

# Training & Employment

## Drawing up European competence standards

Some thoughts about the experience gained in France

*Since the Treaty of Rome was signed in 1957, it has been generally agreed that harmonising the systems of certification used in the European member countries is liable to facilitate employees' personal mobility. Various approaches have therefore been launched on these lines and re-activated by the Lisbon summit and the Bruges-Copenhagen process. The French system of vocational training was long regarded as an exception in this context. However, a closer look at how this system has evolved shows that it is in fact quite exemplary, since France has applied lifelong learning objectives and set up tools in line with European recommendations: development of a national qualifications framework, outcome-based definition of qualifications, application of the concept of competence and validation of previously acquired experience.*

The objective set for the European Union by 2010 at the 2000 Lisbon summit was to become "the world's most competitive and dynamic knowledge economy, capable of sustaining growth with more and better jobs and greater social cohesion". With a view to reaching this objective, vocational training was given a key mission, that of adapting to the needs of the knowledge society as well as increasing the numbers of jobs and improving the quality of employment. This is actually not a new departure in Europe. Since its creation, Europe has always had to deal with issues relating to qualifications and vocational training and their accreditation in the name of the principle of free movement of people, goods and capital. The French system has often given the impression of holding back from this process, distrusting European initiatives and clinging proudly to its reputation as an exception, which has served as an excuse for its idiosyncrasies. It is strikingly clear, however, that the changes undergone by the French system are far from being in contradiction with the processes launched by the Community.

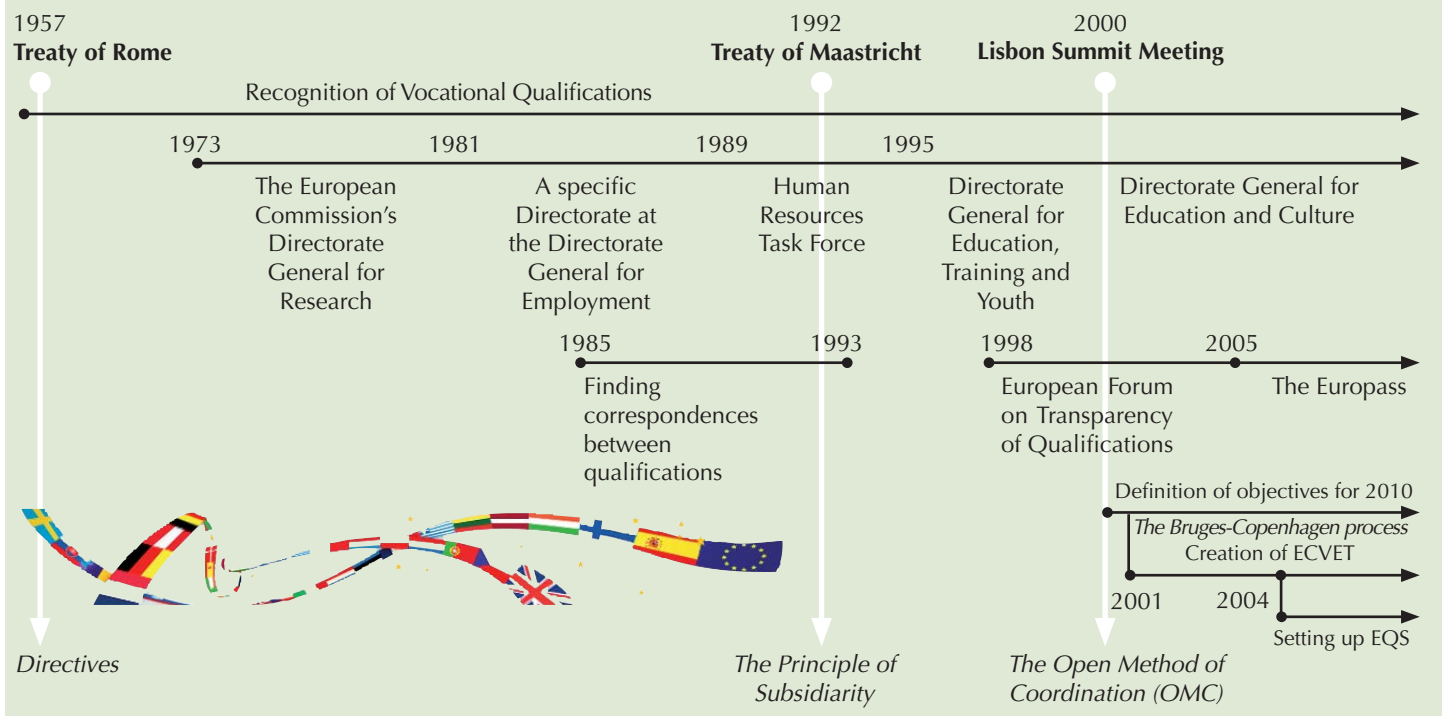
### Europeanization of qualifications: looking back at the history

There were three important stages in the process of commitment of Member States to a Europe of qualifications: the Treaty of Rome in 1957, which gave birth to the European Economic Community and the Common Market, the Maastricht Treaty in 1992, which created the European Community, and the conclusions of the Lisbon European Council, which were pronounced at the Barcelona European Council in 2002, as far as vocational training was concerned. At each of these stages, a different kind of impetus was given to achieving better coherence between the various systems of vocational training. Subsequent to the Treaty of Rome, the Directives were enacted, Maastricht introduced the principles of subsidiarity, and the Lisbon Council adopted the "open method of coordination" (OMC) (see the graph on page 2).

The Treaty of Rome addressed the recognition of vocational qualifications by issuing directives which Member States agreed to impose on themselves. These directives prescribe the results which have to be achieved and the deadlines involved, but they leave national bodies the freedom to choose the forms adopted and the means employed. Directives such as those dealing with "the mutual recognition of diplomas, certificates and other evidence of formal qualifications" (article 57 of the Treaty of Rome) were issued to prevent national qualifications from barring people from working in countries other than their own, and thus to promote freedom of movement. It was therefore hardly surprising that the professions were the first to benefit, after variably lengthy negotiations: architects in 1965, the medical profession in 1976, and pharmacologists in 1987. This procedure is regularly updated under the supervision of the European Commission's Directorate General for the "Internal Market", which issued a directive consolidating all relevant mandatory regulations in September 2005.

Besides this approach, which mainly targets occupational labour markets, other efforts to find correspondences between qualifications were launched by CEDEFOP in the early 80s. The idea here was to look for similarities between the content of work activities ●●●

## ■ Setting up European competence standards: the main stages



CEDEFOP • Centre Européen de développement de la formation professionnelle - European Centre for the Development of Vocational Training ([www.cedefop.europa.eu](http://www.cedefop.europa.eu))

CNCP • Commission nationale de certification professionnelle - National Commission for Occupational Qualifications ([www.cncp.gouv.fr](http://www.cncp.gouv.fr))

CQP • Certificat de qualification professionnelle - Vocational qualification certificate

ECVET • European Credit in Vocational Education and Training

EQF • European Qualifications Framework

KSC • Knowledge, Skills and Competences

MOC • Méthode ouverte de coordination / OMC - Open Method of Coordination

RNCP • Répertoire national des certifications professionnelles - National Directory of vocational qualifications

... in various countries rather than focusing on the training content. This highly complex undertaking has since been abandoned. It was concluded in one of the assessments made of the process that the definitions of qualifications to which this procedure led corresponded neither to the European situation, which is a pure abstraction in any case, nor to reality in any of the member countries. At that time, education and educational policies depended entirely on the sovereign States. However, these matters gradually became more of a European affair, and this trend was foreshadowed in 1981, when the European Commission set up a Directorate to deal with educational and vocational training affairs in the framework of the Directorate General for Social Affairs and Employment.

The main step forward from the qualitative point of view occurred when the Maastricht Treaty adopted the principle of subsidiarity in 1992, thus enabling the Community to take action "only if and insofar as the objectives of the proposed action cannot be efficiently achieved by the Member States themselves and can therefore, by reason of the scale or effects of the proposed action, be better achieved by the Community". Educational and vocational training policies were included in the field to which this principle was liable to apply. The creation in 1995 of the twenty-second Directorate General, which was made responsible for Education, Vocational Training and Youth, and was later to become the Directorate General for Education and Culture (DGEAC) in 2000, provided further confirmation that Europe was becoming increasingly concerned with education, vocational training and qualifications.

The European Council which met in Lisbon in 2000 was another significant milestone. In the working programme called "Education and Training 2010. Diverse systems, shared goals", the strategic objective of this body was defined as follows: "becoming the most competitive and dynamic knowledge-based economy in the world". The open method of coordination (OMC) was declared to be the method most likely to respect national sovereignty while working towards common goals: guidelines and objectives to be actively pursued by all were defined. The objectives are associated with indicators and a calendar with which each Member State has undertaken to comply. A process of assessment and follow-up makes adjustments possible if necessary. In addition, European cooperation on education and vocational training has been reinforced by the "Bruges-Copenhagen process", which set the following four priorities: transparency, information and guidance, recognition of qualifications and diplomas, and quality assurance. At a more concrete level, the Bruges-Copenhagen process officialized the Europass, a set of five documents with which all European citizens can present their competences and qualifications in a standardized form. This process also includes the idea of drawing up reference levels and common principles for designing qualifications, as well as joint measures such as the creation of a credit transfer system. This has recently given rise to the following two proposals:

- setting up a *European Qualifications Framework (EQF)* as a tool for the European positioning of national qualifications and forging links between existing and future national qualification frameworks;

- the *European Credit in Vocational Education and Training* (ECVET) system, which will make it possible to accumulate and transfer credit units for vocational training purposes: this means that standards will have to be defined in terms of competences.

## The situation in France: a fading exception?

Adapting initial vocational training in France to comply with European objectives has never been an easy task, partly because the French vocational training system was something of an exception when the European Economic Community was founded. This system focused mainly on initial education and training and on the underlying pedagogical principles; whereas the European instances based their action on vocational training for job hunters and employees and therefore hardly consulted the French educational authorities at all, as well as being practically ignored by the latter.

Although it was rather isolated, the French system actually anticipated many subsequent European recommendations. Since the 60s, France has gradually developed a national qualification framework which has made it possible to relate general and vocational training more closely to initial and continuing vocational training and to integrate the validation of prior experience according to lifelong learning principles. *Standards of occupations* have also been drawn up based on “learning outcomes”, using competence concepts to describe these outcomes.

Four milestones mark the development of the French qualification framework. First there was the creation of the technical baccalauréat in 1965. The name of this new diploma, “le baccalauréat de technicien”, which by adding the word “technicien” to the mythical “baccalauréat” created by imperial decree in 1808, reflected the will to give general and technical streams a more equal status. This was the outcome of a long process in which vocational training was regarded as part of a democratic ideal: training people to become both productive agents and citizens. As the educational historian Antoine Prost has said, this was also a time when people rather naively believed that manual work would soon be abolished. The future would be for supervisors and technicians possessing specialized knowledge. In any case, vocational training had become as much a fully-fledged part of the French educational system as general education (and bridges existed between the two systems) and was entitled, at least in the eyes of the Law, to parity of esteem.

These developments coincided with the setting up of a grid of training levels, which had been on the agenda since the early 60’s and was finalised in 1969. However, a perturbing

event occurred at that point, in the form of the French legislation passed in July 1971 on continuing vocational training, which set the bases for a parallel mode of training. Jacques Delors, who was then the Prime Minister’s General Secretary for vocational training and social promotion, declared that this legislation unquestionably provided a series of solutions, since it contributed to abolishing unequal opportunity, creating new relations between teachers and learners, and adapting the supply more flexibly to the labour market requirements. Delors predicted that educational systems would eventually have to abandon the single model imposed on all, which was one of the main causes of social inequality and conservatism. One might therefore have expected to see two parallel, not to say divergent systems developing side by side. This was not the case, however, and the single framework prevailed. The wish to give educational paths of both kinds an equal status meant that it had to be possible to compare the results achieved in both cases, and it was therefore decided by the Technical Commission for the accreditation of technological qualifications and diplomas (CTH), which was created in 1972, to adopt the term “equivalent” rather than “alternative” and to use the grid of training levels mentioned above as a comparative tool.

Although initial and continuing vocational training were based on clearly antagonistic approaches, they were therefore linked together by this common national system, the grid of training levels. The replacement of the CTH in 2002 by the National Commission for Vocational Qualifications (CNCP) strengthened this movement in two ways. On the one hand, by making the validation of past experience a recognized mode of access to all the qualifications included in the Directory; and on the other hand, by including the vocational qualification certificates (CQP) delivered by the occupational branches in the Directory of vocational qualifications for which the CNCP is responsible.

In this transition process, increasing emphasis was being placed on qualifications, which were no longer being regarded as the natural outcome of vocational training but as a fairly independent entity attesting to the competences of individuals, regardless of how they were acquired. This shift of emphasis was not due solely to the setting up of a national system of qualifications: it also owed a great deal to the introduction of occupational standards.

## Céreq’s contribution to harmonizing national systems of vocational training

Since the Treaty of Rome was signed, Céreq has been contributing to the various efforts made to harmonize national systems of vocational training. During the last few years, Céreq has been invited, for instance, to take part in assessing the state of advancement of the national policies adopted in response to the Lisbon and Copenhagen processes. Céreq has also been involved in the following two operations: setting up a European qualifications framework (EQF), which is currently being tested, and which is expected to be ready for application on a larger scale by 2012; and the creation of the European Credit Transfer system for Vocational Education and Training (ECVET).

■ Céreq’s contribution to the latter project is described in *Crédits d’apprentissage Européens pour la formation et l’enseignement professionnels* (ECVET), A. Boudier, J.-L. Kirsch, Net.Doc, no. 27, Céreq, August 2007. This publication is available via the Céreq website: [www.cereq.fr](http://www.cereq.fr)

### FOR FURTHER INFORMATION

- “Européanisation de la certification. Un passé éclectique, un avenir incertain” (The making of European qualifications. An eclectic history and an uncertain future), A. Boudier, in *La certification, nouvel instrument de la relation formation-emploi. Un enjeu français et européen* (Qualifications, a new tool for linking vocational training and employment. A challenge for France and Europe), J. Teissier and J. Rose (coordinators), Relief, no. 16, Céreq, July 2006.
- “Les partenaires sociaux et les commissions professionnelles consultatives” (Social partners and consultative occupational commissions), B. Bouyx, in *Le partenariat social dans la formation professionnelle en France* (The social partnership in French vocational training), E. Bentabet, J.-L. Kirsch and S. Stefani (coordinators), Relief, no. 9, Céreq, June 2005.
- “30 ans d’homologation des titres. Un mode de certification à l’usage des diplômés” (30 years of accreditation. A mode of recognition for qualifications), P. Veneau, D. Maillard and E. Sulzer, *Bref*, no. 218, Céreq, April 2005.
- “Typology of knowledge, skills and competences: clarification of the concept and prototype”,

*continued on page 4 ...*

The vocational baccalauréat created in 1985 marked the start of a new approach to vocational training, which was characterised by the concept of standards. In the procedure used to draw up this diploma, it was stipulated that occupational standards had to be described before the content of the corresponding training programmes could be defined. Previous practices were therefore reversed, since they used to focus strongly on the content of training programmes and assessment procedures. This change of approach was intended to give diplomas attesting to the specific competences possessed by their holders a new image focusing on the contractual agreement between social partners. This approach was subsequently extended to all vocational qualifications: the application form used to have qualifications listed in the National Directory of vocational qualifications (RNCP) managed by the CNCP explicitly mentions these occupational standards.

At the same time as these occupational standards, the concept of competence was being introduced. These standards position people in relation to goods or service production processes; whereas competence reflects the specific activities they contribute to these production processes. There exist many definitions of competence. In the field of vocational training and qualifications, however, the definitions always include the work context and the three constitutive components which used to be referred to as "knowledge, know-how-to-do and know-how-to-be". The meaning of these terms has changed slightly, although the underlying distinctions they imply are still there. This trilogy was more or less consecrated at European level in a report drawn up in 2005 for CEDEFOP, which stresses the multi-dimensional nature of the French approach and uses it as the basis of the typology *Knowledge, Skills and Competences* (KSC), on which the European qualifications framework was founded.

### Convergence between qualification systems and the single labour market

This description of the French and European approaches shows that some similarities and correspondences obviously do exist. Does this mean, however, that we can talk about convergence between the national systems of qualification? Half-way along the road to the Lisbon objectives, the process seems to be working in this direction. Many countries have given priority to setting up national qualification frameworks along with a national directory of qualifications defined in terms of standards and competences. The European incentives have undeniably contributed to convincing member countries that these tools will contribute to

making their systems more easily readable. However, in the light of previous experience, frameworks of this kind should not be adopted too unconditionally, as the case of Australia and New Zealand has shown. This has led some experts to recommend the use of incremental procedures taking the specific dynamics of each system of qualification - i.e., their path dependencies - into account. The French system has taken about forty years to be set up, and during this period, many ups and downs have occurred. The questions now arising, about issues such as updating the grid of training levels, for example, suggest that the system is still evolving on the lines adopted in the past. The OMC is perfectly compatible with this approach, although it seems to be driven at present by a somewhat reifying idea of social progress giving the impression that the tool is being given preference over the process.

On the other hand, one should not forget that these efforts towards convergence are part of an overall plan to improve the legibility and transparency of the labour market in order to facilitate workers' mobility. Now as things stand at present, Europe is recommending the following four modes of aligning jobs and qualifications:

- Regulating employment in Europe via Directives claiming the need for obligatory correspondences between the occupations pursued and the qualifications held.
- Harmonising occupations in Europe, a theme which is again coming to the fore, and which is based on the idea that a European directory of occupations will automatically lead to the setting up of common vocational training courses and qualifications.
- Harmonising qualifications in Europe, which in turn involves several paths, such as the EQF and the creation of a joint system of standards shared by several countries.
- Quickly adjusting the supply to the demand via the Europass system, which is a kind of passport designed to improve the legibility of the competences acquired by an individual and relate them to those in demand on the labour market.

This is a far call from a single labour market, but there are doubts as to whether a single market is actually a desirable goal. In the present state of affairs, the coexistence of several types of regulation can be said to result from the many ways in which the content of occupational activities and the modes whereby they are recognized have changed. The question therefore arises as to how the unification of a European qualification system is going to contribute to setting up a really single labour market.

Annie Boudier and Jean-Louis Kirsch (Céreq)

...  
J. Winterton, F. Delamare-Le Deist and E. Stringfellow. A research report drawn up under the aegis of CEDEFOP, 2005.

• "Achieving the Lisbon goal: the contribution of VET", T. Leney (Project Leader), European Commission, 2005.

• "National qualifications frameworks: their feasibility for effective implementation in developing countries", M. Young, *Skills Working Paper*, no. 22, International Labour Office, 2005.

• "Comparabilité et reconnaissance des qualifications en Europe. Instruments and enjeux" (Comparability and recognition of European qualifications. Tools and challenges), V. Merle and O. Bertrand, *Formation Emploi*, no. 43, Céreq, July-September 1993.

• "Genèse d'une loi et stratégie du changement" (Genesis of a law and strategies for change), J. Delors, *Formation Emploi*, no. 34, Céreq, April-June 1991.

• "Nomenclatures de formation et pratiques de classement" (Training classifications and practices), J. Affichard, *Formation Emploi*, no. 4, Céreq, October-December 1983.

• "L'école et la famille dans une société en mutation (1930-1980)" (School and the family in a changing society from 1930 to 1980), A. Prost, vol. IV of "Histoire générale de l'enseignement et de l'éducation en France" (A general history of teaching and education in France), L.-H. Parias, Nouvelles Librairies de France, 1981.

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# Briefing

## Updates

### Measuring discrimination due to people's origins

*Symposium*

October 2007

A symposium on the theme "Measuring discrimination due to people's origins" was held at the Ecole Normale Supérieure in Lyon on 22 October 2007. This meeting was organised by the association ISM-Corum (which includes a Translation and Interpreting Department and a Research Centre on urban environments and their mutations) in the framework of the AVERROES project (a project promoting equality regardless of race, religion and social origins in the field of employment and services). This meeting comes under the theme "Fighting racial discrimination and xenophobia" to which the EQUAL Community initiative is devoted. The aim was to take stock of the practices, approaches and methods used to measure inequalities and discrimination due to people's origins. This topic is part of a larger debate on how to produce statistical data on discrimination and assess the policies adopted, how to classify people in terms of their origins, and how to define these origins and designate the various groups involved.

This meeting was attended by scientists and experts producing statistics, actors from working spheres (companies and trade unions) and from a number of institutions such as the French Ministry of Labour, the International Labour Office (ILO), the High Authority for Combating Discrimination and Promoting Equality (HALDE), the National Commission for the Protection of Personal Rights (CNIL) and the Centre for Strategic Analysis (CAS).

The speakers' various contributions focused on categories and systems of classification and on the questions arising in this context: what exactly it is proposed to measure, the aims pursued, and the scale on which the results are applicable. The various methods of measurement currently used, in the field of employment in particular, were also reviewed: testing and self-testing methods, panel comparisons, statistics based on control groups. Thomas Couppié presented Céreq's "Generation" surveys, described how individuals' origins are assessed in these surveys, and explained the potential use of these surveys for assessing inequalities and discriminatory practices due to people's origins.

The proceedings of this meeting will be published shortly under the aegis of ISM-Corum. ■

### Youth and Society

*Symposium*

October 2007

The third "Youth and Society in Europe and around the Mediterranean" meeting, which took place in October 2007, was supported by Céreq, the National Institute for Youth and Popular Education (INJEP) and the Laboratory of Occupational Economics and Sociology (LEST), and took place at the Aix-Marseille Teacher Training Institute (IUFM). The theme of this meeting, "The younger generations: continuities, discontinuities and ruptures", gave research workers from North African and Southern European countries an opportunity of discussing in depth the relationships between generations and processes of transmission in the Mediterranean region. The aim of these meetings is to shed light on the relations between young people and the societies in which they live: the state of the art in the fields of research focusing on Youth (viewed as either a single or multiple category) were reviewed, questions were addressed about the processes of re-composition occurring in Western and Mediterranean societies and the interactions between these societies, links were forged between disciplines, and new viewpoints were presented. ● ● ●

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• the ISM-Corum website:

[www.ismcorum.org](http://www.ismcorum.org)

• Further information about Céreq's "Generation" surveys can be found on the following website:

[www.cereq.fr/enquetegeneration.htm](http://www.cereq.fr/enquetegeneration.htm)

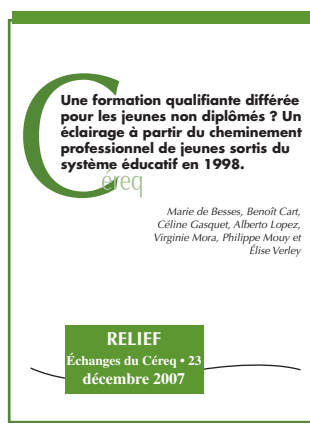
✓ For further details, please contact:  
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Website of these meetings:  
[jeunes-et-societes.cereq.fr](http://jeunes-et-societes.cereq.fr)  
Other useful websites:  
• L'Institut national de la Jeunesse et de l'Éducation populaire: [www.injep.fr](http://www.injep.fr)  
• Le Laboratoire d'Économie et de Sociologie du travail: [www.lest.cnrs.fr](http://www.lest.cnrs.fr)  
• L'Institut universitaire de formation des maîtres de l'académie d'Aix-Marseille: [www.aix-mrs.iufm.fr](http://www.aix-mrs.iufm.fr)

• • • At this meeting, as previously, the plenary sessions alternated with workshops. The thirteen workshop debates were facilitated by the fact that the speakers were allowed plenty of time to present their papers. The themes addressed included how to approach youths independently, their attitudes towards work, the processes of transmission and differentiation between generations, etc. A round table discussion was devoted in particular to the contribution of education to cultural transmission between generations. The topics addressed at plenary sessions included the role of merit at school, combating discriminatory practices and the fact that the relationships between generations constitute an essential social link.

The success of the two previous meetings was consolidated on this occasion. However, the organisers were hoping to see a larger number of participants from countries such as Algeria, Morocco and Tunisia this time, which was not the case. The participation of these countries is essential to setting up a scientific community working on youth in the Mediterranean area. These meetings have nevertheless brought together specialists in various disciplines such as economics and history, although the majority were naturally sociologists. Recruiting other disciplines and larger numbers of participants from some geographical areas is a long-term project.

The fourth meeting is to take place in Bologna (Italy) in spring 2009. ■

## New Publications



### Une formation qualifiante différée pour les jeunes non diplômés ? Un éclairage à partir du cheminement professionnel de jeunes sortis du système éducatif en 1998

[Catch-up qualifying vocational training for youths with no diplomas? The picture based on the paths of young people who left the educational system in 1998]

> Coordinator: Alberto Lopez

**Relief no. 23**, December 2007

This document was drawn up at the request of the Mission for "Education, Economy and Employment" about the idea of setting up a catch-up qualifying training scheme for youths with no diplomas. After presenting some statistics on this population, the situation was

analysed on the basis of semi-directive interviews conducted on unqualified youths who answered the "Generation 98" survey questionnaire. This body of data gives an overview of young people's attitudes towards catch-up qualifying training, which range from complete rejection to great enthusiasm. These attitudes can be traced back to the respondents' school history and their occupational paths. A typology is suggested for classifying these various educational and occupational paths and assessing the validity of this opportunity of providing this highly inhomogeneous population with catch-up vocational training.

This document includes contributions from the Directorate for Assessments and Prospection (DEP), the Department for Transition-to-Work, The Lille Centre for sociological and economic surveys and research (CLERSE) and the Laboratory of Industrial Economics and International Integration (LEPII).

✓ This publication is available at the Céreq bookstore or by mail order to Marie-Christine Antonucci, Céreq, 10, place de la Joliette, BP 21321, 13567 Marseille cedex 2.  
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E-mail: [antonucci@cereq.fr](mailto:antonucci@cereq.fr).  
Orders must be accompanied by payment (please include 4 € for postage and handling).

DOCUMENTS  
RELIEF

## Crédits d'apprentissage européens pour la formation et l'enseignement professionnels (ECVET)

[The European Credit Transfer System for Vocational Education and Training (ECVET)]

**Net.Doc 27**, August 2007

> Annie Bouder and Jean-Louis Kirsch

At the Lisbon meeting in March 2000, the European Council defined the 10-year objective of becoming the most competitive and dynamic knowledge economy in the world. On these lines, improving the visibility of qualifications is being strongly promoted. This issue has meanwhile given rise to the following proposals:

- creating a European Qualifications Framework (EQF), which is now being experimented and is due to be more extensively applied by 2012;
- creating European training credits for vocational education and training (ECVET).

Céreq has been involved in both of these operations, especially the second one, which has resulted in the publication of this Net.doc, the two parts of which present two forms of intervention by Céreq:

- the first part is about a study carried out by Céreq at the request of the French Ministry of Labour, Social Cohesion and Housing,
- the second part is the proceedings of a meeting organized at Céreq to prepare France's response to the questionnaire sent to each member country by the Commission.

## Les conseillers principaux d'éducation. Un métier en redéfinition permanente

[Careers advisers at schools. A constantly redefined occupation]

**Net.Doc 28**, September 2007

> Jean-Paul Cadet, Lise Causse and Pierre Roche

The diversity of the working conditions, the expanding range of activities, the evolving nature of the job and the unpredictability of the content of a day's work are the characteristics most appreciated by school careers advisers in France, as these aspects are what make the job interesting and enjoyable. However, diversity does not mean scattering; extensibility does not mean disorder or abolishing the borderlines with other occupational competences available in the educational community; evolving does not mean refusing all links with tradition; and unpredictability does not mean abandoning all previous school projects. These risks are nevertheless inherent to this occupation, and careers advisers will be able to avoid them only if they constantly think hard and constructively about how they go about their work. This paper attempts to meet this requirement by analysing the actual functions of careers advisers and their activities and describing the work they really

carry out, showing both the constant features of this occupation and the diverse modes whereby it is carried out.

## Mesurer la formation tout au long de la vie. Une enquête européenne réalisée en 2003

[Measuring lifelong learning. A European survey carried out in 2003]

**Net.Doc 29**, October 2007

> Martine Möbus

Adult participation in lifelong learning in Europe was the topic on which a survey was carried out in 2003 to complete the previous Workforce ("Forces de travail") survey. The recent publication of the main results of this ad hoc survey on the Eurostat site provides the present author with an opportunity of discussing the relevance of the categories used at European level to measure educational and lifelong learning efforts and how these categories have evolved. After briefly presenting the methods used, the author addresses the three kinds of vocational learning on which Europe is focusing: formal and non-formal education, and informal kinds of learning. Some of the results obtained in this survey are presented: they show that further qualitative studies are now required to be able to interpret these results properly.

## Étude de faisabilité pour la construction d'indicateurs sociaux dans les activités du commerce de gros. Rapport de synthèse méthodologique

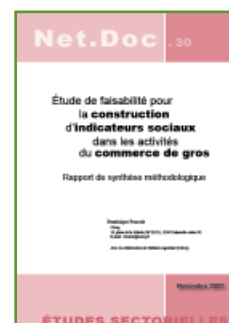
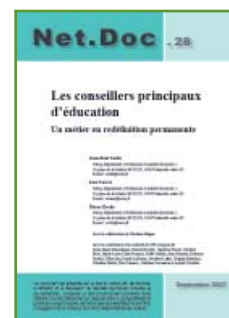
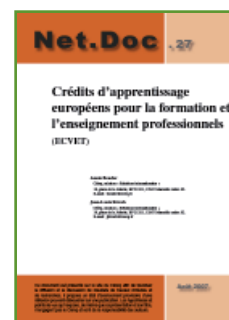
[A study on the feasibility of creating social indicators in the wholesale trade. A methodological review]

**Net.Doc 30**, November 2007

> Dominique Fournié

Céreq, together with the Observatory for Employment and Qualifications in Inter-enterprise exchanges (OCI), has been studying the feasibility of creating permanent indicators to the activities carried out by the various occupational branches involved in inter-enterprise exchanges, using existing public statistical sources. It has been decided to divide this task into three phases:

- analysing the range of competences involved in each branch and defining them in terms of the company APE (main activity) code;
- consulting databases and defining how to set up possible indicators;
- finalising the work to ensure that the methodological aspects of the project are clearly understood: this is the aim of the present document.



> These publications are available on the Céreq website : [www.cereq.fr/net.htm](http://www.cereq.fr/net.htm)

## Les enjeux identitaires de la formation professionnelle duale en Suisse : un tableau en demi-teinte

[The question of identity in the dual Swiss vocational training system: a contrasting picture]

> Jonas Masdonati, Nadia Lamamra, Benoît Gay-des-Combes, Jacqueline De Puy

The question as to how the dual Swiss vocational training system contributes to forming trainees' identity is examined in this paper. Based on the overall picture which emerges, the authors suggest some concrete means of correcting the disadvantages of this dual system and increasing the advantages – by improving the transition from school to vocational training and enhancing the role of vocational trainers, for instance.

## La qualification ouvrière en Suisse : vers un système à deux vitesses ?

[Worker qualification in Switzerland: a dual system responds to change]

> Laurence Marti

For the last fifty years, Switzerland has been applying a strongly occupational system of worker qualification focusing on apprenticeship. How is this process responding these days to the increasing qualitative requirements as far as vocational training, the shortage of skilled workers and the persistent unemployment figures are concerned? It is proposed here to take stock of the situation and to describe current trends as well as the challenges involved, based on surveys carried out by the author in the catering, clock-making and machine production sectors.

## Existe-t-il un marché du travail académique franco-suisse ?

[Is there a Franco-Swiss academic labour market ?]

> Romain Felli, Gaële Goastellec and Jean-Philippe Leresche

What interconnections and interdependences exist between the Swiss and French academic labour markets? The first part of this paper sheds light on the situation in Switzerland and France. In the second part, the interconnections between these two markets are analysed quantitatively on the basis of empirical data. The instruments promoting scientific cooperation between the two countries are then examined. Lastly, several factors are used to explain the convergences and divergences observed between the Swiss and French academic labour markets, with a view to addressing the question as to whether it might be possible to integrate a Franco-Swiss university market into the European context.

## Les entreprises suisses : un investissement faible et sélectif dans la formation continue

[Continuing vocational training at Swiss firms: a low and selective investment]

> Siegfried Hanhart

The responsibility for continuing vocational training (CVT) in Switzerland lies mainly with individuals and firms. In the framework of a national research programme, a survey was conducted on CVT expenditure at 1750 public and private firms in Switzerland from 2000 to 2003. The main results obtained in this survey are presented and discussed here in terms of trainees' profiles and the CVT activities supported by firms, the amounts devoted by employers to this item of expenditure, the modes of assessment used by firms to determine the effects of CVT, and the reasons given by employers for supporting CVT initiatives for their staff or not.

## Formation continue dans les services publics en Suisse : quelles stratégies des acteurs dans un environnement

[Continuing vocational training in the Swiss civil service: personal strategies in a highly managerial environment]

> Yves Emery

The aim of the survey presented here was to determine what personal vocational training strategies are used by Swiss civil servants working at organisations with an increasingly managerial outlook. The conclusions reached on the basis of this analysis include some fundamental questions about the future of vocational training in the Swiss civil service: similar questions are also bound to arise in other member countries of the OECD (the Organisation for Economic Cooperation and Development).

## La formation continue comme politique d'activation des chômeurs en Suisse : divergences d'interprétation

[Vocational training policies for activating job-hunters in Switzerland: divergent points of view]

> Olivier Giraud

It is proposed in this paper to analyse divergent interpretations of policies designed to activate unemployed persons, by looking at the content of the Federal vocational training policies developed in Switzerland and how they have been implemented.

## À quoi ne se réfèrent pas les référentiels métier des agents de développement local ?

[What do occupational standards for local development workers not refer to?]

> Gilles Jeannot

Occupational standards for local development workers in rural areas of France have turned out to be completely out of touch with the reality of the work, skills and occupational paths of these specialists. The author of this paper concludes that these standards are counter-productive, in view of the fact that the reason for which they were drawn up was to professionalise workers in this field.



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