

Continuing Higher Education (CHE) and work-linked training in France

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Fostering partnerships for continuing training.
Cooperation between higher education institutions and enterprises

Workshop, Thessaloniki 11-12 February 2016

The research project

- An academic network « *ARC8* » supported by Rhône-Alpes regional Council
- A literature review and a survey : 30 professionals in 8 universities of Rhône-Alpes
- A workshop of professionals and academics : « ***CHE : Target populations, Provisions and Economic models*** » (Grenoble, 03.2015)
- An article - Cereq symposium : « ***CHE and work-linked training*** » (Lille, 12.2015)

Continuing Higher Education in France

1. Legal framework and statistical data

2. Historical settings and current developments

-> What cooperation between universities and companies ?

1. Legal framework : «a public service duty on the market»

The framework Act of 1984 and the Decree of 1985 on continuing education provision at HE institutions

- « **degree programmes for either initial or continuing training** » : *universities must open all initial degree programmes to adults*
- « **provision of CVET programmes for specific needs** » (*enterprises for their staff, public bodies for job-seekers...*)

CVET : legal provisions (1)

	Initiative/ (fund)	Main aims	Programmes	Start date
Training Plan « PLAN »	Employer	Adapt and enhance skills	Short-training modules, diploma programmes	1971
Individual training leave « CONGE »	Employee/ (Branches' Accredited Collecting Fund = OPCA)	Career development, occupational retraining	Diploma programmes	1971

CVET : legal provisions (2)

Work-study contracts (Sandwich courses)	Initiative (Fund)	Main aims/ Diploma programmes	Start date
<p>Alternance contract « CONTRAT DE PROFESSIONNALISATION »</p> <p>(CVET)</p>	<p>Joint (Employer- Employee)</p> <p>(OPCA 1% wages)</p>	<p>Qualification, professionalization, reduce unemployment</p>	<p>1984 : <26</p> <p>2004 : adults job-seekers</p>
<p>Apprenticeship « CONTRAT D'APPRENTISSAGE »</p> <p>(Initial Education)</p>	<p>Joint (Employer- Employee)</p> <p>(Tax 0.68 % wages)</p>	<p>Qualification, professionalization</p>	<p>< 26</p> <p>1987 : extended to all diplomas including HE</p>

Distribution of participants (*in thousands*) and participant hours (*in millions*) (Grille, 2015)

Universities, polytechnics and INP	Partici- pants	Hours	Average length (h)	2003- 2013 Hours
Training plan (PLAN)	27 %	17 %	90	- 5 %
Individual training leave (CONGE)	3 %	6 %	347	- 30 %
Alternance contract (CONTRAT PRO) (Less than 26 years old)	6 % (5 %)	22 % (19 %)	501 (514)	+ 387 %
Total employees	35 %	45 %	181	
Job-seekers (Supported by public funding)	12 % (9 %)	22 % (15 %)	265 (248)	+ 20 %
Private individuals - Interage seminars	45 % (15 %)	28 % (3 %)	89 (28)	- 13 %
Self-employed, traders, artisans	8 %	5 %	88	+ 11 %
Total	100 % 364	100 % 51	143	+ 15 %

2. First historical setting

Adults in initial education

- Companies 'out-of scope' : **no collaboration**
- Academic learning and requirements
- **2 out of 10 enrolled in initial higher education are adults** (*Beduwé, Espinasse, 1995*)
- Current issue : identify this population in order to reduce drop-outs and make them full-fee payers (*initial education fees = 150 € /continuing training charges = 1000- 3000 €*)

2. Second historical setting

Specific adult education (provisions on CVET market)

- Employers' initiatives for their staff, paying full price (*3000-9000 € for a degree program*)
- Short-training programmes : strong competition with private training providers
- Degree programmes : universities monopoly in educational accreditation
- **Joint implementation and work-based learning : strong partnership**

- **Very profitable model, but limited developments**

« Universities account for : 1.55 % of total number of participants, 1.96 % of total turnover, 4.21 % of total training hours of CVET market in France » (Igeanr, 2014).

Present in few universities, specific units (IUT, IAE...) and faculties (Law, Health...) providing vocational courses for years

- **Two recent governmental reports set a long list of proposals in order to develop CVET (Igeanr, 2014, Germinet 2015).**

Obstacles : lack of political leadership, of financial and human means, of teachers (activity isn't recognised in academic careers), of partnerships, organisational failures...

2. Current driver for CHE

Alternance contracts

- **« By definition » work-based learning**
- Large spread of work-study programmes
- Own-resources and funding for initial VET
- Open to adults but 90 % of participants < 26 years old
- Not designed for adults learners, except provisions of individual supports

- **An opportunity to foster partnerships but not to develop CVET for adults**

Thank you for your attention !

CVET : legal provisions (3)

	Initiative (Fund)	Aims	Programmes	Start date
Validation of work experience « VAP »	Employee	Access training without required initial education level	Diploma programmes	1989
Validation of prior experience « VAE »	Employee	Obtain qualification	Diploma programmes	2002
Traineeships	Job-seeker (Regional councils, employment agencies...)	Acces to employment, qualification, occupational retraining...	Diploma programmes	Regional council responsibility : 1993 (<26), 2004 (adults), 2014 (all programmes)
Individual training credit « DIF »	Joint (Employer-Employee)/ OPCA	Idem « CONGE »	Diploma programmes	2004

Number of diplomas delivered in 2013 (*Grille, 2015*)

Universities, Polytechnics and INP	Number	%
DAEU – EQF level 4	6 458	9 %
DUT - EQF level 5	3 473	5 %
Bachelor Degree (EQF level 6)	21 603	29 %
Master Degee (EQF Level 7)	17 014	23 %
National Diplomas	48 548	66 %
University Diplomas	25 023	34 %
Total	73 571	100 %

48 548 national diplomas :

- **10 % of national diplomas delivered in 2013**
- **5 % Validation of Prior Experience (Stable)**

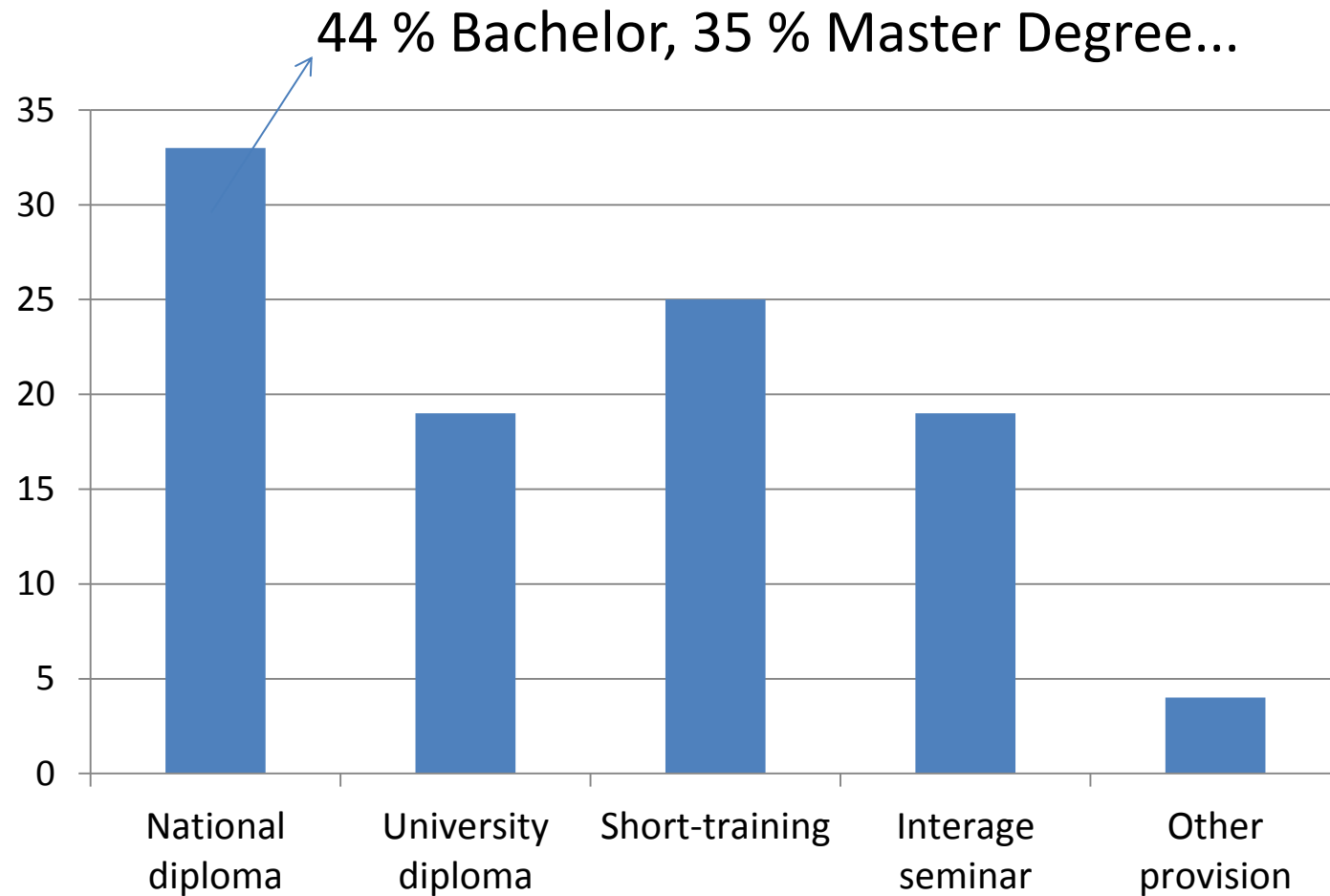
(1) CHE in 2013 (*Ministère de l'Éducation, de l'enseignement supérieur et de la recherche, 2015, Grille*)

	Turnover (million euros)	No of par- ticipants (x 1000)	Participants hours X (1000000)	Average length (h)
Universities, poly-technics and INP	275 (64 %)	364 (76 %)	38 (68 %)	143
Other EPSCP and autonomous EPA	39 (9 %)	28 (6 %)	3 (5 %)	106
CNAM	90 (21 %)	85 (18 %)	15 (27 %)	176
ALL TYPES of HE institutions	427 (100 %)	477 (100 %)	56 (100 %)	147

(2). Sources of funding for Continuing Education in France (*Grille, 2015*)

<i>Universities, polytechnics and INP</i>	2013	2011-2013
Enterprises contribution	30 %	↗
Branches' Accredited Collecting Fund (OPCA)	21 %	↗
Total companies contribution	51 %	↗
Private individuals /participant contribution	22 %	↘
Public sector	18 %	↘
Other ressources	7 %	-
Total	100 %	

(3). Distribution of participants per CHE programme category (Grille, 2015)



- **Two recent governmental reports set a long list a proposals in order to develop university continuing education (*Igeanr, 2014, Germinet 2015*).**
- *« strenghten political leadership and services (recruitments, training),*
- *clarify economic model (a public service on the market), modularise programs, curricula and courses in education and vocational training (VET),*
- *develop partnerships with employers and professional branches,*
- *develop validation of prior experience,*
- *provide information on the offer,*
- *set up financial incentives to units and to teachers,*
- *develop blended courses,*
- *recruit trainers outside university ,*
- *improve activity steering tools by the Minister*
- *reinforce links between research and continuing education*
- *... »*

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Career as Research Engineer in socio-economics on vocational education

- Since 2010. Director of « Centre Associé Céreq » Grenoble
- Since 96. Pierre Mendès France University, associated with Céreq, Grenoble
- 93-96. Céreq (Centre d'Etudes et de Recherches sur les Qualifications) Marseille
- 89-92. PhD in Economics, Ecole des Mines de Paris
- 88. Agro- Engineer , Institut National Agronomique, Paris-Grignon

Main fields of research and university teaching

- Continuing higher education and secure professional paths : development of adult education at university
- Initial higher education and labor market : career guidance and students employability
- Decentralisation and local governance of training and employment policies