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TRANStoWORK
**Work based Learning in Architecture, Engineering and
Construction (AEC) Industry:
the transition of young people to Work**

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OUTPUT 1-WORK PLAN

DISCUSSION GROUPS

The output includes the organization of discussion groups in order to develop social dialogue on the issue of vocational training and on-the-job learning practices, to discuss the needs of the AEC Industry. In case of low participation in the discussion groups (due to organisational causes or because of the structure of the national industrial relations systems), the partner can use semi-structured interviews to social partner representatives.

Business associations, trade union organizations, professional associations in AEC Industry, institutions in charge of labor policies and vocational training strategies will participate in discussion groups.

The discussion groups or semi-structured interviews should be focused on two main thematic subjects

1 The training needs that a WBL process has to fulfil

- What training needs and skills are searched by the existing companies in the AEC industry?
- Are the training needs and the searched skills different by company size, by position along the value chain, by territory, by technological asset? What differences?
- What skills and professional profiles are more difficult to find in the labour market in the AEC industry? Why? What type of constraints?
- What role of the public actors and the training policies to reduce the constraints and favour the matching between training demand and supply?
- To what extent businesses are approaching to digitalisation? How digitalisation is integrated to production processes and labour processes in the AEC industry? Do digital skills play a pivotal-role in business strategy? What type of digital skills?
- What is the gap between the existing training demand in the AEC industry and what should be appropriate to grasp the labour opportunities related to digitalisation and the current sectoral transformations?
- What is the gap between the existing training supply and what should be appropriate to grasp the labour opportunities related to digitalisation and the current sectoral transformations?
- How to reduce/remove the gap? What role of industrial relations? What role of public actors?

2) The quality criteria on which a WBL process has to be based: What is the weight of vocational training on labor policies?

- Is the work place a place of learning?
- Can vocational training respond to these needs?
- What are the distinctive elements of a quality WBL path? (for example: is there a collaborative approach between companies and vocational centers? Are trainee training plans share by institutions and host companies? Are there a monitoring and an evaluation plan of the WBL experience? Number of students who are hired by the companies after a WBL period)
- Are the students able to bring innovation into the company, during and after the WBL period?
- What skills should trainers have to implement a WBL experience?
- What skills do company trainers need to implement a quality WBL experience?

OUTCOME: minute of discussion groups, including:

- dates on which discussion groups (and semi structured interviews) were held
- participants and roles played by the participants,
- issues discussed,
- results of the discussion (Brief report)

By 15/04/2018

DATA BASE

Company Database operating in AEC Industry, containing information about companies and Professionals who are able to contribute to the on-the-job learning process.

For each company that will be included in the database, an information sheet like a “company profile” will be produced. The format of the company profile will be shared among the partners.

Companies to be included in the database will be identified by means of indicators:

- company size (N. Employers, N. graduates / technicians, ...)
- company presence on foreign markets
- presence of a research and development department
- the company's ability to express new professional needs
- number of students hired following a period of learning on the job or internship
- willingness of enterprises to change in terms of technological innovation (introduction of BIM, new material, new technologies)

OUTCOME:, company profile (Excell file)

BY 20/03/2018

TRAINERS ' SKILLS

Trainers' skills to implement the WBLThe WBL process is complex one: The trainers (designers, tutors, coordinators, mentors) must qualitatively organize the WBL process and follow the effectiveness of the experiment by not exhausting their task in the pure coral context in which alternate work experience is expected, are adapted, also following the process of transition of young people towards “contracted” work.

Trainers' skills to implement the WBL:

- describe briefly the structure of the a WBL model (what are the main phases? The tools? What interlink from a phase to another phase)
- describe for each phase/aspect of the designed WBL model what competences/skills a trainer should have

For example: WBL MODEL

The answers to these questions can provide elements to describe the skills of the trainers:

- what skills should the trainer who manages the WBL have?
- Are there rules that regulate employment services, in your country?
- Are there any models or systems that define the skills of the trainers who deal with WBL?

(In Italy, for example, vocational training centers that manage higher education must be accredited by the region in which they work. The 2015 labor reform defined the knowledge and skills of the staff who operate the services for the job).

OUTCOME: Report
By 30/04/2018

QUALITATIVE INDICATORS of the WBL PROCESS

The indicators should emerge as a result of the work done in the previous points and they will be reported in the company profile and will become part of the database.