

TRANSNATIONAL SEMINAR IN FLORENCE (IT) – 14th, 15th and 16th FEBRUARY 2008

REPORT

THURSDAY 14th FEBRUARY 2008

WELCOME ADDRESS BY THE SCUOLA PROFESSIONALE EDILE DE FLORENCE, member of the FORMEDIL network

Bruno Ferrari and Angiolo Caselli

The management of the Florence Professional Construction School, in association with the Q-CASE and COPILOTE projects, as members of the FORMEDIL network, welcomed all of the participants to the meeting held in a room at the Pitti Palace. The Florence school has been taking part in European projects for many years, more particularly by organising training sites in Florence and the surrounding area, in which both young people on initial training and adults on continuing training from most of the countries which make up the RE.FORM.E. network (www.reforme.org) have taken part.

GENERAL INFORMATION ON THE PROGRESS OF THE PROJECT

Bruno Oldani (standing in for Marek Lawinski)

In accordance with the COPILOTE contract, signed with the Agence Europe Education Formation France (Europe Education Training Agency France), the promoter sent the interim report on the implementation of the project for assessment on 30th November 2007. It includes the following sections:

- a report on the project's state of progress,
- The products which are already available,
- the communications media,
- the financial appendices.

A CD-ROM including the interim report in its entirety was given to each partner. They were asked to distribute the elements of this report to their national contacts, in order to promote the results which are already available.

The partners were informed about a first appraisal of the interim report, sent to the CCCA-BTP by Sébastien Roux, who is in charge of tracking the COPILOTE project at the Agence Europe Education Formation France. This first appraisal is positive. Even so, a more in-depth analysis of the documents which have been sent will be carried out.

PHASE 1: distribution and development of ideas from the report entitled “the tutoring function in small and medium-sized construction companies”

Jacques Wilkin

This report is available in both French and English. A descriptive sheet and a slideshow offering an introduction to the document are available in French. **An English version of the descriptive sheet will also be available.**

The latest version of the report, which is also available on the www.copilote.org website, contains the corrections requested by certain partners since the meeting held in Liège in October 2007. **So this version becomes final.**

This report contributes to the drawing up of the strategy for supporting company tutors, which is to be developed in phase 4.

As such, it must also be possible to distribute it to people who want to find out more about company tutoring in small and medium-sized construction businesses in the countries covered by the partnership.

Tutors' technical skills have long been presented as crucial. For ten or so years there has been increasing stress laid on the company tutor's necessary educational skills.

Reminder: this document is available in both French and English.

Phase 1 was an analysis of the current situation in each of the countries covered by the partnership. All of the partners can also use their own national summaries independently of the summary document.

PHASE 2: survey on expectations and perceptions of the tutoring function – to be finalised in the form of a report as quickly as possible

Michael Gustafsson

All of the partners have carried out surveys which have led to the drawing up of the summary report, which was done by the Swedish partners with the aid of a specialist research firm (Talent Talk). The aim of this phase was to look at the results from phase 1 in greater depth and to better identify the needs and expectations of the participants and beneficiaries of training in terms of tutoring. The aim of the work on perceptions of the tutoring function with each participant was to throw up ideas for discussion in phase 4 of the project.

The summary of phase 2 was presented in the form of a slideshow (which will be available on the www.copilote.org website), with comments and reactions from the participants. The main point to emerge from this phase is the fact that, in spite of the differences in the national systems, the main problems linked to company tutoring are similar from one country to the next. The tutor's role is not only to train young people but also to support them as they choose to go into trades in the building industry, to discuss career prospects and to foster their loyalty.

The company tutoring support systems are often weak or poorly identified. The tutoring function is often considered to be an "appendix", because it is not very productive.

Each national summary has shed new light on tutoring and is worth in-depth exploitation. The work done by each of the partners has helped to confirm, formalise and highlight the things that were not working in their respective national systems. Indeed in many cases the results are surprising and it is crucial that they be highlighted.

The final phase 2 document will draw on all of the wealth of information collected:

- the introduction will be built upon the conclusions of the various national reports,
- the accent will be placed upon the links between the various national monographs (which now amount to a 126-page document),
- the existing differences between the countries will be analysed, with a view to using them as matter for discussion for the purposes of the support strategy for company tutors,
- the **general trends to be included in phase 4 will be flagged up**, in order to facilitate the construction of a support strategy for company tutors.

The final phase 2 report, which will be finalised by the French partnership based upon the national monographs and the summary made by the Swedish firm Talent Talk, will include - as accurately as possible - any specific

features of each background in the countries covered by the partnership. Even so, we must underline the fact that the research which has been done was not carried out with the aim of providing an exhaustive snapshot of tutoring in Europe, its main aim was to contribute to the discussions about phase 4 of the project.

The final phase 2 report will be available in French towards the end of March 2008 and in English towards mid-April 2008.

PHASE 3: drawing up of a European reference manual on the tutor's activities and skills

Manfred Fishedick, Maria-Edwige Rudowski

The implementation of this phase is well underway. The tasks and activities which are to appear in the reference manual were validated at the transnational seminar held in Liège in October 2008. We still need to finish the work on skills on the related resources (means, methods and knowledge). At the end of the day the reference manual will include 5 activities and 23 tasks. A list of skills, along with a list of resources, was sent to each partner.

The purpose of the working session in Florence was to validate the proposed activities-tasks-skills for once and for all. The partners will be sending their **observations by mid-March 2008**. They must also supplement the "resources" part of the document distributed at the meeting (means, methods, knowledge).



Instructions for the finalisation of the reference manual on the tutoring function in small and medium-sized construction businesses in Europe

*Please find enclosed a copy of the reference manual for European tutors. As was decided at the meeting in Florence, you need to translate this reference manual into your own language and present it to one or more head(s) of companies and to one or more tutor(s), for remarks, additions, corrections (**in red, please, to make them easier to process**).*

Please note!

*It is important to point out to your contacts that this reference manual is **the sum of the various partners' reference manuals**, and thus that the profile of tutors in your own country is **included** in this overall document.*

You must check that there are no activities, tasks or skills missing for your institution or your country.

You have up until 30th March 2008 to send your comments to the phase 3 coordinators and we are counting on you to send the reference manual back translated and annotated within the allotted times.

The logic for phase 3 was different from that used for phases 1 and 2. Indeed, vocational training experts from various countries thought about the nature of the work of the tutor who, by definition, is both based at and works within a company. As a result the stage involving the listing of resources, which must be carried out using the details supplied by the various participants within the company, is important, because the company holds the information and the training centre has the job of gathering this information.

Even though the budget to be used for translating the interim documents into English is practically used up, **given the importance of the document, the promoter undertakes to have it translated as quickly as possible**, so that each of the partners can supplement it and pass it on to the people responsible for the phase either in English or in French.

The reference manual could subsequently become a tool used for managing human resources for other professional sectors and for other countries. In order to give it the best chance of being recognised and used by companies, it is essential that they be involved in this work by having the reference manual tested. We suggest that training centre partners should take this opportunity to support the SMEs and very small companies with whom they are in contact for tutoring purposes, in the reading and appropriation of the document, remembering that management and tutors at these small companies would have trouble getting heavily involved in this kind of procedure on their own.

Phase 4: drawing up of a communication strategy and creation of a kit – toolbox for the promotion of the tutoring function

Bruno Oldani, Anne Spaeth

At the transnational seminar in Liège it was agreed that each partner would organise working meetings with national experts on the issues of supporting company tutors (what support for the company which trains them?) The Belgian, German and Spanish partners have told the promoter the results of this procedure. On their side the French partners met to work on these issues. The results of their work were distributed, by e-mail, before the transnational seminar in Florence and are included below.

The French partners noted that, in France, **companies were rarely partners in the actual training**. This does not mean that they do not provide training, but rather that the link between them and the training centres is not always consistent. All in all, each training hub (company and training centre) provides training in its own way. In order to find a way of establishing a dialogue with heads of companies and tutors, we need to remember that first and foremost they are producers.

Another part of the background needs to be taken into consideration for the purposes of drawing up a future communication strategy: the building sector is currently undergoing one of the biggest changes in its history, in terms of technological development and how the work is organised, linked to the new energy policies which are being put into place.

The French partners suspect that the current changes will have less of an effect upon the acquisition of new technical skills than upon the transverse skills of heads of companies and their employees, and especially upon **their open-mindedness, their ability to innovate and their creativity** (a challenge which it is harder to take up and which cannot be resolved by training alone, but through support and more precisely targeted action).

First of all there needs to be a cultural revolution within the training bodies: no longer talking only about training programmes but, in order to be in step with the concerns of heads of companies, we need to change our language and **talk about supporting and enhancing the skills needed for the work**.

Training establishments, which are already performing well on an educational level, must also be at the cutting edge on a technical level and put training at companies into a productive context. Amongst other things, this involves more dynamic management of human resources, with training initiatives integrated into the production process being put into perspective. An approach of this kind will mean that training staff from training centres need to be at the cutting edge of new techniques and technologies.

A number of partner countries are reaching similar conclusions about company tutoring. One of the difficulties is communication within the company, even if it is small. This is blatant when, for instance, it is a matter of exploiting the linking documents used in combined work experience and training. They often get no further than the head of the company and do not reach the tutors.

We also need to incorporate the contradiction relating to the **notion of timescale** which is not the same for the training centre (medium term) and for the company (short term), into thinking about tutoring.

In order to be credible in their dealings with companies, **training centres need to show how useful they are**. We should remember that in its founding texts, “apprenticeship is a form of education”; it would seem wise to return to this basic concept.

How can we find solutions allowing us to establish closer ties with small construction companies?

It is the training centres who need to take an active approach to companies, by recognising the company tutor as a training professional. This calls for a cultural change and the acquisition of new skills from the training centre and above all from the training staff.

The first components of a communication strategy with companies and with company tutors:

- training centres need to appear to be up-to-date with all the current technological and organisational changes,
- the response in terms of education and training needs to be comprehensive, in other words not purely technical, linked to the speciality being taught (e.g. bricklaying, joinery), but also transverse (e.g. civic education, communication skills, multidisciplinary team work, the ability to represent the company and put across a certain number of its values),
- the training centres need to establish themselves more as **resource centres for combined work experience and training initiatives** (both initial and continuing training), working to foster employment and economic activity.

The surveys carried out in the previous phases of the COPILOTE project show that this is not just a French problem. The tutoring approach is still very traditional, where the company and the training centre offer training separately, in spite of a number of attempts to bring them closer together.

Suggestions for phase 4 made by the French partners



The French partners suggest the idea of **placing members of training centre staff at the heart of the future strategy** developed in COPILOTE, **by preparing them to support the company** in order to bring about a successful integration of the young person.

This then raises the **question of whether it is in the interest of training staff to support companies** and the recognition they might get for this. Indeed, we need to create a relationship between the company, the training centre and the person on combined work experience and training which is lasting and motivating FOR EVERYONE. It looks as though members of training staff might be the right vehicle for this, provided that they are given appropriate additional preparation. This preparation for members of training centre staff in supporting company tutors must be part of a much wider-ranging educational remit.

Amongst other things, it must cover:

- preparation in **using human resources management tools** which are specific to the context of small construction companies, in order to be in a position to offer heads of companies help with identifying what skills their employees need, especially in relation to changes to technologies, to the market, to the regulations, to the relationships with customers and with other professionals, etc.,
- training for training centre staff in using new technologies **developed in the construction sector**, which should also take the form of **work experience with companies** who use these technologies,
- **a better awareness of the psychology of the target groups** who are provided with combined work experience and training courses, in order to become a means of support for the tutor who often has to deal with the professional, social or behavioural difficulties of the young person who is being trained.

The new skills thus acquired by training staff would help them **to improve the dialogue with the company, in line with the latter's expectations**. So this would mean that at the centre of the work of training staff there would be the need for a pragmatic, useful relationship with the company, which would be effective in the sense that it is part of vocational integration by the person being trained, combining their technical training and the development of their transverse skills.

An approach of this kind should help to **establish a relationship based upon trust** between the member of training centre staff (tutor) and the company tutor (member of training staff). Within this context of revised, bolstered collaboration, we need to **prove that everyone will be a winner** and that the educational work of each participant will be easier.

The credibility of the whole of the combined work experience and training course system would be reinforced in the eyes of the young person, when the member of training staff is present at the company and has good relationships with the head of the company and the tutor. So the young person will see this as a united, positive team made up of both the member of training staff and the tutor, from which s/he really does have a lot to gain.

Other work

In addition to the work already mentioned above, ECAP Tessin (Switzerland) and BUDOWLANI (Poland) have announced that consultation procedures are underway.

ECAP Tessin has been working on setting up a new system offering support to company training staff, in line with the quality of company training charter, available on www.qualicarte.ch.

BUDOWLANI has organised three meetings with social partners and the conclusions will soon be available in English.

It emerges from all of the consultations carried out that members of training centre staff would be the best people to handle the relationship with the company providing the training. Indeed, the young people can only take on this role on an occasional basis. This role for members of training staff, which is clearly defined and identified as such, will help to support and integrate the young people sustainably on a professional level.

Conclusion of the first day

The two training structures in a combined work experience and training system, i.e. the company and the training centre, do not communicate enough for the benefit of this training and its beneficiaries. This is something which is common - to varying degrees - to all the countries in the partnership. In order to achieve contractually eligible and specific results, **it is logical to give preference to members of training centre staff (tutor) as a vehicle for a strategy which is designed to support company training staff (tutors)**.

The watchword of the communication strategy is the establishing of **TRUST** between the participants.

FRIDAY 15TH FEBRUARY 2008

PHASE 4 (continued)

Bruno Oldani, Marek Lawinski

By building up a strategy of supporting company tutors, the following observations, made in all of the countries in the partnership and confirmed thanks to the conclusions of phases 1 and 2, need to be taken on board:

- companies work within a production logic and tutors have the feeling that the apprentices they look after mean that they waste time; the support provided is often perceived in an archaic way;
- small and medium-sized businesses in the construction sector often work on short-term economic visions, which are based upon the length of the projects they are working on and fluctuations in demand;
- the training centre sets itself targets which match the length of a training cycle (often two years), the member of training staff and the tutor are two participants who cohabit with one another with little to establish closer ties between them;
- company tutors, to whose care young people on apprenticeships are entrusted, often have a school – or even social – background which is similar to the young person's own; so the young person may “scare” the tutor in relation to his own experience, which can make the relationship more complex.

For all of these reasons, training centres need to be at the head of the procedure in support of the company tutoring function. In order to achieve this aim, training centres need to ask themselves about the function of members of training staff and about their new skills, so that they can act as a support for the company tutor, complementing his or her educational work.

THE SUCCESS OF THE COPILOTE PROJECT DEPENDS UPON THE SUCCESS OF PHASE 4 WHICH MUST BE THE CULMINATION OF THE WORK CARRIED OUT SINCE OCTOBER 2006

Numerous products, topics for discussion and ideas mean that we can be optimistic about the continuation of the work, remembering that there are now only **four months of effective work** on the project and that **the 8th RE.FORM.E meetings, due to be held in Gijón (Spain) on 25th, 26th and 27th June 2008** will offer an opportunity to present the results of the work.

One of the areas where the COPILOTE project provides added value will be an in-depth analysis of the usefulness of the tools listed, which are to be used by company tutors. Indeed the partners noted that these tools, created by each of the partners, had not undergone much testing up until now. This is why **they have decided to carry out an assessment of existing products and to measure the satisfaction of the recipients, along with the impact on their work.** For instance, this includes national products such as the tutoring guide (at a company, at a training centre) produced by FLC Asturias (ES) or the “Apprenticeship master’s kit” designed by the CCCA-BTP and the manual for company tutors distributed by the BYN (SE).

The **results of the workshops set up to decide upon a communication strategy** within structures such as BZB (DE), FLC Asturias (ES), Formation PME (BE) and the CCCA-BTP (FR) must also be passed on to the promoter.



Instructions for contributing to the implementation of the support strategy for company tutors (training staff)

Please find enclosed a grid to be used for analysing the tools which have been created by each of the partners and which are currently being used either to support company tutors (training staff) in their work or to communicate with the company providing the training. **Please proceed to assess your own tools using this grid.**

Please note!

This work is very important, because it is designed to help us find out exactly how the tools and the procedures created work and what are:

- their strong points, which must be included in the new joint strategy for supporting and communicating with company tutors (training staff),
- their shortcomings, to be taken on board in order to suggest improvements for the purposes of this new strategy.

As agreed at the transnational seminar in Florence, you are to assess these tools with company tutors, because it is the user's opinion which is crucial for the rest of the COPILOTE work. We advise you to do this at the same time as the validation of the tutor's reference manual (phase 3 of the project).

We would also like to ask everyone who has not yet sent the results of their consultations with professionals to gather ideas about their suggestions and about their wishes in terms of support for company tutors to do so. The procedure for the assessment of tools may also include the phase involving the gathering of these suggestions.

As for the tutor's reference manual, you have until 30th March 2008 to send the results of the requested work. **Please do not forget that they are essential to the successful completion of phase 4!** So we are counting on you to adhere to the deadlines.

DEVELOPMENT OF THE PROJECT AND STRATEGY FOR DISTRIBUTING THE RESULTS

Marek Lawinski

The CD-ROM distributed at the meeting also includes communication documents and the COPILOTE products which are already available.

The project's products are not currently being developed or distributed to a great enough extent. In addition to this the www.copilote.org website will be updated, in order to give an accurate reflection of the progress of the work and to distribute information to the people involved.

All of the partners are asked to send the CCCA-BTP any documents which can be developed and distributed.

Furthermore, no institutional or technical opportunity to promote COPILOTE should be missed. The communication tools already produced can be translated into the partners' own national languages, added to their websites and distributed in the form of brochures. The project's promoter would like to be kept informed of these procedures, in order to get the most out of them.

As an example, information about the development of COPILOTE is provided on the Centre Inffo's European stand, at this institution's winter University, held in Arles in January 2008. This event drew more than 250 French vocational training partners. The information about COPILOTE, with its already completed products made available, aroused genuine interest. A total of more than 250 information brochures were distributed and there was an increase to the number of visits to the www.copilote.org website. This is an initiative which can be picked up on in other countries covered by the partnership.

Information about the COPILOTE project is also shortly to be published in the Centre Inffo's "Inffoflash" magazine.



Instructions for the final report: each of the partners must think about and formulate the ways in which their respective structures have changed over the two-year period thanks to the project, what distribution, development and extension initiatives have already been undertaken and what action is planned.

The partners are encouraged to **distribute the COPILOTE project results which are already available to the widest possible audience**, especially the following:

- the phase 1 report,
- the project's descriptive schedules and progress report,
- the results of the work carried out by each of the partners in their own countries, because each national report has an enormous amount of useful information which needs to be promoted.

INFORMATION ABOUT THE ADMINISTRATIVE AND FINANCIAL MANAGEMENT OF THE PROJECT

Marek Lawinski

Please would all of the partners who have not yet sent the manager their balance sheets to 31st December 2007 do so immediately.

We need to keep a close eye on expenditure, especially on the cost of subcontracting. In any case, it may not exceed 30% of the cost of the project. Some partners have exceeded this threshold at 30th November 2007 and they are asked to ensure that their balance sheets match the projections at the end of the project. Work which is supposed to be handled by the partners' own human resources must not be subcontracted.

Certain adjustments can be made between the subcontracting and operating costs items. Even so, we must adhere to the rules stated in the administrative and financial manual, which is available in three languages on the www.copilote.org website. If you have any questions, please contact the project's promoter, who will ask the French Agency.

The CCCA-BTP is currently waiting for the assessment of the interim report by the French Agency and the payment of the second advance depends upon the results of this assessment.

FORTHCOMING TRANSNATIONAL COPILOTE SEMINARS

Transnational seminar in Gijon (Spain): on 25th, 26th and 27th June 2008
(at the same time as the 8th RE.FORM.E meetings).

Final development and distribution seminar in Germany: on 26th and 27th September 2008.
Venue to be decided upon by the project's German partners.

SATURDAY 16th FEBRUARY 2008 (morning)

RE.FORM.E COORDINATION GROUP: implementation of the COPILOTE project

Marek Lawinski

The results of the work carried out on 14th and 15th February 2008 were presented to the RE.FORM.E network's coordination group. These results were approved. The bodies within this coordination group drew attention to the need for better integration of professionals (employers and employees) into the work being carried out, so that they become the natural vehicles for passing the results on to the direct beneficiaries of the project.



Éducation et culture

Leonardo da Vinci

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