



Radom Restricted Technical Meeting Łukasiewicz-ITeE, 04-06 April 2022 Report

As decided at the online technical meeting on 28 January 2022, project staffs from CCCA-BTP and Łukasiewicz-ITeE met from 3 April (11am) to 6 April (12am) at the Łukasiewicz-ITeE premises in Radom (PL). Pedmede staff participated three times online (1 hour each day).

The purpose was to finalise the method for the following steps:

- Recognition of learning outcomes of site managers and team leaders for building renovation sites (IO2), incl. potential use of Open Badges.
- Scope, purpose, and design of transnational training scheme for teachers/trainers (IO3) enabling them to conceive and carry out trainings with site managers and team leaders concerned.

The participants have also decided to screen the outcomes produced during the restricted technical meeting held in March 2022 in Oviedo.

Participants:

- Łukasiewicz-ITeE (PL): Jolanta Religa, Andrzej Stępnikowski, Krzysztof Symela
- Pedmede (GR): Paraskevi Angelakopoulou (online), Elissavet Lafazanou (online)
- CCCA-BTP (FR): Marek Lawinski, Pierre Touillon

External experts:

- Jacek Blachowski, entrepreneur and trainer of trainers, Association of Finishing Work Specialists, PL)
- Sylwester Wesołowski, teacher, Building Schools Radom (PL)

Results:

COMMENTS ON THE GRIDS DESIGNED AT FLC ASTURIAS IN OVIEDO (ES)

Grids 1 & 2: Observation of activities and work situations (Step 1)

- Need to clarify to each user the objectives & sense of each grid, and how it should be filled in (degree of freedom, possibility of modification and adjustment to specific contexts allowed). Entry by renovation site, not by company.

- Need to identify potential barriers in each country preventing teachers/trainers from finding appropriate companies to identify and visit suitable renovation sites to observe activities and learners in work situations.
- Need to prepare teachers/trainers to observe activities and work situations on renovation sites, by working on their motivation, their argumentation, and the appropriate posture to adopt on the site. Do not judge renovation sites, just observe relevant activities, and work situations.
- It is not necessary to observe a very large number of renovation sites: 3 to 5 per country could be sufficient, if they are complementary and representative in terms of size and activities.

Grid 3: Positioning the future learner in the professionalisation path (Step 2)

- Point out the consistency of this grid with grids 1 & 2.
- Consider this grid as a tool to set up a dialogue with the future learner, allowing him/her to specify what he/she needs to learn to achieve his/her professional objectives.
- Do not evaluate, but simply identify what is mastered and what is not.

Grid 4: Assessing learner progress (Step 3)

- Point out the consistency of this grid with grids 1, 2 & 3.
- Consider this grid as a progress assessment, and not a form of partial or final evaluation (formal or informal).
- Need to clarify to each user how this grid should be filled in (degree of freedom, possibility of modification and adjustment to specific contexts allowed).

Link to the grids: [10.-RenovUp-Didactic-tools-for-the-professionalisation-of-site-managers-and-team-leaders_Final-Report-EN.docx \(live.com\)](#)

Conclusions

- Need to work on the right argumentation to convince vocational training centres/schools of their own interest in implementing these innovative methods and consequently improve the attractiveness of their training offer.
- Need to work on the right argumentation to convince building companies to accept trainers/trainers on renovation sites by explaining them the interest of the method for their own performance (by giving them appropriate feedback).
- Need to work on the adequate argumentation to convince teachers/trainers to go on renovation sites to improve their own professional skills (technical and pedagogical).

TRAINING OF TRAINERS/TEACHERS TO BE DESIGNED (IO3 Leader: Łukasiewicz-ITeE)

The partners decided that they would not be working on a complete system for training trainers to run all the sandwich training schemes, but **only on the preparation of trainers who will run the system for the professionalisation of site managers and team leaders working on the renovation sites covered by the RenovUp project**. Of course, further on, the results of this preparation could also be used to run other alternating training actions between vocational training centres/schools and companies.

Educational objectives/target skills for the trainers/trainers concerned

- Understand the professionalization system for site managers and team leaders working on renovation sites: its stakes, its objectives, to identify its components, its pedagogical approach, its stages, its methods of validation and recognition of training achievements.

- Master the tools of observation and analysis of professional situations in companies/on renovation sites to design training units (see link with grids 1 & 2)
- Master the tools for positioning future learners/trainees in the vocational training pathways, in relation to their objectives (see link with grid 3)
- Master the tools for assessing/assessing the progress of learners/trainees during their professionalization process (see link with grid 4)
- Understand, identify its elements, and know how to use Open Badges for the recognition of learning outcomes (see section "Recognition of learning outcomes with Open Badges").

Need to work on the motivation of trainers/teachers for this training

(Work to carry out with training centre managers & pedagogical staff)

- Demonstrate how the strengthening of their skills could be part of a more global development strategy of the training centre/school (linking individual and collective approaches).
- Need of a more formal (social) recognition of the importance of the company/worksite in the training process and the role of the company tutor/trainer.
- Highlight potential interest of the collaboration between vocational centres/schools and building companies (including renovation activities) for both parts (including trainers/teachers).
- Make the training pathway for trainers as concrete as possible, so that it is perceived by them as attractive, rewarding, and useful for their own professional development.

Principles

- The starting point of the training would be the analysis of real situations of trainers/teachers: How do they go about collecting the work experiences of their trainees/learners today? What are their difficulties, good practices, etc.?
- Not being a “victim” of the tools: They must be adjusted to contexts and situations, and not the contrary. They must be considered as *resources* and not as *standards* that must be met.
- The proposed tools would be tested to be potentially improved later. Thus, the training to be designed would be considered as a step enabling the participants to work on the learning *process* to put forward with learners, and not only on the quality of *tools* (grids 1, 2, 3 & 4).
- Work with teachers/trainers on their flexibility and ability to adjust tools.
- Highlight during the training that we consider “worksite managers” and “team leaders” as *functions* and not *status* in company.

Conclusions

- Motivation for the training is the most important factor of its success: Need of national strategies on how to motivate vocational training centres/schools and trainers/teachers for the planned training).
- Target for the experimental session (5 to 6 days, split in three parts, with two intersessions): 5 to 10 participants per country.
- Deadline for the conceptual work : 31 October 2022.
- Exploit the results of some previous experiences, like Training of trainers practiced by CCCA-BTP, Erasmus CertiVET project, and others.
- General aim of the planned training: The trainer does not bring directly right solutions to trainees but gives them tools to search & find solutions by themselves, thanks to reflexivity and analysis of their work situations and activities. The learning approach reduces an abstract input of knowledge, dosing it, instead, according to the professional context and experience made by the learners.

- However, it is necessary to ensure that vocational training centres/schools adhere to this pedagogical approach and to a new relationship between the teacher/trainer and the learner/trainee it involves.
- Involve in RenovUp training centres/schools potentially interested in experimental training sessions from now on, by informing them about the interest of the results of the project for themselves and for their trainers/teachers. Associate trainers/teachers to the conceptual work.
- Experimental training sessions intended to the trainers/teachers would probably start together with experimental sessions intended to the worksite managers and team leaders concerned (topic to be tackled in detail in May 2022 in Paris).
- Pedmede (Paraskevi) intends to contribute to the work on the initial design of the planned training, together with Łukasiewicz ITeE (Jolanta & Andrzej).

USE OF OPEN BADGE TO RECOGNISE NEW SKILLS OF TEACHERS/TRAINERS AND FINAL LEARNERS (IO2 Leader: CCCA-BTP)

The reflection concerned:

- The way in which to put forward Open Badges
- Cost
- Languages
- Organisations issuing Open Badges
 - For trainers/teachers (eg. CCCA-BTP as RenovUp project leader, transnational level)
 - For final learners (national bodies with some professional authority, e.g. employers' federations): Importance of giving a certain notoriety to Open Badges
- Physical presentation: features and contents
- Perspective of macro-credentials inspired from 4 blocs of competences (cf. Grid 4)
 - MONITORING THE WORK PROCESS
 - ENSURING COMPLIANCE AND PERFORMANCE
 - FORECASTING AND PLANNING
 - ORGANISING WORK AND MANAGING RELATIONSHIPS

Conclusion

- CCCA-BTP (Pierre & Marek) will prepare a first proposal for the transnational meeting in May in Paris.

Meeting of the Project Partnership

Łukasiewicz-ITeE, Radom ul. Pułaskiego 6/10

4-6 April 2022

Subjects of the meeting:

- Recognition of learning outcomes of site managers and team leaders for building renovation projects (IO2)
- Transnational training scheme for teachers/ trainers (IO3)

LIST OF PARTICIPANTS

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