Development of key competences & continuing education of adults in France

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Structure of the presentation:
- Overview of main developments of key competences and continuing education
- Main mechanisms and policy instruments facilitating adults’ access to key competences
- Institutional setting and roles of main involved stakeholders
Overview of main developments of key competences and continuing education
Main practice-based developments of Key competences (1)

- Pioneering development was at the beginning of the 1980s via the introduction, on the basis of occupational activity analysis, the referential standards of vocational qualifications awarded by the Ministry of national education in terms of 3 descriptors: capacities, competences and associated knowledge.

- Creation in 1993 of the “labour market operational repertory of trades and occupations (ROME)”, based on 3 types of competences: core competences, specific competences and associated competences.

- Introduction in 2003 of the “national standards framework” by the “national agency for fight against illiteracy (ANLCI)” defining 4 degree of basic competences: structural benchmark competences (basics in writing, counting and communicating with others), everyday functional competences, competences facilitating actions in various situations and competences reinforcing autonomy of action in the knowledge society.
Overview of main developments of key competences and continuing education
Main practice-based developments of Key competences (2)

- Introduction in 2008 by the Ministry of labour the “framework programme for sustainable integration within the labour market” (of especially vulnerable people) based on transposing EU recommendation of 2006. It focuses on the following 5 key competences (the other 3 are considered transversally): communication in French, mathematical culture and basic competences in sciences and technology, digital culture, learning to learn and communication a foreign language.

- “Referential framework for professionally situated key competences (CCSP)”, established by the ANLCI in 2009: it is based on connecting the analysis and description of work situation in its various dimensions (activities, criteria, professional capacities) with an analytical inventory of general and applied knowledge used in this work situation, leading to the classification of the identified professionally situated key competences according to the hierarchy of the first 3 degrees of the ANLCI’s referential framework of 2003. Targeted groups: employees and professionals.
Overview of main developments of key competences and continuing education
Main practice-based developments of Key competences (3)

- Referential framework for “common-base knowledge and professional competences” with access to certification called “S3CP”, established in 2014 by the social partners and formally introduced in February 2015. As it leads to certification, the S3CP also includes referential assessment and validation criteria corresponding to the following 7 fields of professional competences: communication in French; use of basic calculation rules and mathematical reasoning; capacity of using usual techniques of information and the digital communication; ability to work under defined team-working rules; ability to work independently and achieve individual goal; ability of learning to learn throughout life; mastering gestures and postures and compliance with the hygiene, safety and basic environmental rules. Targeted groups: employees and professionals.
Overview of main developments of key competences and continuing education
Main developments of continuing education of adults (1)

Currently: scope and objectives:

Scope:
- Adult education includes all types of learning undertaken outside the formal initial general and vocational education system.
- It is composed of 2 basic components: dominant CVT (with a professional character) and other types (with basically socio-cultural character).

Objectives: 2 types:
- **General objectives:**
  - (a)- for CVT: development of competences, access to different and higher vocational qualifications, promoting vocational inclusion, employability and mobility;
  - (b)- for other types of adult education: personal development and socio-cultural promotion in general.
- **Specific objectives** connected with the specific nature and targets of effectively used policy measures and instruments.
Overview of main developments of key competences and continuing education
Main developments of continuing education of adults (2)

Historically:
- Founding text: Condorcet’s Report and Decree project to the National Assembly concerning “the organisation of public instruction” of 20-21 April 1792;
- Then development of different forms of adult education connected with the industrial revolution;
- Technical education development between the 2 World Wars;
- Development of “Social promotion education” after World War 2 until 1970;
- Introduction and implementation of the current dominant CVT system during the 1970s;
- Reinforcing the development of CVT instruments and performance, diversification of involved stakeholders’ responsibilities, moving towards competence-based approach in curricular and qualification/certification design during the 1980 and 1990;
- Profound overhaul of CVT during the last decade namely via the creation of the NQF Repertory (RNCP) and its management body “CNCP” and the introduction of other CVT instruments such as VAE, DIF, CP and PP;
- Further reforms of CVT system in 2014.
Main mechanisms and training policy instruments facilitating adults’ access to key competences:
3 basic categories

- Employer directed training (ED-CVT) via the training plan;
- Employee self-directed training (SD-CVT) via:
  - Leave for self-directed training (CIF);
  - VAE/VAE leave (VAE/Congé VAE);
  - Competence audit/Leave for competence audit (BC/Congé BC);
- Employee-employer directed training (EED-CVT) via:
  - Personal training account (CPF) replacing “DIF” since January 2015;
  - Professionalisation contract (CP);
  - Professionalisation period (PP).
Institutional setting and roles of main involved stakeholders

Training providers:

- **Private providers:** 97% of the total (training 87% of all trainees):
  - Profit making providers: over 54% (training 54%);
  - Non-profit making providers: 20% (training 25%);
  - Individual providers: 23% (training 7%)

- **Public and semi-public providers:** 3% (training 14%):
  - *Providers connected with the Ministry of Education:*
    - Universities;
    - National conservatory of arts and crafts (CNAM since 1794);
    - Grouping of public schools (GRETA since 1974);
    - National centre for distant learning (CNED);
  - *Providers connected with other ministries:*
    - National adult vocational training association (AFPA since 1949);
    - Professional chambers;
  - *Providers connected with regions:* national centre for the management of territorial public services (CNFPT).
Institutional setting and roles of main involved stakeholders

Governance and guidance organisations and institutions:

- Accredited joint funding collector and manager (OPCA);
- Joint fund for guaranteeing career path development (FPSPP);
- Consultation bodies:
  - National and regional councils for employment, training and vocational guidance (CNEFOP and CREFOP);
  - National and regional inter-professional joint committee for employment and training (COPANEF and COPAREF);
- Guidance Operators of the Council for Professional Development (CEP)
- Regions;
- Deposits and consignments bank (CDC);
Institutional setting and roles of main involved stakeholders

**Quality assurance mechanisms:**

- Regular overarching process for quality and performance evaluation of the whole E&T system;
- Professional Office for Quality Accreditation of Training Providers (OPQF);
- Existence of referential framework combining occupational and qualification/certification standards for each qualification referenced and registered within the NQF repertory (RNCP);
- Existence of quality assurance labels, e.g.: GRETA-Plus label and the quality label within the network APP (personalised pedagogy workshops) of the APapp (Association for the Promotion of the APP label);
- Existence of “quality charters (chartes qualité)” on a regional level.
Institutional setting and roles of main involved stakeholders

Funding arrangements:

- **Enterprises**: largest contributor directly through their training plans and indirectly through the OPCA;
- **State**: financing its employees training, and contributing to the funding of training programmes for the integration into the labour market of long-duration unemployed job-seekers and other vulnerable individuals;
- **Regional and local authorities**: financing the training of their employees within the regional public sectors and contributing (partially or fully) to the funding of the implementation of the regional vocational inclusion programmes of long-duration job-seekers and other vulnerable people, in cooperation with local job-centres and socio-vocational inclusion associations;
- **Individual learners**: representing on average 5 of all CVT beneficiaries in 2011.
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Thank you very much for your attention