



Creating an Innovative Pedagogy for Adults to Fight against Illiteracy

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Abstract

The fight against illiteracy and access for all to a base of knowledge and skills are part of a national cause and to which all European stakeholders in education, integration, training and the employment must contribute. Iperia Institute is mandated by the professional branch employees of the particular employer and the branch of childminders to implement the provision of professional employees in the sector. In France, more than 3.6 million individual employers today employ 1.7 million employees, representing an annual cash flow of € 11.5 billion distributed in salaries and social security contributions. In 2009, private employment represents 85% of jobs in the field of human services. The Institute works with a network of 360 training centers accredited training located throughout metropolitan France and the overseas territories. Iperia door for the three branches to certification, professional titles (assistant life, childminder/childcare, family employee) recognized by the French state. We meet a second mission to propose an offer of professional following the employee in his professional aspirations. The four catalogs offer training to more than 80 training modules. We have almost twenty modules related disability and disabling diseases (autism, languages French signs, visually impaired and blind, Alzheimer's, multiple sclerosis, Parkinson's etc... Disease). In 2012, more than 15,000 employees went on golf training. And we see the first half of 2013 increased 34% leaving in training. The inclusion of the least qualified in the world of work people is a necessity and a challenge that cross public employment policies and training for several decades now, with a more mixed success. An alternative to "traditional" offerings but necessary "remediation illiteracy" is to build a course simultaneously addressing the linguistic needs and acquisition needs of professional competence, and to consider the French as a professional skill. To do this it is necessary firstly to identify the precise nature of skills finely analyzing positions and jobs in terms of French as competence and secondly , to rethink pedagogical models. In addition, it is interesting to construct learning in French professional competence (FCP) for all employees regardless of their particular employer or professional course project. We propose to present the set of pedagogical tools built for this process that followed this day thousands of employees in the sector.

1. The issue of language needs

1.1 Action research for mapping the language skills

Action research is defined as a scientific approach aimed at both knowledge production and transformation of the reality it presents itself as an object of study. In other words, it is more interested in the phenomena of change between two states as states themselves. Particularly suitable when the situation is considered unsatisfactory for players, which is the case in the situation that we are concerned, she wears a deliberate intention to transform reality and involves all stakeholders in the search for meaning and in the production of scientific knowledge.

The situation was unsatisfactory for different actors. For employees first who wanted to join our industry but without minimum language skills could fit on our field. On the other hand, for trainers who turns the discourse that they saw the failure of their actions on the field. Indeed, cutting training between the fight against illiteracy and professional approach leads to many failures and dropouts of both sides, in terms of the objective of vocational training. But action research and this is why it is innovative, also has a research plan; in this instance, the intention was twofold; firstly to confirm or stabilize a theoretical and conceptual approach to the issue of professional French language (FLP), secondly to build and validate a suitable engineering about it.

From a methodological point of view, action research requires, as a first step, to produce what Marie Verspieren called "first generality," that is to say a consensus text identifying shared findings (which



malfunctions, that is unsatisfactory, it should evolve), a central assumption of action and finally, under assumptions of research and action, which set the framework for experiments to build.

The originator version of this text was produced on 17 September 2009, the group said "expert", namely those involved in the production of the map in 2008, of all the experimenters, a consultant trainer of Iperia Institute, the expert consultant of the subject, the bearer of the action research and the representative of the Directorate of reception, integration and citizenship (ADHF).

1.2 The main findings of the research

1.2.1 In consideration of the "French professional skills" object

A major paradigm shift occurs when learning the skills of French is linked to situations and projects professionalism. This change involves several important points to consider: one leaves the logical categorizations public with "language difficulties" to enter those of the analysis and measurement of acquired language needs contextualized. Admissibility standards match those expected of professional communication and not those of language view and cut into "vocabulary, grammar, spelling" for writing and those of "speak without an accent" for the oral. For those who are learning or supplement their learning to read / write to adulthood, these two paradigm shifts are still the more meaningful because the representations that you wear on them - and that mirror, they carry with them themselves - as subjects called "illiterate or illiterate learners" are screen and prevent the processing objectified skills acquired and developed. Another way to address language needs is possible.

1.2.2 On the actors involved in the new engineering professionalization including FCP

If training center responsible for the implementation of training are the first to have been educated and trained in the new approach, it is clear that certifiers (juries, educational referents) and employers must be aware of the entry skills linguistic and sociocultural to bring new looks and new analyzes of employees' skills and those required by the business.

1.2.3 Of the employees and beneficiaries of the actions

The same work of awareness of acquired skills or acquire and changing paradigms on the French object is to perform. Holders look very minus on themselves because of their oral and written skills partial, this brake will be raised and clarified from the analysis of acquired / needs for these people invest training with a vision focused and useful learning to perform to their professionalization.

1.2.4 On the employability

Action research has shown that, in the area of human services, particularly in the mode of consideration of direct employment, work on employability project through the qualification is a response relevant to the needs of labor in this sector, and the professional aspirations of low-skilled and / or with language needs, therefore the proposed action adapted to the simultaneous support of these needs and the integration project. However, these actions require special awareness of prescribers and social companions to change representations, both family and employment of low-skilled people to overcome social prejudices and reduce the distance between professional aspirations and employment.

1.2.5 The relevance of the proposed engineering

The return of all experimenters is unanimous. The approach has proven relevant for employees trained since the formative teams appropriate methodological approach. On teams and organizations, time of ownership is considered long and requires a real investment educational supervisors supposed to know the process to be able to accompany him. This investment reflects on other sectors and makes more mobile and open to cross logical, trans-disciplinary and trans-disciplinary teams.

2 The territorial extension of the deployment and engineering

The acquisition of language skills for people experiencing difficulties represents an added value that goes beyond the professional aspect. French professional competence projects are aimed at employees of particular employers who are mostly women, mean age 45 years, representing parent families. It was therefore essential to develop a specific pedagogical approach as was the case. It should be remembered how the acquisition of language skills to the acquisition of professional skills enables real social inclusion, necessary to remote employees, often in all respects. Sustainability Fund projects can register multiple angles as shown in the following three paragraphs that explain both the work carried out in Reunion Island

through an amendment to the agreement to which this is related document, the project Language and certification financed by the European Integration Fund and the work undertaken by training organizations within the training license.

2.1 The extension of the agreement to Reunion Island

The context of the Reunion Island in numbers allows us to realize the importance of considering this area specifically for the French professional competence: 100,000 people facing illiteracy, 4000 non-native language and 7000 people facing illiteracy. Meanwhile, on the island there are 28000 listings and 15000 employees and employers Maternal Assistants Private employer. In continuation of projects committed in 2013, including the great national cause is the fight against illiteracy, and the metropolitan mapping project of language skills for the jobs of the family, awareness of the process and adaptation tools Reunion in context is clearly needed.

Two organizations accredited training are at the heart of the implementation of the FCP Reunion Island project, their work has resulted in the construction of engineering training for employees.

The project has three phases:

- Phase 1: provide training devices taking into account the specificity of overseas department Presentation and transfer arrangements put in place in France. Demonstration of virtual teaching kit and start thinking about adaptation taking into account the peculiarities of the employees of the Meeting

- Phase 2: training of actors

Training of actors, teaching teams covering the Reunion Island

- Phase 3: Exploration of employees

Coordination Meeting, followed by engineering developed, support of training organizations for recruitment of trainees

Following their training in FCP approach, training organizations have built to meet specific engineering problems of Réunion Island, namely multilingual and language needs often minimized with respect to the technical needs context

2.2 The project Language and Certification

The European Integration Fund launched in December 2012 an additional call for projects which responded Iperia on the axis: Implementation of actions to implement the common basic principles of the policy of integration of immigrants in the European Union. The Language Project and certification meets this axis aims to build a mapping and teaching language skills to the professionalization of support for the Individual Employer home. To do this, a partnership was made between Iperia Institute and a training organization for the deployment of engineering training devices for public access of migrants to the first level of qualification. In addition, a call for papers has been launched within the network of training organizations accredited Iperia Institute with expertise on language issues. Thus, ten organizations were selected and allowed the establishment of a working group.

Following the dynamic recovered from network actors on the theme of French professional competence, this working group has focused on building a language system of reference for trades employees of particular employers and childminders. It came to implement a collaborative methodology to draw upon all members of the working group. In fact, everybody came with his expertise and sensitivity, continuous or certified training, voice training or validation of informal and formal training.

The project is divided into four phases:

Phase 1: Preliminary Studies

Establishment of a working group by Iperia

Validation of the operational specifications

Phase 2: Mapping of language skills mobilized application context, learning and certification exam .

Study Documentary access certification on 3 tracks RNCP level V (Training and VAE) process

Investigation with recruiters and operators training and certification

Investigation with trainers and coaches VAE operators

Investigation with juries certification

Phase 3: Production of a system of reference of language skills for the 3 trades covered by the certification



Phase 4: Integration of training sequences in terms of language teaching sequences qualification.

Throughout the project period, a year, the methodology was initiated by the binomial Iperia Institute - Training Organizations, validated by the contributing organizations, and helped writing the various deliverables. A literature review was conducted, it helps contextualize the issue of French professional competence in the field of professional sector employees and childminders the particular employer. It is based both on a literature review and questionnaires conducted with actors. It allows highlighting a need for consideration of the linguistic dimension as professional competence and the development of tools available for training organizations to develop appropriate engineering and so efficient in terms of professionalization sector. The formalization of the tool in this project was done as a language repository rooted in all previous work.

Conclusion

The project on the engineering for the construction of French course professional competence for the branches of the employee of the particular employer and childminders allowed to meet the main objectives it had set itself , namely to build a course dealing simultaneously needs remediation and language acquisition needs of professional competence. To do this, it was necessary to identify in advance the precise nature of skills in analyzing finely positions and jobs in terms of French as a full-fledged competence. This work led to a reflection transverse modes of acquisition and development of skills. Dynamic work proved allow us to envisage the deployment and sustainability of actions.