

# Training & Employment

Created in November 1999, the professional licence (licence professionnelle, or licence pro for short, a three-year diploma) is the most recent step in a process aimed at developing the provision of vocationally oriented education and training within the university. It is based on three main principles: “innovative teaching methods, mixed publics and partnership with trade and industry”. But these principles are sometimes difficult to translate into facts. In their large majority, the licence pro diplomas are in fact created at the initiative of the teaching corps; the representatives of the business world most often play a secondary role and the programmes basically draw students with two-year vocational diplomas. If the introduction of the licence pro has not completely met expectations, it has nonetheless permitted new frameworks for vocationally oriented education and training, notably within the university departments.

## THE PROFESSIONAL LICENCE: The narrow paths of professionalisation at university

The *licence professionnelle*, a three-year diploma which can be offered by all sectors of the State-run university system, was initiated by the French Ministry of Education with the triple aims of meeting the companies' needs for skills, students' demands and the universities' “development strategies”. Conceived as a means of transforming the way the university operates, it is based on three main principles: “innovative teaching methods, mixed publics and above all the partnership with trade and industry”. To meet this last imperative, an original authorisation procedure has been introduced: proposals for the creation of *licence pro* diplomas are evaluated by a joint national commission of experts including representatives of business organisations and trade unions on the one hand and university representatives on the other. As a result, the importance of the role traditionally played by the teaching staff in the authorisation process—via the administration's teaching-methods experts—is outweighed by that of players coming from outside the university.

The “partnership” with business which is a determinant criteria of the evaluation process has thus become a necessity for developing a proposed *licence pro* and ensuring its feasibility. This new means of selecting proposals is not insignificant: in 2000, during the first round of authorisations, only a third of the five hundred proposals were approved.

Most of the *licences professionnelles* have been created by university departments (*unités de formation et de recherche*, UFRs) and polytechnics (*instituts universitaires de technologie*, IUTs). The principles of collaboration with trade and industry, innovative teaching methods and the integration of diverse publics have thus had to come to terms with existing practices which have alternately helped and hindered them.

### Highly varied forms of university-business collaboration

Among the first round of *licence pro* diplomas which have been studied in depth (cf. Box page 2), about one-fourth were developed in response to a request from business organisations, the occupational branches or, more rarely, individual companies. In this case, the professionals are present throughout the process of creating and implementing the training programmes. They define the needs, which often correspond to highly specific skills, and participate in the selection of candidates, teaching staff and examination juries. Indeed, the preparation for a large number of these diplomas is then carried out in the context of apprenticeship or skilling contracts. These “outside demands” for the creation of *licence pro* programmes are mainly aimed at compensating for a considerable turnover in companies which would like to raise the training level for certain jobs in a lasting way but have difficulty attracting and holding onto qualified personnel. These demands can also be intended to reduce training costs or give an existing programme the label

of a national diploma. If they offer a number of genuinely new features, however, they still do not reflect an overall dynamics in which the training supply would essentially be conditioned by the needs of business organisations or companies. In fact, the *licences professionnelles* created in this context concern a limited number of sectors that are highly structured or benefit from favourable local conditions, which remain very specific.

The *licences professionnelles* are most often created within a "supply logic". The instructors are at the origin of the proposals, initiate the necessary procedures and control the definition of content. They formulate their projects on the basis of intuitions, ideas or more or less detailed analyses of the training supply and the job market, contacts or relationship established through research contracts, student job placements or existing programmes, notably within the university. The ways of elaborating these projects, and by extension, forging relations with trade and industry, thus vary in the forms they take as well as in their degree of intensity. The fact remains, however, that the involvement of professionals always occurs in the second phase, in response to the instructors' demands. Certain *licence pro* programmes are developed with business groups, training associations or "intermediary" bodies as the main partners, while the companies potentially involved have not really given their approval. For other programmes, on the contrary, direct contacts are established with the companies through relationships going back to earlier training experiences. In this case, there is more support for their introduction and the

companies are more likely to participate. In general, even if the "supply logic" frequently stems from the instructors' desire to diversify their students' career opportunities, it may also correspond to company preoccupations and demands that are not explicitly formulated.

The role of the companies in the elaboration of the *licence pro*, as well as in the students' tutorials and work placements, is favoured by the instructors' familiarity with the world of work. Ultimately, however, it is closely tied to the diploma's relevance in terms of a local labour market. In this respect, we may distinguish four types of programmes:

- Those with content tied to clearly identified technical and industrial occupations;
- Those which accompany the emergence or redefinition of activities, most often via computer technology;
- Those aimed at project management in the SMEs;
- Those developing labour markets on the basis of a given discipline, as is often the case for the *licences professionnelles* in humanities and social science departments.

The first two types provide an occasion for extending or even initiating relations with companies on the basis of tutorials which they propose or work placements where the content is close to the aims of the training programme. For the other two types, the ties are more casual: the subjects of the tutorials are provided by the instructors or determined by the students themselves and the links between students' work placements and the curriculum is also less defined.

## Educational innovations which have not always met expectations

The French university system includes polytechnics, university departments, engineering schools, institutes and continuing training departments. Unlike the other higher-education diplomas, the *licence professionnelle* is not directly tied to one of these units in particular; rather, it can be granted by any of them. This new feature was supposed to promote collaborations between the different components of the higher-education system and in the process, prevent the *licence pro* from being marked by a single discipline or viewed as a simple extension of the two-year programmes.

During the first round of authorisations, the academic university departments were at the initiative of 39 percent of the proposed programmes, just behind the polytechnics (44%). Over the next two years, their role came to equal that of the polytechnics and at the same time, the growing weight of the humanities and

## Background

Since the creation of the *licence professionnelle* diploma in 1999, three rounds of accreditation have given rise to the setting up of some 600 "professional bachelors" programmes. While the supply is distributed throughout France, it varies from one regional authority to another. Thus, relative to the total number of university students enrolled, they are numerous in Nancy-Metz, Rennes or Orléans-Tours while they are quite limited in proportional terms within the Paris region. During the academic year 2001-2002, nearly 9,000 students were enrolled in the 327 programmes opened (source: Ministry of Education, Department of Programming and Development).

If the "professional bachelors" created during the three rounds of authorisations cover all professional fields, they are nonetheless concentrated in three sectors: activities traditionally associated with the metallurgical industry, including mechanics, motor control, electricity/electronics and industrial engineering (19% of the *licences professionnelles*), business and sales (10%) and computer technology and networks (8%). Service activities account for 60 percent of the *licences professionnelles* and industrial activities, 30 percent. Over the first three years of authorisations, there was also a growing number of *licences professionnelles* aimed at "working with others" (social work, training, cultural activities, human resources management, etc.).

social sciences departments became equal to that of the science and technology departments. While the programmes accepted during the first round most often came from foreign language departments, they were subsequently enlarged to history, geography, psychology, sociology and the arts. The trend towards a more vocational focus is thus spreading to nearly all the traditional university disciplines.

In addition to these developments, which already constitute an innovation, one notable fact must be added: the growing participation of the high schools in the creation of *licence pro* diplomas through agreements with university departments. Involved in less than 10 percent of the university proposals during the first year, the high schools were included in more than 42 percent during the 2002 round of authorisations. These relations help to extend the preoccupations with vocational orientation to university departments which have until now been rather distant from them (e.g. humanities and social sciences). These departments can now develop new programmes aimed at sectors such as agriculture or the hotel and tourism industries.

On the other hand, collaborations between university departments and polytechnics are more informal and more often based on longstanding personal relations than on real exchanges. Thus, the respective programmes of the polytechnics and universities have remained relatively distinct. It is also rare that the *licence pro* programmes associate several departments within the same polytechnic. The training offered by these establishments most often fall within the "specialisation" logic of certain other polytechnic diplomas. In fact, they are focused on a function or technical field—or even a precise activity—which only incorporates one aspect of the programme of study involved. A large number of the *licence pro* programmes in computer science illustrate this trend. Such specialisation is nonetheless accompanied by a stated desire not to confine *licence pro* candidates to technical aspects alone and to prepare them for administration, management and supervisory activities in order to distinguish them more clearly from graduates of short-course higher technical education.

In addition to breaking down curriculum boundaries, the *licence pro*, conceived in terms of an "integrated education", was supposed to reserve a large place for "professionals" in the teaching staffs. But just as the direct role of the companies in the process of defining qualifications remains minor, company staffs are relatively scarce. And the same is true for *licence pro* programmes developed on the basis of outside demands.

In fact, professional participants most often come from bodies which have participated in drawing up the projected diplomas. As members of the Chambers of Commerce and Industry (CCI), Chambers of Agriculture, Regional Centres for Innovation and Technology Transfer (CRITT), consulting firms and so on, they do not directly represent the future employers but maintain working relations with them. In addition to these outside instructors, there are also training specialists who intervene in the name of specialised training bodies or in a personal capacity. All of them hold a professional position somewhere between work and training and this intermediate status predisposes them to enter vocational-oriented university programmes.

The lack of financial means for remunerating these "professional" participants, a problem that is generally stressed by the instructors, offers only a partial explanation for the difficulty of involving company managers and engineers in the teaching programmes. The political desire for a substantial reform of relations between the university and business is not necessarily compatible with a longstanding division of roles. If the companies accept to get involved in the training of young people through work placements, they are not yet ready to assign their employees to teaching roles.

The "partnership" requirement written into the text creating the *licence pro* is thus essentially fulfilled by "outside requests" and the presence of training intermediaries. For their part, the companies limit themselves to classic forms of participation.

## A "Mixing" of publics which is yet to come

The final aspect of the desire for reform underlying the creation of the *licence pro* is the "mixing of publics", in terms of status (students, apprentices or trainees from continuing training), diplomas (DEUG, DUT, BTS, BTSA, DEUST)\* or even prior work experience. This is the principle that remains the most problematic to put into practice, especially where prior diplomas are concerned. Three-quarters of those registered in *licence professionnelle* programmes during the 2001-2002 academic year had a BTS or DUT, while those with DEUGs were extremely under-represented. This phenomenon has several explanations, beginning with the fact that students coming from DEUG programmes show little interest in a vocational orientation, even when the training is offered within university departments.

This trend is reinforced by the ways students are selected by the instructors. For the students, successfully obtaining a *licence pro* presumes that technical knowledge and a certain

### \* Diplomas

- DEUG (*diplôme d'études universitaires générales*): 2-year university diploma
- DUT (*diplôme universitaire de technologie*): 2-year polytechnic diploma
- BTS (*brevet de technicien supérieur*): higher technician certificate
- BTSA (*brevet de technicien supérieur agricole*): higher technician certificate in agriculture
- DEUST (*diplôme d'études universitaires scientifiques et techniques*): 2-year university diploma in scientific and technical subjects



## Céreq's Study on the Professionalisation of Higher Education

The analyses presented in this article are drawn from a Céreq study on the professionalisation of the university carried out between 2001 and 2003. This study was based on statistical data and interviews.

The findings concerning the *licence professionnelle* result from a statistical examination of the diplomas proposed by the universities during the first three rounds of authorisations. On the basis of the findings obtained for the 2000 round and the features of the different university structures and activity sectors represented, nearly 30 percent of the *licences professionnelles* authorised during this round were studied in depth. Interviews

were conducted with university personnel responsible for these diplomas in 15 regional educational authorities, but also professionals who were involved in a variety of ways, including representatives of professional organisations, course instructors and managers who had participated in work groups on the new diplomas.

The research team conducting this study was composed of Dominique Maillard, Georgie Simon and Patrick Veneau (Céreq), Thierry Berthet (Céreq-CERVL), Colette Grandgérard (Institut national de recherche pédagogique) and Maïten Bel (Institut d'économie publique-CNRS).

familiarity with working in the company have already been acquired. The DEUG, however, marks the successful conclusion of a training programme that is essentially theoretical and discipline-based. As appealing as the idea of "reconverting" DEUG-holders with a year of vocational instruction might be, in the eyes of the instructors, this appears difficult to achieve under present conditions. The *licences professionnelles* often seem to be extensions, expansions or specialisations of the vocational higher-education diplomas and thus leave little room for students who have not had this kind of instruction. In proceeding along these lines, the instructors seem to anticipate the companies' reservations with regard to DEUG-holders. And these are genuine reservations which come up again when professionals participate in the selection of candidates, notably for the *licences professionnelles* prepared for through apprenticeship or under skilling contracts.

It thus seems unlikely that there will be a real mixing of diploma-holders at the outset of the professional bachelors programmes in coming years. But it is nonetheless possible that a greater number of these programmes in humanities and social sciences would be more favourable to the entry of DEUG-holders.

The analysis of what has been achieved so far shows that the forms of change cannot follow the radical paths evoked in the text of the 1999 decree. The introduction of the *licence pro*

has clearly been accompanied by substantial modifications in the university departments: disciplines no longer constitute the central reference for the diploma but are subject to translations (which are more or less successful) in terms of occupations or qualifications. However, the existence of the *licence pro* has not perturbed the offer of the polytechnics; rather, it formalises their role at this level of training while strengthening and perpetuating the relations between these structures and the companies, notably through tutorials and work placements, which are sometimes linked to company needs. Similarly, collaborations between training structures only materialise through a convergence of interests and in the absence of objective competition. Furthermore, the employers organisations' acceptance of this text has not been accompanied by the companies' real commitment to the entire process of defining and implementing these training programmes. And the question of the mix of publics is a final illustration of the difficulty of taking into account company needs, university training supply and student demands for diplomas at one and the same time. A supply that is highly centred on company expectations tends to exclude DEUG-holders. Conversely, a supply that is driven in the first instance by the desire for an alternative to academic curricula comes up against the problem of rapid labour-market entry.

Dominique Maillard and Patrick Veneau  
(Céreq)

### Further reading

- "The Bologna Process: a mid-term review", *European Journal of Education* 39/3 (September 2004).
- [www.e-education-europe.org/uk/rubriques/thematic/bologna/4.asp](http://www.e-education-europe.org/uk/rubriques/thematic/bologna/4.asp)  
A thematic dossier on the Bologna process with links to a variety of technical papers and studies (1999-2003).
- D. Maillard and P. Veneau. "L'offre de licence professionnelle au sein des UFR : jusqu'où peut-on décréter le changement ?" [The *licence pro* offer within university departments: just how far can change be legislated?] In *Les mutations actuelles de l'université*, ed. G. Felouzis. Paris: Presses Universitaires de France, 2003.
- C. Grandgérard, D. Maillard and P. Veneau. *Les licences professionnelles. Quelle acception de la "professionnalisation" à l'université ?* [The *licences professionnelles*. What does "vocational orientation" mean at university ?] Céreq RELIEF series no. 5, June 2004.

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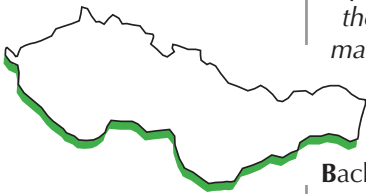
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# Briefing

## In Focus

### PROFESSIONALISING HIGHER EDUCATION: THE CASE OF THE CZECH REPUBLIC

*Introducing “the Licence professionnelle” at University level may seem to be a rather specifically French response to the question of how to professionalise higher educational courses. The same problem is arising all over Europe, however. The following article describes current ideas on the subject in the Czech Republic, where the move towards professionalisation is being made mainly at Master’s degree level. This article was based on a report by Jana Sturzowa, who works at the Centre for Higher Education Studies in Prague.*



Back in the 1970’s, research workers in this country were already pointing out that higher educational institutions should pay greater attention to the employability of graduates seeking to enter the labour market. However, the upheavals which struck the Czech Republic in the early 90s actually weakened cooperation between higher educational establishments and firms. The Bologna process has boosted efforts to restore these cooperative links, which have been repaired and reinforced during the last few years. These efforts have resulted not only in personal meetings and contacts between official representatives from both sides, but also in the setting up of more formal contractual links.

From 2002 to 2004, cooperation between higher educational establishments and firms was discussed in detail at the symposia specifically organised for this purpose by the Centre for Higher Educational Studies (CHES). These meetings, which were attended by many heads of industrial firms and heads of departments as well as by University representatives, provided an opportunity of exchanging ideas, making recommendations and examining examples of good practices. These debates centred mainly on reforming the higher educational curricula – including the introduction of student placement at firms – in line with the priorities defined in Bologna.

On these occasions, company representatives strongly supported the idea of setting up Masters’ degree courses based on two-fold objectives enabling students to pursue their studies up to Master’s degree level as well as to gain easier access to the labour market. This resulted in discussions on how to achieve a balance between the two objectives. It was decided to reduce the number of more theoretically oriented first degree and Master’s courses provided during the first three years of study, while increasing the practical courses run during the same period correspondingly: a set number of subjects and credits would continue to be mandatory, however, for all students.

Lively debate has been focusing in the Czech Republic on how work experience should be integrated into higher educational vocational training courses. It is generally agreed that this is an essential component of these courses, which should serve as a necessary complement to the more academic Master’s courses. There has been considerable disagreement, however, about how long placement periods at firms should last: some people feel they should not be longer than a few weeks so as to avoid disrupting the host firms’ productive processes, whereas others would prefer to have longer practical training periods introduced so as to improve students’ motivation and give the host firms a chance of selecting potential future recruits.

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● **“What Kinds of Access to Knowledge? New Responsibilities, New Forms of Co-Operation, New Practices”** was the theme of the eighth VET University, held in Arles on 21-23 January 2004. The opening lecture, presented by Yves Clot, professor of labour psychology at the CNAM (National Conservatory for Arts and Engineering), was entitled “Training and Work: A Creative Discord?” For Clot, the accreditation of prior experience is itself an additional experience which transforms what has been acquired. In the last analysis, the diploma thus becomes a tool for developing experience.

The inherent tension between an experience based on the accumulation of knowledge and the requirements of a diploma was addressed in a variety of ways during the workshops which followed Clot’s presentation. Michel Théry (Céreq), who assumed the role of discussant at the conclusion of this gathering, had one overriding observation: the incompleteness of legislation and regulations dealing with partial

accreditation. A second major issue stressed by Théry had to do with diplomas in the context of the European Union: a growing number of countries are joining together to define a method for elaborating common vocational guidelines. And a third key feature emerging from the meeting was the importance of the European dimension in the actual practices of vocational training players, in terms of the way each one appropriates Community recommendations and the new light these recommendations shed on the education and training system.

The VET University was jointly organised by the DGEFP (Department of Employment and Vocational Training of the Ministry of Labour), the Centre INFFO (Centre for Information on Continuing Vocational Training), Intermife (a national network of training and employment information centres) and the Intercarif-Oref (a network of training resource centres and regional observatories on training and employment).

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● A seminar on **“The Social Partnership in Initial Vocational Training and Education in France”** was held at Céreq headquarters in Marseilles on 10-12 March 2004. Organised in collaboration with the European Training Foundation (ETF), it was aimed at team leaders of the national observatories (a network of small structures working with the ETF on questions of employment, training and education) in the New Independent States (NIS) of Armenia, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Uzbekistan, the Russian Federation, Tajikistan and Ukraine.

The seminar began with a historical presentation of the situation of the social partners in France, followed by an overview of their role in the creation and recognition of diplomas and their present expectations with regard to the training and education system. A half day was devoted to the visit of a vocational high school and the hotel trades apprenticeship centre in Marseilles.

Among the NIS, there is a shortage of skilled labour in many occupations. In the absence of real policies for initial vocational education and training, the question of the funding of training programmes for these occupations is crucial. Participants also emphasised that, in most of the NIS, the labour market sends very few clear signals to the training system. In addition, a considerable proportion of young graduates do not work in the field for which they were trained. The goal is thus to define the mode of developing and utilising training programmes within the labour market.

● Within the framework of bilateral co-operation agreements between France and Romania, Céreq has been asked to intervene on the theme of **vocational certification** by the GIP-Inter, a public interest group within the French Ministry of Employment, Labour and Social Cohesion devoted to the development of technical assistance and international co-operation. Céreq deputy officer Jean-Louis Kirsch was thus invited to Bucharest to give a talk on this subject on 6 May 2004. His presentation addressed four main issues: the place of certification in economic and sociological theory, the creation and subsequent development of certification, the recognition of certification by the social partners, and European perspectives.

The audience included private-sector trainers, representatives of employers groups and the Romanian national job centre, and members of the National Council for Adult Vocational Education and Training. Questions of methodology and the definition of guidelines generated considerable debate, as did that of the creation of a qualifications framework. At this time, Romania is testing a procedure for the accreditation of prior experience.

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## New Publications

### La mobilité professionnelle des jeunes docteurs

[The Professional Mobility of Recent PhDs]

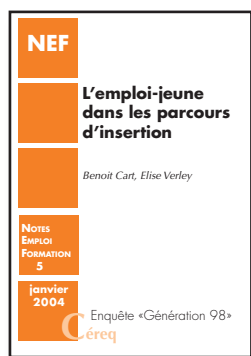
edited by Jean-François Giret (Céreq), with contributions by Philippe Mogueyron, Jake Murdoch, Jean-Jacques Paul and Cathy Perret (Irédu, Dijon, Céreq's associated regional centre in Burgundy) and Isabelle Recotillet (Lest, Aix-en-Provence, Céreq's associated centre for the PACA and Corsica regions)

**RELIEF no. 2**, Céreq, December 2003, 86 pp., 15 €

The second publication in the RELIEF series compares the findings of three retrospective surveys dealing with young people exiting higher education in 1994, 1996 and 1998, and especially those who completed a PhD. These surveys, carried out in 1997, 1999 and 2001, respectively, permitted a reconstitution of the first three years of working life of recent PhDs on the labour market.

They notably indicate an improvement in labour-market entry between 1997 and 2001 but bring out differences from one discipline to another. What also emerges from these data are the changing job prospects for PhDs. The public service came to employ fewer and fewer recent PhDs and those in the exact sciences were now for the most part oriented towards the private sector. In addition, nearly 20 percent of these young PhDs made at least one move between public and private sectors during their first years of working life. It is also noteworthy that among 1998 PhDs born in France, one out of seven held at least one job abroad during the first three years of working life and for PhDs in the exact sciences, the proportion rose to one out of five.

In addition to an overview of the labour-market entry of recent PhDs, this publication offers an analysis of the reasons why certain students abandon their dissertations. When they enter the labour market, the lack of a PhD is certainly a handicap but the fact that they have begun a dissertation nonetheless constitutes an advantage in terms of wages and the rapidity of access to employment relative to the young people who have not gone beyond the DEA (*diplôme d'études approfondies*, for graduate work prior to the dissertation). Finally, this document shows that the mobility of PhDs within France remains limited.



### L'emploi-jeune dans les parcours d'insertion

[Youth Jobs in the School-to-Work Transition]

Benoît Cart and Elise Verley (Céreq's associated regional centres in the Nord-Pas de Calais and Picardy, respectively)

**NEF no. 5**, Céreq, January 2004

The "New Services, Youth Jobs" programme, introduced in 1997, constituted a new path of entry into working life. Drawing on the findings of the Generation '98 survey, which traced the school itineraries and first years of working life of young people exiting the French educational system in 1998, the authors offer a portrait of those who participated in the Youth Jobs programme. Cart and Verley have thus distinguished four groups of young people corresponding to an equal number of uses of the scheme.

- The first group believed that a Youth Job would give them access to a stable position in an "attractive" structure, notably the civil service. This explains why they were quick to enter the scheme, immediately after their initial training, and remained there for a long period.
- The second group had failed to find employment corresponding to their training profile and opted for a Youth Job with the aim of continuing their professional development. Equipped with a fair number of diplomas, they thus entered the scheme after a period of unemployment.
- The third group, less advantaged in the competition for employment, had gone through "bad patches" after leaving initial training. The Youth Job scheme gave them an opportunity to break out of a string of odd jobs.
- The last group, who were more opportunistic, used the scheme while waiting for something better to come along or in order to train themselves. Their strategy would seem to have paid off because most of them zipped in and out and subsequently found a stable job. The Youth Job thus assumed different functions.

### "Net.Doc"

- **Cela vaut-il la peine de faire une prépa? Une réponse à partir de l'insertion des ingénieurs.**

[Are Preparatory Classes for the "Grandes Ecoles" Entrance Exams Worthwhile? An Answer Based on the School-to-Work Transition of Engineers.]

Noël Adangnikou and Jean-Jacques Paul (Irédu, Céreq's associated regional centre in Burgundy)  
**Net.Doc n° 7** (june 2004)

- **Le marché du travail comme réseau et système de niches.**

[The Labour Market as Network and System of Niches.] Alain Degenne (Lasmas-Cnrs, Caen)

**Net.Doc n° 8** (july 2004)

■ These publications are 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 (please include 4 € for postage and handling).



## Les logiques de l'élévation des niveaux de formation. De la hausse à la stabilisation

[Explaining the Rise in Training Levels.

From Upward Trends to Stabilisation]

Catherine Béduwé and Jean-François Germe

The level of education and training has risen over the past forty years. But this rise is not a continuous process. In France, it showed a very sharp acceleration for the generation born around 1970 and came to an abrupt halt for those born at the end of the same decade. The levelling off of the rise, which is presumably long term, may lead to the introduction of a competence-development model giving a larger role to training throughout working life, notably where the distribution of certifications and diplomas is concerned.

## Approche organisationnelle de la formation: Au-delà de la problématique beckerienne

[An Organisational Approach to Training:

Beyond the Becker Model]

Saïd Hanchane and François Stankiewicz

The authors propose an organisational approach to training. The focus on the company leads to identifying the organisational contexts of training—depending, for example, on whether it is associated with recruitment, promotion, internal or external redeployment—and considering them as key variables for the explanation of its funding and wage effects. The article also examines the functioning of the “organisational training market” and explores the motives behind the rationing of training and the statistically demonstrated importance of company-imposed training courses.

## Passé professionnel et reconversions:

### Le reclassement des mineurs du

### Nord-Pas-de-Calais

[Work Background and Redeployment: The Reclassification of Coal Miners in the Nord-Pas-de-Calais Region]

Olivier Mazade

The analysis of the paths of former coal miners in the north of France, before and after redundancy, shows that when acquired competences and knowledge are identified in the course of work interviews and skills audits, they can serve as factors for future job counselling and determine reclassification solutions. Once they are in the new work environment, however, the same knowledge and competences are not necessarily transferred and may only contribute partially to the adaptation process. Several years after redundancy, the paths diverge, notably in function of the training provided during the transition phase.

## Formés et formateurs face à la “double contrainte” des programmes de formation à l'employabilité des chômeurs de longue durée

[Trainees, Trainers and the “Double Bind” of Employability Programmes for the Long-Term Unemployed]

Isabelle Darmon, Carlos Frade, Didier Demazière and Isabelle Haas

This article presents field research carried out in Belgium, France and the United Kingdom, on training programmes for the long-term unemployed. It sheds light on the transformation of training bodies into labour-market intermediaries. In particular, the research brings out the contradictory demands weighing on bodies responsible for the training of the most vulnerable jobless populations, which leads them to classify the jobless as “employable” or “unemployable”. The training bodies thus become a key element in a mechanism for continuous monitoring of employability and relegation of the “unemployable” into stigmatising minimum income schemes.

## Les séjours à l'étranger des étudiants :

### La quête d'un bonus pour la formation et l'emploi ?

[Studying Abroad: A Plus for Training and Employment?]

Maurice Comte

Study abroad programmes at higher-education level are showing a constant expansion under the double impetus of supply (institutional programmes) and demand (students' desires or career plans). The use of logistic modelling brings out the pre-eminence of student demand, essentially resulting from a study project or career plan. This situation suggests the need for a double form of evaluation of foreign study projects which would take into account both the benefits for the students and the fairness requirements incumbent on the selection committees.

## De la précarité de l'emploi à celle des trajectoires:

### Une analyse de l'insertion en évolution

[From Precarious Job Status to Precarious Trajectories:

An Analysis of Changing Labour-Market Entry]

Yvette Grelet and Michèle Mansuy

The development of statistical mechanisms for observing individual mobilities, and more specifically, the youth transition, is paralleled by the increasing use researchers are making of them. This article takes as an example the analysis of precarious employment, a major social issue which has in part been reformulated through the contributions of research, insofar as precariousness is now defined more by individual trajectories than periodic situations.



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