



Digital Community and Innovation in Adult Education and Basic Skills



Learning Activity
«The Challenge of the Adult Education»
LAGOS | PORTUGAL | 12th- 16th MARCH 2018



**ERASMUS+ DILABS : AIMS, OUTPUTS, IMPACTS
PERSPECTIVE FOR THE UNIVERSITY OF LILLE IN A CONTEXT OF DEEP
TRANSFORMATION AND IMPACTS FOR THE PARTNERS**

SANDRINE BONNET
PROJECT MANAGER



Formation
continue et
alternance

Partners



Coordinator

French Context – Lifelong learning at the University of Lille

- **The university of Lille**
 - the merger,
 - International Relations
 - Continuing Education
- **French context**
 - Law for « vocational training »
 - Key competences
- **Dilabs**
 - aims, outputs,
 - perspective

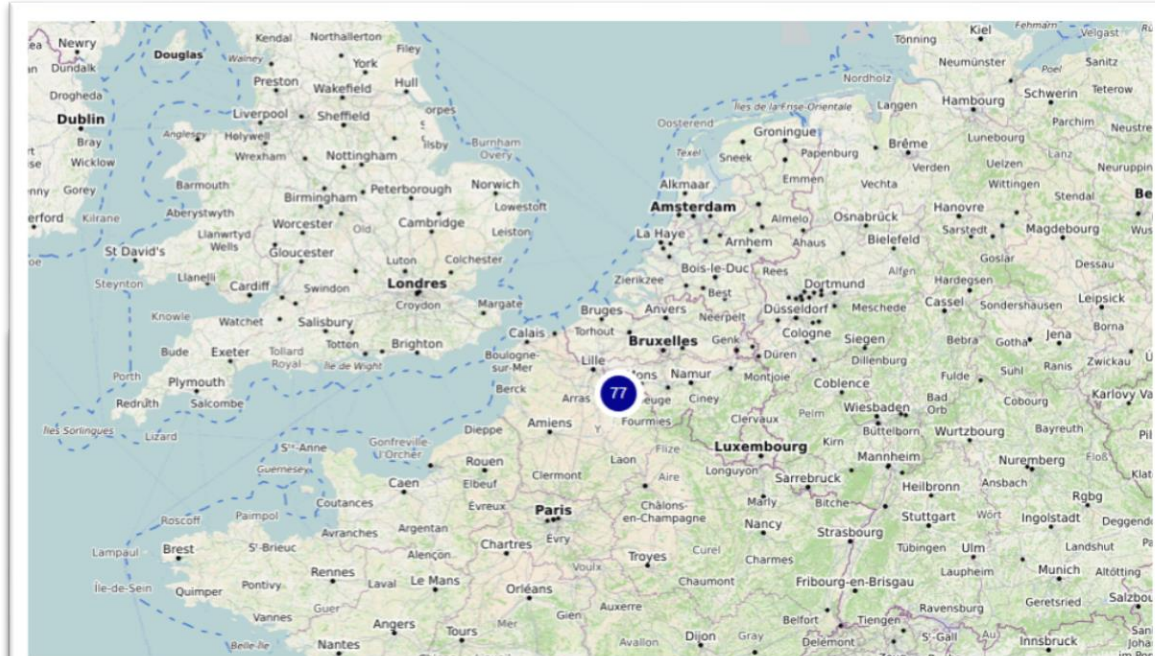




THE UNIVERSITY OF LILLE

Location of the University of Lille

- near **metropolitan areas** and **European capitals** (Paris, London, Brussels, Amsterdam,...).
- extensive **international-standard transport infrastructure** (including the airports of Paris-Roissy, Brussels and London)
- extensive **public transport network**



Key figures and missions

- **A key player in Northern Europe:**

- 67000 students,
- 7300 international students,
- 6300 employees,
- 65 research units



- **Missions:**

- training,
- research and innovation,
- commitment to social issues.

- **Broad range of subjects**

- Sciences and Technology
- Law
- Health
- Humanities, Social Sciences
- Arts and Literature
- Languages



- 12 faculties and 5 units of teaching and research, 66 laboratories
- 8 “Grandes écoles”,
- 3 research organisations (CNRS, Inserm, Inria),
- the Regional Hospital and the Pasteur Institute of Lille

- *The I-SITE University of Lille Nord-Europe (I-SITE ULNE)* : certified in February 2017
 - transformation of the research and higher education landscape
 - creation of a large international university
- **Central priorities:**
 - internationalization
 - strengthening of partnerships with the socio-economic world
- **3 interconnected themes:**
 - health
 - the planet
 - the digital world
- **3 Graduate Schools**
- → excellence → dissemination
 - supported by the Hubs
 - implement innovative teaching and learning methods

I-site

Lille is now a university of excellence with the official I-site label



Plan Campus - Learning Center

- **Plan campus :**

- Certification under the French State's "Plan campus",
- an ambitious real estate investment policy with the aim of making the campuses more attractive and contributing to the improvement of living and working conditions.

- **Lilliad**

- the Learning centre dedicated to innovation
- differentiated services and spaces in order to better meet expectations and reflect new practices in education and learning.



U-Link

Building bridge between the University and Companies



- U = University
- U = « You » → companies, partners, stakeholders, alumni
- **Aims:**
 - developing sustainable link
 - hub : fostering and promoting competences, favoring contacts, opportunities
- **How ?**
 - ✓ Proactive actions
 - ✓ Federative events
 - ✓ Prospection, promotion
- **Collaborative development**

The department of International Relations

- **Activities:**

- around the Euro-region and North-West Europe



- **Key figures:**

- 8 170 international students
- 146 nationalities
- 3500 students undertaking a mobility
- Partnerships >70 countries
- 45 joint degrees



- The strategy of the **University Lifelong Learning**:
 - strategy of Lifelong learning
 - integrated vision of all educational provisions
- Linked to recent **law of 2014** :
 - more opportunities to alternate « working period » and « learning period »
 - creation of a Personal Account of Training
- Creation of a specific **Direction of Continuing Education and « Alternance »**
 - Policy developed at university level with regional authorities and companies
 - Research-based

The department of continuing education

- **Continuing education** at the university of Lille
 - More than 40 years ago
 - Creation of an Institute of permanent education (CUEEP)
 - In the 80's the creation of a specific service (SUDES) linked to the socio-economic development
 - Development of Validation of formal and informal learning (VAE)
- Strategy of **developing short-training programs**, customized provisions
 - Link with companies,
 - Support to the teachers to develop customized programs (analysis of needs, job forward-looking, ...)



ADULT EDUCATION, VOCATIONAL TRAINING AND KEY COMPETENCES IN FRANCE

French context : national qualification framework

- In France, our global system relies on two pillars:
 - **R.O.M.E.** : le Répertoire Opérationnel des Métiers et des Emplois (Inventory of Jobs and Positions)
 - **R.N.C.P.** : le Répertoire National des Certifications Professionnelles (National Register of Vocational Certifications) our National Qualification Framework

There is coherence between the two registers (professional standards and qualification standards) and the aim is to match the requirements of the labour market.

French Law

- Based on a **National Inter-professional Agreement of December 2013**
 - **CPF:** personal account of training (personal account of activity)
 - Requirements :
registration of training programs in the inventory
 - **CEP:** counselling in professional evolution

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The major principles of the up-coming Reform of vocational training

The recent **National Inter-professional Agreement** of February 2018 (the basis of the up-coming reform):

- simplification of procedures,
- efficiency and quality of the system

- **Context of fast and deep transformation:**
 - globalisation,
 - digital revolution,
 - ecological transition,
 - evolutions of technologies
 - evolutions of law
- **Consequences**
 - disruption in the process of production, in the organisation of work and jobs,
 - development of competences
- **Objectives**
 - Securing pathway,
 - Increasing economic competitiveness
 - Supporting professional transitions.

Key competences and the frameworks

- Framework of key competences in professional contexts () **ANLCI – 2009**
- Adaptation of the **European Framework of 2006**: “Socle commun de connaissances et de connaissances” (**French Ministry**)
- Becoming : “**Socle** commun de connaissances, de compétences et de culture” in 2016
- The law of 2014: development of the **certification CLEA**

Key competences and CLEA

CERTIFICAT
CLÉA®

ACCUEIL

SALARIÉS

DEMANDEURS D'EMPLOI

EMPLOYEURS

ACCUEIL > EMPLOYEURS > LE SOCLE

LE RÉFÉRENTIEL COMPTE 108 CRITÈRES D'ÉVALUATION RÉPARTIS EN 7 DOMAINES

1

La communication en français

2

L'utilisation des règles de base de calcul et du raisonnement mathématique

3

L'utilisation des techniques usuelles de l'information et de la communication numérique

4

L'aptitude à travailler dans le cadre de règles définies d'un travail en équipe

5

L'aptitude à travailler en autonomie et à réaliser un objectif individuel

6

La capacité d'apprendre à apprendre tout au long de la vie

7

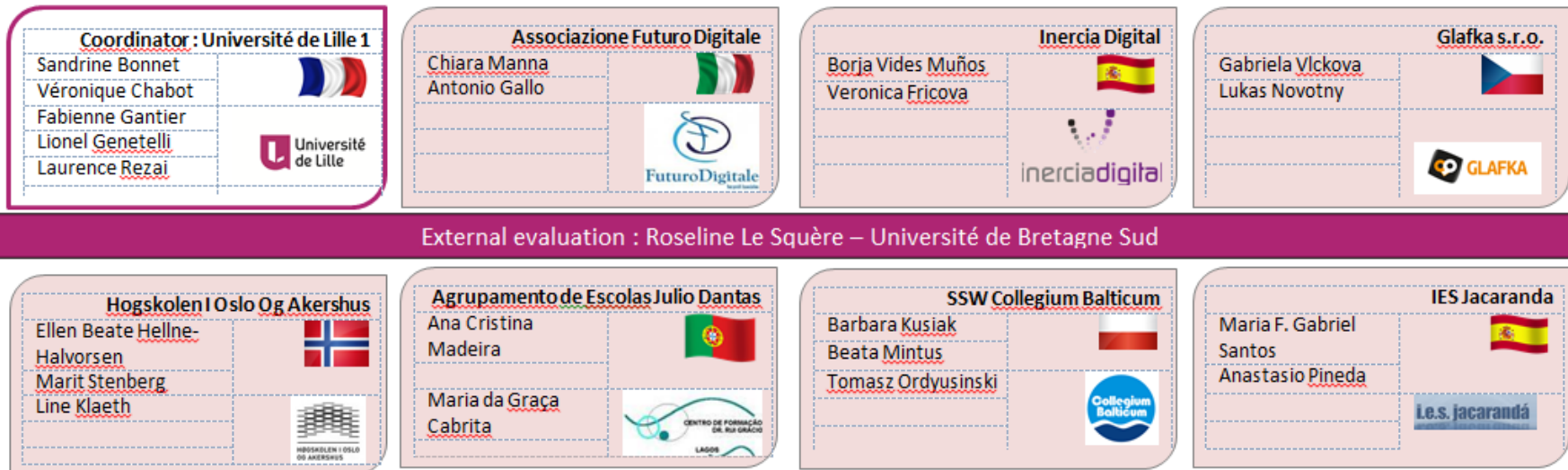
La maîtrise des gestes et postures, et le respect des règles d'hygiène, de sécurité et environnementales élémentaires



WHAT IS DILABS ?



Organizational Chart



With the support of the Erasmus+ programme of the European Union. This publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

✓ **Supporting stakeholders involved in adult education** in the field of Basic Skills and Key competences:

- Literacy, digital skills, soft skills...
- In a professional context
- Fostering employability, adaptation to change

✓ **Direct Target :**

- Staff from adult education, trainers, teachers, companies (Human resources manager), socio economic partners, regional and local authorities

- **Raising awareness** → Key competences at workplace
 - **Exchange of practices** (local, regional, european level)
 - partners involved in training programs (training centers,...)
 - Identify obstacles , develop a common vision
- **Training trainers** involved in adult education
 - Methodology
 - Training engineering, and innovation
 - Learning sessions
- **Development of a “learning community” ?**

Specific outcomes

Objectives	Specific outcomes	Intellectual outputs and activities
Raising awareness	IO1 / IO2/ IO3 C2	<i>Tools kit, paper brochures, videos, interactive resources</i> Training session (France: Nov 2018)
Training trainers	IO 2, 3, 4, 6, 7 C1,2,3,4,5	<i>Methodological guide, paper brochures, students and teachers' books, videos, interactive resources</i> Study visits (Portugal: May 2018 , Czech Republic: June 2018) Training sessions (France: Nov 2018 and Apr 2019) Blended learning (Norway: Dec 2018 →Jan 2019)
Learning community	IO5 (+ including all the IO)	Collaborative platform → Throughout the project

Intellectual outputs



Digital Community and Innovation
in Adult Education and Basic Skills

Moodle: <http://dilabs.eu>
(in progress)

DILABS Official Website DILABS Course

DIGITAL COMMUNITY AND INNOVATION IN ADULT EDUCATION AND BASIC SKILLS

Website: <http://dilabs.univ-lille1.fr>

Université de Lille
1 SCIENCES ET TECHNOLOGIES Formation continue

DIGITAL COMMUNITY AND INNOVATION IN ADULT EDUCATION AND BASIC SKILLS

PRESENTATION ACTIVITIES PRODUCTIONS MEMBERS

DILABS

Welcome to DILABS community

Launch of the ERASMUS+ DILABS Project during the kick-off meeting in Oslo (28-29 november 2016).

Objectives:
Improving the support and training of trainers/teachers, staff and organizations involved in adult education in the field of key competences, including functional literacy and digital skills, in an active process of developing European cooperation. It will be supported by research works from HEI and by practitioners' point of view.

The project activities of DILABS will provide specific outcomes.

CONTACTS

- Coordinator : Sandrine Bonnet
- Administrative assistant : Laurence Rezaï

NEWS

New !
The 1st meeting took place in Oslo, you can now see the presentations from our partners.
Visit our page "Activities"

Erasmus+

Collegium Balticum inerciadigital

FuturoDigitale GLAFKA

IES Jacarandà

Université de Lille



<https://www.facebook.com/digitalcommunityDilabs>



Tools kit, Methodology, Videos

- ▶ Site pages
- ▼ My courses
 - ▼ DILABS-EN
 - ▶ Participants
 - ▶ Badges
 - ▶ Competencies
 - ▶ Grades
 - ▶ General
 - ▶ Toolkit for the awareness in the area of Basic Skills
 - ▶ Pedagogical activities for adults and methodology
 - ▶ Library of videos: professional activities
 - ▶ Library of videos: pedagogical activities
 - ▶ Learning activity: Analysis of professional activi...
 - ▶ Learning activity: Teaching Literacy to adults

ADMINISTRATION

- ▼ Course administration
 - ▶ Edit settings
 - ▶ Turn editing on
 - ▶ Users
 - ▶ Filters
 - ▶ Reports
 - ▶ Gradebook setup
 - ▶ Badges
 - ▶ Backup

Toolkit for the awareness in the area of Basic Skills

- ▶ Introduction of the participants
- ▶ Self-analysis of your own vision
- ▶ Key Competences
- ▶ Video: Autoconfrontation: aide ménagère
- ▶ Glossary of common terms
- ▶ Exchange on your sensibility on the issue of key competences
- ▶ Analysis of context

3 grandes thématiques

Pedagogical activities for adults and methodology

- ▶ Video: English Conversational courses: extracts of self analysis
- ▶ Video: Observation d'une séance de Français Langue Seconde

Library of videos: professional activities

Library of videos: pedagogical activities

Learning activity: Analysis of professional activities through the videos

Contents in Moodle: raising awareness

Your vision of « key competences » ?

According to you, what is the impact of mastering key competences in your working life (choose a maximum of 3 words)*

- Improvement
- Progression
- Quality standards
- Recognition
- Individual promotion
- Appropriate guidance

Co-building contents with the participants

Comparison with other contexts

TABLE OF CONTENTS

1. Definition according to Futuro Digitale
2. Definition according to Collegium Balticum

NAVIGATION

- Home
 - ▀ Dashboard
 - Site pages
 - ▾ My courses
 - ▾ DILABS-EN
 - Participants

Key Competences

1. Definition according to Futuro Digitale

According to Futuro Digitale, **key competences** are a combination of **knowledge, skills and attitudes** that allow everyone to adapt to the continuous changes in the society and improve their quality of life. By acquiring them, individuals will be able to analyze and communicate efficiently when they propose and deal with problems in different areas. At the same time, key competences are the ones that all individuals need for for personal fulfilment and development, active citizenship, social inclusion and employment. They should be acquired during the compulsory period of education and can be considered the basis to participate into the learning activities as the lifelong learning experience.

Key competences are focused on communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, spirit of initiative and entrepreneurship, and awareness and cultural expression.

Analysis of professional activities through videos

Video: Autoconfrontation: aide ménagère

Ceic est un entretien d'autoconfrontation réalisé par Ferouz Boumendjel et Raphaëlle Janichewski, étudiantes en master1 SMEEF.



Sectors:

- Elderly care
- Cooking, catering

Contenus dans Moodle : dilabs.eu

Sensibilisation Repérage

Analysis of the video

Questionnaire on the identification of key competences

What are the main activities that could require specific “training” sessions (regarding key competences) ? *



Analysis of pedagogical practices through videos and self-analysis interview

Video: English Conversational courses: extracts of self analysis

English Conversational courses: extracts of self analysis



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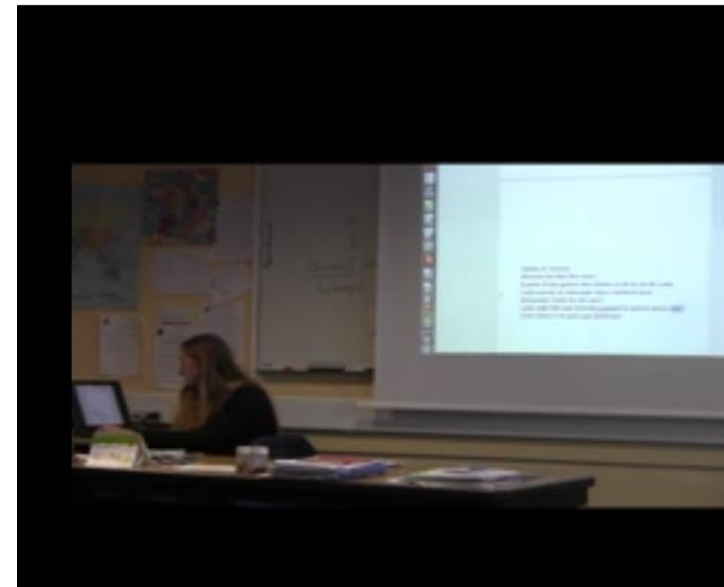
Topics

- Heterogeneity of groups

Analysing pedagogical practices through videos

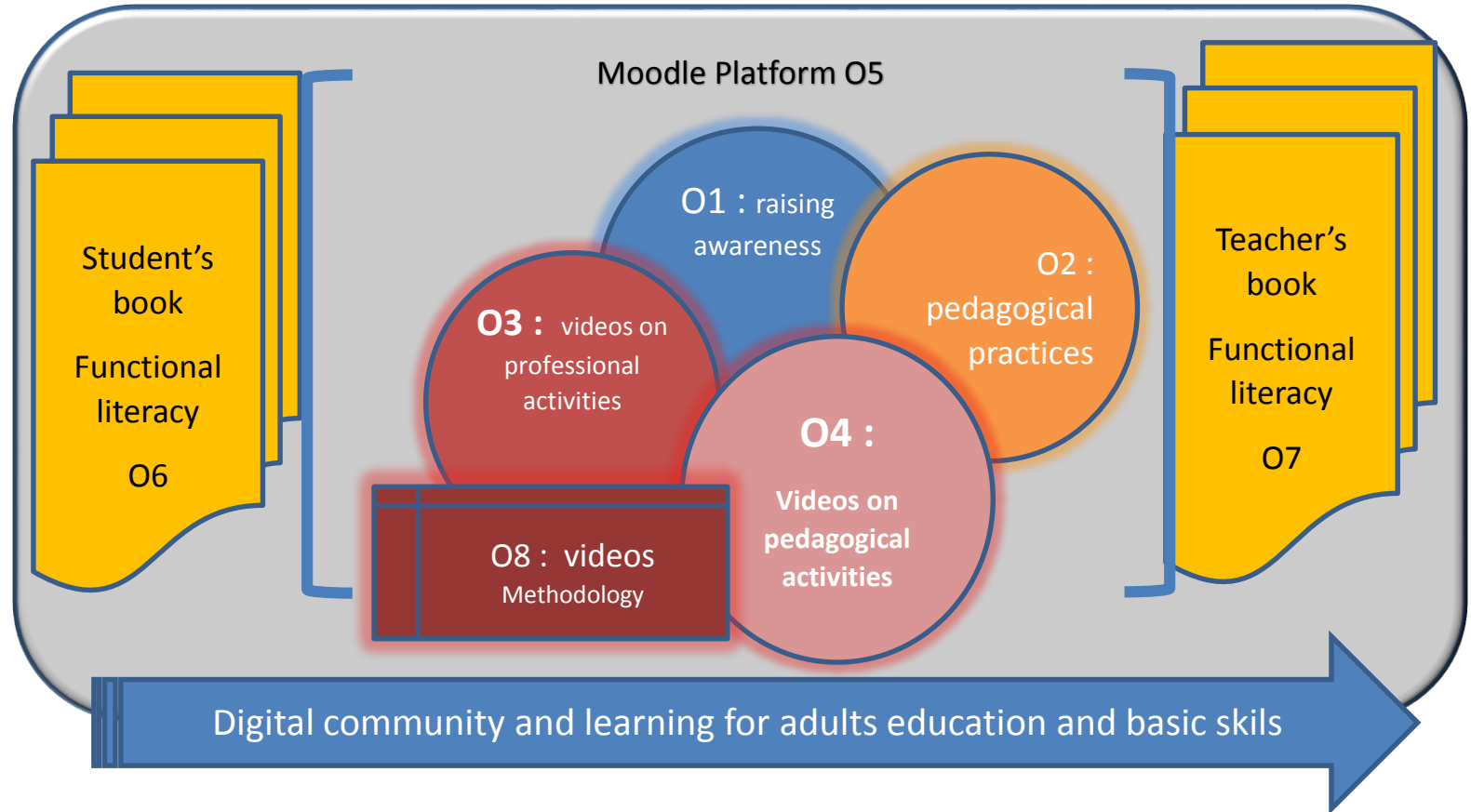


Topics :
How to use the laptop
Collaborative writing



Delphine Caron

Articulation of the Outputs



Training centers, VET, NGO, SME, Faculty of pedagogy, Sciences of Education, UCE (participants of the project)

Target

+ Expected targets: all stakeholders involved in adult education including managers (HR)

Exchange of practices, analysis of contexts

Expected results of the tools kit

+ Better insight into the concept of key competences

Tools kit: videos, interactive activities, glossary, references

Professional Context

Employability, inclusion, up(re)skilling



Moodle Platform



Analysis of Pedagogical Activities



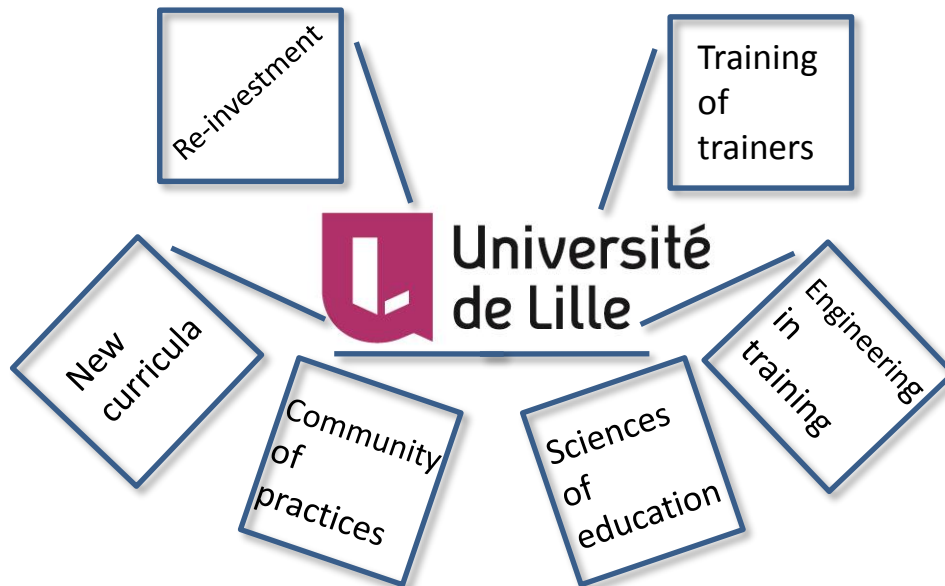
Analysis of Professional Activities

Training of trainers
Sciences of education


Return On Expectations

Return On Expectations **approach**  Follow-up of the project

- **Potential targets** beyond the consortium
- **Co-constructive approach** with stakeholders in order to meet their needs
- **Learning activities** implemented during the project will allow us to experiment and have a SWOT analysis of the productions and use indicators on the effectiveness of the training (evaluation system)



Dissemination and Valorization of DILABS

The impact of  Erasmus+ is evaluated through the quality of the project but also through the **efficient dissemination** to allow the **exploitation of the results** by a maximum of potential users that will **foster the return on investment**.

The vision of the consortium

- What is your vision of Dilabs ?
- What are the needs of your organisation ?
- Who are your prospects and targets ?
- What professional sectors did you select for the experimentation ?

Share your vision with the audience...

 **Université de Lille**

Direction
Formation continue
et alternance



FuturoDigitale
Un profil. Une association.




inerciadigital




**HØGSKOLEN I OSLO
OG AKERSHUS**



**Szczecińska
Szkoła Wyższa**

Who is in DILABS ?





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**THANK YOU.
ANY QUESTIONS ?**

