

# Transnational Meeting in Oslo 28-29 november 2016



Digital community and  
Innovation in  
AduLt  
educAtion and  
Basic  
Skills

## Partners



## Coordinator





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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### Partners

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

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# Basic skills/ Key competences: definitions

## Basic skills =

- functional literacy and numeracy
- communication language
- digital Skills

## Key competences =

- Basic skills +
- cross-functional skills



# Stakes for the countries and Europe

## 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

Read a diagram, safety directives, work planning, timetables

Calculate quantities and prices

Communicate with customers and colleagues, and understand rapidly

Anticipate the development of a task

Law on vocational training (2014) → **new certifications:**

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





# Who is concerned ?

**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

## 1- The stakes for companies in the development of “key competences” training programs

To maintain and develop employability

To guarantee evolution in the career

To ensure certification and/or to give access to professional qualifications

To assess the competences yet acquired

To increase the autonomy of the employees in their job

To facilitate their integration in the working teams

To support the adaptation of employees to the evolution of processes and of the labour market



# Key competences in professional contexts

## 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 :**

**To increase one's  
degree of autonomy in  
one's work**

**To get access to  
qualification**

**To upskilling one's  
workforce**

**To feel comfortable  
when it deals with  
communication with  
colleagues**

**To understand and be  
able to use professional  
documents**



# Case studies : French examples

Our engineering process, to implement awareness programs on key competences

- 1 Co-built process
- 2 Tailored training
- 3 Co-working with the management team
- 4 Work on the assessment of the need needed skills
- 5 Co-built coaching program
- 6 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

## Phase of engineering



### 3 ACTIONS

- 1 To support the Human Resources 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 implement 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)





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

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



That is the end



# Thank you for your attention

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