

Lifelong learning at the University of Poitiers



“Des savoirs & des talents”

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

III- What solutions ?

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