on: the usability of Grids 2, suggestions for their improvement.
2. Presenting and discussion on work situations identified as useful for the purpose of building an educational/training offer, comparative analysis of observation results.
3. Making teachers / trainers aware of the need for individualization in the approach to participants of trainings for construction site site managers, those professionally active – having a baggage of professional experience and the benefits resulting from such individualization (material and time effectiveness during training).
4. Reminding participants (after the workshop session –stage 1) with grid 3 used to diagnose the training needs of trainees (construction site team leaders/ site managers), i.e. positioning them on the path of their professional development with particular emphasis on:

* 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 goal;
* rules of good interview (body language, voice, atmosphere of trust, partner relations etc.)



**Work materials :**

* Presentation with proper/improper examples of work situations identified as useful for the purpose of building an educational/training offer,
* Template of grid 3,

**Teaching/Learning methods and tools**

* Presentations,
* Discussion,

**Summing up and conclusions (first feedback)**

* Examples of described work situations probably useful for the purpose of building an educational/training offer:
* Management/coping with the lack of access to basic utilities (water, electricity), e.g. due to distance from other buildings (Unit 1.1);
* Management / coping with the need for unusual protection against damage to various types of communication routes (Unit 1.1)
* Dealing with non-verbal, unreliable employees with whom we still do not want to terminate the contract (selection and effective use of motivating factors) (Unit 2.1)
* Assertiveness, not succumbing to time pressure at the expense of the quality of work, Dealing with stress (Unit 2.1)
* Documentation of individual work stages (descriptions, photos), especially acceptance of concealed/hidden works (e.g. under-plastering)) (unit 3.5)
* Organisation of hazardous waste storage on construction sites (unit 3.2)
* Dealing with the need to convince the customer/investor to energy-saving solutions, ensuring that the **requirements of the energy audit** are met and the customer obtains an energy certificate (unit 3.4)

Examples of entries obtained from the observation of the work situation of site managers

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**Next steps:** Participants make diagnose of the training needs of team leaders working in their companies (using grid 3).

**Stage 4: days on sites (independent work of each trainer)**

DATE: **till 31 March 2023**

PLACE: **depends on specific circumstances for each participant and his company**

**Learning objectives:**

1. Master grid 3 as the tool for: a) diagnosing training needs of future trainees ( their positioning on the paths of their professional development).

**Execution of the action:**

1. Participants of the experiment interview at least one team leader/ site managers (future trainee), respecting the rules and guidelines contained in the instructions for tool 3.
2. They conduct an analysis of the results, i.e. the degree of advancement of the trainee in achieving the educational goals defining the construction team leader/ site managers before undertaking the training.
3. Based on the results of the interviews, they diagnose the training needs of each trainee.

**Summing up and conclusion**

At this stage of the experiment, 7 trainers took part and conducted interviews to identify the training needs of site managers (List of diagnosed site managers includes Annex 5). Grid 3 was used for this purpose.

Trainers made notes directly on the grid’s template.

In several cases, it was difficult to organise and conduct the interview directly on the building site (no possibility to make the interview comfortable, e.g. noise, no furniture to sit down and take notes, etc.).

Trainers as well as site managers (future trainee) had impression that statements in column 3 are very general and everyone can interpret the meaning in other way. As the experiment in Poland assumed individual training of site managers, this was of little relevance. It was not planned to build groups gathering participants with similar needs.

**The place of organization of experimental training for site managers in Poland can only be construction sites.**

**We are considering offering our site managers small training units (nuggets), implemented online, e.g.:** [**Renovation wave – Encore course**](https://encore.itee.radom.pl/?page_id=17)**.** However, these will most likely be individual training units, not comprehensive training. Therefore, probably it will not be possible to meet the requirements allowing for the certification (Open Badges) of Polish site managers.

**Next steps:**

* Transformation of the training needs into a training pathway (training offer) – conjunction to the experimental sessions for site managers (IO4);
* F2f /on-line session: **25th May 2023 .**

**Stage 5: 1-day f2f session**

DATE: **25th May 2023**

PLACE: **Łukasiewicz-ITeE, Radom**

**Learning objectives:**

1. To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes.
2. Identify the components of open badges and characterises the process of implementing them for the recognition of learning outcomes concerning team leaders.

**Development of the action:**

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?
* Main « actors » of the system: Issuers, earners, displayers, consumers.
* What OB can be used for?
* “ODZNAKA+” System – activities and plans of the Educational Research Institute

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 site managers) - teachers / trainers as participants in the processes of validation of learning outcomes,
* OB for participants of training of middle managerial staff - 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. Production of a final report to be done by each teacher.

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**Teaching/Learning methods and tools**

* Presentations
* Discussion.

**Summing up and conclusion**

During the meeting, the participants were familiarized with the concept of confirming competences acquired as part of the RenovUp project, using the Open Badge approach (several variants). The presented concept met with understanding and acceptance.

According to the agreed criteria, participants of the Polish experimental training for trainers will be able to apply for the Expert Trainer Open Badge.

The meeting was also an opportunity to collect participants' opinions on the entire experimental training for trainers. We received an evaluation questionnaire from 7 people.

**Some evaluation results:**

1. Organizational aspects: average score – 4,6 (out of 5)
2. Trainers/ moderators / presenters: average score – 4,2 (out of 5)
3. Methodological aspects – average score 4,35 (out of 5)
4. Level of satisfaction – average score 4,0 (out of 5)
5. Possibilities of using the results– average score 3,2 (out of 5)

**Next steps:**

* Confirmation (using Open Badges) of the new competence acquired by participants of experimental training for trainers,
* Implementation of the experimental training for team leaders/site managers
* Confirmation (using Open Badges) of the new competence acquired by team leaders/site managers.

## Annex 3: Experimental support and training actions in France

**IO3: Coaching of trainers (Report from CCCA-BTP, Paris)**

**Objective**

To develop methodological competences to observe real work situations (on renovation sites) to which site managers and team leaders are exposed in their daily work and to use the results of these observations to design training programmes and contents.

**PARTICIPANTS:**

* Mickael PRIOUX (site manager and team leader trainer);
* Florent TORREGARAY (prevention, health and safety trainer);
* Caroline PENNERON (painting/coating/finishing trainer);
* Amine SAADAOUI (site planning trainer);
* Maxime KRITHARI (communication trainer) ;
* Frédéric BOUTON (structural work trainer).

**TRAINER/ACCOMPANIST:**

* Pierre TOUILLON (CCCA-BTP)
* Philippe DREYFUS (BTP CFA PDL)
* Béatrice BEAUJAN (BTP CFA Aquitaine)

**Implementation**

Inter-session

08/02/2023-27/02/2023

Test o the different grids

Development of training sequences

Work observation in company

Inter-session

08/01/2023-05/03/2023

08/02/2023-05/03/2023

Observation and analysis of work situations on companies

Use of the grids

UNTIL middle of MAY

New work observations

Finalisation of training sequences

Test of training sequences

**Stage 1:**

* **05/01/2023 in Nantes**
* **06 & 07/02/2O23 BTP CFA Gironde in Blanquefort**

**Stage 1 Teaching/Learning methods and tools (***same program in Nantes and Blanquefort***)**

5 trainers present:

Florent Torregaray (security trainer); Caroline Penneron (painting/coating/finishing trainer); Amine Saadaoui (site planning trainer); Maxime Krithari (French/Communication trainer); Frédéric Bouton (structural works trainer)

+ Béatrice Beaujan (educational coordinator)

**1st half-day:**

* Introduction of the participants.
* Questions "What do you know about RenovUp? It turned out that the protagonists already had a good level of knowledge of the work expected in the RenovUp project. Additional information was provided on the overall framework of the project, its objectives, and expectations.
* Presentation of the RenovUp project (PPT + RenovUp website. It was planned to use the RenovUp website, but it remained inaccessible / problem reported and in the process of being resolved).
* Presentation of the expectations of the experiment (see PPT).
* Discussion of the pedagogical preparation strategy, combining input from the worksite and the requirements of the reference framework to create learning situations. See diagram below (reused during the 2nd half-day).

Work

Situation 1

Work

Situation 2

Work

Situation 3

Referenced learning objective A

Referenced learning objective B

Referenced learning objective C

The group redefined what constitutes a work situation (a real site situation involving different players, different tasks and activities, use of different materials and equipment, etc.) and a learning situation (an "imaginary" situation created from real, tangible professional elements with a view to training and achieving educational objective(s)).

* Presentation of the tools (grids 1 and 2) / Explanation and purpose of each tool.
* It was pointed out that all the usage protocols and tools proposed as part of the project were proposals and that the trainers could modify or adapt them, while retaining the "spirit" and purpose of each.
* **Grid 1**: to collect factual, convincing, realistic information, not necessarily "best practice", and to identify problems encountered on worksites so that trainees can confront them in training sequences. (Learning by solving problems. Inductive/deductive approach.
* **Grid 2**: to be used as a diagnostic tool, prior to training. To identify the training needs of each future trainee (identify the training modules in which they will participate)
* Presentation of Open Badges (doc RenovUp)

Ideas emerging from the discussions:

* Organise mobility for CFA staff working on site manager/team leader training courses,
* The positioning grid could also be used as a final assessment grid (for obtaining OBs).

**2nd half-day:**

Feedback from the previous day:

* The benefits of working in a group (more work and greater efficiency)
* Enrichment of practices through contributions from the RenovUp project
* Combine site observation and trainee monitoring during the same company visit.
* It's a pity that this work didn't start at the same time as the modularisation work undertaken at the CFA.

Morning:

* Presentation of the monitoring grid. Exchanges and discussion on the evaluation cursor and its meaning (1, 2, 3, 4 or A, B, C, D or other ...). It was specified that, to avoid a "neutral" and uninformative assessment, the cursor deliberately included 4 levels of assessment.

Many questions about the meaning of the grid and its use in a situation. It should be made clear that this is not an evaluation grid (in a negative or connoted sense) but a grid for assessing a degree of mastery and autonomy. It should be used to carry out a formative assessment (see co-assessment): the exchange and the "mark" should provide information on:

* The trainee's strengths (highlighting acquired knowledge);
* Areas for improvement;
* Avenues for improvement (it is essential to provide these, which is the whole point of this evaluation, integrated into the training process);
* It has been suggested that a "comments" or "other" column be added so that the person carrying out the monitoring can note down any elements that they feel are relevant to the trainee's progress.
* Drawing up a work programme between now and the next meeting:
  + Work on adapting the tools (adapting the grids to the reality of the Blanquefort training centre);
  + 22 Feb: likely company visit by two trainers in pairs (use of grids 1 and 4) BLOCK 3;
  + 21 Feb: likely company visits by two trainers separately, with a joint CR (use of grids 1 and 4) BLOCK 2;
  + Carrying out feedback ;
  + The use of the positioning grid does not seem appropriate, as these young people's training started in September 2022.

The team will be considering the next series of actions to be scheduled in March, April and early May.

* Educational engineering strategy:
* Step 1 Choose the teaching objective(s) for a sequence. Based on the cross-referencing work carried out between the RenovUp reference framework and the training reference framework for team leaders, define the objective of the sequences in order to achieve the targeted pedagogical objective(s) (e.g. interdisciplinary sequences).
* Think about a problem to be solved that is consistent with the objective. Remember, the problem must be engaging to arouse the desire to solve it. It must also be within the trainees' reach.
* Design a realistic learning situation combining "real" elements observed in the field.
* Prepare all the documents for the lesson (course materials, workshop materials, if necessary, assessment tools).
* Test the session on one or more groups.
* Projections for the meeting on 06 and 07 March:
  + Experience feedback to share, analyse and discuss/ Feedback on actions taken.
  + Educational engineering work to create learning sequences.
  + Planning future activities.

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**INTER-SESSION:** 08/01/2023-05/03/2023(PDL) and 08/02/2023-05/03/2023 (BTP CFA Aquitaine)

**Test of the different grids/Development of training sequences/Work observation in company**

PLACE: **On renovation sites and in training centre**

During this period, the trainers involved took ownership of the tools. Time was set aside at the training centre for them to work together.

The trainers also went to the company to meet the young people and carry out observations using grid 1.

They also began to draw up training sequences for young team leaders or site managers.

**Stage 2:**

DATE: **06 & 07/03/2O23 BTP CFA Gironde in Blanquefort**

**List of participants**:

**BTP CFA Gironde**: Florent Torregaray (security trainer); Caroline Penneron (painting/coating/finishing trainer); Amine Saadaoui (site planning trainer); Maxime Krithari (French/Communication trainer); Frédéric Bouton (structural work trainer) + Béatrice Beaujan (educational coordinator)

**BTP CFA Pays de la Loire**: Philippe Dreyfus (European projects referent); Mickael Prioux (intermediary site maganent trainer)

**Programme over two and a half days:**

***Monday afternoon***

* + ***Introduction***
  + ***Reminder of the experiment and deadlines***
  + ***Feedback on the use of different tools and actions taken***
  + Une image contenant intérieur, personne, habits, Immeuble de bureaux

    Description générée automatiquement***Observation and analysis of work situations observed***

***Tuesday morning***

* + ***Proposed educational use***
  + ***Setting objectives for sequences***
  + ***Development of teaching scenarios***
  + ***Feedback on grid 4 for monitoring and assessing learner progress***
  + ***Inter-cluster work***

**1st half-day :**

* Introduction of participants/ Reminder of the 1er group and the actions requested. Reminder of deadlines,
* Feedback from participants on actions taken since the first training session.

**BTP CFA Gironde**:

The trainers all visited companies to observe work situations using **grid 2**.

For one pair, a last-minute change led them to a site that was not dedicated to renovation. Despite this, they still used the grid to gather information and concentrated more on the process than on the content. The feedback was generally positive, particularly in the following areas: (forecasting and planning / work organisation / HR management).

Another pair carried out two successive observations on the same day on two different renovation sites (renovation of an old building and extension of an existing building).

Each visit lasted between 2 and 3 hours, in the presence of the trainee and his tutor or MA.

**Methodological and practical points raised:**

* + - Make an appointment with the company no more than 8 days before the visit (to ensure that the appointment is secure, there's no point in making it too far in advance) and tell the company why you're coming: to observe the trainee in a work situation and collect realistic information from the site so that you can develop learning sequences from the field.
    - Adapt the observation grid (delete lines you know you won't be observing) to avoid getting lost during the observation.
    - It's essential to have a dialogue with the people you're working with when you're taking notes.
    - During each observation, one member of the pair conducted the interview and observations, while the other took notes on the fly. They found it difficult to fill in the grid "live", so they preferred to collect all the interesting information and then allocate it to the appropriate boxes on the grid.
    - When the 5 areas of observation were not appropriate or redundancies appeared, they also merged boxes to give a final grid filled and more readable.

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Description générée automatiquement

**Grid 3** (positioning) was tested on several apprentices and individually.

The content was adapted to the skill blocks chosen (2 and 3), so not all items were covered. One of the users made the following shared point: it is sometimes difficult to decide between the three possible levels of acquisition. The use of this grid did not pose any other problems.

However, while this grid ultimately makes it possible to identify a trainee's training needs or wishes, it does not establish a **personalised training** plan or **pathway**. **It might be appropriate to provide a supplementary document notifying this.**

**BTP CFA Pays de la Loire** :

Grid 2 had already been tested in November 2022 (see corresponding CR). In addition to taking notes, photos were taken so that they could be used later in the training sequences.

Using the positioning grid (**grid 3)**

First use: given the deadlines and the difficulty of finding the time to assess each individual, this grid was used with a group of trainees.

The questions were put to everyone, and the first observation was that the young people almost always answered "yes", indicating that they thought they had mastered all the skills.

Mickael and Philippe quickly realised that their choice of a group assessment was not the best one and analysed the situation.

The result:

* + - Young people understand the questions well (and answer them easily, yes) but don't really understand all the skills covered by the wording. By asking additional questions and checking specific points, young people realise that they do not master everything, far from it;
    - It would perhaps be advisable to carry out this assessment in the presence of the teacher and to take the time needed to make a proper diagnosis;
    - The document could be supplemented by a section to assess the trainee's motivation (and that of his or her MA) to follow site manager/team leader training. Identifying an individual's training needs alone is not enough.

Despite this initial, moderately conclusive experience, the tool remains valid, but its 'instructions for use', conditions of use and purpose, which is to draw up an 'individualised training plan', need to be clearly specified.

The following remark, which had already emerged during the first meeting with the BTP CFA Gironde trainers, was made**: this grid could also be used as a grid for monitoring the learner's progress.** Using the same content throughout the course.

General comment from the discussions: it is not always easy to highlight the specific features of the "renovation site" because they do not appear in each phase in grid 2.

**2nd half-day:**

Welcome and brief feedback on the previous day's work:

**1er time, Work on grid 4**

Spontaneously, grid 4 and its use came up in conversation. Two trainers had tried it out. The BTP CFA PDL team had already expressed their lack of understanding of its use and purpose the day before.

On the other hand, the two teams of trainers spontaneously suggested that grid 3 could perfectly well be used as a training follow-up grid because it followed a content logic that all the participants did not find in grid 4. The surprise and the underlying question were in fact to know why a different formulation and arrangement of skills appeared in grid 4, abandoning the logic used until then with C1, C2, C3, C4.

It was therefore necessary to clarify the following points:

* This grid was based on a proposal from the Italian group and was chosen for its more "company" approach to site management, perhaps closer to the field.
* It is linked to the content of RenovUp by means of the indications in red which refer to the blocks, components, and general teaching objectives.
* Its purpose is to monitor the learner's progress through repeated use throughout the course.
* This is an educational document for use by the trainer.

All of this was not fully understood and/or explained during the first approach.

In any event, the following observations have been made:

* + - the use of this grid (at first glance) is confusing for users who do not spontaneously find their way around it. It takes a long time to get used to.
    - The wording of the Items can only be understood by specialists (in education and in the trade).
    - As a result, it is not always understood by the learner and does not provide clear information on progress.

**Suggestions and comments**:

* The grid needs to be modified so that the monitoring appears on the same document. If you must reuse a new grid for each assessment, it's too cumbersome. If the same grid is used several times (which is simpler), then a solution needs to be proposed (different colour code for each assessment, cursor repeated in each box, etc.) so that both the learner and the trainer can see the progress very easily.
* After each assessment, if it reveals points that need to be reworked, it would be necessary to provide a supplementary document or an additional space on the grid to record the remedial action to be taken.
* As it stands, the grid seems to be aimed more at site managers. There are therefore some "non-applicable" boxes for team leaders. There may be a need to differentiate more.

**2nd time, work on the sequences to be developed:**

We went back over grids 1 and 2 and the content collected during site visits. A brief reminder was given of the following simplified teaching approach: based on site observations (work situation), a realistic learning situation is developed (to achieve the teaching objectives), leading the trainees to be confronted with one or more problems to be resolved. The approach is to get the trainees to come up with solutions or possible solutions to a problem. In this way, knowledge is co-constructed, and the transmission mode is avoided.

Each team was asked to make suggestions for sequences to be developed and tested over the coming weeks with their apprentices.

Each group worked for 45 minutes. feedback:

For BTP CFA Gironde :

* Preparing a (cross-curricular?) lesson based on the content covered in C2.2 and C2.1.

Theme: drilling openings in an existing building (site co-activity, removal of rubble and other debris, OHS and risk prevention, communication on the site)

Elaboration in March / Possibility of freeing up one or more half-days for joint work for all or part of the RenovUp teaching team. Course planned for mid-April 2023.

* Continuation of company visits with grid 2
* Use of Grid 4 + feedback

For BTP CFA PDL

* Preparing a lesson based on the targeted content C3.3.

Themes: waste management on a renovation site

Preparation in March, course planned for mid-April.

* Continuation of company visits with grid 2 (a new visit to one of the sites visited in November to gather missing information).
* Use of Grid 4 + feedback.

For each sequence prepared, it is necessary to produce:

* Documents and teaching aids for trainees
* A description and progress sheet (necessary for sharing with other trainers)
* A report on the use of the sequence with a group.

The next meeting will take place in Blanquefort on 4 (afternoon) and 5 (morning) May, 2023.

**Reminder Educational engineering strategy :**

* Step 1 Choose the teaching objective(s) for a sequence. Using the cross-referencing work carried out between the RenovUp reference framework and the training reference framework for team leaders, define the objective of the sequences to achieve the targeted educational objective(s) (e.g. interdisciplinary sequence).
* Think about a problem to be solved that is consistent with the objective. Remember, the problem must be engaging to arouse the desire to solve it. It must also be within the trainees' reach.
* Design a realistic learning situation combining "real" elements observed in the field.
* Draw up all the documents for the lesson (course materials, workshop materials, if necessary, assessment materials, description and progress sheet).
* Test the session on one or more groups.

**INTER-SESSION:** 08/02/2023-27/02/2023

Place: in training centre and in companies

**Test of the different grids/Development of training sequences/Work observation in company**

Time was set aside at the training centre for them to work together.

The trainers also went to the company to meet the young people and continue their observations using grid 1. They also used the other grids (positioning and skills monitoring).

They finalised the training sequences and tested them with the future site managers and team leaders.

**Stage 3:**

DATE: **04 and 05 May 2O23 / BTP CFA Gironde in Blanquefort**

**List of participants**:

**BTP CFA Gironde**: Florent Torregaray (security trainer); Caroline Penneron (painting/coating/finishing trainer); Amine Saadaoui (site planning trainer); Maxime Krithari (French/communication trainer); Frédéric Bouton (structural work trainer) + Béatrice Beaujan (educational coordinator)

**BTP CFA Pays de la Loire**: Philippe Dreyfus (European project referent); Mickael Prioux (intermediate site trainer)

**Programme over two and a half days:**

***Thursday afternoon***

* + ***Welcome and presentation of the objectives of the two half-days***
  + ***Progress report on experiments and productions***
  + ***Cross-presentations of the sequences + Feedback on the use of the different tools and actions carried out***

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Description générée automatiquement

***Friday morning***

* + ***Continuation of the previous day's work***
  + ***A look back at the three types of grids***
  + ***Update on Open Badges***
  + ***Briefing + Synthesis***
  + ***Evaluation of the action***

**Progress report on experiments and productions**

* 1. ***What sequences (and how many) have you produced and tested***
  2. ***Which tools (grids) did you use?***
* **Pays de la Loire / St Herblain**: creation of a complete sequence on the C3.3 component. Supporting documents to come.

Use of grids 1, 3 and 4

* **New Aquitaine / Blanquefort**: Creation of an interdisciplinary sequence focused on C2.2 but also integrating components of C3 and C2

Use of grids 1, and 4

**Cross-presentations of the sequences + Feedback on the use of the different tools and actions carried out.** Each training centre presented the documents relating to its sequence and explained how the work had been carried out. Exchanges, questions and remarks took place between the different protagonists.

***Cross-presentations of sequences***

* + - **Methodology of *development*** :

*.*for both groups and both sequences, the methodology developed together during the two previous grouping days was used.

**Reminder Pedagogical engineering strategy :**

* Step 1 Choose the pedagogical objective(s) of a sequence. Using the cross-referencing work carried out between the RenovUp reference framework and the team leader training reference framework, define the objective of the sequences to achieve the targeted pedagogical objective(s) (e.g. interdisciplinary sequence)
* Think about a problem to be solved in line with the objective. Remember, the problem must be engaging to arouse the desire to solve it. It must also be within the trainees' reach.
* Develop a realistic learning situation combining the "real" elements observed in the field. This situation can be created from several observations of different work sites and contain the problem to be solved.
* Draw up all the documents for the sequence (course materials, workshop materials if necessary, evaluation materials, description and progress sheet)

**Test the session on one or more groups:**

* + - ***Descriptive sheet / Teaching scenario:*** it indicates the content and the teaching sequence of each sequence (teaching objective, learning situation, teaching scenario, evaluation)
    - ***What about the renovation dimension?***

This is undoubtedly one of the limits of the experimentation. The components extracted from the content of RenovUp are well integrated into the content of the training courses chosen in the two CFAs. But the focus on the renovation dimension is not always easy to put forward.

***Difficulties encountered:*** Integrating the renovation dimension into training content that was not initially designed for it.

***Strong points:*** In the pedagogical approach, the research of solutions by the whole group of learners is an important vector. The proposals made by the different trainees and discussed together encourage reflection and the acquisition of skills. All participants indicated that in renovation, there is not ONE good solution, but often two or three solutions with their advantages and disadvantages. And for a team leader or site manager, it is in this ability to analyse and choose that his or her competence lies: to analyse the problem encountered, to envisage one or more solutions and to choose the most suitable one, but in a considered and argued manner.

***Visits to companies and renovation sites:***

* + - ***Difficulties encountered:*** the interlocutors met are sometimes reluctant to give elements concerning health/safety or waste sorting, because they know that their site is not really in the rules ... and it is of course not easy for them to recognize it. It is therefore necessary to respect and deal with this deficiency.
    - ***Strong points:*** Visits and observation of building sites, with a focus on "precise training objectives", undoubtedly provide elements to build a realistic training sequence that makes sense for the learner.

**A step back at the three types of grids:**

* **For Grids 1 and 2:**

Their usefulness and interest are validated by all the participants. The areas for improvement are mainly in the form. As it stands, the grid is too complicated to be completed on site. On the other hand, it can be used in its current state to record the elements of observation of the various work sites.

Some of the items could be simplified but their sequence provides a good framework for discussion during the site visit.

It is important to go to a site with the objective of the sequence in mind to be able to capture the "right elements" to build a future sequence. Collecting for the sake of collecting is counterproductive, you need to collect in a targeted way.

* **For Grids 3 and 4:**

The general opinion is that the coexistence of these two grids is not necessarily relevant because they overlap.

Grid 3 could be used for its initial purpose (positioning) in the first instance, but also as a monitoring grid later by modifying it in this sense.

Alternatively, Grid 4 could be adapted to serve both as a positioning grid (with some adjustments) and then as a monitoring grid.

For example, BTP CFA of St-Herblain used grid 3 for the positioning and then transferred the results to grid 4, then used grid 4 for the follow-up.

Concerning grid 4, the appropriation was not obvious for the participants, but in the end, once its use was understood, it was rather appreciated.

The trainers thus indicate the need to limit the number of tools and increase their efficiency to save time and gain effectiveness.

**Update on Open Badges:**

The visual of the Open Badges was presented to the participants as well as the content of each OB. The criteria for obtaining them were also given.

**More ...**

Nothing very specific is envisaged but the desire to use the benefits of the action is there.

For the Loire region, the pedagogical approach will be used again as far as possible, and consideration could be given to creating Open Badges for team leader training.

For New Aquitaine, the sequence will be used again with a new group.

The question was raised as to whether the entire content of RenovUp could be taken up by a training centre in the form of a professional title, for example, or even delivered on an inter-European basis between the 5 partners. There are undoubtedly avenues to be explored ...

**Debriefing + synthesis:** All the participants had a very positive experience of the professionalization action. The richness of the exchanges and the ease of dialogue were mentioned. The participants mentioned an increase in skills in teamwork and interdisciplinarity.

The time constraint was a bit awkward, and participants were sometimes afraid of not being "on target" with the request.

The discovery of new tools and the possibility of appropriating them is seen as a positive point.

"Each meeting was a step up", said one of the participants.

From the facilitator's point of view, despite the initial apprehension of not being able to carry out the experiment within the time limit, it is with great satisfaction that the work carried out by the participants is felt.

## Annex 4: Experimental support and training actions in Spain

**IO3: Training/coaching of trainers**

**Objective**

To develop methodological competences to observe real work situations (on construction sites) to which site managers and team leaders are exposed in their daily work and to use the results of these observations to design training programmes and contents.

**Educational objectives/target skills for trainers:**

* To understand (in-depth) of the professional development system of construction managers and team leaders/ foremen working on construction sites implementing renovation projects in each country and the proposal for its improvement prepared within RenovUp project.
* To master the tools for observing and analysing the working situation on construction sites to design training programmes and content better suited to the real and individual needs of participants (see tool 1).
* To master the tools of diagnosing training needs of trainees (team leaders/ foremen and construction managers), i.e. their positioning on the paths of their professional development (see tool 2).
* To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process (see tool 3).
* To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes.

**PARTICIPANTS :**

* Enrique Rodríguez Fernández (Arquitect, site manager & team leader’s trainer)
* Ignacio Vega Blanco (Ingenieur, site manager & team leader’s trainer)
* Juan José Santos Guerras (Arquitect, site manager & team leader’s trainer)
* Pablo Meana Olay (Arquitect, site manager & team leader’s trainer)

**TRAINER/ACCOMPANIST :**

* Marta Hevia Fano (Training Area, FLC Asturias)
* Sandra Alba García (Training Area, FLC Asturias)

**Implementation**

**Stage 2**

15/02/2023-21/0282023

Observation and analysis of work situations on companies

**Stage 4**

23/02/2023-27/02/2023

Identification and analysis

of the learner’s progress through interviews

**Phase 1: 1 day**

DATE: **14 February 2023**

PLACE: **Fundación Laboral de la Construcción del Principado de Asturias**

**Learning objectives:**

* Characterise the specific problems of middle management (site managers and foremen) on renovation sites.
* Master didactic tools to develop specific training sessions for foremen/managers.

**Development of the action:**

* Presentation of the RenovUp project: its objectives, assumptions, results obtained….
* 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-A1).
* 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).
* 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.
* Presentation of work materials:
* The company observation grids (1 and 2) were not revised during the training, given the extensive work carried out by the training organisation during the experimental phase. It will be used with the modifications made during this experimental phase.
* The positioning grid (3) was analysed in view of its purpose and the proposed instructions for use: it was designed by the RenovUp project partners to identify the training needs of each learner, to identify the strengths of each learner and to make them potential resource persons at certain moments of the training sequence with all the learners.
* The evaluation grid (4) was analysed but due to its complexity, for measuring the progress’ trainee it was decided to use grid 3.

**Teaching/Learning methods and tools**

* Discussion.
* Examples/potential types of data (entries) that can be expected in the completed form.

**Summing up and conclusion**

Results expected at the end of the training action :

* Based on real situations, the production of three training sequences (team leaders and/or works managers) for each trainer, clearly linked to the RenovUp training blocks and components selected.
* Three reports of these training sessions, indicating which RenovUp blocks and components were tested (within the framework of existing training courses).
* Elaboration and formalisation of the pedagogical methodology for the creation of sequences (from observation in work situations to the evaluation of the learners' training achievements).
* Production of a final report on the experimental training courses with the learners, including a critical assessment of the use of the methods and grids (1, 2, 3 and 4) designed in the framework of the RenovUp project.

**Next steps:**

* Observation of work situations in companies for the next week and production of analysis documents.
* 2e training/coaching session for trainers: 22/02/ 2023.

**Some images**

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**Phase 2: Observation and analysis of work situations**

PERIOD: **from 15 to 21 February 2023**

PLACE: **on renovation sites**

**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. 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.

**Description of the preparation and conduct of the observation visits undertaken:**

A total of 12 observations were made:

* 3 Installation or upgrade of the existing lift and accessibility is improved,
* 1 Urban rehabilitation of pedestrian roads,
* 1 Complete interior refurbishment including replacement of windows,
* 1 Renovation of party wall façade,
* 1 Refurbishment of a flat used as an office to make it suitable for residential use,
* 1 New construction in renovation of dwelling,
* 1 Refurbishment of an old flat with a new redistribution of spaces and facilities,
* 1 Refurbishment of private dwelling and its envelope,
* 1 Integral rehabilitation of a dwelling,
* 1 Integral refurbishment of a single-family house between party walls.

**Assessment of the observation Grid 1 or Grid 2 used**

**Strengths:** the questionnaire is extensive and deals with enough aspects of the work, covering a large part of the real situations that occur in it. The division into blocks is appropriate. The existence of the two types of questionnaires or tools seems interesting. If what is observed differs from what is indicated by the worker/learner, it would clearly be an object of training action.

**Weaknesses:** The wording of the texts conveys confusion in some respects and makes it difficult to classify the work situations in the respective blocks. The organisation of the components and aspects to be observed are sometimes redundant. The fields to be filled in the state of the art and the tables are repeated.

**Recommendations for improvement:** the questionnaire should be redesigned in a checklist format**,** following the model of questionnaire 3, if in the observer's opinion the situation is "Correct", "Improvable" or "Deficient" and then the observations should be developed in the following columns. Both questionnaire 1/2 and questionnaire 3 could have a first vertical column with the simplified name of the block or component to make it easier to identify, e.g.: "PRL", "Quality", "Environment", "Personal relations" etc.

**Work situations detected as susceptible to be transformed into training objectives:**

During the site visits, the following situations were observed, which could be improved through the programming of training actions:

* Identification of critical points in refurbishment,
* Anticipate, develop, and propose solutions to these critical points,
* Scaffolding erection (scaffolding erection manager),
* Personal Lifting Machinery (MEWP),
* Prevention of occupational hazards in all occupations,
* Documentation management,
* Interactions with neighbours,
* Insulation concepts, thermal inertia, dew temperature, pathology of dampness - infiltration, capillarity, condensation),
* Energy saving (forced ventilation with heat recovery, thermic insulation, solar thermal and photovoltaic panels, etc.),
* Integrated Management Systems for Quality, Environment and PRL,
* Knowledge of software used in construction including BIM.

**Some images**

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**Phase 3: 1 day**

DATE: **22 February 2023**

PLACE: **Fundación Laboral de la Construcción del Principado de Asturias**

**Learning objectives:**

* Master the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).
* Master the tools for monitoring the progress of trainees during their professionalization.

**Development of the action:**

* 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.
* 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).
* 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 goal.
* 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.
* 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 tools**

* Discussion.
* Examples/potential types of data (entries) that can be expected in the completed form.

**Summing up and conclusion**

* Teachers visited at last two/three construction sites each of them, analysing two/three training sequences, trying to link them with the components selected.
* They’ve found some difficulties using Grids 1&2 and we tried during the meeting to solve these doubts.
* They will finish the observation phase and complete the three situations of works during next week, while they start to work with Grid 3 for positioning.

**Next steps:**

* Interviews to at least three trainees to be made during next week and production of Tool 3 for each of them.
* 3rd training/coaching session for trainers: 28/02/ 2023.

**Images**

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**Phase 4: Identification and analysis of the learner’s progress with Grid 3 or Grid 4 on construction sites**

PERIOD: **from 23 to 27 February 2023**

PLACE: **on renovation sites / by telephone**

**Operational objectives:**

1. Implement positioning methods and tools to identify the entry level and needs of trainees.

**Documents to be used:**

1. Grid 3

**Description of the preparation and conduct of the observation visits undertaken**

11 interviews played.

Profile of interviewees: site managers/team leaders with experience in building renovation works.

Average duration of 30 to 45 minutes per interview.

Good disposition of the interviewees, participative and with contributions of great value.

**Assessment of the observation questionnaire used**

**Strengths**: It is well constructed and organised, both the blocks, the components, and the aspects to be observed. The aspects, formulated in the form of questions, facilitate the interviewer's work. A more intuitive model than the previous one. More direct questionnaire: what is evaluated, how is it evaluated and why.

**Weaknesses:** The wording of the texts is unfriendly, sometimes ambiguous, and in some cases seemingly repetitive.

**Recommendations for improvement:** Replace the assessments (acquired, partially acquired and to be acquired) by a numerical scale that allows a more accurate assessment of the degree of learning. Both questionnaire 1/2 and questionnaire 3 could have a first vertical column with the simplified name of the block or component to make it easier to identify, e.g.: "PRL", "Quality", "Environment", "Personal relations" etc.Simplifying and breaking down the aspects to be assessed.

**Work situations detected as susceptible to be transformed into training objectives:**

* Development of working procedures and communication techniques.
* Integral site management programme, which allows you to collect documentation, transmit information, receive orders from superiors, manage tasks and times (TEAMS?).
* Regulatory knowledge, which is otherwise very extensive and diversified in the sector (codes, regulations, ordinances, standards, etc.).
* Use of new technologies associated with the diagnosis, measurement and control of rehabilitation works such as thermographic cameras, sound level meters, laser levels, etc.
* Identification of critical points in rehabilitation.
* Anticipate, develop, and propose solutions to these critical points.

**Phase 5: 1 day**

DATE: **28 February 2023**

PLACE: **Fundación Laboral de la Construcción del Principado de Asturias**

**Learning objectives:**

* Design a plan on how to integrate work situations into learning paths intended to team leaders and site managers.
* 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.

**Development of the action:**

* Exchange of experience gained by teachers/trainers during the testing of Grids 1 to 3, 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.
* 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?
* 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).
* General feedback of the entire experience: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations. Production of a final report to be done by each teacher.

**Teaching/Learning methods and tools**

* Discussion.
* Examples/potential types of data (entries) that can be expected in the completed form.

**Summing up and conclusion**

* They will finish the observation phase and complete the three situations of works during next week, while they start to work with Grid 3 for positioning.
* Grid 3 seems more useful for the teachers. Each of them will interview three trainees to detect their training needs.
* Grid 3 will be also used for monitoring and evaluation, instead of Grid 4, which is more useful for a longer training sequence.

**Next steps:**

* Each teacher might finish the compilation of the tools considering the suggestions mentioned during the discussion.
* Each teacher have to develop a final report based on the following paragraphs: i) description of the experience using Tool 1&2 for observation, an assessment of the tool (strengths, weaknesses, recommendations for improvement); and identifying the training sequences detected; training sequence proposed; ii) description of the experience using Tool 3 for positioning/monitoring/evaluation, an assessment of the tool (strengths, weaknesses, recommendations for improvement); and identifying the training sequences detected; training sequence proposed; and finally the training sequence to be implemented in a training course. Date line: 10/03/2022.

**Images**

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## Annex 5: Experimental support and training actions in Italy

**IO3: Preparation of teachers/ trainers - Report from FORMEDIL**

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| **LIST OF PARTICIPANTS** | | | |
| **Name & First Name** | **Function** | **Training Centre/Company** | **Specific needs/**  **Motivation for the training proposed** |
| LUCIANO DE PALMA | TRAINER | CFS AVELLINO – Training centre | 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 – Training centre |
| SABINO DELLA SALA | TRAINER | CFS AVELLINO – Training centre |
| CHRISTIAN SPERANZA | TRAINER | CFS AVELLINO – Training centre |
| ASCOLESE ALESSANDRO | TRAINER | CFS AVELLINO – Training centre |

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| **Stage** | **Date** | **Venue & Facilitation** | **Teaching & Learning Process** |
| 1 | A two-day face to face session  23/01/23  and 25/01/23 | CFS AVELLINO  Name(s) of the trainer(s) of trainers  and their function(s):  Diego De Gisi, training area | **Learning objectives:**  1. To know the technique of workplace observation.  2. Know how to identify critical points of concern  3. Know how to communicate with the participant and the employer  4. Master the teaching tools to develop specific training sessions for team leaders/managers.  **Contents (in line with specific national contexts):**  1. The philosophy of the RenovUp project: goals, outcomes, and objectives  2. The new training experience based on workplace observation.  3. Presentation of the concept of modular system of professionalization of site managers and team leaders specialized in renovation work (IO1-A3a),  4. Presentation and discussion of new training tools (grids 1and 2) for team leaders and site managers  **Teaching/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** | **Date** | **Companies/Worksites** | **Objectives, Instructions & Arrangements with Companies** | **Other** |
| 2 | Visits to one or two renovation sites (or more)  from  06/02/2023  to 02/03/2023 | LIST OF COMPANIES/WORKSITES  PARRELLA PELLEGRINO SRL  DI.GI LAVORI SRL  SOCOTEC ITALIA S.R.L  ADRENALINA DRILLING SRL  PRAGMA COSTR.NI GENERALI SRL  COAP SRL  Contact persons in company:  06/02/23  PARRELLA PELLEGRINO SRL  De Gisi – Ascolese (trainers)  07/02/2023  DI.GI LAVORI SRL  De Gisi – Della Sala (trainers)  09/02/2023  SOCOTEC ITALIA S.R.L  De Gisi – De Palma (trainers)  14/02/23  ADRENALINA DRILLING SRL  De Gisi – Casarella (trainers)  01/03/23  PRAGMA COSTR.NI GENERALI SRL  De gisi – Speranza (trainers)  02/03/23  COAP SRL  De Palma – Casarella (trainers) | **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 leaders  **Instructions 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. | 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** | **Date** | **Venue & Facilitation** | **Teaching & Learning Process** |
| 3 | A one-day face to face session  13/03/23 | Name, Venue, and Address:  CFS AVELLINO  Name(s) of the trainer(s) of trainers  and their function(s):  Diego De Gisi, training area | **Learning objectives:**  1. Be able to construct a training course based on observations made during work activities  2. 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 obtained  5. Presentation of Grid 3 or 4 to assess progress in the acquisition of new skills by site managers and team leaders  **Teaching/learning methods and tools:**  1. Discussion (workshops).  2. Presentation + discussion |

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| **Stage** | **Date** | **Companies/Worksites/**  **Training centre** | **Instructions & Arrangements with Companies/ Training centre staff responsible for positioning** | **Other** |
| 4 | POSITION-ING  Period from 14/03/23 to 21/03/23 | RESPONSIBLES  FOR 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:**  2. Grid 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. |
| Period from 16/03/23 to 21/03/23 | LIST OF COMPANIES/WORKSITES  PARRELLA PELLEGRINO SRL  DI.GI LAVORI SRL  SOCOTEC ITALIA S.R.L  ADRENALIN DRILLING SRL  PRAGMA COSTR.NI GENERALI SRL  COAP SRL  Contact persons in company:  16/03/23  PARRELLA PELLEGRINO SRL  De Palma – Ascolese (trainers)  17/03/2023  DI.GI LAVORI SRL  Speranza – Della Sala (trainers)  17/03/2023  SOCOTEC ITALIA S.R.L  Casarella – De Palma (trainers)  20/03/23  ADRENALINA DRILLING SRL  De Palma – Casarella (trainers)  20/03/23  PRAGMA COSTR.NI GENERALI SRL  Della Sala – Speranza (trainers)  21/03/23  COAP SRL  De Palma – Casarella (trainers) | **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. |  |

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| **Stage** | **Date** | **Venue & Facilitation** | **Teaching & Learning Process** |
| 5 | A one-day face to face session  04/04/23 | Name, Venue, and Address:  CFS Avellino  Name(s) of the trainer(s) of trainers  and their function(s):  Diego De Gisi training area  Antonella Linari, training area | **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.   2. 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).  3. 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).   4. 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 tools:**  Presentation + discussion |

## Annex 6: Experimental support and training actions in Greece

**Methodology used to carry out observations of work situations on the renovation site:**

**Tests of grids 1 and 2 in Greece**

To conduct the Grid’s testing, PEDMEDE contacted a VET centre (Techniki Ekpaideytiki), at the end of June ‘22, to convince part of its staff to voluntarily participate in the implementation of the training phase of the RenovUp project. Based on the good cooperation between the two organizations as well as the significance of the RenovUp project outputs, PEDMEDE’s team achieved to persuade the VET centre colleagues, to be voluntarily involved in the process.

Simultaneously, PEDMEDE started a thorough research throughout its member companies to identify their availability and the suitable renovation site for the observation of the work situation. This research entailed the explanation of the RenovUp project purpose, objectives, partners, and phases to the construction companies as well as a mapping of the available renovation sites on the specific days that the trainers were willing to attend. The summer period did not facilitate the process of the identification as, especially in Greece, summer can be extremely hectic in terms of working activities on the sites until July while August is almost a non-working month. This delayed the project activities however, the PEDMEDE team tried to surpass this significant drawback.

**First Visit : 28th of August 2022**

**Prior to the visit**

The selected company was contacted by PEDMEDE’s staff, Ms. Eleni Damianou. She provided more detailed information about the profiles and persons that were to participate and visit the sites, the nature of the whole process, as well as the essential steps that were to be taken to successfully complete the Grid’s testing. In that way, it was ensured that PEDMEDE’s members companies would have a better overview and understanding of the project’s needs, their role, and the type of collaboration needed. The contact person of the selected company expressed its doubts for the impact of visit on the renovation site in terms of the destruction of its workforce as well as the security of the visitors on the site. Furthermore, due to the sensitivity of the selected site in terms of cultural and historical significance, PEDMEDE agreed that the visitors will not record or take photos of the site nor the companies’ staff at this first stage to avoid any kind of complaints as well as to first build a trust-relationship with the participants. It was agreed that the trainers will conduct the visit on the 28th of August to conduct the observation.

**During the visit**

The participants were waiting for the trainers at the agreed time at the working site. They had initially expressed their willingness to participate in the project activities, to their directors. During the first part of the visit, the time was devoted to the presentation of the project as well as to an ice-breaker conversation regarding the progress of the works and the daily needs of the renovation site. Furthermore, as was recommended, the second part was devoted to questions about the history of the sites.

**Observation of site managers**

The site managers were aware of the visit as well as was informed about its purpose. That was important to save time and proceed successfully with the next steps of the observation. However, the trainers as agreed, conducted a presentation of the project and its significance with the purpose to make explicit the importance of this observation as well as their involvement.

Before the start of the observation, they provided the trainers with information about the history and needs of the buildings, and the current works at different places of the Palace and specifically at the observation site. The observation lasted for 2 hours. The observation was conducted in the galley kitchen of the Tatoi palace (see the tables for further information).

**Observation of team leaders**

The team leaders were adequately informed about our presence, and in both cases, they asked multiple questions about the nature of the observation and the project. The trainers proceeded to the presentation and after its end, a long conversation started regarding their role. When thy felt comfortable, the observation started.

The data collection was conducted through notetaking. The overall time needed for the observation was eighty (80) minutes in the first case and almost one hour and a half for the second. A challenge that was raised was the fact that the trainers highlighted that it was almost impossible to write directly at the grid. Nevertheless, since the trainers had an in-depth view of the grids before the visit, they were able to take the necessary information.

After the visit:

The Grids (1&2) were filled following the completion of the visit but being a voluntary work, their delivery was a bit delayed due to other commitments.

The trainers classified the collected information during the visit among the boxes of the grid. Unfortunately, it was impossible to fill all the boxes of grids.

Worth to note is that the following day of the visit, PEDMEDE conducted an interview with the trainers to be updated on the whole experience and get introduced at the outputs of the visit. The conduction of these interviews was very crucial for us. The transfer of the information and the whole experience to us was important for the output of the Greek deliverable.

**Lessons learned:**

* The existence of an ice-breaker conversation has been crucial, and it helped built a trustful relationship with the workers and makes them feel comfortable and act on a workable basis.
* It is important to inform the workers about an upcoming visit way in advance regarding its purpose, and its conditions to save time at the beginning of the visit and ensure all relevant health & safety measures have been taken.
* The completion of the Grids during the visit was impossible due to the great amount of information and the time constraints.
* There was a risk about the safety of the trainers. Their presence had to be approved by the H&S Responsible.

**Second Visit: 17th of February 2023**

The second visit was conducted by the trainers of Techniki Ekpaideutiki, Mrs. Evangelia Sotiropoulou and Mr. Vasileios Kyrkos, on the same renovation site, the Former Royal Palace of Greece that it is renovated by the collation of companies Nirikos and Eretbo SA. Following the first face-to-face meeting with the trainers, the trainers were totally confident in the use of the Grids and conducted the second observation.

**Observation of site managers**

Many of the site managers was the same with the previous visit, thus the observation it was easier for both sides -trainers and workers. There were not reported any problems in regards with the conduction of the observation, which lasted for 90 minutes. The observation was conducted (see the tables for further information). Furthermore, due to the prior observation and the understanding of the use of the data collected, it was acceptable to take photos at specific parts of the renovation site.

**Observation of team leaders**

In the same view, most of the team leaders was the same with the previous visit, thus the observation it was easier for both sides -trainers and workers. The observation lasted one hour, and it was conducted in the gardens and the kitchen galley of the former Royal Palace of Greece.

The Grids (1&2) were filled following the completion of the visits and the trainers reported that it was easier for them to classify the collected information.

**Stage 1: Face-to-face meeting (2 days)**

**Name, Venue, and Address:** PEDMEDE, 23, Asklipiou str.

**Participants:**

Kyrkos Vasileios (Civil Engineer)

Sotiropoulou Evangelia (Mechanical Engineer)

**Day:** 09&10/01/2023

**Learning objectives:**

1. Exchange of related to the topic experiences between meeting moderator (representative of the RenovUp Partnership) and participants (teachers / trainers) - their professional experience, both didactic and construction;
2. Justification for the implementation of the RenovUp project: its objectives, assumptions, results obtained;
3. Characterise the specific problems of middle management (site managers and foremen) on renovation sites;
4. Master didactic tools to develop specific training sessions for foremen/managers;
5. Development of the ability to use the tools to the construction site.

**Contents:**

1. Presentation of the RenovUp project;
2. Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/foremen specializing in renovation works (IO1-A3/Greece);
3. Grid 1 and Grid 2.

**Teaching/Learning methods and tools:**

1. Power Point presentation on the RenovUp project, incl. the project website
2. Presentation of the concept of a modular system of professionalization of construction managers /foremen
3. Presentation of Grids 1 & 2 for observation and analysis of work situations

**Summary:**

In the context of the Stage 1 of IO3 result of the RenovUp project, a two-day face to face session was conducted on 09/1 at PEDMEDE’s premises. In more detail, Mrs. Efrosyni Ziropoulou as the representative of the RenovUP consortium moderate the whole procedure. The selected trainers are both staff of Techniki Ekpaideutiki, a VET centre located in Athens, Greece that was contacted by PEDMEDE during the summer and based on the good cooperation between the two organizations as well as the significance of the RenovUp project outputs, accepted to be voluntarily involved in the RenovUp experimental process. The first trainer, Mr. Vasileios Kyrkos, is a Civil Engineer with vast experience on Vocational Education and Training related to construction and the second selected trainer, Mrs. Evangelia Sotiropoulou, has a mechanical engineering educational background working in the field of Vocational Education and Training.

The agenda of the first day entailed the following:

|  |  |
| --- | --- |
| 13:00 – 13:30 | Get to know each other session |
| 13:30 – 14:30 | Presentation of the RenovUp project: its objectives, results obtained |
| 14:30 – 16:00 | Characterise the specific problems of middle management (site managers and foremen) on renovation sites |
| 16:00 – 17:00 | Q&A session and reflections on the first day |

During the “Getting to know each other's” session, Mrs. Ziropoulou as the moderator (representative of the RenovUp Partnership) and the participants have an exchange in regards with their related to the topic professional experience. This gave to them the opportunity to understand better not only the basis for the future activities but also the perspective of each trainer in the view of the personalisation of the training paths.

Following that, a presentation of the RenovUp project was conducted to provide (1) an overview of the activities conducted; (2) a justification for the needs of RenovUp implementation; (3) the framework of the following experimental activities. Worth to be noted, that the trainers were already informed about the Intellectual Outputs of the project as well as their role to be convinced to participate voluntarily in the project. This presentation had the sense of a more in-depth demonstration of the RenovUp drivers as well as was it was the introduction to the upcoming analysis.

During the concluding session of the first day, the current state and challenges (organizational, technical, legal) in the middle management, i.e. their entrance in the labour market, their duties, information on formal and informal qualifications, development paths- were presented in order to provide an overview of the professional situation of the forthcoming trainees as well as to the conditions and challenges on the observation site.

The last hour of the first day of the face-to-face meeting was dedicated to the queries of the trainers. There were questions regarding what extend the observation by their side was needed, which was a great opportunity for us to highlight again the comparative advantage of the educational approach of the RenovUp project which is the first-hand knowledge of the professional situation by the trainers. With this given, we had prepared them for the second face-to-face session that was dedicated to more practical aspects of the forthcoming experimental actions.

The agenda of the second day entailed the following:

|  |  |
| --- | --- |
| 11:00 – 12:00 | Modular didactic system of professionalization of construction site managers and team leaders/foremen specializing in renovation works in Greece |
| 12:00 – 13:30 | Didactic tools to develop specific training sessions for foremen/managers (Grid 1 and Grid 2) |
| 14:00 – 16:00 | How to use the tools to the construction site: Instructions |
| 16:00 – 17:00 | Q&A session and reflections on the second day |

During the first session of the day, the Modular didactic system of professionalization of construction site managers and team leaders/foremen specializing in renovation works in Greece was presented to provide to the trainers with an overview of the notion of working activities of site managers and team leaders on construction sites, the needed competences, and the translation of the working situation into pedagogical objectives. This session prepared the trainers by providing a clear view of the existing pedagogical situation as well as made them convenient with this kind of correlations.

After that, a presentation of Grids 1 & 2 for observation and analysis of work situations was conducted to familiarize themselves and be better prepared for the main part of their involvement in the RenovUp project. The moderator emphasized on specific issues according to the guidelines received. First, she highlighted the slight differences between the site manager and team leader tools to avoid any misunderstandings in terms of their usage. Secondly, she put particular emphasis on the fact that the Grids are tools that are part of a wider process of setting educational goals and not the main goal/output of the project and that there could be flexibility on their completion.

The following session on how to use the tools at the construction site had the objective of the preparation of trainers to analyse the work situation on the construction site and make them capable to correlate these results in the development of a personalized training path for site managers and team leaders in Greece. During the summer we also provided them guidance in terms of the Grids, since they attended the renovation sited for the observations. During this session, they had the opportunity to delve into the tool and access the results.

In the end, a Q&A session was conducted summarizing all the queries regarding the functionalities of the Grids and their utilisation. As feedback, the trainers noted that was quite challenging for them to understand at the beginning the concept of Grids but the frequent references to the main goals of the project -that were presented during the introductory first-day sessions- made transparent to them the main concept.

The next step is the organisation of a second face-to-face meeting to reflect on the experimental actions and to present Grid 3 and 4 to proceed with the positioning of the learners.

Εικόνα που περιέχει τοίχος, εσωτερικό, οροφή, άτομο

Περιγραφή που δημιουργήθηκε αυτόματαΕικόνα που περιέχει τοίχος, άτομο, εσωτερικό, οροφή

Περιγραφή που δημιουργήθηκε αυτόματα

**Stage 2: Face-to-face meeting (One day)**

**Name, Venue, and Address:** PEDMEDE, 23, Asklipiou str.

**Participants:**

Kyrkos Vasileios (Civil Engineer)

Sotiropoulou Evangelia (Mechanical Engineer)

**Day: 02/14/2023**

**Learning objectives:**

1. Master the methods and tools for diagnosing the training needs of future trainees (team leaders/renovation site managers).

2. Understanding of the need of individualisation in the approach to participants of trainings for construction site managers / team leaders.

3. Master the tools for monitoring the progress of trainees during their professionalization.

**Contents:**

1. Presentation of Grid 3;

2. Presentation of Grid 4.

**Teaching/Learning methods and tools:**

1. Discussion on the site observations;

2. Simulation of an interview with a potential training participant using tool 3.

The agenda of the face-to-face meeting entailed the following:

|  |  |
| --- | --- |
| 09:00 – 09:30 | Summary of the previous steps and reflections |
| 09:30 – 10:30 | Presentation of positioning grid (3) and instructions on how to use it |
| 10:30 – 11:30 | Presentation of evaluation grid (4) and instructions on how to use it |
| 11:30 – 12:00 | Q&A session and reflections on the Grids |

**Summary:**

At the beginning of the face-to-face meeting, a summary of the previous steps was presented with a focus on Grids 1 and 2.

The main part of the face-to-face action was constituted by the presentation of the positioning grid (3) and the evaluation grid (4) and instructions on how to use them. There was also conducted a simulation of an interview with a potential training participant using tool 3 highlighting the need to consider multiple parameters as well as to use qualitative data selection skills.

In the end, a Q&A session was conducted summarizing all the queries about the functionalities of the Grids and their utilisation.

As feedback, the trainers noted that was quite challenging for them to understand at the beginning the concept of Grids in general but as far as they are being more convenient with the project and its objectives and due to the frequent references to the main goals of the project the main concept is transparent to them. They also noted that they prefer to use the Grid 3 for the evaluation of the trainers instead of using the Grid 4 because it will be more compact and comfortable to assess their progress.

Following this meeting, the trainers will start with the positioning of the RenovUp learners by using the Grid 3 with 23 learners.

**Next steps:**

* Trainers have already accessed the needs of 10 learners at ERETVO’s renovation sites and based on the results, they are currently developing the training content. As a result of the Grid 3 assessments, the knowledge gaps of the trainees were mainly on the topics of the Component 3.3. Waste management on renovation sites: planning and management of waste bins, sorting and recycling. operations (circular economy), and the use of appropriate monitoring tools and Component 3.4: Integration of energy-saving standards in renovation projects and use of appropriate monitoring tools.
* The training is planned to be delivered in May 2023.

**Stage 3: Face-to-face meeting (One day)**

**Name, Venue, and Address:** PEDMEDE, 23, Asklipiou str.

**Participants:**

Sotiropoulou Evangelia (Mechanical Engineer)

Kyrkos Vasileios (Civil Engineer)

**Day: 05/10/2023**

**Learning objectives:**

1. Exchange of experience gained by teachers/trainers during the testing of Grids 3;

2. 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.

**Contents:**

Presentation of Open Badges.

The agenda of the face-to-face meeting entailed the following:

|  |  |
| --- | --- |
| 09:00 – 09:30 | Summary of the previous steps and reflections |
| 09:30 – 10:30 | Exchange of experience gained by teachers/trainers during the testing of Grid 3 and suggestions |
| 10:30 – 11:30 | Familiarisation with the idea of Open Badges (OB) and Open Badges in the RenovUp project |
| 11:30 – 12:00 | Q&A session and feedback |

At the beginning of the meeting, a summary of the previous steps was presented to remind the roadmap of the RenovUp project action.

Following this, we conducted a session of one hour dedicated to their experiences with the trainees while testing Grid 3. In practical terms, they conducted 23 interviews (10 Site managers/ 13 team leaders) with workers from ERETVO and NIRIKOS companies that are all working at the Former Royal Palace of Greece renovation works. The learners received a copy of the interview beforehand to be familiarised with the interview questions. The one-to-one interviews were held online, and each interview lasted almost 30 minutes. The first 5 minutes were dedicated to a brief introduction of the interviewer and a presentation of the RenovUp project to provide the context to the learners/interviewees for the upcoming questions. In terms of the actual use of Grid 3, the trainers referred that there were not any challenges addressed and that the structure of the Grid contributed efficiently to the data selection process.

Following that, the concept of Open Badges was presented to provide them with a deep understanding of this recognition system. It was underlined that the Open Badge cannot be considered as a certificate or a diploma, as well as its utilisation on social networks, was explained. The trainers were not familiar with the concept of Open Badges before since the system is not widely used in Greece until now. The received questions were dedicated to their functioning as well as their utilisation by the learners.

Εικόνα που περιέχει εσωτερικός χώρος, έπιπλα, ρουχισμός, τοίχος

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## Annex 7: Evaluation form

**EVALUATION QUESTIONNAIRE  
 of the preparation programme for teachers/trainers to conduct training of construction managers and team leaders in the field of renovation works based on real working conditions**

|  |
| --- |
| *Ladies and Gentlemen,*  *you took part in the experimental preparation of teachers/trainers to conduct trainings for construction site managers and team leaders specializing in renovation works, developed as part of the RenovUp project.*  *What was a novelty and what you had the opportunity to check first was the possibility of creating training programs for middle managers of the construction industry, based on the results of observing their work in real working conditions on construction sites.*  *The model of your preparation was complex, several stages, including both f2f training elements, on-line meetings, as well as your independent work with students/ apprentices/new workers, using the proposed tools. Before it is handed over for wider use in educational and training institutions of the construction sector (after the completion of the RenovUp project), we want to know your opinion on the program itself, methods and content of the training and the tools that you have tested as support in designing development paths for employees of the industry, built based on real work situations.*  Your answers are anonymous. They will allow us to improve the proposed solutions. |

|  |  |
| --- | --- |
| **Institution offering the teacher/trainer preparation:** | ………………………………………………………..  *(name of the institution)* |
| **Date and place of completion of the questionnaire**: | ……………………………………. |

*Please answer the following questions on a scale of 1-5, where 1 is the weakest/least positive and 5 is the best/most positive. Under each group of questions, if you deem it necessary, you can add an explanation, comment, justification of your answer.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Organizational aspects** | 1 | 2 | 3 | 4 | 5 |
| Did the multi-stage preparation scheme of teachers/trainers prove to be appropriate? |  |  |  |  |  |
| Was the overall duration of the whole teacher/trainer preparation process properly defined?? |  |  |  |  |  |
| Was the time distribution between the stages appropriate? |  |  |  |  |  |
| Was the choice of the form of f2f/online meetings the right one? |  |  |  |  |  |
| Were the participants properly selected? |  |  |  |  |  |
| Were the f2f meeting places with the teachers/trainers participating in the experiment well chosen?? |  |  |  |  |  |
| Have the IT technologies used proven to be reliable? (e.g. for online meetings) |  |  |  |  |  |
| *Additional comments/observations/recommendations:* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2. Trainers/ moderators / presenters** | 1 | 2 | 3 | 4 | 5 |
| Were the statements of the presenters and the information they provided legible/understandable? |  |  |  |  |  |
| What was their level of substantive preparation?? |  |  |  |  |  |
| What was their readiness to discuss, answer additional questions of the participants? |  |  |  |  |  |
| *Additional comments/observations/recommendations:* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3. Methodological aspects** | 1 | 2 | 3 | 4 | 5 |
| **Was the scope of the content appropriate to the overall aim of the experiment?** (*The overall aim was to prepare teachers/trainers to create training programs for construction site managers and team leaders based on the results of work observation)* |  |  |  |  |  |
| **Was the presented content complied with the following specific objectives?** |  | | | | |
| * Mastery of tools for observing and analysing work situations on construction sites (identification of work situations useful for building an educational offer) |  |  |  |  |  |
| * Mastering the tool for diagnosing the training needs of site managers/ team leaders (positioning on career development paths) |  |  |  |  |  |
| * Master tools to assess the progress of trainees (foremen/site managers) during the professionalisation process |  |  |  |  |  |
| * Understanding, identification of elements and know how of Open Badges for recognition of learning outcomes |  |  |  |  |  |
| **Did the substantive aspects meet your expectations?** |  |  |  |  |  |
| **Were the methods of presentation of the content properly chosen?** |  |  |  |  |  |
| **Were the discussions adequate to the subject matter?** |  |  |  |  |  |
| Identify three ways to improve the methodological aspects:  1)  2)  3) | | | | | |
| Additional comments/observations/recommendations: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4. Level of satisfaction** | 1 | 2 | 3 | 4 | 5 |
| Did you feel motivated to participate during the experiment? |  |  |  |  |  |
| Did the skills you learned meet your expectations - do you feel prepared to design training programmes based on the results of your observations of work on construction sites? |  |  |  |  |  |
| Are you generally satisfied with your participation in the experiment? |  |  |  |  |  |
| Additional comments/observations/recommendations: | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5. Possibilities of using the results** | 1 | 2 | 3 | 4 | 5 |
| **How do you estimate the possibility of using the following results of the RenovUp project in your work (as a teacher/trainer/tutor)?** |  | | | | |
| * Tools for observation and analysis of the work situation on construction sites (in order to identify the working situation useful for the construction of the educational offer) |  |  |  |  |  |
| * Tools for diagnosing the training needs of construction site managers/ team leaders (for positioning on professional development paths) |  |  |  |  |  |
| * Tools for assessing the progress of training participants (construction site managers/ team leaders) during the professionalization process |  |  |  |  |  |
| * Open Badges for recognition of learning outcomes in the construction industry |  |  |  |  |  |
| Identify three ways to improve the sustainability of the RenovUp results: | | | | | |
| Additional comments/observations/recommendations: | | | | | |

|  |
| --- |
| Other comments/recommendations not addressed above: |

*Thank you!*

1. *A wave of renovation for Europe – greening of buildings, creation of jobs, improvement of quality of life*; Communication from the Commission to the European Parliament, the Council, the EESC and the Committee of the Regions (COM (2020) 662 final; <https://eur-lex.europa.eu/resource.html?uri=cellar:0638aa1d-0f02-11eb-bc07-01aa75ed71a1.0018.02/DOC_1&format=PDF> [access: 27.09.2022] [↑](#footnote-ref-1)
2. Damianou E., Religa J., Ławiński M.: *Building renovation sites as work places with specific skills requirements – international challenges* // Joural of Continuing Education no 3, 2021, pp. 11-25, ISSN 1507-6563; [DOI: 10.34866/xm28-pa74](https://edukacjaustawicznadoroslych.eu/images/2021/3/01_3_2021.pdf) [↑](#footnote-ref-2)
3. *RenovUp Didactic tools for the professionalisation of site managers and team leaders for building renovation sites, designed in relation to work situations \_Final Report*; <https://www.renovup.org/general-overview-io2/> [↑](#footnote-ref-3)
4. See details of the method in the report: IO2 *Transnational Synthesis of national Good Practices useful for Work-based Learning* <https://www.renovup.org/general-overview-io2/> [↑](#footnote-ref-4)
5. *RenovUp Didactic tools for the professionalisation of site managers and team leaders […]* [↑](#footnote-ref-5)
6. For more details on the system for recognition of the learning outcomes of all participants of the RenovUp project (including teachers/trainers) see IO2 Recognition of Learning Outcomes with Open Badges (Final Proposal), <https://www.renovup.org/general-overview-io2/> [↑](#footnote-ref-6)
7. At present, training for professionals takes place almost exclusively in the school system (long-term education). Product/tool trainings organised by manufacturers, or through apprenticeship - on the job from a colleague/supervisor. So far, there are no training centres offering dedicated training and improvement of adult qualifications for the construction industry. This serious gap in Polish vocational training market for the construction sector will be filled by the sectoral skills center (Branżowe Centrum Umiejętności - BCU) created from 01.06.2023. It will be nationwide. The association participating in the RenovUp experiment (SSRW) is an active partner in the project of building and launching this skill center. [↑](#footnote-ref-7)