Lifelong learning

at the University of Poitiers
I- What innovations?

- Several innovative initiatives under development for initial training and vocational training.

- Main goal: improving learners’ employability to reinforce the adequacy with the needs of the employment sectors.

- Long term: disappearance of boundary between initial training and vocational training for a real lifelong learning approach.
I-A Initial training

2 main closely linked orientations:

- Promotion of the competency-based approach in training programmes
- Reinforced link between the socio-professional players in the design of training programmes and learners’ curricula
I-A-a  Promotion of skills-based approach

4 main actions:

- Designing training programmes from standard occupational profiles
- Correlating academic knowledge and competences required from learners and converting them into specific learning processes
- Organizing training programmes into “skill blocks” → giving employees and job seekers easy access to certification
- Allowing learners to demonstrate their skills in concrete workplace situations
I-A-b Development of links between training and socio-professional players

- Developing apprenticeship in Master-level programmes, including the field of social sciences and humanities

- Developing apprenticeship in Master-level programmes → link between training, research and companies

- Associating companies in the reflection on the content of the curricula and their evolution (within advisory committees associated to each training scheme)

- Managing the relationship with companies → software programmes used to connect students with companies, solutions such as “career centers”
I-B Vocational training

Innovation in 2 main areas

→ developing short-term trainings (non-degree training)
→ new practices for accreditation of life experience

Short-term training

. Implementing short modular training schemes to gain, develop and update knowledge and skills.
. Developing customized short-term trainings to meet requests from professional sectors
. Working with private training providers to offer specific sessions favoured by financers. University keeps control over the certification.

Innovation in terms of accreditation of life experience (ALE)

. Developing collective ALE learning as part of a specific agreement
. First doctoral ALE (2016)
II- What obstacles?

A- Linked to the jobs and careers of the lecturers and professors:
   - Work culture: representation of our activities
   - No recognition linked to the involvement in vocational lifelong learning

B- Linked to the management of training schemes:
   - Lack of responsiveness and sharpness from our administrative organization support (training vs learners’ training curricula)
   - Lack of familiarity of our administrative staff with employees, job seekers and individuals in a situation of occupational retraining.
   - Diversity of situations depending on the diplomas, training orientations and colleagues

C- Linked to the relations between university and socio-professional stakeholders
   - Too wide gap between stakeholders from the university field and socio-professional stakeholders
   - Very complex organization in the sector of vocational lifelong learning
A- Clear and offensive university policy regarding vocational lifelong learning
  • Decisive momentum at the highest level of the university for driving forward the faculties in a unified perspective
  • Allowing room for the specificities of the faculties, the academic specialties and their own relations with the professional sectors
  • Progressive acculturation of our colleagues through a dedicated and intense internal communication policy

B- Setting up “pilot” working groups (forward-looking analysis and proposal mission)
  • Consensus must be found
  • Relying on colleagues, curricula, “most advanced” faculties and making them act as missionaries promoting vocational lifelong learning within the university
  • Organization of administrative departments: how can we switch from managing trainings to managing the training path of learners from different backgrounds?
What solution?

C- Developing an offensive external communication policy

- with companies, financers of vocational training and potential learners
- making higher education known as a leading player of vocational training.

Conclusion

- adopting the "small-step" strategy
- using an incremental approach
- admitting that the switch to a real lifelong learning system will take a long time...

Merci de votre attention