

Training & Employment

The present homologation procedure, which developed as part of the move to make continuing vocational training officially recognized at State level in France, is actually very similar to the initial vocational education and training system in many respects. For the first ten years after the new system was launched, the Technical Commission responsible for its implementation was largely inspired by the logic of educational diplomas, despite the fact that the new qualifications were designed for adults. The emphasis was subsequently placed on criteria based on the logic of employment, and yet at the same time, the qualifications available were still being adapted to make them resemble the State educational system's diplomas more closely. Throughout the history of this homologation process, the nomenclature of vocational training levels has consistently played an essential role.

30 YEARS OF HOMOLOGATION

A mode of certification based on the logic of diplomas

The homologation procedure adopted in 1972 was designed to ensure that all qualifications and diplomas were officially recognized at State level in France. This procedure – like the Technical Homologation Commission (CTH) responsible for its implementation, which was re-named the National Professional Certification Commission in 2002 – was launched as part of the framework law on technical education (see the inset on page 2). The political and social context at the time was propitious to developing what was then known as "lifelong education". The law inaugurating the CTH was therefore passed at the same time as the better known law on employees' "right to lifelong vocational training", which subsequently came to be known simply as "the right to vocational training". The aim of the reformers – especially Jacques Delors, the General Secretary for continuing vocational training and social advancement at the time – was mainly to provide employees and firms with means of recognition other than those available via the diplomas delivered by the French Ministry of Education, and to ensure that these means were officially guaranteed by the State. The homologation procedure therefore provided an alternative pathway to diplomas such as those delivered by the French Ministry of Education. The other underlying idea was to ensure that homologated qualifications enjoyed parity of esteem with educational diplomas, thanks to the scale on which the training levels were classified (see inset on page 3).

However, the original idea of giving continuing vocational training efforts a specific form of recognition gradually led to tensions which impeded the work of the Commission. Disagreements first arose about the specificity of qualifications and how universal the levels were, and then there were further disagreements as to whether homologated qualifications were similar to educational diplomas, or whether they should be assessed purely in the light of how well they fitted the needs of the labour market.

An alternative supply judged in terms of educational criteria

Up to the late 70s, 90% of the applications submitted to the Commission originated from the Ministry of Labour via the AFPA (National Association for Adult Vocational Training) and to a lesser extent, from the Ministry of Defence. The homologation procedure applied mainly to level V vocational training (see inset), and the industrial specialities predominated.

The application procedure involves specifying the levels targeted, based on a nomenclature which turned out to be very similar to that used by the Ministry of Education. Although the CTH was required to classify qualifications on a grid of levels, the nomenclature to be used for this purpose remained an open question. After some rather perfunctory internal debate, the Commission decided to adopt previously existing nomenclatures, which were mainly designed to ensure stable

The homologation of qualifications

- The Technical Homologation Commission (CTH)

The CTH was instituted in France by the 1971 Law on technological education. After being regulated by the decrees of 1972, 1977 and 1992, it became the National Commission for Vocational Certification on 17 January 2002, in keeping with the Law on Social Modernisation.

The mission of the CTH was "to draw up under the authority of the Prime Minister a list of all the qualifications and diplomas delivered by the technological educational system, by levels as well as by occupations, groups of occupations and the types of training course involved".

- The homologation process

The homologation process is based on two successive steps, the submission of an application and its assessment. The CTH can be contacted only by official bodies. Applications for homologation are assessed on the basis of a report presented by an external expert who has inspected the vocational training provider making the application. After debating the case and reaching a decision, the Commission declares whether or not it approves of the candidate organisation's application for homologation, specifying the level and the speciality involved, and forwards its decision to the Ministry of Labour, which has been empowered by the Prime Minister to finalize the homologation procedure by issuing a decree. Qualifications are homologated in this way for a renewable period of three years.

- The homologated qualifications

During the 30 years which have elapsed since it was created, the CTH has homologated more than 5 000 qualifications, 30% of which were still operative in 2002, i.e., they were still being delivered by an organisation and were still duly homologated. Among the qualifications homologated by the Commission, 2% were attributed to level I in the nomenclature of French training levels, 9% to level II, 22% to level III, 22% to level IV and 45% to level V (see the inset defining French training levels. Note that the highest level is level I, while the lowest is level VI).

Based on the homologation records, almost half of the homologated qualification courses have enrolment rates of less than 20 trainees per year, whereas one third of these courses include 20 to 50 trainees and only one course of this kind out of ten attracts more than 100 trainees per year.

■ The following internet address can be consulted to obtain further information about the National Commission for Vocational Certification: www.cncp.gouv.fr.

characteristics of homologated qualifications being defined more specifically. When examining the applications it received, the Commission quite naturally tended to focus on aspects such as access to the training courses, their content, their duration, and the pedagogical approaches proposed. Since the main concern of the Commission was to protect individual interests, it could not possibly have taken the risk of defining and implementing specific criteria for assessing homologated qualifications, which would have made it impossible to make comparisons with educational diplomas.

The work of defining qualifications in terms of equivalent diplomas became more complex during the 80s with the development of qualifications of a new kind, in a context where the correspondences between occupations and qualifications were no longer as straightforward as they used to be.

Convergence between homologated qualifications and diplomas driven by the continuing vocational training market

Contrary to the other instances responsible for regulating the training supply, such as the Ministry of Education's Consultative Occupational Commissions, the CTH is required to assess the relevance of qualifications which it has not contributed to drawing up. This Commission can therefore only note the quantitative and qualitative trends in the spontaneously submitted applications it receives and make its decisions accordingly.

During the 80s, applications for homologation increased in number and their characteristics changed considerably. The idea of social advancement was no longer the main point about homologated qualifications. Applications for level V qualifications dropped by three-quarters between 1985 and 1995, decreasing from 45% to 11% of the applications submitted during this period. During the same period, the demand for level IV qualifications increased from 22% to 36%. From 1990 onwards, the demand for level IV qualifications took a downward turn in favour of levels II and III, which together accounted for almost two-thirds of all applications submitted during that decade. On the other hand, applications for homologation in industrial specialities decreased in favour of tertiary specialities between 1985 and 1995. By the mid 80s, half of the qualifications homologated focused on the services sector, and this figure continued to increase, reaching almost two thirds of the total numbers by the end of the 90s. In this sector, specialities in the "communication and information" sector began to develop in the mid-80s, and those in

correspondences between vocational training levels and employment levels. Since the level of qualifications submitted to the CTH did not raise any problems, discussions soon centred on the quality of vocational training courses, to the extent that one of the members of the CTH later referred to the Commission as "the only official quality control body in the field of continuing vocational training". To carry out its task, the Commission has to assess the applications for homologation it receives using criteria which are often those of the French Ministry of Education. As a result, qualifications tend to be lined up with educational diplomas. The resulting correspondences have no legal recognition: the holders of homologated qualifications are not entitled to the same rights as the holders of educational diplomas (such as the right to sit competitive examinations giving Civil Service entry, to pursue further education, or to carry out teaching activities).

The aim of ensuring parity of esteem between homologated qualifications and educational diplomas did not lead to the main

the field of "trade and management" as from 1990. In the light of these figures, the supply of homologated qualifications was developing on very similar lines to that of the diplomas delivered by the initial vocational education and training system.

These changes in the applications submitted for homologation, in terms of the specialities and levels involved, were all the less consistent with social advancement objectives as new requirements were then imposed. Up to the mid-80s, most of the qualifications homologated were at level V and there were no special entry requirements. Subsequent homologations were mostly at level IV at least, and in most cases, would-be trainees were required to hold an educational diploma at the previous level. Two-thirds of training courses leading to level III qualifications were accessible only to holders of level IV qualifications or diplomas. What is more, one third of these courses were accessible only to candidates already holding an educational diploma on that same level. Educational diplomas thus became the gateway to training for homologated qualifications, and contrary to what might have been expected to occur, practical experience acquired was obviously relegated in this process to a distinctly secondary position.

Up to the early 80s, homologated qualifications were mostly obtained in the framework of continuing vocational training, but this tendency decreased quite strongly and consistently thereafter. Although training for 82% of qualifications was undergone in this setting up to 1985, the figures dropped below 50% in 1990, and were down to 45% by 1995. Homologated qualifications obtained in the framework of the initial vocational education and training system showed the opposite trend. After accounting for only 18% up to 1985, these figures rose to 33% between 1995 and 1999, after stagnating for a while in the early 90s due to the development of alternance training qualification schemes. The latter mode of training, which emerged in 1985, has continued to gain impetus since it was launched. Between 1995 and 1999, alternance training was the mode adopted in the case of more than 20% of all homologated qualifications. This pattern has run parallel to that shown by vocational diplomas.

The diversification of the range of qualifications available has reflected the great variety of the vocational training organisations applying to have their qualifications homologated. The proportion of private organisations, firms and associations filing applications increased from 24% to approximately 40% between 1985 and 1990. The Chambers have maintained a relatively constant rate of about 20%. The involvement of public bodies dropped by around 15 per cent during the 90s, however. The development of a

Nomenclature of vocational training levels

The following nomenclature was approved by the Permanent Group for Vocational Training and Social Promotion on 31 March 1969:

Levels I and II • Employees whose positions require a high level of training or one equivalent to a Bachelor's degree or an engineering degree.

Level III • Employees whose positions normally require training to BTS or DUT diploma level, or training up to the end of the first higher educational cycle.

Level IV • Employees occupying supervisory positions or having a level of qualification equivalent to the technical or technician's baccalauréat, or a technician's diploma.

Level V • Employees whose jobs normally require a level of training equivalent to the BEP or CAP diploma.

Level Vb • Employees whose jobs require only a short period of training of up to one year.

Level VI • Employees whose jobs require no special training beyond compulsory schooling.

Levels Vb and VI have practically never been attributed by the CTH. On the other hand, a move was made in the 80s by the Commission to dissociate levels I and II, which gave rise to various problems.

continuing vocational training market led to a basic change in the homologated qualifications supply. The aim was no longer to give those with no educational diplomas a second chance, but to provide a wide range of qualifications at all levels and in many fields, and commercial interests were frequently involved.

The increase in the numbers of homologated qualifications set in the framework of initial vocational or alternance training was mainly due to the arrival of new private training organisations on the arena in the mid-80s. These organisations tended to privilege arrangements of this kind, which accounted for 61% of their homologated qualifications supply between 1995 and 1999, whereas 60% of the qualifications provided by public establishments or the AFPA during that period were delivered in the framework of continuing vocational training. The Chambers continued to deal mainly with continuing vocational training (which accounted for 40% of the homologated qualifications they provided), while also developing homologated alternance courses, which increased from 21% to 31% between 1995 and 1999. The close connections maintained by the chambers of commerce with the economic and business world probably account for this trend.

New employment criteria and the hierarchy of qualifications

The economic and social context surrounding these changes in the range of homologated qualifications available led to the emphasis being placed on employment, especially youth employment. In the early 90s, the CTH had to reconsider the assessment criteria adopted: since the applications for homologation submitted were tending increasingly to resemble diplomas,

AFPA • Association nationale pour la formation professionnelle des adultes (National Association for Adult Vocational Training)

CTH • Commission technique d'homologation (Technical Homologation Commission)

CPC • Commission professionnelle consultative (Consultative Occupational Commission)

CAP • Vocational Competence Certificate

BEP • Vocational Studies Certificate

BTS • Higher Technician's certificate

DUT • Technological University Diploma

The history of homologation

The results presented in this *Newsletter* were based on a study carried out in 2004 by Céreq for the Ministry of Education department responsible for school teaching (DESCO) on the history of the homologation of French technological qualifications and diplomas since 1973.

This study was based on data and material from many different sources. It involved the analysis of a sample of 800 applications representative of all the first applications for homologation submitted. The debates which went on at the CTH were also analysed, based on the archives and records of meetings, with a view to determining and interpreting the modes of homologation and the classification practices used. More than twenty interviews were also carried out with representative former members of the CTH.

The results of this study were published in the series "CPC Documents" produced by the French Ministry of Education.

it was decided to select those with the highest success rates on the labour market. Employment, and especially occupational utility, which had been secondary considerations up to then, were presented in 1993 by the new Chairman of the CTH as being central to the homologation process. Stressing the efficiency of qualifications in terms of employment led to applications being judged in terms of occupational targets and openings. Increasing numbers of applications for homologation were refused during the 90s on the grounds that the qualifications proposed were not suitable from the employment point of view. Criticisms such as "fuzzy occupational targets", "poorly identified job profiles", "lack of evidence that there is any real need for the qualifications proposed", "competences not clearly specified" were often made on these lines.

The "placement charts" on which organisations plot their trainees' positions and salaries before and after undergoing training were being completed with great care in those days. The CTH was taking them more seriously and quoting them in discussions about the relevance of the courses submitted for homologation. The fact that organisations applying for homologation were required to define occupational and assessment standards reflects the change of approach made by the Commission.

In this new context where employment had been practically raised to a doctrine, might vocational training and its various aspects have been on the point of disappearing? The proceedings of the discussions which went on at the CTH and the homologation records both show that practices actually changed much less

radically than what public speeches might seem to suggest. First of all, before being discussed at Commission meetings, the experts' assessments continued to be based on an audit focusing on the quality of the vocational training dispensed by candidate organisations. Although applicants for homologation were required to present their qualifications in the form of standards, they still continued to provide information about the training courses proposed, and this information became increasingly detailed. Secondly, many applications for homologation were still being refused because the training proposed was not up to standard: in the late 90s, this accounted for one third of the reasons unsuccessful candidates were given to explain why their applications had been refused. Thirdly, the CTH continued to use a scale of training levels in order to avoid having to face the difficult task of drawing up its own specific nomenclature. Placing employment in the centre of the homologation procedure would have obliged the members of the Commission to draw up an *ad hoc* classification tool which could serve to allocate all occupations and all functions in all sectors to a hierarchical level. The CTH did in fact introduce a rough system of classification, based on the main steps on the social ladder: skilled workers, technicians, engineers and executives. However, this rudimentary tool turned out to be of no use for dealing with the increasing numbers of applications for homologation submitted. Criteria focusing on the training dispensed therefore readily came to the fore. The duration of the courses, the entry requirements in terms of previous diplomas and the contents of the courses provided immediate, tangible criteria for rating qualifications accurately on a one-dimensional scale.

The initial vocational education and training system's diplomas, with its hierarchy of levels and its network of paths, no doubt seemed an unsuitable model to those promoting lifelong vocational training, who wanted to make a qualifying vocational training supply available to all employees. However, if the new qualifications were to be properly recognized by the French State, they had to be comparable to educational diplomas. The nomenclature of training levels, which was the main tool adopted, was borrowed from the initial vocational education and training system despite the statements repeatedly made that it was necessary to make a clean break. As we have seen, the history of the work of the CTH shows how strongly this nomenclature has been implanted, and how the French initial educational system's diplomas continue to hold sway as a hierarchical model.

Patrick Veneau, Dominique Maillard and Emmanuel Sulzer (Céreq).

Further reading

- "L'homologation des titres et diplômes de l'enseignement technologique, une transformation pour donner valeur d'État à des formations spécifiques" (Homologation of the technological educational system's qualifications and diplomas: changes giving specific training courses State recognition) J. Affichard, in "Le travail, marchés, règles, conventions" (Work, markets, rules and conventions), edited by R. Salais and L. Thévenot, Economica, 1986.
- "La mise en équivalence de la formation avec l'emploi dans les IV^e et V^e Plans (1962-1970)" (Vocational training lined up with employment in the IVth and Vth French National Plans), L. Tanguy, *Revue française de sociologie*, n° 43-4, October-December 2002.
- "L'homologation et son évolution depuis 1973" (Homologation and its Evolution since 1973). CPC Documents numéro 5, 2005.

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Updates

■ In the framework of a cooperative agreement between France and Vietnam, the French National Institute for Studies on Work and Career Guidance (INETOP), the French Conservatoire national des arts et métiers (CNAM) and the Faculty of Educational Science at Hanoi University have been studying how to set up an **educational advice and career guidance system in Vietnam**. A system of this kind would be intended to carry out surveys, research, make expert assessments and set up databases containing information about vocational training and occupations. In June 2005, a delegation consisting of Mrs. Nguyen Ti My Loc, the Dean of the Educational Science Faculty at the National University of Hanoi, Professor Ngo Quoc Phuong, Anne Lancry-Hoestlandt and Jean-Jacques Carriquiriborde from INETOP, and Rémi Guerrier from the CNAM paid a visit to Céreq. They were given a complete picture of this organization, its missions and activities, its policies, its publications and its information resources. Coralie Pérez and Elsa Personnaz presented the survey they are carrying out in the framework of the European Leonardo da Vinci programme on career guidance for adult job-seekers and employees. This meeting led to discussions on the possibility of creating a link with Hanoi University by arranging for a member of that University to work at Céreq for a fairly long period of time.

■ The June 2005 edition of the international journal *Savoir, travail et société - Knowledge, work & society*, which was edited by Mirella Giannini (from the University of Naples), focuses on the **feminisation of professions**. It includes several articles in English on a wide range of subjects, such as the health professions in Canada (Ivy Linn Bourgeault, McMaster University), public employment services in Italy (Adriana Signorelli, La Sapienza University, Rome) and the work of policewomen in Israel (Dahlia Moore, Rishon Letzion University). It also includes articles in French, such as that by Catherine Marry (Lasmus-IdL), who reviews the literature available on the feminisation of highly qualified professions, mainly in France, but also quoting some studies by German and English-speaking authors. On the other hand, Nicky Le Feuvre and Nathalie Lapeyre (from the Simone-Sagesse group) show in a study on French lawyers' careers that equal gender status does not necessarily mean equal career opportunities.

✓ *Savoir, travail et société-Knowledge, work & society* is published and distributed by L'Harmattan, 5-7, rue de l'Ecole Polytechnique, 75005 Paris, tél. 01 40 46 79 20, site internet : www.editions-harmattan.fr.

■ The June 2005 issue of the journal *Revue internationale d'éducation de Sèvres* published by the International Centre international for Pedagogical Studies deals with **career guidance at schools throughout the world**, and looks at some examples in Europe, Asia, Africa and South America. In both industrial and developing countries, whether the teaching system forms a competitive market or a State monopoly, the vocational guidance of pupils and students consistently raises many questions: how do these countries handle the tensions and contradictions arising between public and private interests, efficiency and equity, collective constraints and individual management? This issue includes an article by Jean-Jacques Paul, the Director of Iredu (Institute for Research on Education and the Sociology and Economics of Education) and Maria-Luiza Ostheimer-Paul, entitled "Students' vocational choices. The case of Brazil". This paper describes the higher educational system in Brazil, which is characterized by its great institutional diversity and the large numbers of private institutions. Recent reforms have focused on issues such as the modes of access to university: in addition to the entrance examination known as the *vestibular*, secondary school-leavers now undergo an assessment process. The authors report that even after overcoming these obstacles, many students give up their studies because they lack proper vocational information and guidance.

✓ "The challenges involved in vocational guidance throughout the world", a special issue of the journal *Revue internationale d'éducation de Sèvres* (n° 28, avril 2005) drawn up by Georges Solaux (Iredu), available at Éditions Didier, 13, rue de l'Odéon, 75006 Paris, tel. 01 44 41 31 31, fax 01 44 41 31 48, e-mail : contact@editions-didier.fr.

✓ Website of the International Centre for Pedagogical Studies (CIEP): www.ciep.fr.

✓ *Les nouveaux cahiers du Grée* is available at Grée-Nancy 2, 23, bd Albert 1er, BP 3397, 54015 Nancy cedex, tél. 03 83 96 70 80, fax 03 83 96 70 79. An electronic copy can also be obtained by applying to J.-P. Higelé at the following e-mail address: jphigele@univ-nancy2.fr

The French Research Group on Education and Employment (Grée) at Nancy 2 University recently launched a periodical called *Les nouveaux cahiers du Grée*. The work of the Grée group, which belongs to the Lorraine Social Science Laboratory (2L2S), focuses on the sociology and the economy of work and employment. The main themes being dealt with at present are as follows: Setting up wage/employment relationships in Europe, Mobility and change in the employment system, Employment, firms and organisational transformations, and The analysis of jobs for workers with few qualifications. The overall aim is to analyse how worker/employer relations are evolving at both local and national levels.

Les nouveaux cahiers du Grée was created for the purpose of publishing papers on subjects of various kinds, including ongoing research work, doctoral theses, notes about ongoing studies and empirical data, as well as more theoretical ideas, comments and questions. The first issue published in July 2005 deals with **Casual work and its effects on workers' health**, and includes a paper by Rachid Belkacem and Laurence Montcharmont on interim workers.

New Publications

Réponses aux besoins en qualifications pour la conservation du patrimoine architectural

[Responding to the need for qualifications in the field of architectural conservation]

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Net.Doc n° 10 January 2005

This document includes six papers presented at the symposium on "Responding to the need for qualifications in the field of architectural conservation" organised in 2004 by Céreq and the French Ministry of Culture and Communication:

- Identifying knowledge
- Dispensing knowledge
- Qualifications and diplomas
- Training craftsmen and supervisors
- Territories and their heritage
- Architects and the architectural heritage

Céreq et centres associés régionaux. Les pôles de compétences du réseau

[Céreq's network of associated centres]

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Net.Doc n° 11 December 2004

This document reviews the studies carried out by Céreq's network of associated centres from 2000 to 2004 on the following lines:

- work, organisation and knowledge
- changes in labour market structure and mobility
- the training and certification supply.

La discrimination de genre et d'origine à l'encontre des jeunes sur le marché du travail. Mesures à partir de différents

aspects des situations professionnelles

[Gender and ethnic discrimination bar young people from the labour market. Measures adopted based on various aspects of occupational situations]

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Net.Doc n° 12 March 2005

The approach used in this study based on the "Generation 98" survey consisted of examining discrimination via three aspects of young people's occupational situations and two discriminatory factors, namely ethnic origins and gender, taken separately. The ethnic groups studied were defined as "foreign origins in general", North African (Maghreb) origins and Southern European origins. Differences due to discrimination were defined in terms of the following three aspects:

- wage differences, with and without recruitment bias, in comparison with two control populations not subject to discrimination;
- wage differences taking job category differences into account;
- differences in the likelihood of having obtained a job.

Emploi récurrent et valorisation d'une expérience sur le marché du travail

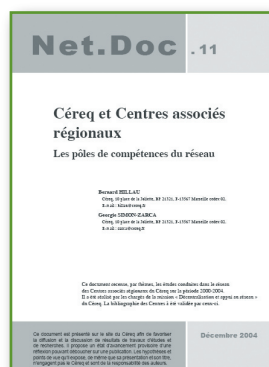
[Recurrent temporary work and the value of experience on the labour market]

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> Isabelle Recotillet, Céreq
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Net.Doc n° 13 March 2005

This paper was written in the framework of a study group which used the results of Céreq's



“Generation 98” survey to determine “The role of some employers in the transition- to-work process”. Does recurrent temporary work contribute to acquiring worthwhile on-the-job experience? What do young people learn during a series of short-term jobs? Is this experience subsequently recognised, and if so, under what conditions? The working hypothesis adopted here involves making a distinction between the main types of recurrent temporary jobs and the main types of recurrent short-term employment trajectories. These categories are used to analyse the temporary employment practices occurring in various sectors, and to determine whether experience of this kind is recognised in terms of temporary employees’ wages.

Formation générale-formation professionnelle. Vieille question et nouveaux débats

[General education versus vocational training. An old question revisited]

> Jean-Louis Kirsch, with the collaboration of Michèle Ménabréaz and Alain Savoyant (Céreq) e-mail : jlkirsch@cereq.fr

Net.Doc n° 14 March 2005

The links between general education and vocational training in France are highly specific in comparison with most other European countries. They are characterised by what Antoine Prost has called “transferring apprenticeship into the schools”, which contributed to making the French vocational training system more technical than vocational. A tendency to return to the more vocational aspects has gradually developed, partly in response to the labour market demands for new competencies resulting from the ways in which the organisation of work, the content of jobs, and social patterns have been changing. Carrying out occupational tasks does not consist simply of applying theoretical knowledge. The idea of setting “general background knowledge” against “vocational training” is actually a fairly recent way of looking at educational systems. It is high time for us to challenge the validity and usefulness of this conceptual split, and the examples provided by other countries help to show the dual pattern of French diplomas in a new light. This paper was presented in 2005 at a consensus conference organised by the Board responsible for national programmes at the French Ministry of Education, on the theme: “What general background knowledge should vocational training include?”.

L’insertion des jeunes issus de l’immigration : de l’école à l’emploi

[The transition to work of young people from immigrant families: from education to an occupation]

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Net.Doc n° 15 April 2005

The occupations of young people from immigrant families were analysed in three stages. First a list of the occupations of these young people was drawn up and compared with the occupations of members of the previous generation. Secondly, it was attempted to explain the occupational specificities observed in terms of these youths’ educational paths, their parents’ social origins and the specificities resulting from their geographical origins. Lastly, the quality of the jobs obtained was examined and it was attempted to determine whether having low-quality jobs was associated with the feeling among these youths from immigrant families that they had been subjected to a process of declassification or discrimination. This paper is a revised version of that previously presented at a symposium on “The fate of children from disadvantaged families in France”, which took place in Paris in April 2004 under the aegis of the Council of Europe Commission for Economic and Social Cohesion.

La contribution des architectes à la structuration d’un champ professionnel de conservation du patrimoine architectural

[Architects’ contribution to setting up professional structures for the preservation of the architectural heritage]

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Net.Doc n° 16 June 2005

A split is currently tending to develop between vocational training courses focusing on the preservation of the architectural heritage and those designed to teach students how to design new buildings. This was not a sudden cleavage, nor was it beyond the scope of the actors in the field, since they were perfectly free to further this process or take steps to prevent it. How are architects responsible for market developments? How do they contribute to managing public spending on the renovation of old buildings, whether or not they are protected monuments, and does this mean that these specialists are playing an important role in setting up a new professional field of activity?

□ These publications are available on the Céreq website :

www.cereq.fr/net.htm

INTERNET “Net.Doc”

Projets d'avenir féminins et masculins : entre convergence et reproduction des différences sexuées

[How men and women plan their futures: the convergence and reproduction of gender-related differences]

> Yvonne Guichard Claudic

Interviews with 28 University graduates preparing to sit competitive French civil service entry examinations showed the existence of two modes of anticipation. Those in the first group put their professional careers first. Those in the second group wanted to find a balance right away between their professional and private lives. The large majority of the respondents fell into the second group. Some aspects show that male and female career investment models are tending to converge; but plans to marry and raise a family, often exert a strong restraining influence.

(Trans)former son corps, stratégie d'insertion professionnelle au féminin ?

[Improving one's physical appearance: a female transition-to-work strategy]

> Oumaya Hidri

A survey carried out on female students at the University of Valenciennes has shown that the respondents feel their initial training has not provided them with everything they need. These young women are investing in improving their physical appearance as a means of increasing their chances of gaining a place on the labour market. Improving their physical appearance therefore constitutes an attempt to gain added value to complete the educational capital required to give them access to the labour market.

Sélection à l'embauche et rapports sociaux de sexe

[Selective recruitment procedures and gender and other social relations]

> Emmanuelle Lada

It is proposed to investigate how gender relations may affect recruitment criteria and practices in employment sectors involving the provision of services. The author describes how, based on a process of "naturalisation" of social relations, the methods adopted differ between the two sexes despite the existence of some common features.

Dépasser les stéréotypes de sexe : deux exemples en Suisse

[Beyond the stereotypes of gender: two examples in Switzerland]

> Josiane Bodart Senn

Successfully reconverted female ambulance workers and male child educators have overcome the gender stereotypes attaching to these professions and enjoy their jobs although they are usually held by members of the opposite sex. However, they still have to put

up with the attitudes prevalent among the users of their services as well as in their immediate occupational circles. Everything runs fairly smoothly during their day-to-day activities. But when crises occur, both men and women fall back on the stereotypes which were part of the early socialising processes.

Faire carrière : l'apport d'une approche en termes de genre

[Career paths: a gender-based approach]

> Sophie Pochic

Feminisation of highly qualified jobs has been accompanied by an increase in the number of "dual-career couples", but the consequences of belonging to couples of this kind, in terms of career paths, are stronger for women, as the present study shows. Men do not seem to have come off too badly as the result of these new family patterns, although the single breadwinners do best because they show greater mobility and availability, which are always key factors for a successful career at the executive level.

Discriminations sexistes au travail : de la responsabilité des entreprises

[Sexist discrimination at the workplace: the responsibility of firms]

> Réjane Sénac-Slawinski

Employees complaining about their firms are demanding, with the support of the unions, that people with equal qualifications should have the right to the same job prospects, regardless of personal factors such as sex or trade union membership. Sénac-Slawinski analyses the problems raised by the accusations of sexist discriminatory practices in terms of the conflict between ethics and legal rights. In this context, she discusses the efforts being made to harmonise French law with Community law, as well as the role of social dialogue.

Trajectoires et identités dans les emplois précaires en Italie

[Trajectories and self-identity in the Italian short-term employment sector]

> Giovanna Fullin

The world of work is one of the spheres in which individuals acquire their sense of self-identity; what then are the effects of precarious employment conditions on this process? A survey carried out in Italy has shown that the spread of unstable employment conditions has had effects of two kinds on workers' sense of identity. Individuals who are satisfied with their work are able to identify with it, however unstable their work contracts may be, whereas people whose activities do not come up to their expectations use the instability of their employment as a means of postponing the acquisition of a sense of self-identity.



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