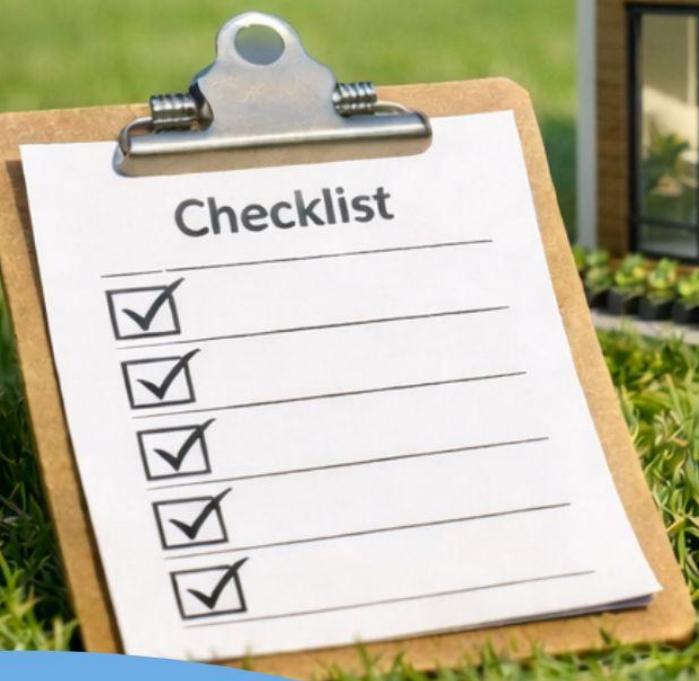


Results of Surveys for Capacity Building



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Project Coordination



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Project Partners:



Vocational Training Institution of the Construction Industry Berlin-Brandenburg e.V. (BFW-BB)



Vocational Training Centre JEDU Nivala



Construction School Andrea Palladio (SCVAP) Vicenza



Stichting CHAINS



Construction School Complex No.1 (ZSB1) Poznań



University of Technology (PUT) Poznań

<https://co4health.eu/en/partnerschaft>



2025



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Results of the survey

This survey yielded very varied results and showed that there are different levels of capacities in institutions across Finland, Germany, Italy and Poland. The results of the surveys for each institution are as follows:

Competence Centre of the BFW-BB <https://www.bfw-bb.de>



	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
1	School structure and resources	Premises and facilities	BFW-BB have 3 centres for practical training in the region of Berlin /Brandenburg (Cottbus/Frankfurt Oder/ Brandenburg a.d.H.)	Workshops according to occupational field		
		Technical equipment	Cottbus – 13 modern workshops with approx. 300m ² each and 16 workstations with the corresponding tools And 3 teaching rooms + 1 PC room with 50 to 74 m ²	with appropriate tools, machines and equipment		
		ICT equipment and internet connectivity	Internet...fibre optic PC room with 16 PC workstations, Class set of tablets (18 tablets) Interactive screen		Not a very good internet connection for the simultaneous use of WiFi devices	WiFi network still needs to be expanded for the workshops
		Financial resources	Initial training in the building trades financed by the social security fund. Further training via the private sector or via partial subsidies from the federal and state governments. Or over EU projects for example ERASMUS+ or Interreg Or via national funding programmes of the BIBB, BMBF	in the free economy - companies take money in hand to keep their employees and to be able to survive in the technical race on the market Initial training.... Recruitment of young talent	In the case of funding programmes, the receipt of funding is associated with an ever-increasing effort for the application usually no 100% funding, so personal contributions are necessary	More money
		Staffing	BFW -95 staffs /in Cottbus 17 staffs thereof 8 trainers and 2 teachers and additional staffs	Staffs, trainers, teachers with many years of experience All instructors develop work tasks digitally	Generational change Shortage of skilled labour in education	
		ISO/other certification	BFW is certified according to ISO 9001: 2015 QM system certified by DQS GmbH			

	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
2	Curricula, courses and programs (Objectives to achieve with capacity-building program)	Knowledge of the elements of healthy building	Only partly about sustainable building (knowledge not up to date)	Easy embedding of the healthy topic in the sustainability theme of the training centre	No learning units available	Learning units – topic: healthy building and living
		Knowledge of health risk	Only as part of vocational training on the subject of health and safety at work/ construction site		No learning units available, with regards to healthy construction – building utilisation	learning units – topic: Health risks
		Knowledge of preventive measures	No topic in the VET – belongs to the higher learning level		Missing in training	Define recommendations for action/guidelines
		Knowledge of healthy building materials	in the context of building physics - building materials - insulation materials the topic only touched upon in VET	Basics knowledge of building physics available Basic knowledge of ecological building materials	No specific learning units on the topic of healthy building materials	Learning unit healthy building materials
		Knowledge of the use of materials and techniques of use	Knowledge of the processing of certain building materials is available			
		Knowledge of deconstruction and recycling	Knowledge about deconstruction and recycling of these building materials included in VET	Everyone has specialised knowledge in their profession about the deconstruction and recycling of the building materials they use	No specific learning units on the topic of healthy building materials	Learning unit on the deconstruction/recycling of healthy building materials
		Quality and innovation of teaching and training material	Missing learning units on the topic of healthy building			Learning units on the topics: Healthy building risks/healthy building/healthy building materials/recycling and demolition
3	Staff competences	Knowledge and skills on the topic	Basic knowledge <ul style="list-style-type: none"> • Building materials and their processing • health risks during processing, recycling 		Specialised knowledge about healthy building materials	Learning unit healthy building and living
		Digital skills	All staffs using MS Office (word, power point, excel, teams, forms) Some trainers using BIM and 3D programs		The using of the digital possibilities is not always possible, because the Wi-Fi is stable for a big training group	
		Innovative teaching methods	All instructors develop work tasks digitally	Our focus is on practical training and the teaching of manual skills and abilities		

		Feedback collection to identify improvements area	Within the framework of the QM system /feedback templates Regular (twice a year) working groups with companies/vocational schools - to improve training	Close co-operation between learning locations		
		Assessments on individual knowledges	No information possible			
		Availability to update knowledges	All employees are encouraged to participate in regular training and further education as part of lifelong learning		Time factor is the biggest problem here	
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
4	Learning process	Flexibility and formats for teaching and learning	not specified			
		Participatory approaches	not specified			
		Leverage technology for e-learning module	not specified			
		Issuance of certifications	We do not award certificates in initial training (only grades for practical learning and work tasks) only in the FuW			
		Assessments to measure the effectiveness of training	not specified			
5	Networking and cooperation	School networks cooperation with higher education	cooperation with the respective vocational schools at the locations and with universities	OSZ 1 in Cottbus and OSZ in Friesack /Eilenburg/Potsdam BTU Cottbus/Senftenberg and TU Berlin		
		Connections to / Cooperation with companies	cooperation with the providing companies and cooperation in working groups	E.g. EUROVIA, STRABAG; Autobahn GmbH, Landesbetrieben, Building and civil engineering companies in the region Berlin-Brandenburg		
		Cooperation with educational authorities, administrations	cooperation with the chambers (IHK, HWK) and with the employment agencies and other competence networks	Training centres of the construction industry in Saxony/Thuringia/Hamburg/Saxony-Anhalt/Mecklenburg-Pomeriana,.)		

		International cooperation (partner schools, memberships in international networks etc.)	cooperation with international vocational high schools from Poland/Bulgaria/Latvia/Estonia/Italy/Finland, vocational trainings centre, universities and other international partners	PUT in Poznan, ZSB I in Poznan Schools in Belgium, Finland, Italy Vocational high schools in Bulgaria, Poland, Latvia, Romania, Estonia		
		International projects	Cooperation in international Projects – funding programs: ERASMUS+, Interreg, BMZ, BMBF		The number of mobility projects has fallen due to Covid-19	
		Cooperation with other professional sectors	Competence network construction & energy	Exchange of experiences		
6	Quality assurance, monitoring and assessment, development strategies	Quality management system	QM System ISO 9001-2015	Annual auditing of the 3 training centres of BFW		
		Methods and tools for assessment of learning progress	Evaluation forms for each participant and for each work task anonymous participant surveys/participant feedback			
		Self-evaluation tools staff development processes	template PQ.073 Self-assessment of employees - preparation for a staff appraisal			
		School development plan	Only relevant for schools			
7	Health-Promoting architecture	Do you integrate principles of health promotion into architectural designed to create environments that support physical, mental, and social well-being in your organisation?	Regular training courses as part of health and safety at work Workplace ordinance Influence on the architectural design with regard to health aspects is only possible to a limited extent or no longer possible during the utilisation phase	Health-promoting measures Ergonomic workplace		

	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
8	Pedagogical Concept of Democracy promotion	How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation and respect for diversity with your educational programs?	Our training and qualification courses are open to all, regardless of gender, age, religion, social background or nationality.			
9	Inclusion	What does inclusion mean within your organization?	We always recruit those with the best professional and social skills and experience. In times of a shortage of skilled labour, we welcome every application.			
		Why is it important for your culture and outcomes?				
		What strategies you employ to ensure that diverse voices are heard and valued in decision-making process?				
		How you enhance recruitment and hiring practices to attract and retain a more diverse workforce?				
		How could be measured the progress towards greater inclusion and ensure accountability for achieving inclusion goals?				

	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
1	School structure and resources	<ul style="list-style-type: none"> Premises and facilities Technical equipment ICT equipment and internet connectivity Financial resources Staffing ISO/other certification 	<p>Poznan University of Technology is a nine-faculty institution of higher education, educating nearly seventeen thousand students in 31 fields of study.</p> <p>The University employs over one thousand academic staff.</p> <p>Poznan University of Technology carries out advanced scientific and research work, as well as teaching classes in first- and second-cycle studies. Commencing the academic year 2006/2007, Poznan University of Technology also offers doctoral studies as the third-cycle studies.</p> <p>In 1995, Poznan University of Technology as the first Polish technical university, became a member of the Conference of European Schools for Advanced Engineering Education and Research - CESAER - an organization bringing together the best technical universities in Europe. In 2000, the first General Reunion of the Alumni of Poznan University of Technology was held, and in 2004 the University celebrated the 85th anniversary of the establishment of Polish Higher Technical Education in Poznan.</p> <p>More</p> <ul style="list-style-type: none"> • https://put.poznan.pl/ • https://bip.put.poznan.pl/ 			
	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
2	Curricula, Courses, and Programs	<ul style="list-style-type: none"> • Objective to achieve with capacity-building program. • Knowledge of the elements of healthy building • Knowledge of health risks. 	<p>Included in curricula and teaching materials on some courses (Sustainable building with universal design, Building Materials, the philosophy of sustainable development, Construction, Law and Law Aspects in Standardization or OHS, Organization and Planning of the Building or Technology of Building Works or Universal Design in Civil Engineering).</p> <p>Learning outcomes I cycle as skills:</p> <ul style="list-style-type: none"> • Students are able to estimate the hazards related to construction and installation works, implement appropriate safety rules (including elements of Safety and Health Protection) and social competences 			The content of e.g. Exercises from Sustainable building will be modified, for example, the second cycle of studies on the forgiveness of not only the emergent certificate, but also the carbon footprint, e.g. Construction Engineering Management (CEM), Structural Engineering (SE)

		<ul style="list-style-type: none"> • Knowledge of preventive measures. • Knowledge of healthy building materials • Knowledge of the use of materials and techniques of use • Knowledge of deconstruction and recycling • Quality and innovation of teaching and training material 	<ul style="list-style-type: none"> • Students can realize how important it is to take care of personal health and physical fitness. <p>Quality and innovation of teaching and training material</p> <ul style="list-style-type: none"> • Ensured quality through continuous training in teaching methods, sustained excursions, and didactic observation • A relationship with industry. • Erasmus and EUNICE mobility – international exchange • Good practices for lecturers developed at PUT 			
3.	Staff competence	<ul style="list-style-type: none"> • Knowledge and skills on the topic. • Digital skills • Innovative teaching methods • Feedback collection to identify improvements area • Assessments on individual knowledge • Availability to update knowledge 	<ul style="list-style-type: none"> • Digital skills at a high level, as of 1.04.2024 the Center for Modern Didactics opened at PUT, offering numerous training courses, workshops, etc., and substantive assistance. Numerous computer labs in study programs at PUT • Digital skills at a high level, on April 1, 2024, the Modern Didactics Center was opened at PP, offering numerous training courses, workshops, etc., substantive assistance to lecturers • Numerous computer laboratories in the study programs at PP • E-course platform • Surveys from students - course evaluation, employee evaluation every 2 years • The Modern Didactics Center – courses etc. 			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
4	Learning process	<ul style="list-style-type: none"> • Flexibility and formats for teaching and learning 	<ul style="list-style-type: none"> • Some lecture rooms allow remote connections (online formula) • IOS - Individual Organization of Studies, the student has the right to apply for studies in a specific field of study, level and profile according to IOS. 			

		<ul style="list-style-type: none"> • Participatory approaches • Leverage technology for e-learning modules • Issuance of certifications • Assessments to measure the effectiveness of training 	<ul style="list-style-type: none"> • Individual organization of studies § 13 1. A student has the right to apply for a course of study in a particular field of study, level and profile according to IOS. – I copied from the PP regulations • IOS may consist in particular in 1) individual selection of methods and forms of education; 2) modification of the form and dates of credits and examinations, in consultation with the course tutor; 3) choosing a group in such a way as to enable the student to follow the current curriculum in accordance with the student's time capabilities. • Accreditations of PKA, KAUT • The Accreditation Commission of Universities of Technology (KAUT) has obtained the right to confer along with its accreditations the European quality certificate EUR-ACEÂ® Label • Measuring – tests, exams, tests, classes, individual and team projects • EUNICE, Erasmus • E- course platform • There are not only subjects taught online – permanently • Student questionnaire, PKA, KAUT accreditations • Micro-credentials - info at the bottom of the table 			
5	<p>Networking and cooperation</p>	<ul style="list-style-type: none"> • School networks cooperation with higher education • Connections to / Cooperation with companies • Cooperation with educational authorities, administrations • International cooperation (partner schools, membership in international networks, etc.) • International projects 	<ul style="list-style-type: none"> • Long-term cooperation with many universities, schools including Erasmus, Eunice etc. • POMOST; https://www.put.poznan.pl/pomost • https://www.put.poznan.pl/en/pomost • MOSTECH https://www.kaut.agh.edu.pl/mostech/ • WOOIB, WIB, PZITB (Construction Associations and Unions) • ZSBD, ZSB 1, ZSB Grunwaldzka (construction technical school) • Sustainable Student Research Group 			

		<ul style="list-style-type: none"> Cooperation with other professional sectors 				
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
6	Quality assurance, monitoring and assessment, development strategies	<ul style="list-style-type: none"> Quality management system Methods and tools for assessment of learning progress Self-evaluation tools Staff development processes School development plan 	<ul style="list-style-type: none"> The Council for the Quality of Education, the Department's Commission for the Quality of Education and the program of this education Do you integrate principles of health promotion into architectural design to create environments that support physical, mental, and social well-being in your organization? -survey, employee evaluation PUT Strategy https://www.put.poznan.pl/strategia_2021-2030 "Green Technical University" 			
7	Health-Promoting architecture	<ul style="list-style-type: none"> Do you integrate principles of health promotion into architectural design to create environments that support physical, mental, and social well-being in your organization? 	<ul style="list-style-type: none"> Yes Accessible university, elimination of arch barriers, analysis Wellbeing survey - employees Sports Day Kindness Day Office for people with disabilities (BON), 5P, passes https://bon.put.poznan.pl/ 			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
8	Pedagogical Concept of Democracy promotion	<ul style="list-style-type: none"> How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation, 	<p>To cultivate democratic principles such as equality, participation and respect for diversity the equality department was established. Additional action was taken:</p> <ul style="list-style-type: none"> Girls at the University of Technology BON, https://bon.put.poznan.pl/ Universal design in program, Ethics and savoir-vivre courses 			

		<ul style="list-style-type: none"> and respect for diversity? within your educational programs?" 	<ul style="list-style-type: none"> Participation in the Senate, Faculty Councils of all representatives, lecturers, administrative staff and students 			
9	Inclusion	<ul style="list-style-type: none"> What does inclusion mean within your organization. Why is it important for your work, culture and outcomes? What strategies do you employ to ensure that diverse voices are heard and valued in decision-making processes? How do you enhance recruitment and hiring practices to attract and retain a more diverse workforce? How could progress towards greater inclusion be measured and ensure accountability for achieving inclusion goals? 	<ul style="list-style-type: none"> Meetings of Establishments, Institutes, Representatives, Lecturers, administrative staff and Students https://wilit.put.poznan.pl/artykul/lepszy-wilit Notification of changes The exchange of experience is very important, substantive support. Assistant – scientific supervisor From the PP Sittegi <p style="text-align: center;"><i>Mission</i></p> <p style="text-align: center;"><i>Education, research and development at the service of society, science and the world</i></p> <p style="text-align: center;"><i>Vision</i></p> <p style="text-align: center;"><i>Poznan University of Technology is a technical university with a leading international position, creating important solutions to key problems of the modern world through high quality of education and the highest level of scientific and research and development work</i></p> <p style="text-align: center;"><i>Strategy</i></p> <p style="text-align: center;"><i>Unity of purpose – diversity of possibilities</i></p> <p>https://www.put.poznan.pl/strategia detailed description</p> <ul style="list-style-type: none"> The "Green University of Technology" is an important element in creating the image of an environmentally friendly University, and at the same time environmentally sustainable, pro-ecological workplace for work and study. An important aspect will also concern initiatives to remove all barriers, in particular in the context of people with special needs The University will also apply for financial support under the National Recovery Plan, which would further increase our chances of becoming the University of the Future. 		Lack of tools to motivate the most talented graduates to work at the university, which results in a deterioration of employment relations between experienced teachers and young staff	

			<ul style="list-style-type: none"> • An important value of the university is the sense of community. This is facilitated by the fact that students, doctoral students and staff are in one place – on campus. This goal can be achieved thanks to the long-term infrastructure development program of the Poznan University of Technology, the most important elements of which are modernization and investments. • Poznan University of Technology as a "Green University of Technology" will promote ecological attitudes, renewable energy sources, sustainable development, efficient use of resources and circular economy – both in the area of education, scientific research and in the daily practice of the functioning of a modern University. 			
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	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
1	School structure and resources	Premises and facilities	JEDU have 3 centres for construction practical training in Oulu Southern region, (Nivala/ Kalajoki/ Haapavesi) Each unit has a workshop where building elements and various yard buildings can be made. In addition, the school's own construction sites and theory classes	Workshops and school's own construction site	Limited training facilities. Finding practice jobs is challenging (especially during economically difficult times)	Modernization of the current training facilities.
		Technical equipment	Modern tools and classes with computers	with appropriate tools, machines and equipment	partially outdated equipment and tools	Especially renewal of dust removal (m and h class vacuum cleaners)
		ICT equipment and internet connectivity	Working internet fibre optic Several classes with computers or laptops.			
		Financial resources	vocational basic qualification is financed by government. Different project can be financed via Erasmus+, ESR-/EMR, EAKR	There have been enough students in the construction industry in our area, so they have received state funding very well so far.	Part of the funding for education in the construction (level 4) comes from the student's employment or completion of postgraduate studies in Finland. In these economically difficult times, finding employment has been difficult in some places, which also affects the funding JEDU receives.	More money
		Staffing	There are about 350 people in JEDU	Staffs, trainers, teachers with many years of experience	There is a generational change going on, and JEDU has challenges in finding skilled personnel to become trainers in the construction (level 4)	Teaching jobs should attract more job seekers.
		ISO/other certification	Waterproofing certification (ISO-XXX)			ISO-certification is coming in future (management)

						program for education directors and managers)
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
2	Curricula, courses and programs (Objectives to achieve with capacity-building program)	Knowledge of the elements of healthy building	There is information, but it is lacking, and keeping up with the rapid change and development of the construction industry brings its own challenges	The subject can be well combined with vocational education and the subject of sustainable development, which students have at the beginning of their studies	No learning units available	Learning units – topic: healthy building materials
		Knowledge of the health risk	Occupational safety card training is held for students, which explains the risks related to the construction industry and working there. This training lasts eight hours.	The occupational safety card training is compulsory, and all construction students complete it.	The occupational safety card training focuses only on work and is too limited from the perspective of healthy construction.	learning units – topic: Health risks on construction site
		Knowledge of preventive measures	No topic in the VET – belongs to the higher learning level		Missing in training	Define recommendations for action/guidelines
		Knowledge of healthy building materials	The theoretical part of professional subjects, which deals with material knowledge, also touches on their healthiness narrowly	Students learn to identify different building materials during their studies and utilize them in practice	No specific learning units on the topic of healthy building materials	Learning unit healthy building materials
		Knowledge of the use of materials and techniques of use	Students must demonstrate their knowledge and skills in practice in accordance with the curriculum of the Finnish construction degree (level 4).	the evaluation criteria for practical skills are clear	Finding learning environments and internships is sometimes challenging	
		Knowledge of deconstruction and recycling	These things are included in the construction degree in Finland (level 4)	Finland has a long tradition of recycling and a high-quality waste management system. In construction education, these issues are considered in almost every part of the degree (level 4).	Not everyone in the construction industry yet considers these things important. Attitudes always have room for improvement.	More information about the benefits of these things (for example from financial and environmental perspectives)
		Quality and innovation of teaching and training material	Mainly purchased (SanomaPro) teaching material is used, which is used in all offices of the training centre JEDU. Self-produced teaching material is also used to some extent.	The purchased teaching material is high-quality and up to date. E-material is also available.	Different content and practice in the use of teaching materials within the educational institution.	Uniform practices and new innovations would be welcome.

	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
3	Staff competences	Knowledge and skills on the topic	Basic knowledge Building materials and their processing health risks during processing, recycling	Winter conditions		
		Digital skills	All staffs using MS Office (word, power point, excel, teams, forms.) Part of the staff know how to use the most common design software in the construction industry			
		Innovative teaching methods	Various theory packages and assignments can be done digitally Practical exercises at own workshops Own construction sites	Our focus is on practical training and the teaching of manual skills and abilities		More e-learning material about practical exercises
		Feedback collection to identify improvements area	Students are given a survey at the beginning and at the end of their studies. A survey is sent to workplace counsellors after the student's internship	Close co-operation between school and internships		
		Assessments on individual knowledges				
		Availability to update knowledges	All employees are encouraged to participate in regular training and further education as part of lifelong learning		No time available for training	Time for training

	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
4	Learning process	Flexibility and formats for teaching and learning	Vocational studies can be completed flexibly at school, workplaces and online	brings flexibility to the student's way of studying and studying is not completely tied to the school environment	Supporting students' studies more challenging	
		Participatory approaches	students are encouraged to be entrepreneurship and self-employed already during their studies.			
		Leverage technology for e-learning module	Common subjects (for example mathematics and languages) can be found as electronic study materials. The development of e-materials for construction materials is in progress.			
		Issuance of certifications	You get a diploma from the basic degree in construction.			
		Assessments to measure the effectiveness of training	The supervisors of the vocational education centre Jedu monitor the effectiveness of the progress of the studies together with the teachers. Employment and admission to postgraduate studies are also monitored on behalf of the Ministry of Education and this affects the funding of education			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
5	Networking and cooperation	School networks cooperation with higher education	Cooperation with universities of applied sciences and universities	good relations with the nearest universities of applied sciences		
		Connections to / Cooperation with companies	Cooperation with local companies cooperation with internships	students learning on the job in local companies		
		Cooperation with educational authorities, administrations	cooperation with the employment agencies and other competence networks	the opportunity to study courses at the University of Applied Sciences -> further study place		

		International cooperation (partner schools, memberships in international networks etc.)	cooperation with international vocational high schools from Poland/Italy/Germany, Spain, Belgium vocational trainings centre, universities and other international partners			
		International projects	Cooperation in international Projects – funding programs: ERASMUS+			
		Cooperation with other professional sectors	Cooperation within the school with different professional fields and cooperation with different training centres in JEDU	Exchange of experiences		
6	Quality assurance, monitoring and assessment, development strategies	Quality management system	The Finnish Education Evaluation Centre (FINEEC) is an independent authority responsible for the national evaluation of education.			
		Methods and tools for assessment of learning progress	The progress of studies is monitored by the student's responsible teacher. Students are also surveyed during their studies.			
		Self-evaluation tools staff development processes	Staff competence and satisfaction are surveyed annually with an employee survey, the results of which are presented to JEDU's staff			
		School development plan	JEDU has a strategy on the basis of which construction education has also been developed further.			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
7	Health-Promoting architecture	Do you integrate principles of health promotion into architectural designed to create environments that support physical, mental, and social well-being in your organisation?	Indoor renovations can affect health Influence on the architectural design regarding health aspects is only possible to a limited extent or no longer possible during the utilisation phase			
8	Pedagogical Concept of Democracy promotion	How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation and	We have an equality and non-discrimination plan for students in JEDU. Operational equality plan is legally a tool that supports the promotion of gender equality in all aspects			

		respect for diversity whit your educational programs?	<p>in the activities of the educational institution. The equality plan, on the other hand, is the</p> <p>a promotion tool that supports the promotion of equality in all aspects of the educational institution</p> <p>Running.</p> <p>JEDU's equality and non-discrimination plan includes a legislative basis, a report the equality and non-discrimination situation of the students of the educational institution and measures to promote equality</p> <p>and to promote equality. This plan is also based on JEDU's values: accountability and transparency.</p>			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
9	Inclusion	What does inclusion mean within your organization?	Students with special needs are introduced to the construction programs			
		Why is it important for your culture and outcomes?	JEDU aims to find the best and most skilled personnel in the labor market. Job requirements are shown in job advertisements on a case-by-case basis during the job search process.			
		What strategies you employ to ensure that diverse voices are heard and valued in decision-making process?	JEDU strives to create a good image of itself as an employer, for example through marketing.			
		How you enhance recruitment and hiring practices to attract and retain a more diverse workforce?				
		How could be measured the progress towards greater inclusion and ensure accountability for achieving inclusion goals?				

FORMEDIL Vicenza – Construction School Andrea Palladio

www.scuolacostruzionivicenza.it

	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>	
1	School structure and resources	<ul style="list-style-type: none"> Premises and facilities 	<p>SCVAP has 1 facility located in the City of Vicenza (North of Italy – Veneto region).</p> <p>Classrooms:</p> <p>4 Classroom equipped with whiteboards & projectors.</p> <p>1 Classroom equipped with 20 PC 1 plotter to train with CAD Design</p> <p>Workshop 1 covered workshop with external area, both well equipped for training on construction practice & Earth movement (with a digger)</p> <p>Common Areas:</p> <p>auditorium</p> <p>Teacher's room equipped with lockers for the teacher's personal use</p> <p>Vending machine area, Changing rooms for students' use.</p> <p>Outdoor area for recreation</p>	<p>Building located in a area beside the city centre with many other schools,</p> <p>Area could be reached with public transport from all the province of Vicenza.</p> <p>Parking inside the school's area</p> <p>Area is frequented by 15.000 students.</p> <p>Connection with companies</p>	<p>Lack of space to implement classes and workshop</p> <p>Performance of Heating and Cooling</p> <p>Acoustics of classrooms and building environments</p> <p>Lack of covered space in the facility to enlarge the workshop</p> <p>Bureaucracy to have the permission to build</p>	<p>Financial resources</p> <p>Sound-absorbing panels in the workshop</p> <p>Covered structure to realize the expansion of workshop and classes area.</p> <p>Less bureaucracy</p>	
			<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
		<ul style="list-style-type: none"> Technical equipment 	<p>Library:</p> <p>Books library</p> <p>Textbooks</p> <p>Free access to material reference and technical resources related to construction are set for free.</p> <p>Construction Tools:</p>	<p>Very well-equipped workshops for teaching the construction professions, area to train over practical subjects available and equipped.</p> <p>Free access to library</p> <p>Free courses and materials</p> <p>Resources given for free on mandatory courses</p>	None	None	

	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>	<i>Needs</i>
	<ul style="list-style-type: none"> ICT equipment and internet connectivity 	<p>Computers: 20 PC for students equipped with software Plotter + printers + scanner 3 Wacom Interactive Displays</p> <p>High-Speed Internet: reliable and fast internet access for research.</p> <p>Smart Classrooms: projectors, and audio-visual systems smart boards</p>	<p>Complete series of innovative tools Student clothing given free of charge</p> <p>Software of last update application (AUTOCAD 2024 + Office 365+ other useful software) Hardware updated Insurance covering damages</p>	<p>Whiteboard and projector to be updated to higher graphic resolution Low interest from the market to have students with competences able to use Software and hardware.</p>		<p>Founding. Staff able to use the technology</p>
	<ul style="list-style-type: none"> Financial resources 	<p>Financial resources obtained from:</p> <p>European Union projects Veneto Region Projects National Projects</p> <p>Own funds developed by the school with various courses and/or worker's upskilling training courses</p>	<p>Own fundraising</p>			<p>More chances to get funds</p>
	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>	<i>Needs</i>
	<ul style="list-style-type: none"> Staffing 	<p>Qualified Teachers: instructors with both theoretical knowledge, qualifications and practical/professional experience in construction.</p> <p>Support Staff: experienced administrative and secretariat</p>	<p>Long lasting working relationships with teaching / training / administrative staff</p> <p>Strong connection with companies well introduced in the market helping to keep informed on the trends</p>	<p>Time needed for professional development of teaching staff External experts with available time to cooperate in the teaching process</p>		<p>Teachers with knowledge in subject connected to practical construction Time to be trained Affordable courses Free lance Teachers expert on innovative construction practices</p>

			personnel qualified and professional			
		<ul style="list-style-type: none"> ISO/other certification 	<p>Professional Development: on demand by the teachers</p> <p>No ISO certificates.</p> <p>Accreditation at Veneto region for mandatory vocational training</p> <p>Accreditation at Veneto region for continuous training</p> <p>Accreditation at Veneto Region for high level training</p> <p>Accreditation Erasmus</p>	<p>Easy implementation of new methodologies</p> <p>Chance to organize Erasmus mobility for students</p>	<p>Financial resources insufficient compared to the real cost of activities</p> <p>Bureaucracy to organize the training path</p>	<p>More founding + more opportunity to recover founding</p> <p>Less bureaucracy</p>
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
2	Curricula, courses and programs (Objectives to achieve with capacity-building program)	<ul style="list-style-type: none"> Knowledge of the elements of healthy building 	Already included in our curricula and teaching methodology	One of the points in which we believe the most	<p>Lack of chances to be updated over the topic</p> <p>Time needed to be updated</p>	<p>More cooperation with reliable stakeholders and chance to participate in researching project</p>
		<ul style="list-style-type: none"> Knowledge of health risks 	Already included in our curricula and teaching methodology	<p>Well updated and attentive on this topic</p> <p>We hold training for workers over this topic that is mandatory in Italy</p>	<p>Training limited to the mandatory hours of training</p>	<p>More case studies reported by companies would help to enrich the training contents</p>
		<ul style="list-style-type: none"> Knowledge of preventive measures 	Already included in our curricula and teaching methodology	Well updated and attentive on this topic	Not existing	None
		Indicators	Status quo	Strengths	Weaknesses	Needs
		<ul style="list-style-type: none"> Knowledge of healthy building materials 	Already included in our curricula and teaching materials to a limited extent to the material most used in the real construction practices	We are attentive over the topic thanks to cooperation with some expert	Few interests from construction companies to have such knowledge	<p>More interest from the market to implement more these topics in the curricula</p>

		<ul style="list-style-type: none"> Digital skills 	Staff have a low level of competence in using digital application	More digital knowledge thanks to Eu Project	Lack of updating e lack of Knowledge	Founding /time / reliable and accessible training courses
		Indicators	Status quo	Strengths	Weaknesses	Needs
		<ul style="list-style-type: none"> Innovative teaching methods 	We do not have innovative teaching methodologies even because are not easy to be applicate in practical construction subjects.	Use of didactical tools (like apps) developed in European projects Experiential Learning Extracurricular activities (e.g. participation in contests, visits to companies, fairs of the sector) Mobility experience abroad embedded in the curricula	Lack of knowledge and lack of technologies because our lessons are more toward to manual abilities.	Need to be informed over the last methodologies
		<ul style="list-style-type: none"> Feedback collection to identify improvements area 	Yes, we have some feedback nothing in a written format and neither gathered	None	Clear and organised process to collect and record the feedback	Implement a process to collect and save the feedback
		<ul style="list-style-type: none"> Assessments on individual knowledges 	Never done	Not applicable	Missing a process to collect and record individual assessments knowledge	Not applicable
		<ul style="list-style-type: none"> Availability to update knowledge 	Yes, our teachers are available	Willingness to be updated	Time in which participate to updating courses	Affordable and interesting courses to which subscribe Time needed to go on training
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
4	Learning process	<ul style="list-style-type: none"> Flexibility and formats for teaching and learning 	Lessons are held face-to-face. Due to the practical nature of our programs, we don't deliver online lessons Teaching format tailored to follow student's need	Small group of students allowing to follow them tailoring the teaching format Flexibility to adapt content and methodology in the lessons	Workshop too small. Lack of teachers Lack of a database of content or lesson units	More space More skilled teachers available on the market Need to organize a database Need specific software

			Flexibility to modify programs and methodology to be adapted to the market requirements			Financial resources
	<ul style="list-style-type: none"> Participatory approaches 		Group Work: as part of our methodology, students work in team to complete assignments, fostering collaboration skills.	Limited number of students per class allowing us to be more flexible and to follow the groups	some students may contribute less, relying on others to complete the work	Incorporate individual assessment components alongside group evaluations to ensure that each student's contribution and learning progress is recognized
			Internships and Apprenticeships: collaboration with local construction companies to provide students with on-the-job training and real-world experience.	Connection with many companies dealing in the world of construction.	A company database where to record the data of companies willing to welcome a student. Not enough students to satisfy market demand	More students enrolled to satisfy market's demand
			Trips and Site Visits: organizing regular visits to construction sites, manufacturing plants, and trade shows to expose students to current industry practices and technologies.	Connection with many companies dealing in the construction. Willingness of our board to increase knowledge of our students	Time to participate due to long internship periods during the school year	None
			Status quo	Strengths	Weaknesses	Needs
			Skills Workshops: conducting workshops on specific skills e.g. masonry, plastering, allowing students to practice under expert supervision.	Connection with many companies dealing in the world of construction.	Lack of time Companies able to welcome students to put on practices what learned	Companies willing to cooperate
			Case Studies: presenting students with complex, real-world problems to solve, requiring them to research, collaborate, and apply their knowledge.	-Opportunities to apply theoretical knowledge to practical, real-world problems. -Development of critical thinking -Case studies simulate real-life construction challenges, preparing students for the complexities they will face in the real work	-Assessing students' individual contributions in collaborative case studies can be difficult, as the final solution may not reflect the effort or understanding of each student equally.	Access to industry resources.

				<p>ensuring both theoretical knowledge and practical skills are measured.</p> <p>-Traditional assessments offer a standardized way to measure student competences</p>		
5	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
	Networking and cooperation	<ul style="list-style-type: none"> School networks cooperation with higher education 	<p>Long-term cooperation with other organization at local / national level and across EU</p>	<p>-The school's long-term cooperation with local, national, and EU-level organizations provides a strong foundation for collaboration.</p> <p>-Partnerships with EU organizations allow student and staff exchanges, fostering sharing of best practices.</p>		<p>Time & financial resources</p> <p>More EU project</p>
		<ul style="list-style-type: none"> Connections to / Cooperation with companies 	<p>Cooperation with local company linked to the school</p> <p>Teachers working in the profession and teaching in the school at the same time.</p>	<p>Cooperation with entrepreneurs helps to prepare students for the labour market. Many of them take up jobs in companies with which the school cooperates.</p>	<p>Not enough student to fulfill the need of new workers in the construction.</p>	<p>More students enrolled in VET paths</p>
		<ul style="list-style-type: none"> Cooperation with educational authorities, administrations 	<p>Strong and frequent interactions with various educational authorities and administrations, such as regional education departments, local authorities, and accrediting bodies. These relationships are crucial for obtaining funding, curriculum approval, accreditation, policy alignment, and compliance with regulations. The school's cooperation with these bodies determines the quality, recognition, and relevance of educational programs.</p>	<p>- Strong cooperation with educational authorities ensures that the VET school's programs are accredited, recognized, and aligned with national and regional educational standards.</p> <p>- Access to public funding, grants, and resources that support infrastructure development, equipment upgrades, and the implementation of modern teaching methods.</p> <p>- Authorities provide guidelines and frameworks that help in designing a curriculum that align with national and regional educational policies and labour market strategies, enhancing</p>	<p>-Bureaucratic Delays</p> <p>-Support from educational authorities can vary due to changes in political leadership, policies, or funding priorities.</p>	<p>-Ensure stable and predictable funding mechanisms from authorities to help in long-term planning and program development.</p> <p>-More support from authorities for capacity-building initiatives, including professional development for teachers, management training, and investments in new learning technologies.</p>

				the relevance and quality of the education provided.		
		<ul style="list-style-type: none"> International cooperation (partner schools, membership in international networks etc.) 	Cooperation with VET + authorities and companies around Europe	Long-lasting cooperation with other construction school across Europe	None	None
		<ul style="list-style-type: none"> International projects 	Participation in several Erasmus + Project – KA1 and KA2	<ul style="list-style-type: none"> Long experience in the International Project Opportunities for students and staff to gain international experience, enhancing cultural understanding and global perspectives Improved reputation Access to Best Practices 	Not enough projects founded	<ul style="list-style-type: none"> More founded projects Expand Partnerships
		<ul style="list-style-type: none"> Cooperation with other professional sectors 	<ul style="list-style-type: none"> Collaboration with other professional sectors, such as architecture, engineering Industry-specific training that involve professionals from related sectors. 	<ul style="list-style-type: none"> Cross-Disciplinary learning Industry Insights Networking Opportunities 	<ul style="list-style-type: none"> Lack of formal partnerships Resource challenges 	<ul style="list-style-type: none"> Formalize partnerships Expand collaboration Curriculum integration
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
6	Quality assurance, monitoring and assessment, development strategies	<ul style="list-style-type: none"> Quality management system 	<ul style="list-style-type: none"> Existing Quality Management System, which include processes for monitoring, evaluating, and improving the quality of education and training. The QMS is aligned with regional, national and international standards 	<ul style="list-style-type: none"> Standardization of processes Continuous improvement Compliance with regulations 	<ul style="list-style-type: none"> Implementing and maintaining a QMS is resource-intensive, requiring significant time, effort, and financial investment. Complexity QMS effectiveness is sometimes weakened by inconsistent implementation 	<ul style="list-style-type: none"> Simplification Training of staff Implementation of strong feedback mechanisms to gather input from stakeholders

		-Regular external audits and internal evaluations are conducted		across different departments or programs.	
	<ul style="list-style-type: none"> Methods and tools for assessment of learning progress 	<p>The progress is monitored by each teacher who submit tests to evaluate overall learning at the end of a course or module.</p> <p>Practical lesson that applies theoretical knowledge to real-world scenarios.</p>	<p>-A range of assessment methods allows for a comprehensive evaluation of both theoretical knowledge and practical abilities.</p> <p>-Competence-based evaluation</p> <p>-Alignment with industry standards</p>	<p>-A range of assessment methods allows for a comprehensive evaluation of both theoretical knowledge and practical abilities.</p> <p>-Competence-based evaluation</p> <p>-Alignment with industry standards</p>	<p>-Need to integrate more modern assessment tools, such as digital platforms that can offer interactive and real-time assessments</p> <p>-Expand the use of project-based assessments that reflect real-world challenges in the construction industry</p> <p>-Develop standardized assessment guidelines to ensure consistency across different instructors, ensuring equitable evaluations.</p>
	<ul style="list-style-type: none"> Self-evaluation tools Staff development processes 	Absent			Implement evaluation system to monitor the knowledge + competences
	<ul style="list-style-type: none"> School development plan 	Existing School Development Plan, which outlines the strategic goals, objectives, and initiatives for improving the school's performance and outcomes in particular with internationalisation strategy.	<p>-Activities carried on in connection with the promotion of the school: open doors, educational fairs, careers orienteering</p> <p>Clear strategic direction</p> <p>-Focus on improvement</p> <p>-Clear resource allocation</p>	<p>-Limited opportunities to present the school</p> <p>-Limited stakeholder involvement</p> <p>-Gaps between the goals defined and their actual implementation, due to resource constraints, lack of follow-up, insufficient monitoring.</p>	<p>-Implement a clear vision and strategy for school progress to be shared with all the staff.</p> <p>-Increase stakeholder engagement</p> <p>-Effective monitoring and evaluation</p> <p>-Feedback mechanism with measurable goals</p>

	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
7	Health-Promoting architecture	<ul style="list-style-type: none"> Do you integrate principles of health promotion into architectural design to create environments that support physical, mental, and social well-being in your organisation? 	<p>Maximizing daylight – Large windows allowing natural light to permeate the building.</p> <p>Common areas – Common spaces outside the facility in a green area.</p> <p>Safety – Controlled access to school.</p> <p>Emergency preparedness – Clear emergency exits, signage, and accessible routes for quick and safe evacuation. Periodical test on the effectiveness ability to evacuate the building are set to check it.</p>	<p>Implemented intra-school projects in the field of health education (prevention day, sports day).</p> <p>Willingness of the board to implement well-being of the students.</p>	Interest among students over this subject	Increasing awareness of health benefits from the environment and from the correct usage of material or things.
	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
8	Pedagogical Concept of Democracy promotion	<ul style="list-style-type: none"> How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation, and respect for diversity within your educational programs? 	<p>Equality – We ensure equal opportunities for all students regardless of their social, cultural or economic background Subject teaches in our programs are affordable by the students with learning difficulties.</p> <p>Resources –textbooks, technology, extracurricular activities,</p> <p>and support services are all set for free to our students</p>	<p>-Commitment to equality and tailored curriculum design for disadvantaged students</p> <p>-Supportive Learning Environment</p> <p>-All students, regardless of their financial background, have equal access to the tools and opportunities necessary for their education.</p> <p>-By making these resources available at no cost, the school fosters an inclusive environment where financial barriers do not impede any student's</p>	<p>Potential lack of specific resources to effectively implement adequate pedagogical approaches</p> <p>None</p>	<p>Professional development for instructors to equip them with the necessary skills and resources</p> <p>None</p>

				ability to participate fully in educational activities. -Free extracurricular activities promote a 360° education that and encourages participation and engagement. -Free access to extracurricular activities encourages students to participate more actively in school life, enhancing their sense of belonging and engagement with the school community.		
			Anti-Bullying Measures – Teachers monitor and intervene to avoid bullying among students. Teachers promote programs and policies; fostering a safe and respectful environment where all students feel protected.	-Safe learning environment -Promotion of respect and safety -Teacher and staff involvement	None	None
			Feedback mechanisms –A tutor is set in the school in order to regularly monitor the students collecting their feedback.	-The presence of a tutor dedicated to regularly monitoring students and collecting their feedback ensures that students have a consistent and reliable channel to voice their opinions, concerns, and suggestions. -By regularly gathering feedback, the school can more effectively respond to the needs and concerns of students, creating a more inclusive and adaptive learning environment that aligns with democratic principles. -The tutor’s role in monitoring students enables more personalized support, addressing individual needs.	None	None
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
9	Inclusion	<ul style="list-style-type: none"> What does inclusion mean within your organization. 	For us inclusion means that no one is excluded or discriminated against based on characteristics such as race, gender, sexual orientation, disability, age, religion or other personal characteristics	The nature of our school allows us to welcome boys and girls or students who may suffer from discrimination due to their diversity The environment allows students of different genders to feel comfortable removing any diversity.	Lack of collection of information to gather perceptions	More advertising to normalize women working in the construction sector. Implementation of a regular surveys to gathering feedback from students, staff about their

					experiences and perceptions of inclusion within the school.
	<ul style="list-style-type: none"> Why is it important for your work culture and outcomes? 	In the construction there is a general lack of workers, furthermore boys have a low interest in working in this field, for this reason is important for our school to experience new way to attract students.	Promotion of the construction sector		<p>Raise awareness that working in the construction is inclusive and affordable for both genders.</p> <p>Listening student to collect their perceptions and opinions; encouraging students to share their experiences, needs, and ideas regarding curriculum, policies, and school life.</p>
	<ul style="list-style-type: none"> What strategies you employ to ensure that diverse voices are heard and valued in decision-making processes? 	<p>-The school has mechanisms in place to involve students, staff, and other stakeholders in decision-making processes, but the effectiveness and inclusiveness of these mechanisms may vary.</p> <p>-The current strategies include feedback forms and periodical meetings with staff and industry partners to gather input on school policies and practices.</p>	<p>-Commitment to involve staff members in decision-making, which helps ensure that different perspectives are considered and valued.</p> <p>-Regular engagement with students, staff, and industry partners helps in understanding the needs and expectations of various groups, leading to more informed and balanced decisions.</p>	The current strategies lack a formal structure potentially leading to informal or ad-hoc approaches that are less effective.	Create formal guidelines
	<ul style="list-style-type: none"> How you enhance recruitment and hiring practices to attract and retain a more diverse workforce? 	We collect curricula and when there is the need the people are called and interviewed	By contacting candidates as needed, the school can quickly address staffing requirements.	Budget at our disposal to pay the freelance teachers – Lack of teachers on some specific subject.	More budget available to pay teachers
	Indicators	Status quo	Strengths	Weaknesses	Needs
	<ul style="list-style-type: none"> How could be measured the progress towards greater inclusion and ensure accountability for achieving inclusion goals? 	<p>-The school has well-defined inclusion goals and a clear commitment to promoting diversity and equity within the educational environment.</p> <p>-There are established processes for monitoring and assessing inclusion efforts,</p>	-The school has clearly defined inclusion goals and a strategic plan for achieving them, providing a solid foundation for progress measurement and accountability especially toward the European Commission.	Although stakeholders are engaged, there might be opportunities to expand engagement efforts to include additional diverse groups or voices that are currently underrepresented.	<p>Collaborating with other professionals (such as educational psychologists, counsellors).</p> <p>Implement analysis of KPI</p>

			<p>including regular reviews and data collection on various aspects of inclusion.</p> <p>-There is active engagement with stakeholders</p> <p>-Regular and transparent reporting mechanisms are used to communicate progress towards inclusion goals especially toward the European Commission.</p>	<p>-Active involvement of stakeholders in the feedback process ensures that diverse perspectives are considered.</p>		
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Construction School Complex Nr. 1 ZSB1

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	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
1	School structure and resources	<ul style="list-style-type: none"> Premises and facilities 	<p>Classrooms: enough classrooms in two buildings equipped with modern teaching aids (e.g., whiteboards, projectors).</p> <p>Laboratories and Workshops: specialized spaces for hands-on training in construction techniques, materials testing, CAD design.</p> <p>Library: access to textbooks, reference materials, technical journals, and online resources related to construction and engineering.</p> <p>Common Areas: study areas, and cafeteria for students' use.</p>	<p>Two buildings located in the city center. Very well-equipped workshops for learning professions: construction workshops, a workshop for learning practical subjects in the profession of a ceramic technician, a blacksmithing workshop, and a goldsmithing and jewelry workshop.</p> <p>Increasing number of EU projects</p>	<p>Lack of adequate financial resources for renovations and purchase of modern equipment.</p> <p>Rapid wear/obsolescence of equipment in economic terms.</p> <p>Insufficient funds related to the dynamic development of vocational education.</p>	Renovations and purchase of modern equipment.
		<ul style="list-style-type: none"> Technical equipment 	<p>Construction Tools: basic and advanced hand tools, power tools, and machinery used in various construction trades.</p>			
		<ul style="list-style-type: none"> ICT equipment and internet connectivity 	<p>Computers: for students and faculty, equipped with relevant software (e.g., CAD software).</p> <p>High-Speed Internet: reliable and fast internet access for research, online learning, and communication.</p> <p>Smart Classrooms: projectors, and audio-visual systems for enhanced learning experiences.</p> <p>E-learning Platform: learning Management System (LMS) for managing coursework, assignments, and resources.</p>			

		<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
		<ul style="list-style-type: none"> Financial resources 	<p>Budget funds of the City of Poznań for the current purchase of materials and tools for vocational training</p> <p>Financial resources obtained from European Union projects</p> <p>Own funds developed by the school</p>			
		<ul style="list-style-type: none"> Staffing 	<p>Qualified Teachers: instructors with relevant theoretical knowledge, qualifications and experience in the construction and engineering fields.</p> <p>Support Staff: administrative personnel, IT support, and maintenance staff.</p> <p>Professional Development: continuous development of teachers to stay up to date with industry trends and technologies.</p>			
		<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
		<ul style="list-style-type: none"> ISO/other certification 	<p>No ISO certificates.</p> <p>Greater Poland School of the Year.</p> <p>Golden School in the Prospects Ranking.</p>			

	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
2	Curricula, courses and programs Objective to achieve with capacity-building program.	<ul style="list-style-type: none"> Knowledge of the elements of healthy building 	Included in curricula and teaching materials to a limited extent	Own curricula in line with the core curriculum applicable to the profession.		
		<ul style="list-style-type: none"> Knowledge of health risks 	Included in curricula and teaching materials.	Teachers' work with students preparing for Olympiads.		
		<ul style="list-style-type: none"> Knowledge of preventive measures 	Included in curricula and teaching materials.			The need to adapt teaching methods to generational change
		<ul style="list-style-type: none"> Knowledge of healthy building materials 	Included in curricula and teaching materials to a limited extent.			
		<ul style="list-style-type: none"> Knowledge of the use of materials and techniques of use 	Included in curricula and teaching materials.			
		<ul style="list-style-type: none"> Knowledge of deconstruction and recycling 	Included in curricula and teaching materials to a limited extent.			
			Indicators	Status quo	Strengths	Weaknesses
		<ul style="list-style-type: none"> Quality and innovation of teaching and training material 	Content Quality: the curriculum aligns with industry standards; regularly updated content to reflect the latest advancements, techniques, and best practices covering essential topics related		Lack of funding for additional classes with exceptionally gifted students.	A special pool of funds for working with exceptionally gifted students.

			<p>to construction; linking theoretical and knowledge.</p> <p>Pedagogical Innovation: incorporating active learning methods such as case studies, simulations, and hands-on projects; encouraging critical thinking, problem-solving, and creativity.</p> <p>Assessment Strategies: using varied assessment methods (e.g., quizzes, practical exams, group projects) to evaluate student understanding; providing timely feedback to help students improve.</p> <p>Instructor Competence: ensuring that instructors have relevant industry experience and teaching qualifications; supporting professional development for instructors to stay updated.</p> <p>Industry Collaboration: contacts with construction companies, associations, and experts to provide real-world insights; arranging site visits, guest lectures, and internships.</p> <p>Resource Accessibility: e.g., digital platforms, libraries.</p>			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
3.	Staff competences	<ul style="list-style-type: none"> Knowledge and skills on the topic 	High.	<p>Highly qualified teaching staff who know their subjects / topics very well.</p> <p>High social competences of the staff.</p>	<p>Fatigue with change and lack of financial appreciation of the teaching profession, which reduces motivation to work.</p>	<p>Continuous retraining of teachers related to the changing educational needs of young people.</p>
<ul style="list-style-type: none"> Digital skills 		High, concerning hardware and software.				
<ul style="list-style-type: none"> Innovative teaching methods 		High.				

		<ul style="list-style-type: none"> Feedback collection to identify improvements area 	Periodic surveys among teaching staff.			
		<ul style="list-style-type: none"> Assessments on individual knowledge 	Meetings and discussions in the vocational subjects and entrepreneurship committee and periodic reports.			
		<ul style="list-style-type: none"> Availability to update knowledge's 	High.			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
4	Learning process	<ul style="list-style-type: none"> Flexibility and formats for teaching and learning 	Classrooms that allow for adaptability, collaboration, and movement; combining face-to-face instruction with online components; utilizing a mix of synchronous (live sessions) and asynchronous (self-paced) learning; tailored instruction to individual student needs.	<p>Appointment of a person to the position of Quality of Education and Upbringing.</p> <p>Creation of a database of units offering training for teachers.</p> <p>Good practice (use of experience gained from previous projects) - digital learning materials (e.g. DigiCon, CoConstruct).</p>	<p>Groups of students are often too large, which makes it difficult to approach each of them individually.</p> <p>Students agree that their biggest problem is the lack of communicative skills in a foreign language and insufficient knowledge of vocabulary related to the industry in which they are studying. Moreover, there have been recent changes in the examination system and new tasks regarding knowledge of a professional foreign language have been introduced. In order to support practical language skills, including specialized languages, we try to create favorable learning conditions for our students, and currently the best and fastest form of learning a foreign language (using the phenomenon of immersion) is a trip abroad</p>	<p>Increasing the quality of education through new methods of working with young people.</p> <p>Increasing innovation in the examination methods used by Central Examination Board.</p> <p>Greater flexibility in modifying vocational education programs (flexible core curriculum adapted to changing market conditions).</p>

				and the need to use the language on a daily basis.	
	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
	<ul style="list-style-type: none"> Participatory approaches 	<p>Group Work: encouraging students to work in teams to complete assignments, fostering collaboration and communication skills.</p> <p>Peer Teaching: students take turns teaching certain topics to their peers, reinforcing their own understanding and learning from each other.</p> <p>Internships and Apprenticeships: collaboration with local construction companies to provide students with on-the-job training and real-world experience.</p> <p>Field Trips and Site Visits: organizing regular visits to construction sites, manufacturing plants, and trade shows to expose students to current industry practices and technologies.</p> <p>Skills Workshops: conducting workshops on specific skills e.g. masonry, plastering, allowing students to practice under expert supervision.</p> <p>Peer and Self-Assessment: incorporating mechanisms for students to assess their own work and that of their peers, fostering critical thinking and self-improvement.</p> <p>Case Studies: presenting students with complex, real-world problems to solve,</p>			

			requiring them to research, collaborate, and apply their knowledge.			
		<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
		<ul style="list-style-type: none"> Leverage technology for e-learning modules 	Utilizing e-learning (Classroom) platform, and online resources to enhance flexibility.			
		<ul style="list-style-type: none"> Issuance of certifications 	<p>Students obtain a diploma in the profession of a technician issued by the Central Examination Commission. The examination confirming vocational qualifications is a form of evaluation of the candidate's mastering of knowledge and skills of one specific vocational qualification. The exam confirming vocational qualifications consists of a written and a practical part.</p> <p>In order to pass the examination, a candidate must obtain at least 50% of the points possible in the written part and at least 75% of the points possible in the practical part. The result of the examination confirming the qualifications in the profession is determined and communicated by the district commission.</p>			
		<ul style="list-style-type: none"> Assessments to measure the effectiveness of training 	<p>Traditional: tests and exams, practical assessments.</p> <p>Competitions: participating / organizing competitions in the field of construction encouraging students to showcase their knowledge, skills and creativity.</p>	<p>High results in vocational examinations.</p> <p>Laureates and finalists of the Building Knowledge and Skills Olympiad, the Investment Process Olympiad, the Art History Olympiad, and the</p>	<p>The Central Examination Board conducts vocational examinations in construction qualifications at the moment without the use of computer programs and tools used in the construction industry. The ability to use computer programs, which students</p>	

				"Build with Passion" Olympiad.	acquire at school, is applied at a later stage of education - studies, and in later professional practice. The degree of innovation in terms of the methods used is medium.	
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
5	Networking and cooperation	<ul style="list-style-type: none"> School networks cooperation with higher education Connections to / Cooperation with companies 	<p>Long-term cooperation with Poznan University of Technology (PUT) and Adam Mickiewicz University in Poznań, partnership in projects, students' internships in the lab, regular participation of students in events organized by the university, teaching staff from universities.</p> <p>JEDU Education Federation, Finland.</p> <p>Practical Training Centre, Germany.</p> <p>Vilnius Builders Training Centre, Lithuania.</p> <p>Innovative educational project "Building Together" - in cooperation with the RBW development company.</p> <p>Project WRPO 2014 Sub-measure 9.3.4 Investing in the development of education and training infrastructure under the Integrated Territorial Investments (ZIT) for the Urban Functioning Area (MOF) of Poznań;</p>	<p>Very well-developed cooperation with various entities.</p> <p>Cooperation with entrepreneurs helps to prepare students for the labor market. Many of them take up jobs in companies with which the school cooperates.</p>	Insufficient financial involvement in the workplaces where students undergo internships.	Increasing the availability of laboratories at universities for school students.

		<ul style="list-style-type: none"> • Cooperation with educational authorities, administrations • International cooperation (partner schools, membership in international networks etc.) 	<p>Project "Improving competencies in mathematics and computer science by high school students of the Municipal Functional Area of Poznań";</p> <p>Poznań Construction Corporation Pekabex JSC.</p> <p>Cooperation with jewelry companies (e.g. Kruk, Apart, Yes).</p> <p>Greater Poland District Chamber of Construction Engineers (WOIIB);</p> <p>Greater Poland Chamber of Construction (WIB);</p> <p>Polski Związek Inżynierów i Techników Budownictwa (PZITB);</p> <p>Education Board in Poznań.</p> <p>BK Plus Europe (Cyprus);</p> <p>Center for Innovation and Policies in Moldova.</p> <p>Center of Excellence in Construction (Moldova);</p> <p>Vocational School no. 7 (Moldova);</p> <p>Riga Art and Media Technical School (Latvia);</p> <p>Universitatea Transilvania din Brasov (Romania);</p> <p>Universidad de Sevilla (Spain);</p>			
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			<p>Asociación Empresarial de Investigación Centro Tecnológico del Mármol, Piedra y Materiales (Spain);</p> <p>Asociatia Romania Green Building Council (Romania);</p> <p>Fundatia pentru Formare Profesionala si Invatamant Preuniversitar Viitor (Romania);</p> <p>The Vocational Advancement Service of the Association of Construction Industry of Berlin-Brandenburg (Germany);</p> <p>Professional High School of Building, Architecture and Geodesy "Angel Popov" (Bulgaria);</p> <p>Vocational education Centre JEDU (Finland);</p> <p>Berufsförderungswerk der Bauindustrie Berlin-Brandenburg e.V. Kompetenzzentrum für Nachhaltiges Bauen Cottbus (Germany);</p> <p>SCUOLA COSTRUZIONI VICENZA ANDREA PALLADIO (Italy);</p> <p>Stichting CHAIN5 (Netherlands);</p> <p>Co4Health – Competences for Healthy Building in Construction Professions (https://co4health.eu/en/);</p> <p>PPF-VET – Preparing the Past for the Future: A VET Capacity Building Initiative for</p>		
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		<ul style="list-style-type: none"> International projects 	<p>Monument and Building Restoration (https://ppf-vet.com/);</p> <p>CoConstruct – Digital learning meets sustainability (https://coconstruct.eu/en/);</p> <p>RecoverIND – Ecological and innovative technologies for recovering industrial areas from LCA and energy efficiency point of view (https://recoverind.eu/en/home/);</p> <p>Erasmus+ – We build experience - foreign internships are the path to success.</p>			
		<ul style="list-style-type: none"> Cooperation with other professional sectors 	<p>Greater Poland District Chamber of Construction Engineers (WOIIB);</p> <p>Greater Poland Chamber of Construction (WIB);</p> <p>Polski Związek Inżynierów i Techników Budownictwa (PZITB);</p>			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
6	Quality assurance, monitoring and assessment, development strategies	<ul style="list-style-type: none"> Quality management system 	<p>Clear, documented processes for all educational activities, including curriculum development, teaching, and assessment.</p> <p>Activities in accordance with applicable regulations, standards and best practices in education and construction.</p> <p>Feedback systems for students, staff,</p>	Developed, coherent vision and strategy for school progress.	Variability of legal regulations resulting in lack of flexibility when modifying educational programs.	Pursuit of organizational sustainability arising from the maturity of the school life cycle.

		<ul style="list-style-type: none"> • Methods and tools for assessment of learning progress • Self-evaluation tools Staff development processes 	<p>and stakeholders to continuously improve processes.</p> <p>Comparing results with other similar institutions to identify areas for improvement.</p> <p>Regular short tests to gauge understanding and provide immediate feedback.</p> <p>Interactive activities like group discussions and problem-solving sessions.</p> <p>Comprehensive tests to evaluate overall learning at the end of a course or module.</p> <p>Practical projects that apply theoretical knowledge to real-world scenarios.</p> <p>Theoretical and practical professional examinations in various specialties.</p> <p>Structured peer review processes where colleagues provide feedback on teaching practices.</p> <p>Personalized plans outline goals for professional growth and how to achieve them.</p> <p>Regular training sessions on the latest teaching methods, technologies, and industry trends.</p> <p>Pairing less experienced teachers with seasoned mentors for guidance and support.</p>			
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		<ul style="list-style-type: none"> School development plan 	<p>Providing one-on-one coaching to help teachers improve specific aspects of their teaching.</p> <p>Defining the school's long-term goals and the steps needed to achieve them.</p> <p>Ensuring that the development plan is created with input from all stakeholders, including students, staff, parents, and industry partners.</p> <p>Setting targets for student performance and curriculum development.</p> <p>Plans for the development and maintenance of physical and technological infrastructure.</p> <p>Scheduling periodic reviews of the development plan to assess progress and make necessary adjustments.</p>			
	Category	Indicators	Status quo	Strengths	Weaknesses	Needs
7	Health-Promoting architecture	<ul style="list-style-type: none"> Do you integrate principles of health promotion into architectural design to create environments that support physical, mental, and social well-being in your organization? 	<p>Maximizing daylight – Large windows allowing natural light to permeate the building.</p> <p>Common areas – Communal spaces such as seating areas, cafeteria to facilitate social interaction and collaboration.</p> <p>Safety – Controlled access to school.</p> <p>Emergency preparedness – Clear emergency exits, signage, and accessible routes for quick and safe evacuation.</p>	Implemented intra-school projects in the field of health education (prevention day, sports day).	Consumerism among students and the younger population.	Increasing awareness of health care.

	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
8	Pedagogical Concept of Democracy promotion	<ul style="list-style-type: none"> How are designed pedagogical approaches that effectively cultivate democratic principles such as equality, participation, and respect for diversity within your educational programs? 	<p>Equality – Ensuring equal opportunities for all students regardless of their social, cultural or economic background; individualization of teaching by adapting teaching methods to the needs and skills of students; support programs for students with learning difficulties.</p> <p>Equitable Resources – Allocating resources fairly, providing equal access to textbooks, technology, extracurricular activities, and support services.</p> <p>Student Voice – Creating opportunities for student input; involving them in decision-making processes related to school policies, events, and activities; Encouraging student-led initiatives.</p> <p>Anti-Bullying Measures – implementing anti-bullying programs and policies; fostering a safe and respectful environment where all students feel protected.</p> <p>Teacher Training – Train educators on recognizing and addressing bias; promoting culturally responsive teaching practices.</p> <p>Feedback mechanisms – Regularly soliciting student feedback on courses and teaching methods and visibly</p>	<p>Creation of the document: Standards for the Protection of Minors.</p> <p>Educational program for each class.</p> <p>Meeting with a psychologist.</p> <p>Conducting regular training for employees and raising awareness in this area.</p>	<p>Lack of funding to increase hours to allow classes / one-on-one meetings with students with special educational needs.</p>	<p>Increased funding</p>

			incorporating their suggestions to show that their voice counts.			
	<i>Category</i>	<i>Indicators</i>	<i>Status quo</i>	<i>Strengths</i>	<i>Weaknesses</i>	<i>Needs</i>
9	Inclusion	<ul style="list-style-type: none"> • What does inclusion mean within your organization. • Why is it important for your work culture and outcomes? • What strategies do you employ to ensure that diverse voices are heard and valued in decision-making processes? 	<p>Improved student outcomes.</p> <p>Enhanced student social skills.</p> <p>Positive school climate.</p> <p>It leads to a more innovative, engaged, and productive workforce, ensures compliance with legal standards, and promotes social cohesion. By fostering an inclusive environment, construction companies in Poland can improve their performance, competitiveness, and reputation, benefiting both the industry and society as a whole.</p> <p>Listening to, understanding, and acting on student perceptions and opinions; encouraging students to share their experiences, needs, and ideas regarding curriculum, policies, and school life.</p> <p>Engaging parents and carers in meaningful dialogue; understanding their perspectives and involve them in decisions related to their children's education.</p> <p>Collaborating with other professionals (such as educational psychologists and counselors).</p>	<p>Tasks undertaken in connection with the promotion of the school: open doors, Time of Professionals, educational fairs, visits to elementary school presenting the profile of the school.</p>	<p>Recruitment system common to all schools.</p>	<p>Changing the recruitment system: the student gets into the school of first choice (despite the objectively lower number of points), which increases his motivation to study in the chosen profession. The results of the post-primary school examinations mainly determine the choice of school, rather than interests.</p> <p>Changing the way of thinking about vocational school (NQF level 3).</p> <p>Establishment of a second-level vocational school (NQF level 4).</p>

		<ul style="list-style-type: none"> • How do you enhance recruitment and hiring practices to attract and retain a more diverse workforce? 	<p>Supporting students with special educational needs and disabilities.</p> <p>Recognizing and valuing the voices of students from different cultural backgrounds.</p> <p>Creating an environment where students of different genders feel comfortable expressing their views, removing any gender bias.</p> <p>Recruitment to the school is done through a system set up by the education department.</p> <p>Hours at the director's disposal allocated for practical classes complementing the profession (e.g. physics in construction, design, stained glass, casting and metalwork).</p> <p>Hiring people according to competencies.</p> <p>Teaching in new specialties and professions.</p> <p>Teachers working in the profession and teaching in the school at the same time.</p> <p>Conducting regular surveys and gathering feedback from students, staff, and faculty about their experiences and perceptions of inclusion within the school.</p> <p>Reviewing and updating the curriculum to ensure it reflects diverse perspectives and is</p>			
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		<ul style="list-style-type: none"> How could progress towards greater inclusion be measured and ensure accountability for achieving inclusion goals? 	<p>inclusive of different cultures and identities.</p> <p>Establishing mentorship programs pairing students from underrepresented groups with mentors who can provide guidance and support.</p> <p>Establishing specific, measurable, achievable, relevant, and time-bound goals related to inclusion; these could include targets for enrollment of underrepresented groups, support services and curriculum inclusiveness.</p>			
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Conclusion

Developing knowledge of healthy building is essential for creating safe, sustainable, and inclusive environments that promote health and well-being.

By investing in research and actively listening to stakeholders, we can ensure that all involved are well-prepared to meet the evolving needs of well-being in buildings.

Promoting a culture of listening and participation within schools and other activities will enhance the general well-being of the community.

Equipping staff with the necessary skills and knowledge enables schools to play a critical role in fostering healthy practices.

Through targeted capacity building efforts, schools can create dynamic and supportive learning environments that empower both teachers and students to excel and succeed in their future careers.