

Best Practice cases in VET - France (Partners: CFPF)

Sustainable Development: INTRODUCTION OF THE CONCEPT IN THE MANAGEMENT OF SMALL AND MEDIUM COMPANIES OF WOOD AND FURNITURE SECTOR (Duration: 25 h)

The course belongs to the professional training and is run by CFPF from Châteauneuf du Rhône. It has the LEVEL 5 of European qualification Framework and provides the certified title of Technician in harvesting and valorisation of forestry products.

The course is designed for owners and employees of small and medium sized companies in the wood and furniture sector who have limited resources for education and training. Due to their size and available resources these companies are often unable to follow fully the trends of sustainable production and to implement properly the principles of sustainable development.

The aim of the course is the following:

To raise the awareness of importance in training and use of the new technologies

Implementation of sustainable development techniques and principles in small and medium companies in the wood sector. The course makes use of distance learning technologies.

The objectives are:

- To make the candidates competent in writing a sustainable development strategic plan for their own companies and companies that trained them
- Provide theoretical and practical knowledge to enable the candidate to implement new technologies and management methods in their daily work.
- Make candidates familiar with new techniques of training such as distance learning.

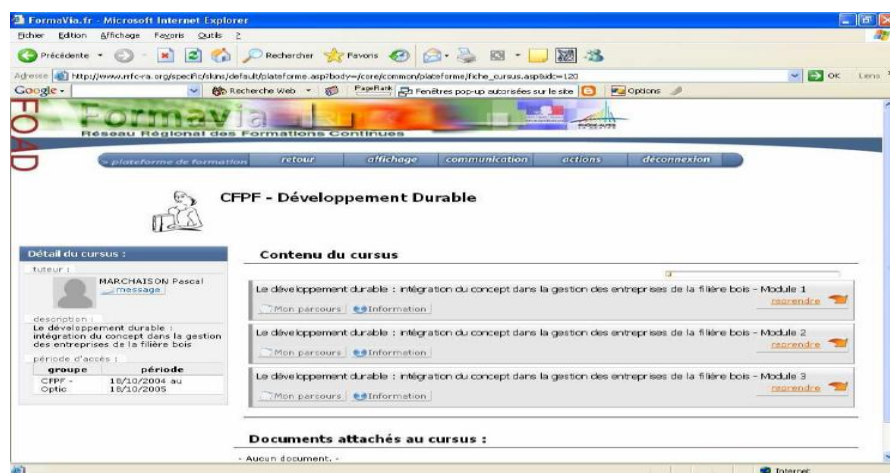


Fig. 1 Distance Learning portal – Sustainable Development course

Regarding teaching methodology, these are 4 teaching models:

Teaching Module N° 1: In class training with the presence of tutor (depending of the topic) which is supplemented by on line lessons available from the training distance platform.

Teaching Module N° 2: Distance learning either involving the training company or the student alone.

Supports: Lessons available from the training platform, electronic mail, videoconferencing with msn messenger (video and headset provided) and phone.

Teaching Module N° 3: Collaborative work with the presence of the tutor (synchronic tutoring).

Used supports: Lessons on line available from the training platform.

Teaching Module N° 4: Distance collaborative work between the learners and individualized synchronic teletutoring between the tutor, the trainer and the student.

Used supports: Lessons on line available from the platform, electronic mail, MSN messenger and phone.

Assessment methods are based on written, practical and portfolio work. For the first two modules the learner can answer a quiz consisting of 20 questions. The result is then forwarded to the trainer who analyses the answers. According to the results, the trainer contacts the learners to deal with them on their performances. For the third module, as regards the project of strategy, the assessment is carried out between the trainer and the tutor.

Other Course Details

Learner/Employer motivation and course promotion: The teaching methods are adaptable to the learning population.

1 - Accessible on line, the support enables the learners to get in-depth knowledge (3 levels), i.e:

- Basic knowledge which appear on the screen page.
- Useful knowledge which appears when the learner requests it in the form of resources (videos, animations) or associated commentaries (pop ups).
- Complementary knowledge which always appears when the learner requests it. if he wants to have further (Internet websites, downloadable documents).

2 – An individualized process:

An initial evaluation enables the instructors and tutors to define a training path of the learner. The training is then validated by a final assessment.

3 – Tutor training:

The training takes place under a double tutoring system with an external trainer and a tutor in the firm. In order to facilitate the practical organisation of the synchronic tutoring, dates are fixed regarding the presence of the trainer in the firm.

4 - An optimized time of training:

Thanks to the multimedia support, the essentials of the training can be achieved at distance, reducing the time of presence in the centre of training. The coordination, the follow up and the validation of the modules are made by the trainer from the training centre.

5 – A concrete aim to achieve:

The writing of a strategic project of sustainable development, by the learner, with the help of their tutor and trainer, gives the training a concrete sense.

Student retention: As the student learns the basics of the lesson in the training centre, they can interact openly with the instructor. After they can then he can learn on their own by his own depending on the time available and the level of the student. This apprenticeship is a 'step by step' type course and the continuous assessment of the students knowledge reassures students and enables them to carry out their work in an optimum way. Indeed, they can easily make a direct link between the contents of the lesson and the points they have to develop to write their strategic project.

Why this is an example of Good Practice 4.4

Course provider's view: The relationships between the instructor, the student and the tutor make for a very efficient learning environment where the students skill gaps can be addressed quickly and easily. Being able to follow every student on the training platform enables the instructor to monitor the progress of each student with great ease.

Participant's view: By the course contents being directly accessible by a computer make the course more enjoyable especially as the interface is user friendly. The possibility to access all the different information in various levels of depth allows the student to tailor their course towards their own specific needs. Also online lessons require less constant concentration in that the student can follow a lesson over a number of hours or days. This often means more information is retained than would be the case in a class situation. The value of a written project is also undeniable.

Industry's view: One part of the training takes place in the firm. The firms have a new approach of training through the introduction of the New Technologies and the access to Internet. The tutor is active in the training process because he exchanges with his employee on strategic choices and on what can be done for the project to succeed. If the tutor has doubts, he can consult the lessons on-line, in order to confirm his choices. So he takes an active part in the assessment of the learner (his competences) knowing that the result will be beneficial for the firm.

Funding: Continuous professional training for wage earners: financed by the firms through an organisation responsible for collecting funds for training – FAFSEA. Continuous professional training for unemployed people : Financed by the specific region (administrative French entity) and the by European Social Fund.

Course Evaluation: At the end of the training, the learners fill in an assessment form of the training process. They are asked to give their opinion on the contents and the pedagogical supports, on the instructors, the tutor, and the group of learners and their overall learning environment. The trainer and the tutor assess the training too; its contents, its supports, the speed and the quality of tutoring.

Quality Assurance This training is done in line with the quality process ISO 9001, version 2000 since the CFPF has the certification. The course is audited annually.