

Training & Employment

VOCATIONAL TRAINING AT FRENCH FIRMS:

A reflex or a strategy?

Two different managerial approaches can induce firms to provide their staff with vocational training. In the first case, competences are an integral part of the firm's overall strategy and their management is carefully planned in advance. The second approach is a more adaptive one: in this case, vocational training corresponds to a specific response to the changes undergone by the firm. Although vocational training does not seem to be usually part of companies' formal strategic repertoire, this does not mean that firms are set in their ways, since they adapt the competences of their employees to ongoing structural changes. The advent of novel processes and products and the introduction of quality assurance procedures favour recourse to continuing vocational training.

The law passed in France in 1971 has contributed to increasing the efforts made by firms on continuing vocational training lines. This law coincided with a period of strong growth and relative stability in terms of employment and companies' needs for competences. The pattern has changed since then, however. It has become more unpredictable, since the working population has grown older and employers would like their staff to be more flexible and more strongly committed to their work. In addition to these economic considerations, social advancement objectives have been defined, according to which all employees are entitled to vocational training, although these objectives are far from having been reached at present. Companies' vocational training efforts, in terms of the number of hours of instruction per person, still depend largely on the size of company (see the table on page 2), on the sector of activity to which it belongs and on the events with which it has to deal. In addition, the access of the employees at each firm to vocational training depends greatly on their socio-professional category, the type of work contract signed, the initial vocational training level reached, and the employees' gender.

In the national inter-professional agreement signed in September 2003 and the French law on life-long vocational training and social dialogue, which was promulgated in May 2003, the duties of firms were extended to include new individual rights attached to the work contract. The aim was to distribute vocational training efforts more fairly and to incite those responsible for vocational training matters to negotiate this issue. The preamble to the above agreement stressed the need for firms to adapt to ongoing changes and to make use of competence management methods for this purpose. Urging firms to cope with change in this way meant that they had to adopt predictive methods of human resource management (known in France as GPEC methods). Now although GPEC methods have been frequently mentioned in the literature, they are often referred to in a purely prescriptive spirit: by authors explaining good practices in this respect, or in connection with the public authorities' latest incitements. Very few solid data are available on the actual use of this approach, although it has been in existence for thirty years or so by now.

Where are GPEC methods being used?

In a 1998 study based on the "Réponse" survey carried out by DARES (the Directorate responsible for Research, Surveys and Statistics at the Ministry of Labour, Work and Social Cohesion), it was reported that little use has been made of the GPEC method, since it has been adopted by only 8% of all French firms. Although the GPEC method was initially designed to adapt the competencies currently available to future requirements, a simpler statistical indicator can be adopted, and firms using the GPEC method were taken here to be those who declared that they prospectively assessed their future labour and/or competence requirements as well as the competence requirements of all their employees. On the basis of this definition, the results of the CVTS-2 survey (see the inset on page 4) show that 15% of French firms with more than 10 employees on the

■ GPEC practices and use of vocational training depending on size of firm

	Size of firm in terms of the number of employees						Total
	10 to 19	20 to 49	50 to 249	250 to 499	500 to 999	1 000 or more	
Proportion of firms	26%	49%	21%	2%	1%	1%	100%
Proportion of firms using GPEC methods**	9%	13%	23%	26%	37%	42%	15%
Rate of access to vocational training*	18%	25%	38%	58%			46%
Mean number of hours of training per employee per year	8 hours	8 hours	11 hours	22 hours			17 hours
Proportion of firms which ran at least one vocational training course of any kind in 1999							
• Those using GPEC methods**	75%	86%	98%	99%	100%	100%	89%
• Those not using GPEC methods	54%	75%	92%	96%	98%	100%	73%

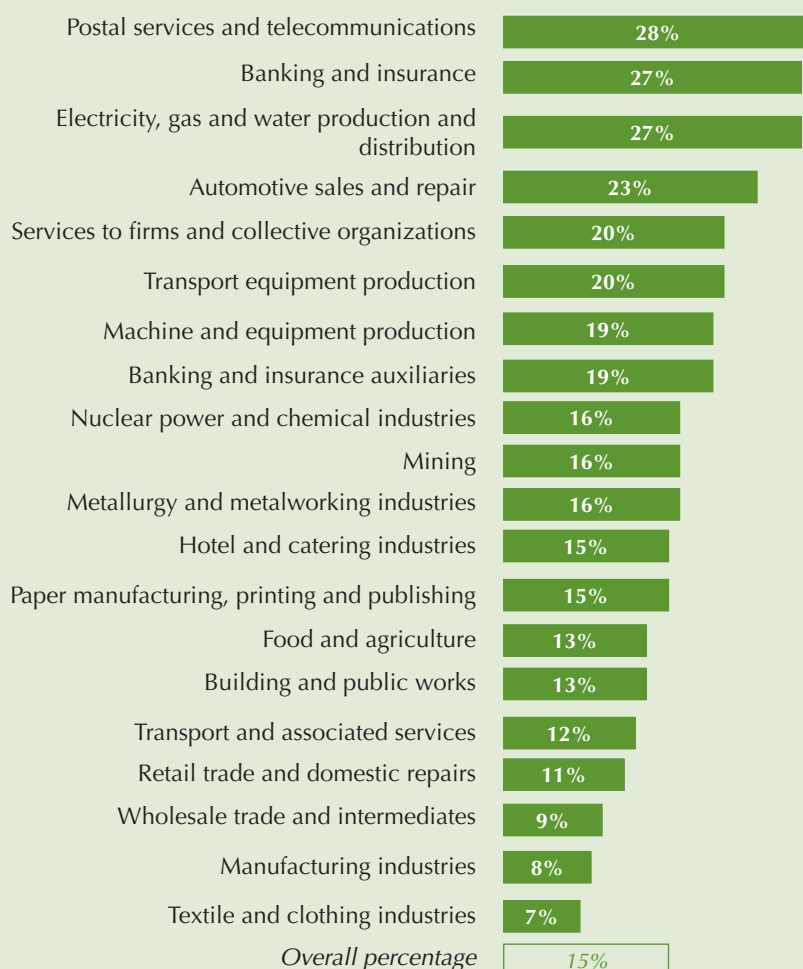
Scope: all French firms with more than 10 employees in the private sector, apart from health and agriculture.

Source: the French part of the CVTS-2 survey, Céreq 2004.

*Proportion of employees who attended at least one vocational training course in 1999. **Firms which declared that they assessed their future labour and/or competence requirements as well as the training requirements of all their employees.

■ The use of GPEC methods in the various sectors of activity

Proportions of firms which declared that they assessed their future labour and/or competence requirements as well as the training requirements of all their employees.



Scope: all French firms with more than 10 employees in the private sector, apart from health and agriculture. Source: the French part of the CVTS-2 survey, Céreq 2004.

payroll used GPEC methods, whereas 25% declared that they assessed only their future labour and/or competence requirements and 26%, only the competence requirements of all their employees.

The use of GPEC methods varies considerably, however, depending on the size of firm. Only 9% of the smallest firms use these methods, as compared with 40% of the largest ones (see table above). This does not necessarily mean that small firms do not plan ahead in terms of competences. At these firms, GPEC methods can often be implicitly adopted: managers, with their thorough knowledge of their markets and their staff, will not necessarily go through a formal assessment procedure, but this does not mean that they pay no attention to what competences are currently available and what the future requirements are likely to be.

On the other hand, GPEC methods are more widely used in some sectors than others (see the graph opposite). For example, more than 20% of firms in the post and telecommunications, electricity, gas and water supply, finance and insurance and automotive sales and repair sectors use this method; whereas less than 10% of firms in the wholesale trade and intermediates sector and the manufacturing industries do so. It is worth noting, however, that the integration rate varies between sectors, which means that the above percentages could also be taken to result from the size of the firms in each of these sectors.

GPEC practices therefore mean greater use of continuing vocational training of all kinds (see the table above). Firms using these prospective methods are able to note any gaps in the skills available. In this case, vocational training is

the answer. In addition, the European CVTS-2 survey on the various kinds of vocational training adopted at firms, rather than simply assessing the numbers involved (see inset on page 4), has shown that firms using GPEC methods have adopted a much wider range of vocational training practices. These firms make use of conferences and seminars, job rotation, quality circles and self training using open and distance learning methods.

From GPEC methods to vocational training

Large companies, which are the most frequent users of GPEC methods, are also the most prodigal vocational training dispensers. However, the impact of the size of firm, when analysed taking all other parameters to be equal (see inset on page 4), was found to depend on the type of vocational training in question.

Internally managed training courses run by firms themselves are those which are most sensitive to the size of firm. Competence logistics is a costly approach to designing vocational training courses, and small firms therefore make very little use of this mode of vocational training. Training at the workplace, job rotation and self training using open and distance learning methods also depend greatly on the size of firm, although these modes of vocational training are more flexible, which makes them easier to implement. External training courses are the mode of vocational training most widely used by companies of all sizes. The effects of size tend to plateau among firms with more than 250 employees on the payroll: the great majority of all these employees undergo at least one external training course per year.

The impact of the sector of activity on vocational training turns out to be weaker if one analyses this factor taking all the other parameters to be equal, i.e., if the other variables are controlled, especially the size of the firms. However, the electricity gas and water supply sector was found on the whole to dispense a particularly large amount of vocational training. This is due to the large numbers of employees in this sector attending external vocational training courses, whereas job rotation does not rate very high here. The automotive sales and repair sector also ranks high in terms of external vocational training course attendance, but it reaches particularly high scores as far as quality circles and self training using open and distance learning methods are concerned. It is no doubt the constant arrival of new products with increasingly advanced technological components, as well as the development of networks around the main automotive manufacturers which has pushed the small firms in this sector to imitate the larger ones in this respect.

Firms do not look ahead but they react

The changes occurring at firms can either result from a change of strategy or be more passively imposed. They can also be prepared for or not. But whether they are due to technological innovations or company restructuring, they will have effects on vocational training. The introduction of new production processes increases the amount of vocational training dispensed at firms. This applies to all modes of vocational training, but especially to job rotation and in-company and external vocational training courses.

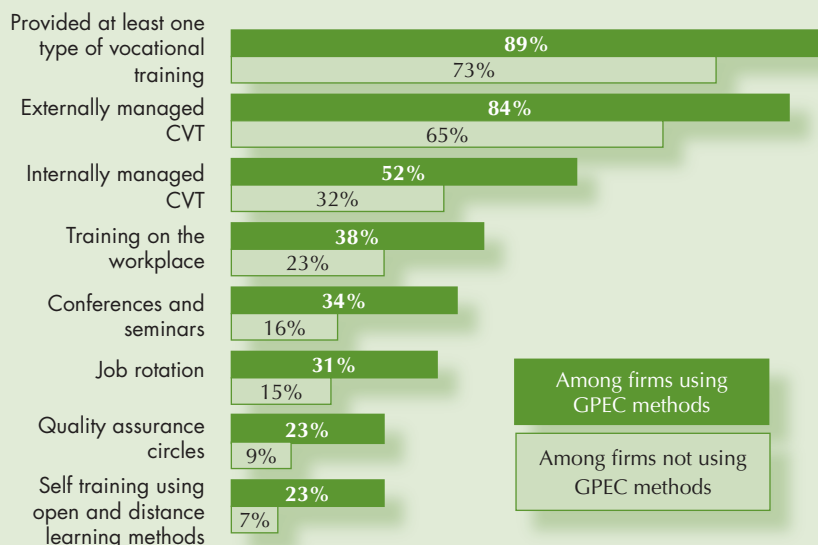
The development of new products also boosts companies' vocational training scores, although this effect is less systematic. Firms launching an innovative product do not always have greater recourse than previously to external vocational training on the whole, but when they do so, the number of hours spent at these training courses increases. Firms tend to increase their use of internally managed training courses in this case, whereas their training on the workplace, job rotation and self-administered vocational training practices remain unchanged.

Differences in the effects of innovative processes and products on the modes of vocational training used can lead to questions being asked about the kind of competences required: are these competences available at the firm? To which employees should they be dispensed? Companies can mobilise a whole range of practices, depending on the context. In some cases, vocational training can also be provided by the supplier of newly acquired technological equipment.

GPEC • Gestion prévisionnelle des emplois et des compétences: a predictive method of human resource management. Firms using the GPEC method were taken here to be those which declared that they assessed their future labour and/or competence requirements as well as the competence requirements of all their employees.

■ GPEC training and practices

Rates of firms which used the following methods in 1999:



Scope: all French firms with more than 10 employees in the private sector, apart from health and agriculture. Source: the French part of the CVTS-2 survey, Céreq 2004.

The setting up of quality assurance procedures also considerably affects all kinds of vocational training at firms, apart from conferences and seminars. Quality assurance methods can affect vocational training in two ways. They create a need for vocational training to help people understand these methods and show how to apply them. They may need to have ISO standards explained, for example. On the other hand, quality assurance procedures themselves often include staff vocational training objectives and induce a process of continuous improvement. The latter positive effect of quality assurance procedures on vocational training seems likely to persist long after a company has been awarded the quality assurance label.

The relevance of GPEC systems for forecasting competencies depends on whether or not the competencies in question evolve, and these systems will be efficient only if the evolutions are actually predictable. Strictly applied GPEC methods sometimes turn out to be too rigid or too bureaucratic for dealing with a shifting context. In contexts of this kind, it is understandable that firms should adopt less tightly planned, more adaptive than predictive approaches, in the hope of achieving a "satisfying" outcome rather than pursuing an ideal which is likely to be unrealistic. In any case, even when future developments such as the ageing of the population are fairly predictable, predictive methods do not seem to be very popular. According to a recent DARES study, less than one establishment out of five is taking a predictive managerial approach to the "age pyramid" issue, and this approach is being

mainly adopted by large firms. Even the firms where the ageing of the employees is likely to cause the greatest problems are not doing much about it, and when they do take a few steps, they are rarely preventive ones.

In conclusion, few companies plan ahead to meet their future needs for qualifications. Vocational training often results from strategic decisions made at industrial level rather from policies taking human resource management issues into account. However natural this adaptive approach to vocational training may be, it is not very satisfactory because workers' employability should be maintained, regardless of the changes undergone by firms. Employees working at organizations where "nothing ever changes" are in fact the most highly exposed to the risk of unemployment due to the extinction of firms of this kind. Since their competencies are never updated, they may eventually end up in long-term unemployment. Individuals' right to vocational training proclaimed in the French law on life-long vocational training and social dialogue is a topic which may come to play an adaptive feedback role in the negotiation of collective agreements. This law may promote greater awareness of the need to maintain companies' competence capital and make vocational training more widely available to all employees at all firms.

Renaud Descamps (Céreq).

Further reading

- French Law no. 2004-391 of 4th. May 2004 on life-long vocational training and social dialogue, Journal officiel, no. 105, 5th. May, 2004.
- "Managing competence and setting up qualifications", S. Monchatre, Training and Employment no. 60, Céreq, January-February 2005.
- "La gestion des compétences : un infléchissement limité de la relation salariale" (Competence management: wage relation rules slightly waived), T. Colin, B. Gasser, Travail et Emploi, no. 93, January 2003.
- "Histoire d'une instrumentation de gestion des compétences : entre rationalité contingente, rationalité limitée et rationalité institutionnelle" (The history of competence management implementation: between contingent rationality, limited rationality and institutional rationality), A. Klarsfeld, O. Roques, in "Gérer les compétences" (Managing Competence), Vuibert, 2003.
- "Les entreprises se préoccupent peu du vieillissement démographique", (Firms not worried about the ageing of their employees), C. Minni, A. Topiol, Premières Synthèses, no. 5.1, DARES, April 2002.
- "La gestion prévisionnelle des ressources humaines : histoire et perspectives" (Prospective management of human resources: its history and the outlook), P. Gilbert, Revue française de gestion, no. 124, June-August 1999.
- "Inégalités d'accès et pratiques de formation professionnelle continue dans les entreprises françaises" (Unequal access and vocational training practices at French firms), F. Avenir, S. Hanchane, Formation Emploi, no. 66, April-June 1999.

From Europe to France: a survey on continuing vocational training

The data presented in this issue were based on the second European CVTS-2 (*Continued Vocational Training Survey*) survey carried out at the instigation of Eurostat, the Statistical Office of the European Communities. This survey deals with continuing vocational training partly or entirely funded by firms for their employees in 1999. It covers all the member countries of the European Union as well as the candidate countries. The CVTS-2 survey is based on a standardised questionnaire which was submitted to private firms with more than ten employees, apart from those in the health and agricultural sectors. The data obtained throw light on the modes of continuing vocational training used and provide quantitative information about the trainees, the amount of time devoted to vocational training, the content of training courses and their cost.

This survey deals first with "ongoing vocational training", i.e., vocational training dispensed by external instructors outside the place of work. It also provides information about less formal efforts, such as self-training, on-the-job training, conferences and seminars held for vocational training purposes,

workplace rotation and participation in learning and quality assurance circles. In addition, companies were questioned about their human resource management practices: whether they predict their future needs for competences and those of all their employees, and the means used to obtain the competences required.

The above analysis focuses on the French part of the European CVTS-2 survey, which was carried out by Céreq and DARES. To analyse the impact of various factors on vocational training, taking all the other parameters to be equal, a series of binomial logit models were drawn up for each type of vocational training. Each model included the following variables: launching an innovative product or service or introducing a new kind of technology; introducing an innovative or improved technical production process; the occurrence of a merger, a take-over or the restructuring of the company; an increase or decrease in staff numbers; any other important structural changes; obtaining a quality assurance label; introducing shorter working hours; a change in the size of the firm or its sector of activity (as defined in the NACE European nomenclature).

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Briefing

■ For further information about the ESS survey: www.europeansocialsurvey.org.

■ For further information, e-mail: cereq@cournot.u-strasbg.fr.

Updates

□ The thirteenth “*Transitions in Youth*” European research network initiated by the *European Science Foundation* took place in September 2005 at the *Institute for Innovation and Knowledge Management* (Valence Polytechnical University) in Spain. The theme of this meeting was **setting up and assessing competences** and the matching process on the youth labour market. This meeting was attended by sociologists, economists and research workers from Northern Europe and countries around the Mediterranean. At this meeting, Yvette Grelet (Céreq) and Michèle Mansuy (INSEE) presented the results of a survey on the impact of territorial variables such as the region and the type of residence on parents’ educational decisions. The first part of this survey was based on data collected in the *European Social Survey* (ESS), and the next part will be based on the *Labour Force Survey* (LFS), in which the issues are investigated more closely. Jean-Jacques Arrighi and Olivier Joseph from Céreq also presented a paper in which they described the history of apprenticeship and its status in the hierarchy of study levels, as well as the transition to work of young apprentices who have undergone short higher educational courses.

✓ The papers presented can be consulted on the site of the *Research Centre for Education and the Labour Market* (ROA) at the following internet address: www.roa.unimaas.nl/TIY2005.

□ The High Committee for Education-Economy-Employment in France (HCEEE) is a body composed of qualified persons, representatives of professional organisations and representatives of central administrations and public organizations. It is responsible for permanent coordination between the French National Educational system and its economic partners, and for promoting prospective thinking about the links between the educational system as a whole, the economy and employment. To extend this project to European level, the HCEEE organised a symposium on “**Setting up European qualifications**”, in collaboration with the Louis-Pasteur University and BETA-Céreq centre. The proceedings of this meeting, which was held in Strasbourg in September 2004 and attended by 200 participants from 24 European countries, were recently published. The following two main questions were addressed: what is to be learned from the experience gained at the national and European levels about setting up systems of qualification? What are the tools currently being developed worth? It emerged that it is best to adopt a pragmatic attitude, possibly combining several approaches, and to focus on defining occupational needs in order to facilitate access for all to these qualifications.

✓ The proceedings of the symposium on “Setting up European qualifications” are available free of charge on application to BETA-Céreq, PEGE, 61, av. de la Forêt noire, 67085 Strasbourg cedex, fax 03 90 24 20 71, e-mail : cereq@cournot.u-strasbg.fr.

□ The symposium organized by the *Bundesinstitut für Berufsbildung* (BIBB), the German Federal institute for vocational training in Bonn, was devoted to **developing competences in temporary workers, the scope and the limitations**. The aim of this meeting run by Gesa Münchhausen from the BIBB was to present the results of a research project focusing on this theme (*Kompetenzentwicklung in der Zeitarbeit. Potentiale und Grenzen*). Martine Möbus from Céreq presented a paper summarizing the report on the situation in France she drew up at the request of the BIBB. In this paper, she outlined the development of competences in interim workers in France via the

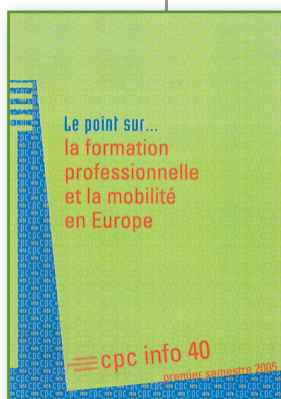
■ Contact: Martine Möbus (Céreq), tel. 04 91 13 28 45, e-mail: mobus@cereq.fr.

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following topics: the position of interim work in the system of employment, the continuing vocational training set-up, including the latest temporary work branch agreements as regards vocational training, and the efforts now being made to have informally acquired competences recognized. In conclusion, Martine Möbus stressed the importance of taking national institutional contexts into account when dealing with themes of this kind. The proceedings of this symposium will be published shortly in German by the BIBB. Most of the papers presented at this meeting are already available on the following website: www.bibb.de. The French version of the report on the situation in France will also be available shortly on the website www.cereq.fr

□ The second meeting on “Youth and the Societies in Europe and around the Mediterranean” took place at the Teacher Training Institute (IUFM) in Marseille. This meeting, which was also supported by LEST (Laboratoire d’économie et de sociologie du travail), Céreq and INJEP (Institut National de la jeunesse et de l’éducation populaire), focused on the theme **“Youth, mobility, and frontiers”**. It was attended by research workers from several universities in Algeria, Morocco and Tunisia, who presented papers at the various workshops along with colleagues from Italy, Spain, and of course, from France. This second meeting brought together speakers from various fields, including demographers, historians and geographers, although the sociologists were again in the majority. There were nine workshops, which fell under the following three headings: “Migration issues”, “Frontier issues”, and “Mobility issues”.

✓ The papers presented at the second “Youth and the Societies around the Mediterranean” meeting are available on the internet at the following address: jeunes-et-societes.cereq.fr.



“La transparence des qualifications et son articulation avec la construction des diplômes en France et en Europe. La transparence peut-elle être mère d’opacité ?”

[The transparency of qualifications and its relevance to the setting up of diplomas in France and Europe. Can transparency be the mother of opacity?]

> Annie Boudier

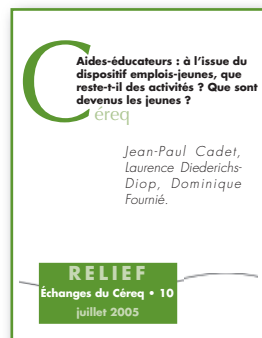
CPC Info, Le point sur... La formation professionnelle et la mobilité en Europe, n° 40, July 2005.

Each of the member states of the European Union has its own picture of what role diplomas should play on the labour market and in individual career paths. To reduce the effects of these differences on people’s mobility, the member countries of the European Union

have decided to promote the “transparency of qualifications” and to draw up a “European qualifications framework”. This project is now under way. The Directorate of Schools at the French Ministry for State Education recently published an issue of the periodical *CPC Info* on this joint project, which compares educational systems and modes of relating vocational training to employment, which are often so difficult to link up together.

In this issue, Annie Boudier, who is responsible for international relations at Céreq, describes the parallel and often closely associated developments occurring in the European Union and the issue of the transparency of qualifications. She focuses in particular on the question of setting up a European Qualification Framework (EQF) with a view to making the various national systems converge more closely.

New Publications



Aides-éducateurs : à l'issue du dispositif emplois- jeunes, que reste- t-il des activités ? Que sont devenus les jeunes ?

[Teaching assistants:
at the end of the Youth
Employment scheme,

what remains of these activities? What has become of the young people involved?]

> Jean-Paul Cadet, Laurence Diederichs-Diop,
Dominique Fournié

RELIEF, n° 10, July 2005

In 1998, Céreq was requested by the French Ministry of Education to conduct a survey on how the "New services, youth employment" scheme was being implemented at educational establishments. This document presents the results of this survey. The authors first describe the wide range of tasks performed by teaching assistants because of the many needs existing in the country's educational system; in some cases, the scheme even served to bring these needs to light. The situation is far from being identical among all those leaving the system. They did not all immediately obtain steady jobs. Only about half of them completed their professional projects. However, participating in this scheme certainly gave many young people time to define and pursue professional projects, although the experience thus acquired was rarely validated in terms of access to a diploma. This partly explains why this scheme has not been fully recognised on the labour market. In conclusion, this study shows that people placed in transitional occupational situations of this kind, who form a very heterogeneous population, need to be more closely accompanied. In particular, projects of this kind need to include ambitious training programmes in which those involved are regularly followed up.

■ 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.
Tel. 33 (0)4 91 13 28 89 Fax 33 (0)4 91 13 28 80.
E-mail: antonucci@cereq.fr.

Orders must be accompanied by payment: 20 € (please include 4 € for postage and handling).

DOCUMENTS
RELIEF

Une action nationale de lutte contre l'illettrisme. L'expérimentation ECLOR.

[War on illiteracy in France: the ECLOR
experiment]

> Pierre Roche

Net.Doc n° 17 August 2005

From 2002 to 2004, Céreq took part in the ECLOR experiment (making a new start by learning to write, count, read and organize one's life), a nation-wide project to fight illiteracy launched by the French ADIA network to assist the interim workers it works with. This document contains the final report on this operation.

Emploi et formation dans la restauration du patrimoine architectural : la couverture

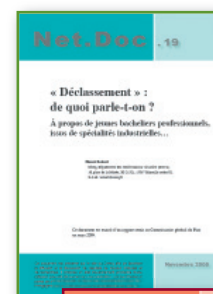
[Employment and training in architectural
restoration: roofing]

> Paul Kalck and Julie Pollard

Net.Doc n° 18 August 2005

This document gives the results of a study carried out by Céreq in the framework of a project launched in 2001 by the French Ministry of Culture and Communication with a view to assessing the need for qualifications in the conservation and restoration of the architectural heritage. Having dealt previously with masonry, carpentry, plumbing, heating and stained glass conservation, the focus here is on roofing. This speciality shows more than any other what a large gap exists between the qualifications required for working on ancient monuments and new buildings.

INTERNET "Net.Doc"



■ These publications
are available on the
Céreq website :

www.cereq.fr/net.htm

Des logiques de gestion de l'emploi public enseignant dans trois pays européens

[Modes of workforce management in three European public educational systems]

> Jean-Philippe Fons and Jean-Louis Meyer

The ways in which the educational systems are organised in Germany, England and France and the modes of educational workforce management adopted are examined and compared in this paper. It also focuses on the legal aspects of employment contracts, the rates of employment at various status levels and the distribution of these categories. One of the key contentions made here is that the dynamic variables at work reflect the specific modes of operation inherent to national labour markets. Public employment constitutes a special aspect of labour management and the recognition of work in the service of the community. The forms public employment takes have been shaped by each country's own history and culture, the social relations involved and the nation's expectations as to how public services should contribute to the country's productivity.

La formation, un levier pour la reconversion des territoires ?

[Vocational training: a lever promoting territorial reconversion?]

> Annie Lamanthe

This paper focuses on the relationships between vocational training and territorial economic development. It is based on a previous study on the recent trends in vocational training resources, qualifications and skills observed in traditional production sectors undergoing a process of reconversion or adaptation. Three case-studies described show how vocational training has been a key issue attracting considerable attention among local players. However, they also show the barriers to the creation and/or adaptation of specific local resources encountered by these players.

Une nouvelle expertise et son système formation : le design industriel

[A new field of competence and its vocational training system: industrial design]

> Monique Vervaeke

Do the institutional stakes in vocational training issues affect the emergence of new professions? Industrial design has developed as a discipline in France from the teaching of the applied arts. The controversy waged since the 19th century on questions of orientation reflected contradictory

interests and formed the historical starting-point of the discipline which has now reached full autonomy. This newly fledged occupational group has asserted itself by developing a whole range of vocational training channels. It is proposed here to examine the effects of the educational capital acquired via vocational training trajectories and those of professional co-optation processes in the development of this labour market.

Quand la recherche d'emploi devient une compétence

[When job-hunting becomes a skill]

> Azdine Henni

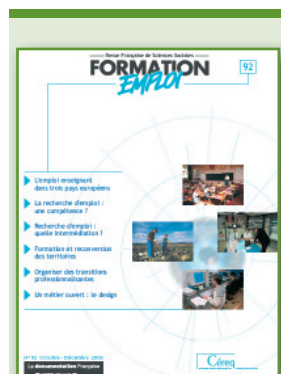
Increasingly strong public action measures are being taken in France to accompany individual job-hunters in their search for employment. What is involved in these efforts to reduce unemployment by looking at each individual's personal situation? Based on an empirical survey carried out at an organisation responsible for helping executives to find work, this paper shows that with the development of accompaniment schemes of this kind, the emphasis has shifted from the logic of skills, which was initially intended as a means of assessing workers and their work, to the jobhunting process itself. The employees of the above organisation are thus becoming mainly assessors and trainers in the art of job-hunting. They are therefore tending to classify people as employable or unemployable on this basis.

Organiser des transitions professionnalisantes pour les jeunes : l'exemple des aides-éducateurs

[Managing professionalising transition schemes: the example of assistant educators]

> Jean-Paul Cadet, Laurence Diederichs-Diop and Dominique Fournié

The French Ministry of Education's Youth Employment programme was intended to provide assistant educators with a transitional professionalising tool. The competences acquired were expected to be potentially transferrable to other sectors of the labour market. This idea was implemented by launching a system of accompaniment designed to help young people to plan ahead for the time when they leave this scheme, while giving them an opportunity of gaining professional experience in a real work situation. The authors take stock of this strongly assisted, transient step towards employment at a time when other similar schemes are emerging and developing.



■ This issue may be ordered from La Documentation française.

- Issue price: 14 €.
- One-year subscription (4 issues): 53 € for France, 56 € for Europe, 57.50 € for the French overseas departments and territories, 60 € elsewhere.