



For the excellence in Vocational Education in Europe

## **"Coopération et Réseaux: Valorisation de Dispositifs Innovants dans l'Académie de Créteil"**

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**« Cooperation and Networking: Promotion of  
Innovative Training Courses in the Academy of  
Creteil »**

**Online Seminar  
10th, 16th and 29th of November 2021**

**GIP FCIP of the Academy of Creteil**

## **Agenda**

## **DAY 1 : 10 NOV. 2021 / 9:00 AM - 11:10 AM**

### **Compétences transverses pour s'intégrer socialement et professionnellement / Transversal skills to integrate socially and professionally**

9 : 00 AM - Opening of the seminar - technicalities and agenda of the first half day

9 : 15 AM - Welcome speech by **M. Pascal Fourestier (DAFPIC of the Academy of Creteil)**  
Academic Delegate for Initial and Professional Education and Training

9 : 35 AM - Illustration 1 : **OSP** (Opening Schools to Parents) :

- Introductory word
- Video presentation
- Q&A session with the audience: with **Mrs. Sophie BENOIST** and **Mrs. Marie LAPARADE**

10 : 10 AM - short break

10 : 20 AM - Illustration 2 : **VIVAPP** :

- Introductory word
- Video presentations
- Q&A session with the audience: with **Mrs. Catherine LAIRLE** and **Mrs. Lucille RESSENCOURT**

11 :10 AM - Closing of the day

## DAY 2 : 16 NOV 2021 / 10:00 - 12:00

### Préparer son avenir professionnel en travaillant les compétences transversales / Prepare your professional future by working on transversal skills

10 : 00 AM - Welcome to the second half day

10 : 10 AM - Illustration 3: **CLEA** :

- Introductory word
- Video presentations

11 : 00 AM - Illustration 4 : **EEP** :

- Introductory word
- Video presentations

10 : 40 AM - short break

10 : 50 AM Illustration 5 : « **Enhance your Image** (EYI) »

10 : 50 AM - Round Table 1: «The Importance of Soft Skills in VET education »

Discussion and Q&A session on Illustrations 3, 4 and 5 :

- CLEA : with **Mrs. Carole FLORESTANO, Mrs. Nadia DHJEGABA** and **Mrs. Noria Ait Kaci**
- EEP : with **Mrs. Véronique PONCHAUX**
- EYI : with **M. Nicolas PLAZANET**

12 : 00 AM - Closing of the day

### **DAY 3 : 29 NOV 2021 / 10:00 - 12:30**

10 : 00 AM - Welcome to the third and last half day of the seminar

10 : 05 AM : Round Table 2 : « **Cooperation and Networking in VET Education** »

40 minutes presentation :

- Speaker :

**Mr. Denis CRISTOL** is director of engineering at the CNFPT and associate researcher at Paris Ouest Nanterre. He works on the transformation of learning ecosystems, educational innovation, and collaborative learning. His latest research focuses on learning communities and new trainer postures.

- Q&A session with the audience

11 : 00 AM - Video presentation with **Mrs. Catherine SMITH**: illustration of Cooperation and Networking in the departement of Val de Marne

11 : 05 AM - presentation of **LE RAMEAU** by **Mrs. Frédérique MARQUET** (laboratory for partnership innovation, Le Rameau is both a national observatory to qualify the challenges of partnerships, an experimentation center to bring out new models and deploy innovative solutions on a large scale)

- Q&A session with the audience

11 : 30 AM – short break

11 : 40 AM - Illustration 6 : **AVENIR PRO 77**

- introductory word

- video presentations

- Q&A session with the audience: with **Mrs. Florence SUAREZ** and **Mrs. Gwenaëlle COIGNARD**

12 : 30 AM : Closing of the day and of the seminar

## ADDENDUM :

1. **Permanent link to the online conference** : The link will be sent to you via email once you have completed a short registration form : [click here => https://forms.gle/P1TwcbnyDdy7vhXb7](https://forms.gle/P1TwcbnyDdy7vhXb7)

2. **Details and information of the presentations (illustrations 1 to 6) :**

- a. **OEP (Ouvrir L'Ecole aux Parents)/ Opening Schools to parents for the success of children (OSP)**

Schools or establishments of the Créteil Academy participate in the national system "Opening up schools to parents for the success of children" (OSP). It consists in offering workshops to newcomer foreign parents residing in France on a regular basis.

Since 2008, the Directorate of Reception, Support for Foreigners and Nationality of the Ministry of the Interior and the General Directorate of School Education of the Ministry of National Education have mobilized to support actions in management of newcomer parents, foreigners or immigrants of non-EU origin. It is within this framework that the workshop "Opening up schools to parents for the success of children" (OSP) was deployed to enable these groups to better support their children's schooling, thus helping to improve their chances of success in school by benefiting from training paid for by the State. What are the workshops?

The aim is to provide parents who wish to participate in these workshops with the means to better ensure the academic monitoring of their children, and to develop a cooperative relationship with teachers.

These workshops have three objectives:

- Promote the acquisition of French;
- Facilitate understanding of the educational institution and the expectations of the School;
- Develop knowledge of the values of the Republic.

Workshops for allophone parents :

These training courses are overwhelmingly provided by teachers, mainly graduates in French as a foreign language (FLE) or French as a second language (FLS), trainers from Greta (groupings of establishments) or associative staff. In the academy of Créteil, the system receives funding from the European Social Fund.

- b. **VIV'APP : a GIP FCIP Académie de Créteil project to develop necessary soft skills and confidence to enter into an apprenticeship.**

Public type:

- Young people aged 16 to 29 OR with a disability (no age limit)
- Job seekers, internship or training

Main Objectives:

- to change representations of apprenticeship
- to foster the success of young people

Goals for the beneficiaries:

- to discover the world of apprenticeship
- to make an informed choice of orientation
- to prepare to enter an apprenticeship, be selected in the chosen training course
- to sign an apprenticeship contract: find a company and a CFA for your work-study program

Training objectives:

- to build your professional and training project
- to work on professional skills
- to develop soft skills
- to gain confidence
- to identify and promote skills
- to improve basic knowledge in connection with the targeted training course

### **c. CLEA**

Created by Certif'Pro, the national joint association for professional certifications, the CléA certificate is a tool for training, employment, professional development and competitiveness.

The 7 areas of the CléA certification Communicate in French Calculate, reason Using a computer Working in a team Working independently Learning to learn throughout life Mastering the basic rules: hygiene, safety, environment

**CONSOLIDATE YOUR BASES** What matters is what you know how to do! On these bases, you will be accompanied by personalized training to validate all of CléA's areas.

**MAKE A DIFFERENCE** With CléA, your experience is valued. By mastering these 7 skill areas, you will demonstrate to any employer your ability to accomplish your missions.

**GIVE WEIGHT TO YOUR COURSE**, CléA is a certification recognized for professional development. Whether it is to facilitate your return to work or to enter training, CléA will give weight to your application.

A course in 5 stages. Recognize your skills and experience

- Interview with an advisor An advisor explains how CléA works and its advantages. This first meeting is non-binding.
- Prior assessment and determination of strengths This step is neither an exam nor a test, it allows you to position yourself in the 7 areas of CléA.
- Individualized training course Depending on your needs following the assessment, short training courses may be offered to you.
- Validation by a joint jury The jury is independent and made up of representatives of employers and employees.
- Obtaining the diploma Once the certification has been validated by the jury which certifies mastery of the 7 fields, the diploma is sent to you!

#### **d. EEP Entreprise d'Entrainement Pédagogique / PTC (Pedagogical Training Company)**

The Pedagogical Training Company (PTC) is both a training and a training tool for tertiary trades. It is a fictitious company in its production, created for educational purposes, which reproduces in full-scale all the tertiary functions of the company. The trainees are considered as employees of a company placed in a live work situation.

What are the particularities of this educational organization?

The Educational Training Company operates like a real company which, under the authority of a director:

- studies the market, makes itself known with advertising or marketing means,
- buys raw materials,
- sells products and studies their performance,
- manages customer relations and customer prospection.

The positions in the company correspond to usual existing business departments:

- management: secretary and management assistant, administrative manager and technician,
- accountant: secretary, technician, tax specialist,
- office administration: secretary, assistant, receptionist,
- sales: salesperson, sales assistant, telemarketer, teleoperator, teleprospector,
- human resources: payroll technician, administrative secretary, etc.

#### **e. Enhance your Image**

Main goals of EYI :

- Work on the dimensions of professional interpersonal skills used to access employment.
- Get to know one self better, promote and develop one' skills, and ultimately, evolve with ease in a professional environment.
- Optimize job search communication.
- Secure the relational dimension when taking on new functions.

How EYI works :

##### **► Contractualization interview**

- Provide information on the proposed process: timetable, framework.
- Analyze the applicant's situation.
- Set goals

##### **► Base course: Collective workshops**

- Professional skills (1 day): get involved in a group dynamic, get to know each other better, discover the 14 professional skills.
- In the skin of a recruiter (2 days): verbal and non-verbal communication, image, codes, job interview.
- Practice (2 days): enhance your strengths, work in a team, argue your profile.

##### **► Mid-term interview**

- Identify the achievements of the base course.
- Determine the remaining needs and propose 1 to 4 modules of the route à la carte.
- Establish an action plan.

##### **► « A la carte route: »: Collective workshops**

- Enhance your image (1 day): Become aware of your image, re-present yourself (makeover).
- Individual dimension (1 day): Make choices, be proactive.
- Collective dimension (1 day): Gain self-confidence, integrate into a group.

- Business dimension (1 day): Manage stress, develop responsiveness.
- Complementary module (1 day): Enhance your digital image

► Balance sheet interview

- Establish a balance sheet.
- Identify points of strength.
- Action plan

## **f. AVENIR PRO 77**

In 2018 in Seine-et-Marne, around 400 young people aged 16 to 20 left the school system prematurely and 600 unaccompanied minors aged 16 and over have not yet entered the school system. They are unqualified and, for unaccompanied minors, time is running out since beyond the age of 18 they will no longer benefit from accommodation and / or financial resources allowing them to enroll in schooling or a course for training.

For both types of population, school training courses are too long and too restrictive. Without resources and sometimes homeless, they will not be able to integrate socially and risk ending up in marginality or even delinquency.

The AVENIR PRO project aims to offer these young people the opportunity to follow or resume training thanks to re-enrollment in initial training thanks to the MLDS (Mission de Lutte contre le Décrochage Scolaire) and to educational and social support from the MLDS and the SSFE (Social Service for Students) teams.

Depending on the situation and the students' project, 2 orientations will be proposed: some of them, 39, will follow a certifying training course for a few months, to enable them to succeed in a training, certification and access to education project, employment within a maximum of one year.

Another part (104 young people) will be assigned or reassigned to the initial training of the National Education, with support by the MLDS teams for a maximum of 10 months.

The interest and strength of this project is that it allows the monitoring of young people during the duration of the school year by the same teams, even if they are assigned to another establishment to follow a certifying training, thus that the bringing together of public services (the services of the MLDS, the SSFE, the ASE (Social Assistance to Children of the Departmental Council) and training providers who will work in a concerted manner with these young people. also support towards autonomy through individualized social monitoring and support towards employment which will facilitate the social and professional integration of these young people.



### 3. Documentary Ressources :

#### Publication FRANCE STRATEGIE

<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/ns-competences-transversales-01-02-2018.pdf>

#### Publication ERASMUS

[http://www.agence-erasmus.fr/docs/2496\\_2496\\_aefa-guide-competences-juin-2017.pdf](http://www.agence-erasmus.fr/docs/2496_2496_aefa-guide-competences-juin-2017.pdf)

#### CEDEFOP

<https://www.cedefop.europa.eu/fr/publications-and-resources/videos/vocational-education-and-training-europe-1995-2035>

[https://www.cedefop.europa.eu/files/com669\\_en.pdf](https://www.cedefop.europa.eu/files/com669_en.pdf)

<https://www.cedefop.europa.eu/fr/publications-and-resources/publications/4188>

[https://www.cedefop.europa.eu/files/9152\\_en.pdf](https://www.cedefop.europa.eu/files/9152_en.pdf)

#### CEDEFOP Video :

#### Adult learning and continuing vocational education and training valued by Europeans

BRIEFING NOTE ADULT LEARNING AND CONTINUING VOCATIONAL EDUCATION AND TRAINING VALUED BY EUROPEANS Insights from a pan-European opinion survey  
[www.cedefop.europa.eu](http://www.cedefop.europa.eu)

#### Publication OCDE



#### **Perspectives de l'OCDE sur les compétences 2021 - Se former pour la vie**

<https://www.oecd.org/fr/competences/perspectives-de-l-ocde-sur-les-competences-8e76915b-fr.htm>

Résumé en français : [https://read.oecd-ilibrary.org/view/?ref=1097\\_1097368-j66gx2nlyb&title=Perspectives-de-l-OCDE-sur-les-competences-2021](https://read.oecd-ilibrary.org/view/?ref=1097_1097368-j66gx2nlyb&title=Perspectives-de-l-OCDE-sur-les-competences-2021)

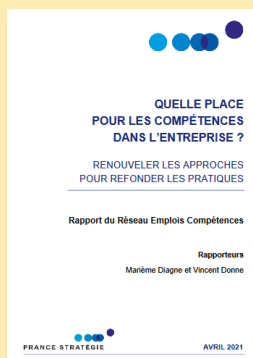
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## Publication CEREQ



**Quelle certification des compétences transversales en France ?** - Céreq Bref, n° 411 - Juillet 2021, 4 p. - [Galli Catherine](#), [Paddeu Josiane](#)  
<https://www.cereq.fr/quelle-certification-des-competences-transversales-en-france>

## Publications FRANCE STRATÉGIE



**Quelle place pour les compétences dans l'entreprise ? Renouveler les approches pour refonder les pratiques**

<https://www.strategie.gouv.fr/publications/place-competences-lentreprise>

**Rapport - Avril 2021**

<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2021-rapport-rec-place-competences-avril.pdf>

**Note d'analyse N°101 – Mai 2021, 16 p. Cartographie des compétences par métiers**

<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-2021-na-101-cartographie-competences-metiers-mai.pdf>

**Les compétences transversales : quels usages sur le marché du travail ?** - Janvier 2019, 12 p.

<https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs-competences-transversales-marche-travail-janvier-2019.pdf>

## Publication REE (Recherches en éducation)

N°37 | **2019** - Les compétences transversales : un référent pertinent pour la formation ?

**Dossier - Les compétences transversales, une nouvelle « clé » pour l'insertion ? Enjeux et effets pour les acteurs** - **Frédérique Bros, Marie-Christine Vermelle et Ioana Boancă**

*Transferable skills, the new « key » to integration? Issues and effects for actors*

texte intégral Français/English – pdf : <https://journals.openedition.org/ree/826>



**N°218 – 2019-1 Quelle reconnaissance des compétences transversales ?**

[http://www.education-permanente.fr/public/articles/articles.php?id\\_revue=1756](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1756)

Hors-série AFPA par Paul Santelmann – **mars 2019**, 192 p.

**Partir des compétences transversales pour lire autrement le travail**

[http://www.education-](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1755&id_article=2750)

[permanente.fr/public/articles/articles.php?id\\_revue=1755&id\\_article=2750](http://www.education-permanente.fr/public/articles/articles.php?id_revue=1755&id_article=2750)

**MINISTÈRE DE L'ÉDUCATION NATIONALE**



Direction générale de l'enseignement scolaire – **CPC études n°4 – Fév. 2018**, 146 p.

**Compétences transversales et transférables : définition, distinction et usages**

en ligne : [https://pmb.cereq.fr/doc\\_num.php?explnum\\_id=4797](https://pmb.cereq.fr/doc_num.php?explnum_id=4797)