

CCCA-BTP

Le réseau de l'apprentissage BTP



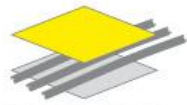
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Evolution of learning processes with CertiVET:

**Example of new trainers
acting in training centres for apprentices in
France, coordinated by the CCCA-BTP**

Paola Bolognini & Marek Lawinski PhD
Human Capital Development
European Projects



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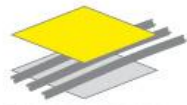


CCCA-BTP MEANS:

French National Committee of Apprenticeship in the Construction Industry

THE CCCA-BTP IS A NATIONAL INSTITUTION CREATED BY SOCIAL PARTNERS 70 YEARS AGO AND HAVING CONVENTIONAL RELATIONSHIP WITH:

- * French Ministry of National Education
- * French Ministry of Finance



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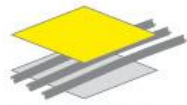
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THE **CCCA-BTP IS IN CHARGE OF IMPLEMENTING THE NATIONAL POLICY SET UP BY MAIN EMPLOYERS' AND EMPLOYEES' REPRESENTATIVE BODIES IN THE FIELD OF APPRENTICESHIP, CONSIDERED AS A SPECIFIC WAY TO ACQUIRE QUALIFICATIONS OFFICIALLY CONFIRMED BY A PROFESSIONAL DIPLOMA DELIVERED BY THE MINISTRY OF NATIONAL EDUCATION.**

APPRENTICESHIP IN THE FRENCH CONTEXT MEANS:

Specific work contract where the learner, called apprentice, shares his training periods between training centres (1 week) and companies (3 weeks)



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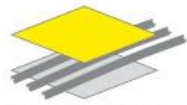
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CertiVET

TWO DIFFERENT, BUT COMPLEMENTARY ROLES ...

- Financing and quality control of the system, called “CCCA-BTP national network”
- Counseling and advise to the training centres and companies involved in the VET process, **including training of trainers**



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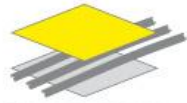


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... SOME FIGURES ...

- More than 1 800 000 apprentices since 1942,
- 103 training centres everywhere in France,
- 45 000 apprentices trained in 2015,
- **2 600 permanent trainers in training centres,**
- 50 000 construction companies receiving apprentices,
- More than 100 diploma in 22 professional fields related to the construction industry,
- Annual budget of 90 M€ (2015)



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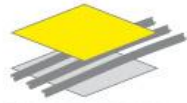
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**2 600 PERMANENT TRAINERS IN TRAINING CENTRES,
80 NEW TRAINERS EACH YEAR**

**... The CCCA-BTP leads a national standard for their
training ...**

**... Thanks to CertiVET, this standard will lead, since
October 2016, to a National Qualification
corresponding to EQF Level 5**



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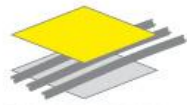
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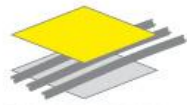
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80 NEW TRAINERS EACH YEAR

NATIONAL TRAINING STANDARD OF NEW TRAINERS BUILD UPON TWO COMPLEMENTARY DIMENSIONS:

- * Sense of belonging to a vocational training system through Apprenticeship managed by a professional branch (**identity dimension**);
- * Development of professional abilities transformable into competences specific to Apprenticeship as practiced in the Construction Industry in France (**pedagogical dimension**).



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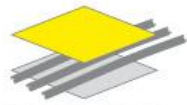
MAIN CHARACTERISTICS OF THE TRAINING PATHS

* Responsibilities clearly shared between:

- the **CCCA-BTP** as a national institution and main conceiver of the standard,
- **training centre managers** (directors) considered as main support of new trainers,
- **new trainers** themselves.

* Alternance and complementarity between external training sessions and learning in training centres

- training centres are the main learning venues,
- external training sessions are opportunities to analyse professional progress of new trainers and to combine it with new theoretical knowledge.



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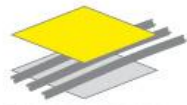


MAIN PRINCIPLE: AN ITERATIVE PROCESS INSTEAD OF TRAINING MODULES

... It means that at each step of the learning process we tackle the same topics, but with a higher degree of complexity

... It means that we act with a logic of individualized accompaniment of new trainers, where training centre directors have the first role to play

... It means that we must constantly adapt the contents of the external training sessions to the progression of the trainers



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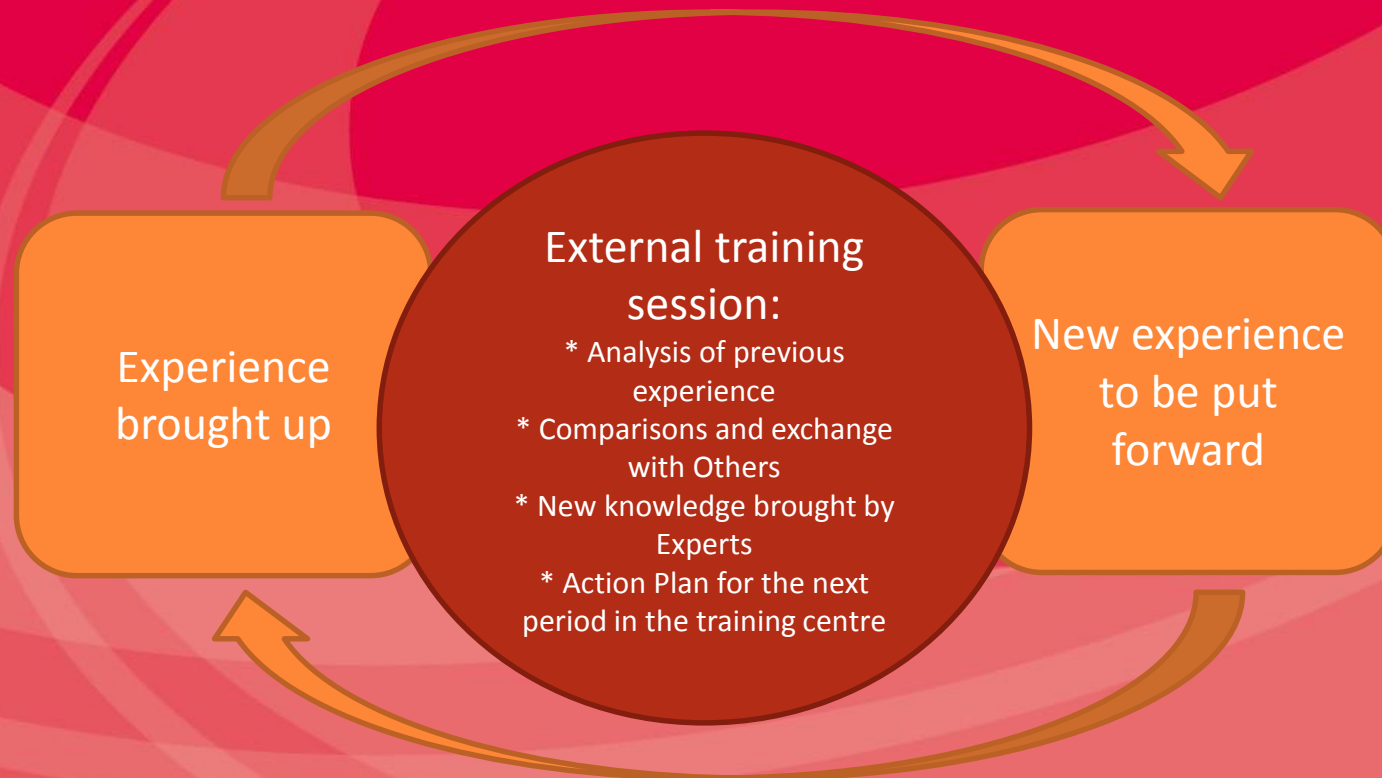
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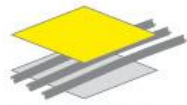


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ITERATIVE PROCESS BASED ON THE EXPLOITATION OF THE PROFESSIONAL EXPERIENCE BROUGHT UP BY TRAINEES





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ORGANISATION OF THE TRAINING PATH:

... Learning process planned on 18 months

... Individual accompaniment as a first component of the standard (provided mainly by training centre directors and pedagogical advisors of the Training Department of the CCCA-BTP)

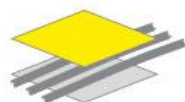
... Structured learning process in real work situations with concrete activities

... 3 to 4 regional training sessions (1 day each)

... 2 national sessions (5 days each)

... Coexistence of external and self-evaluation

... Carrying out of a pedagogical project as a main basis of evaluation of the learning outcomes subject to certification

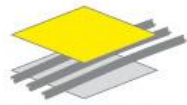


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Training system for vocational trainers based on the institutional stipulations in 2015

Hiring	Period preceding the regional groups, considered as a time for integration and training at the Training Center.	Regional groups (considered as component 1): institutional order negotiated and adapted to the regional context.	Return of the trainee trainer to the Training Center and development of their proficiency by drawing on their experiences.	Component 2 and 3 (national): continuation of the training initiated with regional and local references, with the national reference no longer unique.	Return of the trainee trainer to the CFA, implementing national orders in interaction with regional and local orders (Training Center). Use of past and future experience in training (cont.). Workshop of choice.	Evaluation of knowledge obtained from training by the Training Center management and by the institution independently: in practice, the manager's decision takes precedence.
PROGRESS: ALTERNATE BETWEEN THE GROUPS AND APPRENTICESHIPS AT THE Training Center						
Month 1	Month 4	Month 7	Months 13-16			
Start of support	Preparation and coordination of an apprenticeship session (no. 1). Analysis with the manager or assistant. Self-positioning on the training path (method and tools provided by the CCCA-BTP).	Preparation and coordination of an apprenticeship session (no. 2). Analysis with the manager or assistant.	Preparation and coordination of an apprenticeship session (no. 3). Analysis with the manager or assistant. Self-evaluation of partial knowledge obtained from the training (method and tools provided by the CCCA-BTP).	Identification of the themed workshop to follow. Self-evaluation of partial knowledge obtained from the training (method and tools provided by the CCCA-BTP) during Component 2.	Training stage review (an interview mid-way through the training path, conducted by the manager, recommended by the CCCA-BTP and formalized with a report). Preparation and formalization of two complete learning sequences (also future evaluation support at the Training Center).	Coordination of two learning sessions at two different times for evaluation of knowledge obtained from the training at the Training Center. Completion and sending of a dossier to the CCCA-BTP for institutional evaluation and opinions at end of training. End of training path.
MARKERS IN THE SUPPORT PROCESS FOR NEW TRAINERS, UNDER THE RESPONSIBILITY OF THE MANAGER						



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COMPONENTS OF THE ITERATIVE LEARNING PROCESS BASED ON THE EXPLOITATION OF THE PROFESSIONAL EXPERIENCE

Component 1.

Understanding the system and professional contexts in which the VET trainer practices his/her professional duties.

Component 2.

Conceiving, putting forward and evaluating VET strategy set up and learning outcomes taking into account national job standards and different profiles of learners.

Combination of components as a basis of the competence to built up by new trainers

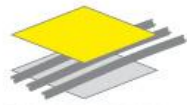
(not each component taken separately)

Component 3.

Managing economic, educative, pedagogical and organizational partnership with companies and helping learners to find a sustainable economic and social perspective.

Component 4.

Achieving individual pedagogical project specific to VET in the Construction Industry and conceived with interdisciplinary dimension (reflexivity).



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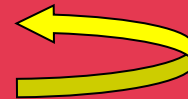


CCCA-BTP TRAINING STANDARD FOR NEW TRAINERS UPGRADED WITH CERTIVET: A HIGHLY COLLABORATIVE PROCESS

At macro level: formulation of the pedagogical and organisational stipulation-intention issued by the national institution



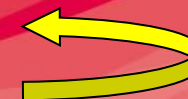
**Transmissions-negotiations
to be established**



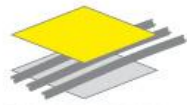
At mezzo level: understanding-interpretation of the national stipulation by the regional management bodies



**Agreements and construction of the support methods in
the training centres**



At micro level: adaptation to the local context and pragmatic implementation of the standard



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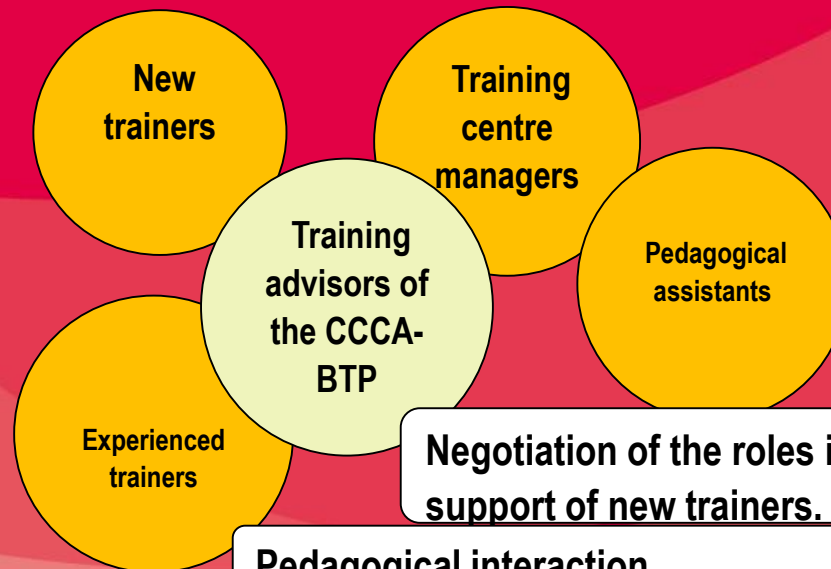


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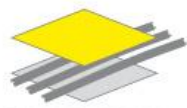
At micro level: adaptation to the local context and pragmatic implementation of the standard



Pedagogical interaction

Interaction between peers

Interactions outside of the system



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REFORME

THANK YOU!

**CCCA-BTP – Comité de concertation et de coordination de l'apprentissage du bâtiment et
des travaux publics**

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www.ccca-btp.fr