



**Middle Management Skills in the Building Sector:  
Adjustment of the Vocational Education to the Evolution of Company Needs  
Agreement N°: 2015-1-FR01-KA202-015054**

**ConstructyVET, 6<sup>th</sup> Transnational Meeting  
Institute of Pedagogical Research (IBE), Warsaw, Poland  
28 June 2018  
Minutes**

**Participants:**

- P1 - CCCA-BTP-BTP (France):** Paola Bolognini, Marek Lawinski, Philippe Dreyfuss, Céline Sanahaji, Tatiana Sare, Pierre Touillon  
**P2 - FORMEDIL (Italy):** Antonella Linari, Rossella Martino  
**P3 - CENFIC (Portugal):** Elisa Lopes, Francisco Sanches  
**P4 - FLC (Spain):** Luis Manuel Barrios Espadas, Javier Gonzalez  
**P6 - IFAPME (Belgium):** Laëtitia Beckers, Emilie Preud'homme  
**P7 – Warrington Collegiate (UK):** Lee Moorhouse  
**P8 – IBE (Poland):** Beata Balinska, Malgorzata Pomorska, Wojciech Stechly  
**P9 – BZB (Germany):** Frank Bertelmann-Angenendt  
**External expert:** Sébastien Roux

Agenda topic	Welcome and short presentation of the IBE and of its transnational activities Wojciech Stechly & Beata Balinska
	Wojciech started, presented the agenda and went straight to the point. Marek pointed out that huge work had been achieved since 2015, when the project started.
	<b>Conclusion:</b> IBE is open to further collaboration within the framework of new transnational projects in line with the ConstructyVET outcomes.

Agenda topic	Phase 4: Experimentations having been carried out Wojciech Stechly and one Representative per Partner Organisation
<b>IBE, Poland</b>	3 cases were experimented: one in Higher Education, and the 2 others with 2 big construction companies, SKANSKA and PBM Poludnie). Reality was more complex than we imagined: « Experiencing the project in the future is essential and figuring out how it can be useful for all the different organisations. » Experimentations were carried out with a lot of enthusiasm, the partners were very involved, and most of the experimentations were finished, evaluations are ongoing (with interviews).
<b>FORMEDIL, Italy</b>	Experimentation carried out as planned initially. Full participation of the schools identified as potential experimental field. Suggestion to include transnational mobility to the planned training paths (Erasmus+ Mobility, for example).
<b>FLC, Spain</b>	There were 3 first steps of evaluation fully achieved. But more interviews are needed before sending the final national report by mid-July. Links with other European projects dealing with close topics were presented at this occasion (soft skills for small construction companies).



**BZB, Germany**

Experimentation carried out as planned. The main lesson learned was that the BIM, as well as other transversal skills, must be transmitted to learners in several different manners, according to the company size. Besides, it was pointed out that the questionnaire was maybe too long (one page with four questions would have probably been the right format).

**CCCA- BTP, France**

Rich and differentiated experimentation carried out with two learner profiles in two training centres (Blanquefort and Angers). The persons in charge of the survey took this opportunity to reinforce their links with companies. Besides, more personal links were established with learners: They expressed their feeling to participate more in the design of their own training.

**Warrington Collegiate, UK**

Experimentation conform to the engagements taken.

**Cenic, Portugal**

The partners pointed out that the companies have no culture of assessment, which makes it difficult to involve them more to the training processes based on continuous evaluation of learning outcomes. Therefore, it is important to promote this culture and of design together training programmes based on concrete work situations.

**Conclusions:**

- It was essential to integrate transversal competences and assess them right from the beginning.
- At the same time, transversal competences are not always visible clearly. A specific work must still be done at national levels to identify them better and to evaluate them with objective criteria.
- Formative assessment must be strengthened, given that it is sometimes confused with evaluative assessment.
- Formal assessment of transversal competences is always a complex issue.
- Evaluation methods should be shorter and also carried out with specific focus groups (not only with questionnaires): Importance of Phases 4 and 5 in the evaluation process.

Agenda topic	Dissemination of results: Actions carried out and still planned by the partners Marek Lawinski
	<ul style="list-style-type: none"> <li>- No specific dissemination problems for IFAPME.</li> <li>- Cenic suggested to present, in a systematic way, the project outcomes to the respective Erasmus+ national agencies and to other national stakeholders to reconsider the existing curricula addressing team leaders and worksite supervisors.</li> <li>- FLC suggested to use this ConstructyVET methodology for new projects (ConstructyVET 2, for example) and to include transnational mobility as a component of the new curricula. Otherwise, ConstructyVET results will be included to new commercial offers proposed by the FLC to the companies.</li> <li>- BZB intends to modernize the “master courses” for craft masters by including additional soft skills identified during the ConstructyVET project lifetime.</li> <li>- Systematic information on the ConstructyVET outcomes will be given during institutional meetings with social partners and educational staff concerned (continuous process scheduled for 2018 &amp; 2019. But national training paths intended to team leaders and worksite supervisors should be approved by regional authorities (specificity of the Italian law).</li> <li>- CCCA-BTP underlined that the Phase 4 was very interesting and allowed more contacts with companies, including for the dissemination of ConstructyVET outcomes. The challenge is to involve trainers and managing staff in a stringer dissemination of the project results among companies. It implies a stronger development of work-based situations and short term units for continuing training, like BIM, Health and Safety, and Digital Competencies.</li> <li>- Warrington Collegiate indicated that the project outcomes should be implemented in a “natural” way, together with current standard courses, to make them progressively evolve and adjust to new prescriptions. For example, it would be possible to blend the existing module about Health and Safety with the new Unit on Managing Pressure, as a consequence of the project.</li> </ul>

- IBE is particularly attracted by developing qualifications starting from ConstructyVET learning units (sectoral approach of qualifications). Besides, communication actions through scientific articles and contacts with appropriate universities and vocational schools.

**Conclusions:**

- DISSEMINATION OF RESULTS is now the main challenge of the project, including BEYOND THE CONTRACTUAL LIFETIME.
- Within this framework, the project website will be maintained and updated until at least 2022.
- Forthcoming dissemination campaigns must point out the fact that ConstructyVET can contribute to reduce the gap between company skills expectations and profiles of the available workforce on the labour market, especially by adjusting training contents and improving transversal competences of the beneficiaries concerned.
- Each partner must now adjust the outcomes to their specific contexts to make a fruitful use of them. For example, in France, for team leaders, there is no need to provide a theoretical « Communication » module, but rather to refer to work situations in companies with permanent learning and concrete application. The topics like “Stress Management” will come in a natural way within such a context.
- Given that companies have different expectations and learning schemes vary from one country to another, learning outcomes and contents must take into account specific national methods and entry levels.
- The results of Phase 3 (focused on the learning methods and evaluation criteria) can be in direct relation with each national strategy of implementation of the project results.

**Agenda topics**

**Administrative and Financial Issues**  
**Quality Check and Advice for the final report**  
Marek Lawinski and Sébastien Roux

- Work done so far is in-line with what was planned in the application and it complies with the ConstructyVET objectives.
- One more questionnaire will be sent by Sebastien in September 2018 to have a final feedback on the project outcomes.
- Regarding the Final Report to be prepared and sent to the French Erasmus+ Agency, the partners will be asked to contribute (Sébastien and Marek will contact the partners in September to specify what information is still needed to be reported).



**THANK YOU FOR YOUR VALUABLE CONTRIBUTION TO THE PROJECT!**

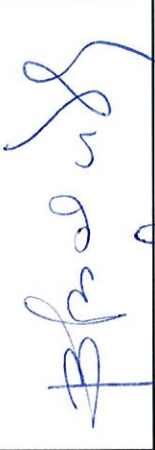




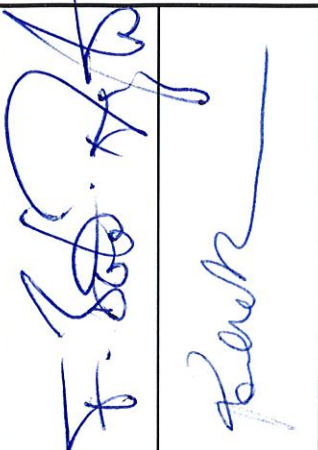
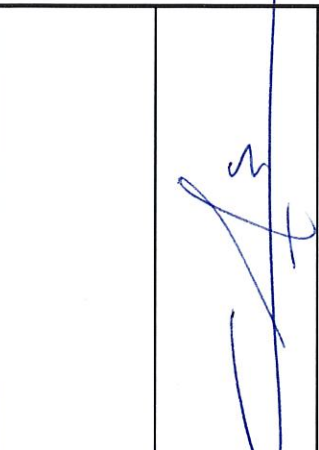
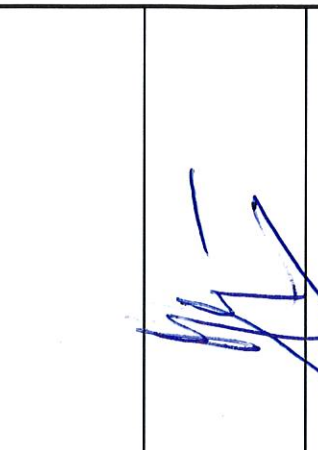


**ConstructyVET**  
**6<sup>th</sup> TRANSNATIONAL MEETING**

**28<sup>th</sup> of June: 9AM – 5AM**

**ORGANIZATION / PLACE of the MEETING:**

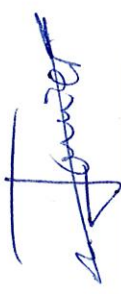




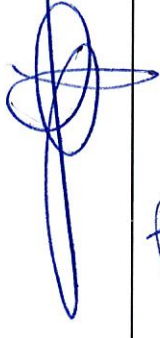

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