Compétences clés, compétences de base en situation professionnelle

THE PROMOTION OF APP'S LABEL

Digital community and
Innovation in
Adu**L**t
educ**A**tion and
Basic
Skills

Laurence MARTIN

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Direction
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Association pour la Promotion du label APP

Erasmus+ FuturoDigitale inerciadigital GLAFKA HØGSKOLEN I OSLO OG AKERSHUS Collegium Balticum CENTRO DE FORMAÇÃO DR. RUI GRÁCIO LAGOS Université de Lille

The 8 European key competences were already included in the APP process before 2006

European APP project : European key competences' development and validation

This project arises from the APP network request **to make these competences visible**. They were already detected during the training process but not formalised.

↳ **The European reference framework about the 8 European key competences :
a first formalisation of APP's approach**

- Always make the link between our considerations and actions and the European politics and official documents from the European commission

- Recognize the **8 European key competences** as fundamental for every citizen about :
  - **personal development** and **access to employment**
  - **social inclusion** and **active citizenship** development

- Help APP values prevail in relation to practices, postures and pedagogical approaches which underpin the 8 European key competences' mobilization

The tool draws on the following European reference documents

➤ **Key competences for lifelong learning: A European reference framework** (2006)
↳ Used in the development of the APP training guidelines for trainers

➤ **European Qualifications Framework** (2008)
↳ Used in probing problems related to levels of certification

• **Council Recommendation (2012**), inviting European Member States to have in place, no later than 2018, arrangements for the **validation of non-formal and informal learning**
↳ Used to design validation procedures for the European key competences

More than 30 years of experience!

- **APP** – pedagogical and quality label officially recognized nationwide

All VET centers can ask for it, according to the respect of the strict APP's contractual requirements

. **APapp** – APP's label owner since 10 years

Is responsible for quality label, its administrative management. APapp is promoting the label, implementing and training APP's network

- 2017: 115 VET centers were APP labelled, representing nearly 200 reception points in France

Nationally recognized as expert in key competences

- More than 3 million people were trained by the APP network since 30 years
- In 2017: 33 000 trained people, 2 200 000 training hours

19/11/2018

A teaching approach based on guided self-training, allowing access to European key competences

Approach based on strong principles:

- **CUSTOMIZATION AND SUPPORT**
- **TERRITORIAL ANCHORAGE**
- **DIVERSE RANGE OF PEOPLE AND FUNDING SOURCES**
- **TRAINING FIELDS LINKED TO EUROPEAN KEY COMPETENCES**
- **LOCAL AND NATIONAL NETWORKING**

The specificity of APP approach

The APP label represents :

✓ **an open training space** which is encouraging learning and self-study

« A space awarded as APP is a VET place where teaching activity is linked to professional key competences mastering and in a wider range to European key competences through specific approach »

✓ **a learning organisation** focused on individuals and their personal project
✓ **a teaching approach** based on <u>supported self-training</u>

And also:

✓ **a proximity approach**
✓ **an immediate answer**
✓ A strong local and national **network**

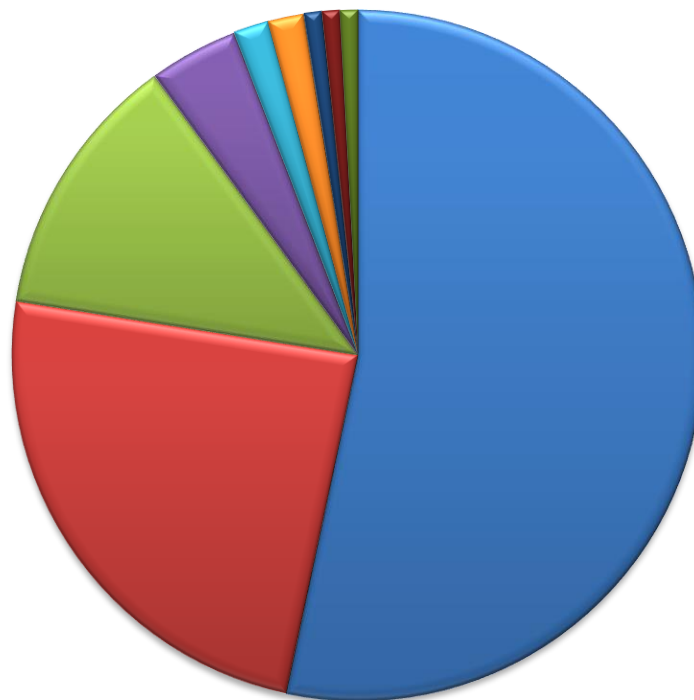## Associated means and tools:

- A permanent **in and out process**

- Organized **tools of formalization** (follow-up booklet, portfolio,...),

- **Pedagogical multimodality**

- **Actors' attitude** : APP's staff and trainers are more attendants, enablers, facilitators / **collective competence**

- **Resource center :** APP space where all pedagogical tools are openly accessible and available

- A **caring and considerate climate**

APP labelled bodies

Associations • GRETA • Entreprises • EPLEFPA • CFP • CFA • CCAS • MFR • SCOP

APP network: statistical profile

. More than 33.000 individuals came in APP places.

. 30.000 of them were trained, corresponding to nearly 2.900.000 training hours.

- Most of them are women (65%)

- 68 % are job seekers, nearly 30 % of them leave this status after their APP path

- Most of them are low educated (44%)

Our role : to accompany them towards the achievement of their project

Several kinds of projects

- Executing a professional project
- Preparing the access to a qualifying VET action
- Preparing an exam, a contest, a diploma, a certification…
- Adapting themselves to social and professional trends

Their needs

- Strengthening / Developping their key competences
- Regaining self-assurance

To upgrade the level of acquired fundamental knowledges : reading, wrinting, calculating... (main core of European key competences)

But also

To support the « transversal » skills development : critical thought, issue resolution, creativity, team spirit, communication, autonomy,...

- With a special attention to the key European competence **learning to learn**

Detecting key competences during training in APP approach

The APP approach is based on <u>supported self-training</u>, in order to :

- **Develop** and strengthen autonomy and ability to act by themselves

- **Encourage** empowerment, entrepreneurial and adaptation abilities

- **Stimulate** curiosity and critical sense

- **Encourage** communication and relationship development
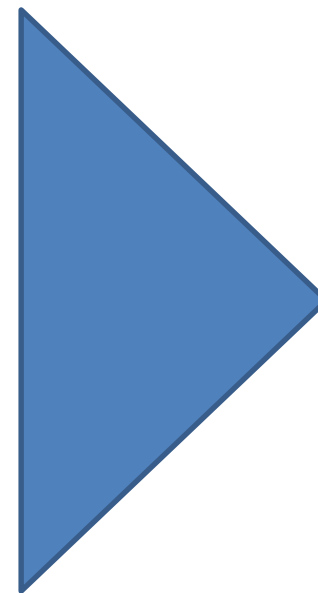
- **Strengthen** self-esteem and desire to learn

APP approach inside a European project

3 years' project

10 partners

10 « research-actions »

RESULTS

https://www.Eure-K.eu

How to validate and certify the European Key competences?

An Erasmus+ project (2015>2018) that aims at studying how to implement processes for the recognition, validation and certification of competences, based on the European Reference Framework – related to the 8 Key Competences for lifelong Learning.

By conducting

- experimentations on training processes centered on learners' experience
- within the diversity of 4 European contexts and 4 spheres of acquisition (professional activity, civil society, vocational training, mobility)

.

- *France* :
  - ✓ **Cnam Lorraine: in the context of the CléA scheme**
  - ✓ ***Cnam Paris: In the context of the Phd population***
  - ✓ **APP Network: in the context of the APP network**
  - ✓ **University of Tours: 2 RA conducted in the context of an apprentices (CFA) and a nurse apprentices and students (IRFA) populations with an experience in European mobility**

- *Portugal* :
  - ✓ **University of Lisbon: in the context of the population of a slum**
  - ✓ **University of Algarve: in the context of a mass plan to convert the outcomes of the experience of an adult population into primary and secondary school diplomas**

- *Italy* :
  - ✓ **University of Padova: in the scope of recognition of Italian embroidery as part of the UNESCO world' patrimony**
  - ✓ **"*Politechnico Calzaturiero*" of Venetia: in the context of designers in the district of luxury shoe manufacturing of Venetia**

- *Belgium* :
  - ✓ **Forem: in the of context of the NEET population**

Design of a process for the **recognition, enhancement and validation** of formal, non formal and informal learning outcomes in the framework of the 8 key competences, **based on the APP learning model**

« Making visible the invisible »,
« par les preuves, non par l'épreuve » !

The achievement is consistent with the **« Council Recommendation of 22 May 2018 »:**

- which aims at establishing "**good practices**" (paragraph 10, page 4)
- as well as with its recommendations to develop "different methods **for assessing key competences in non-formal and informal contexts**" (p. 29).

The 10 action-research projects allowed the team to draw up and put at disposal to all actors and institutions involved in lifelong learning, **6 recommendations** for the implementation of processes for the recognition, validation and certification of key competences based on the European Reference Framework

The Eure.K 6 recommendations

1. No recognition and validation process can be set by decree: it must be the result of a **co-construction**

2. Recognition requires the **full involvement** of the applicant in his learning process

3. **Competences are assessed**. They cannot be quantified.

4. Processes for recognition and validation of key competences are meant **as learning spaces and not as grading tools**

5. Competence recognition and validation is **not suited to be a standardised process**. It requires professionals properly trained at accompanying self-learners

6. **Cultural and intercultural skills** cannot be dissociated from the other key competences

Compétences clés, compétences de base en situation professionnelle

CERTIFICAT CLÉA®

1ST CERTIFICATION FOR KEY COMPETENCES IN FRANCE

Université de Lille

Direction Formation continue et alternance

Digital community and Innovation in AduLt educAtion and Basic Skills

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CléA certificate represents the main innovation of the previous French VET reform about basic skills' assessment and validation

The goal: to give each person the opportunity to adapt and get trained throughout its carrier thanks to a common ground of needed competences.

Social partners have built this professional certificate in collaboration with key competences' experts including the APapp.

APP network :
First partner nationally entitled by social partners to assess competences and train people to get CléA certificate.

First nation-wide cross-sectoral certification created by social partners

Shared by all stakeholders and intangible (Labour Code)

Global and generic

Must be personalized, could be adapted to the professional context

Cannot be refused if the person uses his individual VET account (Compte Personnel de Formation or CPF) to be assessed and trained

At the origin : only the individual can decide to enter the process to get CléA
Nowadays : CléA can be considered as a necessary step by some stakeholders to secure a certified training process

Key competences are split into fields according to their main topics.

7 fields of competences ➡️ 28 subfields ➡️ 108 evaluation criteria

. French communication
. Basic mathematics rules
. Digital competence
. Ability to teamwork according to fixed rules
. Ability to work independently and achieve an individual goal
. Lifelong learning to learn
. Ability to assess movements and postures, to respect hygiene, sa safety and environmental rules

• **CERTIFICAT CLéA** •

SOCLE DE CONNAISSANCES ET COMPÉTENCES PROFESSIONNELLES
Décret n° 2015-172 du 13 février 2015

Le présent certificat a été délivré à ....

Par la Commission Paritaire Nationale de l'Emploi de ....
à l'issue de la délibération du jury réuni le ....

Fait à ....

Pour le COPANEF   Pour la CPNE   Le titulaire

Copanef
Le trait d'union emploi-formation

- Avoiding stigma and bringing back confidence in personal skills

- Available for all without any reference to level

- A nation-wide and cross-sectoral acknowledgement

- A strong basis to go further

- A benchmark for employers and recruiters
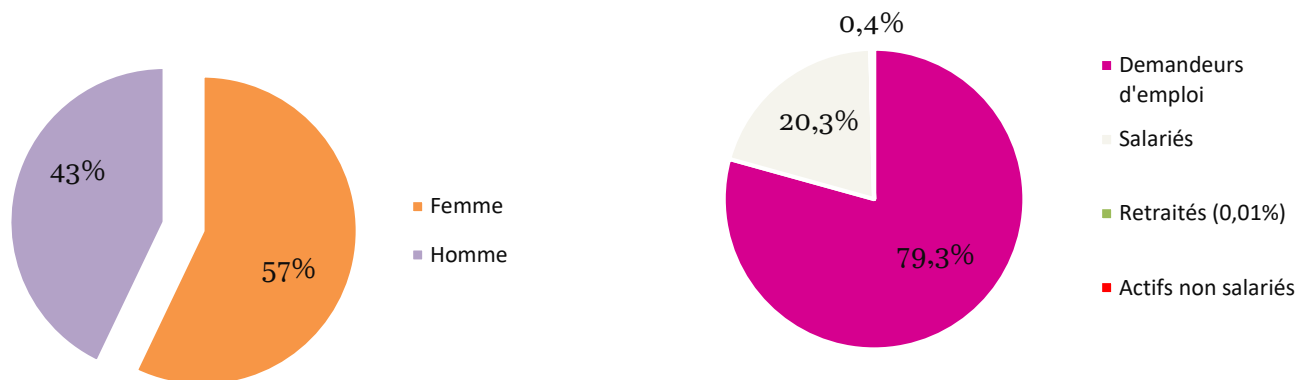
VOUS ÊTES PRO ?
FAITES-LE SAVOIR !

18.147 applications forms

13.147 current folders including 85% awaiting final evaluation

5.000 issued certificates including 48% direct validations.

Distribution by gender and situation

Pie chart 1:
- 43% Homme
- 57% Femme

Pie chart 2:
- 0,4%
- 20,3%
- 79,3%
- Demandeurs d'emploi
- Salariés
- Retraités (0,01%)
- Actifs non salariés

Validation par domaine en évaluation préalable

Domaine 1	Domaine 2	Domaine 3	Domaine 4	Domaine 5	Domaine 6	Domaine 7
46,68%	34,53%	51,10%	84,23%	67,53%	73,91%	51,94%

Compétences clés, compétences de base en situation professionnelle

THE CHARTER TO DEMOCRATIZE ACCESS TO KEY COMPETENCES

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- **CEDEFOP (2017)**

« Investing in skills pays off: the economic and social cost of lowskilled adults in the EU » Luxembourg: Publications Office. Cedefop research paper; No 60.

http://dx.doi.org/10.2801/23250

- **OCDE (2017)**

« Etudes économiques de l'OCDE – France », *Regards sur l'éducation 2017 : Les indicateurs de l'OCDE,* Éditions OCDE.

http://dx.doi.org/10.1787/eag-2017-fr

Perspectives de l'OCDE sur les compétences 2017, Compétences et Chaînes de Valeurs Mondiales, Éditions OCDE, Paris (en anglais)

http://dx.doi.org/10.1787/9789264273351-en

- **France Stratégie (2017)**

Rapport du groupe de travail n° 4 du Réseau Emplois Compétences : « Renforcer la capacité des entreprises à recruter »

https://www.dropbox.com/s/dqj3yoiw20ele1s/rapport_rec_capacite_entreprises_recrutement_22082017.pdf?dl=0

In France

- **31% of adults** are suffering from a lack of litteracy and/or numeracy competences

- France places it **24th among 30** about litteracy and numeracy (OCDE) et **21st among 28** about low-qualification (Cedefop).

- Halving low-qualified population in France by 2025 would represent an economic gain of **141 Mds d'€** for this period.

- Each person escaping low-qualified situation represents an average net earning of **13 800€**.

INDIVIDUS & FAMILLE :

Revenus et employabilité, meilleure santé, sentiment de bien-être et de satisfaction.

EMPLOYEURS & ENTREPRISES :

Productivité et retours sur investissements, économie sur les frais de recrutement d'effectifs qualifiés.

ÉCONOMIE :

Productivité et croissance, recettes fiscales et diminution des dépenses publiques (santé, allocation, délinquance…).

SOCIÉTÉ :

Inclusion sociale, engagement civique et politique.

Source : Cedefop (2017)

« Charter for the access of all to key competences everywhere and at any time »

Let's mobilize!

Open for signature since November 2017

Compétences clés, compétences de base en situation professionnelle

OPEN BADGES IN APP NETWORK

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> **The APP's network's platform « Apprenant Agile » is officially open since 28. september**

www.apprenantagile.eu

It will allow trainers to grant digital badges to learners, to make their apprenticeships through APP process visible.

Make benefits from APP process visible, as numerous testimonies are attesting.

Enable us to develop a recognition process of formal, informal and non formal learning outcomes.

The aim : to help people regain self-confidence in the scope of their personal development and their work placement

Detecting key competences during training in APP approach

I meet people, learn to work with others, discover other cultures and working methods
Self training

I read and understand the rules, I exchange and communicate with the trainer if needed, I explain and reformulate

I understand some foreign words while using internet or learning sciences

I take initiative to manage in solving problems, I know where to go to find solutions and how to manage to get some help from my colleagues

I observe, calculate, think, analyse, solve mathematical problems

I interact with others during working groups, cooperative work, I respect internal rules

I adapt my learning strategies, I explore new methods, I self-assess...

I seek information on websites, I use my USB stick for added exercises, I use the platform, tutorials, Facebook...

1   2   3   4   5   6   7   8

Generic process to create a file of proofs

Action *(situation)* → **Distanciation** *(reflexivity)* → **Awareness** *(transfer)* → **Formalisation** *(validation)* → **File (Badge)**
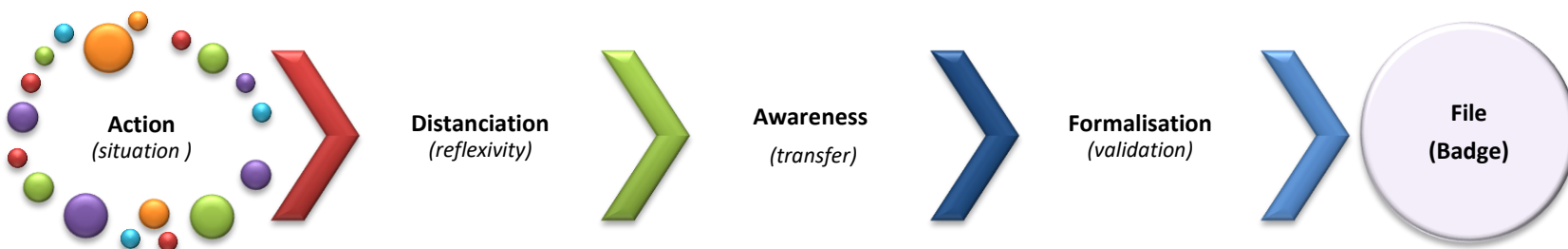
6 transverse competences

Communicate: understand and get understood	**Exercise one's creativity**: innovate
Cooperate: participate to the common goal	**Think with logics**: ensure consistency
Act with method: ensure efficiency	**Exercise one's critical mind**: keep things in perspective and regulate one's actions

A single **Web page which** contains the whole set of information (metadata) related to the development of competences, achievements, etc. for a given individual

The badge and its information are **secured and stored** in a portfolio on a Web site

In 2011, an « **Open Badges** » standard was specified to port a badge from a platform to another

The purpose of digital badges is:

- To **store in a digital format, competences and diplomas**

- to **document and validate the** formal, non formal and informal **learning paths**

- to **understand and share** one's competences and achievements

The **administrative side (dashboard)** allows to create badges, grant them, manage them efficiently and promote them

The **user side (portfolio) consists in** a portfolio into which learners collect, manage and sort their digital badges and most of all display them to communicate and share (social medias, Web site, etc.)

http://badgefactor.com

8 European key competences

COMMUNICATION — EXPLORATEUR

LANGUES ET CULTURES — EXPLORATEUR

SCIENTIFIQUE — EXPLORATEUR

NUMÉRIQUE — EXPLORATEUR

APPRENANT AGILE — EXPLORATEUR

CITOYENNETÉ — EXPLORATEUR

INITIATIVE ET ENTREPRISE — EXPLORATEUR

ARTS ET CULTURE — EXPLORATEUR

Erasmus+

FuturoDigitale

inerciadigital

GLAFKA

HØGSKOLEN I OSLO OG AKERSHUS

Collegium Balticum

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Université de Lille

1- Communication

2- Languages and cultures

3- Sciences

4- Digital

5- Learning how to learn

6- Citizenship

7- Initiative and entrepreneurship

8- Arts and culture

+ APP certification **"Agile learner"** (developing the "learn how to learn" competence as well other key-competences at a specific level)

Explorer: Commitment and motivation

The learner indicates with this badge his commitment to follow a specific learning path and triggers the training process. The learner clarifies hereby his needs, specifies his objectives and build his training plan together with his dedicated accompanying person

Builder: action, interaction, reflexion on own's actions

The learner experiments along his learning path, training situations within a self-learning process, implying risk' taking and initiative. He makes choices and performs the missions which were assigned to him

Architect: project mode

The learner enters into a project approach. This more complex environment requires making decisions and strong choices. The learner demonstrates the high level of autonomy and responsibility required to see his project through successfully
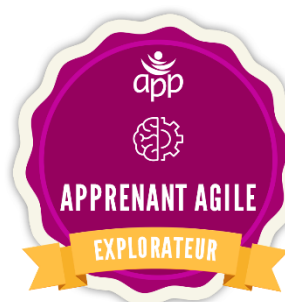
https://apprenantagile.eu/

Laure Pillias

Biographie

Animatrice nationale du réseau APP depuis 2012, je suis passionnée par la démarche APP et la technologie des badges.

Profession

Organisation	APapp
Lieu	Paris, France
Site web	http://www.app-reseau.eu

LinkedIn

Twitter

Portfolio des badges

Communication –
Explorateur

Compétences clés, compétences de base en situation professionnelle

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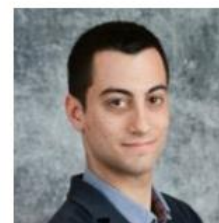
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Prior learning assessment (6 hours)

Competences are fully validated

Certification file

Competences are partly validated

Some skills are partly validated or not validated

Support, expectations, recommendations on the training course.

Focused on unvalidated skills

Certificate awarding by an ad hoc joint jury

Further assessment of validated competences

Within 5 years

A
P
P

⇔ Respectful environment, confidence building
⇔ Positive attitude, interaction, understanding and exchanges

1st step

Personalised interview

(1 hour)

2nd step

Positioning process through authentic contextualised situations

(4 hours)

3rd step

Personal interview and feedback

(1 hour)

Direct certification
Or :
Recommendations on the training course

1ST STEP: **Personalized and specific interview**

1 h

Service and approach presentation, interactive exchange, identifying formal and non-formal learning outcomes

Self-assessment of formal and non-formal learning outcomes through personal experiences.

The assessor takes time to explain, reassure, give him confidence. He considers the person in a global approach

This helps the development of interest and motivation, removes bottlenecks and creates a self-efficiency feeling

2^(ND) STEP: <u>**Face to face assessment**</u> – 4h
2h collective work, 2h individual work

Assessment through an authentic contextualised situation (12 activities to assess key competences of CléA);

The assessor **observes, supports** and takes into account interview and self-assessment information.
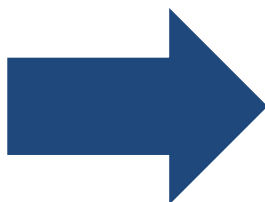
<u>The dynamic, recreational, creative and attractive framework is very challenging and motivating.</u>

- ## Exemple scénario :

  Organiser la réception pour le départ à la retraite de Madame Plantu

- ## 12 missions:

  Elles permettent de vérifier plusieurs compétences simultanément.

  Elles sont indépendantes les unes des autres.

  Elles peuvent être traitées dans n'importe quel ordre.

Plusieurs scénarios sont proposés par l'APapp

3RD STEP: **Personal interview and feedback** – 1h
Presentation of assessment's results.

Shared analysis of learning outcomes and gaps according to assessment and self-assessment

Shared recommendations' list

Validation of competences.
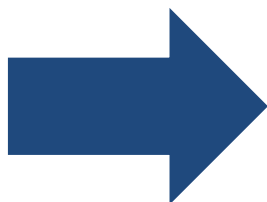
The assessor shares an analysis time with the trainee.
It allows the implementation of a complete action plan to give the person concrete tools to get the CléA certificate.

PARCOURS DE FORMATION

Post-training assessment
Authentic contextualized situation for each competence

1h30 to 4h30 according to the number of fields to assess

Feedback interview

30 min

Certification file

Un programme détaillé en objectifs clairs à atteindre par compétences, et adapté au niveau évalué de la personne lors de l'évaluation préalable.

Pas de parcours de formation « type ».

Un carrefour de modalités pédagogiques favorisant la réflexion de la personne sur ses habitudes, ses méthodes et les modalités d'apprentissages.

Apprenant
APP

Un parcours modulaire: durée, rythme, contenu personnalisés, négociés et contractualisés selon chaque personne.

L'autonomisation des participants, méthodes et outils personnalisés.

Un accompagnement formatif, suivi régulier, soutien et **contrôle régulier de l'acquisition des modules.**

· CERTIFICAT CLéA ·

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Fait à ....

Pour le COPANEF   Pour la CPNE   Le titulaire

Fac similé

Copanef
Le trait d'union emploi-formation

Speaker : NOM PRENOM

Position

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Formation continue
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