## Transnational Meeting in Oslo 28-29 november 2016



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 Digital community and Innovation in
AduLt
educAtion and
Basic
Skills







## Transnational Meeting in Oslo 28-29 november 2016



Digital community and Innovation in AduLt educAtion and Basic Skills

Workshop on output 01

« Awareness in the area of Basic Skills »

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## Awareness in the area of Basic Skills Workshop on output 01

## Contents

- Definitions
- 2 Stakes
- B Historical background in France
- 4 Standards of competence
- Who is concerned ?
- **6** Key competences in professional contexts
- Case study

















### Basic skills =

- functionnal literacy and numeracy
- communication language
- digital Skills

#### Key competences =

- Basic skills +
- cross-functionnal skills













#### **Observations within Europe** :

- problems of professional integration
- lack of professional mobility and qualification

#### Due to :

- A lack of basic skills, particularly functional and numeracy along with digital skills
- A lack of key competences facilitating adaptability

#### Consequently, the issue is to develop those competences among the European people















#### **Historical background in France**

#### **POLITICAL LEGAL FRAMEWORKS :**

1) European frameworks

2006 : European framework of key competences for life long learning : introduction of the notion of competency

2009 : Lisbon Treaty : recommendations of the European Parliament on Life Long Learning

The European key competences framework defines 8 key competences





#### **Historical background in France**

#### 2) National policy strategies

- **DGEFP**: influences the specifications decided by the sponsors, establishing public contracts related to key competences)
- 2014 : law on vocational training



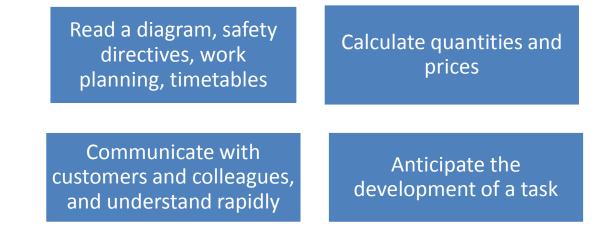


### **Creation of standards of competence**

**ANLCI** (National Agency facing illiteracy issue)

Creation of the Framework of « key competences in professional contexts »
(2009)

Examples : To be able to



Law on vocational training (2014)  $\rightarrow$  **new certifications:** 

- CléA : professional inter-sectors certification. Validation of 7 competences
- Voltaire : only to ckeck and validate the spelling competency





## In France, the Key competences standards cover the following levels in adult education :

• From the lowest level (illiteracy situation) to the university entrance level (DAEU)

#### It concerns various publics :

- Natives/immigrants
- Workers
- Unemployed
- Retired people





#### **Key competences in professional contexts**

1- The stakes for companies in the development of "key competences" training programs





- 2- The essential incentives
- A political willingness of the Board members
- Availability of funds : role of the funding and distributing organisms
- **Partnership** = social partners- unions-, training centers, universities, HR managers, headquarters, mentors, tutors of the company, employees 'representatives
- Awareness of the necessity of a commitment for a long time process.
- Awareness training, within enterprises and specially trained delivery staff, is precious
- A training program that **is focused and adapted to employer settings** is highly relevant.





#### **Key competences in professional contexts**

Motivating factors for the public concerned :



















#### **Case studies : French examples**

#### Our engineering process, to implement awareness programs on key competences

- Co-built process
- 2 Tailored training
- O-working with the management team
- **4** Work on the assessment of the need needed skills
- S Co-built coaching program
- **O** Identification of the employees who will attend the training programs





#### **Case studies : the hospital of Lille**

**Public hospital** 

**Regional status** 

University center for medical studies and researches

16 activity centers and 15 departments

15 300 agents

11 500 non medical staff

7500 doctors

















### **Case studies : the hospital of Lille**

- Stakes for the employers (cf slide 10)
- **The ANFH** (distributing organism for the public hospital centers)

- Action 1 : TO work with its members on the awareness in the area of key competences in professional context.

Action 2 : To identify the needs of the employees and implement an assessment of their level.

Action 3 : To build and implement a training program related to key competences





Case studies, The hospital of Lille: implementation of a testing program to develop key competences



To support the Human Ressources department and the vocational department, along with the team managers, to identify the needs of the employees and to be able to guide those, towards a training project.

**2** To assess the employees and building of a personalized training plan.

3 To build and emplement a" key competences training program"

This program is established for 3 years, from 2016, (public contract) Engineering + Actions 1, 2 : University of Lille 1 Action 3 : Training center (association)

















Action 1: Awareness training course on key competences, directed to the managers and heads of teams

Target group : 9 persons

Actions 2 and 3 : Assessment and training program

Number of agents affected by assessment : 50 approximately Number of agents affected by the training program : maximum of 25 for the 1st year.





# Case studies, The hospital of Lille: implementation of a testing program to develop key competences

#### Focus on the step regarding "awareness and identification of key competences"

Tools (T)	Public	Contents/objectives	Methodology
Tools (T) Slideshow (T) Written materiel (T) videos (T)	Public Managers Heads of departments (biology laboratory, hospitality, catering, logistics) heads of team	Contents/objectives To develop basic knowledges on literacy difficulties To understand why the improvement of key competences is important for the hospital To build a framework of principles to implement a « key competences » program	Methodology The hospital education department pilots the project. A target group Steering committee 2 days course with an inter-session
		To share practices	





















## Thank you for your attention

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