

# Training & Employment

A QUARTERLY NEWSLETTER FROM CEREQ AND ITS ASSOCIATED CENTRES

## THE ACCREDITATION OF PRIOR LEARNING IN FRANCE Review of current practices, issues for future measures

*With the adoption of the “accreditation of prior experience” section of France’s law on social modernisation, the practices associated with the accreditation of work experience since 1985 are likely to undergo considerable change. A review of these practices, of individual and company demand for certification and of the development of the offer in relation to this demand should permit a better understanding of the stakes for the future.*

The preparatory debates on the “accreditation of past experience” (*validation des acquis de l’expérience*, VAE) section of the law on social modernisation, followed by the legislature’s January 2003 vote, have helped to make the French public more aware of a previous measure which had been known to a fairly limited audience until then: the accreditation of work experience (*validation des acquis professionnels*, VAP). This mechanism was in fact composed of two successive parts which were quite different. The first, adopted in 1985, was aimed at permitting wage-earners or the unemployed to gain access to higher-education training programmes in the absence of the required diplomas by submitting an application package which details their work itinerary and highlights the elements allowing a committee to assess their ‘success potential’ (*potentiel de réussite*) for the desired training. Through this process, a large number of candidates, whether higher technicians or simple *baccalauréat*-holders, and sometimes even those without any diploma at all, have been authorised to enrol in DEUG, *maîtrise* or DESS programmes.<sup>1</sup> The fairly rapid spread of this first measure in the universities can be judged from the fact that some 14,700 applications were received in 2000.

1. The DEUG (*diplôme d’études universitaires générales*) follows two years of study at university; the *maîtrise* is a research degree corresponding to the masters and the DESS (*diplôme d’études supérieures spécialisées*) is a post-graduate diploma following one year of study in an applied subject.

The second part of the VAP, adopted in 1992, is applicable to all diploma levels. It permits candidates to obtain certification units for a diploma on the basis of their application packages rather than the classic examinations. This application package is thus required to provide precise descriptions of concrete work situations encountered by the candidate and corresponding to the guideline for the targeted certification units. Because of its novelty, this measure has given rise to numerous experiments. In higher education, its public has remained rather limited—with the exception of the National Conservatory for Arts and Engineering (Conservatoire national des arts et métiers, CNAM)—with only 2,000 applications received in 2000. By contrast, it has spread, slowly but continuously, in vocational and technical education, where the number of applications went from 900 in 1995 to more than 4,600 in 2000 (and ten times as many requests for information about the measure).

The recourse to a VAP procedure can stem from a wide range of goals. But we can nonetheless distinguish two large groups, depending on whether the candidate sees certification as a means or an end in itself:

- *Candidates motivated by desire for change*, in terms of either personal or professional development. Their aim is to improve their qualification for purposes of advancement in their area of competence, of promotion or of retraining. The VAP basically allows them to facilitate the training path they seek to pursue by shortening it. They may also become more ambitious in terms of the diploma level targeted.

• *Candidates seeking recognition of their work experience and their 'value'*. For this group, certification is a means of confirming or 'officialising' their level of competence. The possibility of completing a VAP, even a partial one, is determinant in the choice of the diploma they seek to acquire. In general, they consider the training necessary to obtain the full diploma as a detour imposed by their plan to attain the most immediate possible recognition of their work experience. For this reason, they may target a diploma at a lower level than what they might aspire to. Between these two poles, there are obviously intermediate objectives which are more ambiguous or which evolve in the course of the accreditation process.

### ACCREDITATION IN ORDER TO FACILITATE A TRAINING PATH

When it arises within a dynamics of change, the VAP (whether that of 1985 or 1992) constitutes a plus insofar as it allows the training path to be shortened. However, this evaluation prior to training may represent a risk for the candidate, which probably explains, in part at least, the prudence of the employees, who most often define their plan without their employer's knowledge.

Nonetheless, certain employees do pursue their plans with the employer's consent or even support. In this case, the procedure may be funded by the company in the context of the training plan or, as is more often the case, that of the individual training leave. In spite of the various advantages which the recourse to VAP may procure, certain employees prefer to complete the entire training programme in order to obtain the diploma they seek.

#### A STUDY ON VAP

Céreq's study on "The Accreditation of Prior Learning: Development of an Offer and Social Practices" was carried out in 2001 within the framework of an agreement with the Ministry of Education's Department of Programming and Development (DPD) in partnership with the Departments of School-Based Education (DESCO) and Higher Education (DES). This study was intended to analyse the structuring of the procedure for the accreditation of prior experience set up by the educational system at secondary and higher education levels, including the National Conservatory for Arts and Engineering (CNAM). It was based on interviews carried out with the main heads of the VAP procedures in four educational authority areas (Aix-Marseille, Besançon, Montpellier and Versailles), in at least one university in each of these areas and the CNAM, on the one hand, and with staff responsible for training or accreditation in the Regional Councils or the Regional Departments of Labour, Employment and Vocational Training, on the other. A survey was also carried out among eighty individuals undertaking the VAP procedure of the Besançon educational authority between 1994 and 2000. Last of all, a survey was conducted among the companies, the authorised joint collection bodies (OPCAs, responsible for collecting the employers' required contributions to the funding of continuing training) and local communities which had signed agreements with the DAVAs in Aix-Marseille and Versailles or, at national level, the Ministry of Education.

The study was carried out by Chantal Labruyère, Josiane Paddeu, Alain Savoyant, Josiane Teissier (Céreq), Bernardine Rivoire (CNAM) and Sophie Carel and Elise Kabantchenko (IRADES-THEMA, Céreq's associated centre for the Franche-Comté region).

The company can also assume responsibility for VAP projects, or even initiate them. Such cases stem from the same reasons which usually motivate policies for qualifying training: significant organisational changes, recruitment problems or high turnover. The VAP also permits the period of the employee's absence from the company to be reduced, even if this does not always mean reduced training expenditures because of the extra costs linked to supporting the candidate and individualising his or her training path. The VAP procedure is then generally situated within diploma programmes which are relatively well defined by the company, which targets the diplomas to be acquired, selects the candidates, funds the accreditations and training and possibly defines the conditions for in-company recognition of the diplomas. In certain cases (albeit the exceptions), the employee is supported and funded by the company but retains more leeway in the development of the plan. Such company projects are often formalised by agreements with the Ministry of Education's Academic Measures for the Accreditation of Experience (*dispositifs académiques de validation des acquis*, DAVA).

In addition, national agreements have been signed between the educational system and the occupational branches or large companies. Still in the experimental stage, such agreements seem to have limited effects. The conditions for their extension and appropriation at local level remain to be defined, especially since the companies themselves do not always find it to their advantage to encourage access of their employees to certification insofar as this makes them potentially more mobile.

### AN ACCREDITATION TO 'OFFICIALISE' WORK EXPERIENCE

Certification, and the recourse to VAP, are not always related to a plan for change; they may also constitute an end in themselves permitting the 'officialisation' of a level of competence. When the candidates are at the origin of the process, they may have several reasons for attempting to obtain a diploma reflecting the qualifications they possess or think they possess, such as protecting themselves against unemployment, gaining access to a competition, creating their own business (hairdressers, for example), meeting a need for professional or personal recognition and so on.

At first glance, it might seem that the companies have no reason to encourage access to certification for employees whose objective is not to acquire new competences and who, in addition, may well demand a reclassification if they obtain their diploma. Some companies, however, undertake the VAP procedures aimed strictly at officialising a level of competence. These procedures may have as their goal the (re)mobilisation of the employees. In other cases they permit a response to regulatory demands for access to specific jobs (e.g., the CAP vocational training certificate in "early childhood" for technicians in nursery schools) or to correlate employees' diploma levels with the jobs they hold, as is the case, for example, for cooks in the public health sector.

Certification may also be a labour issue. This is the case, for example, with a company seeking to grant its oldest employees a CAP vocational certificate via the VAP in order to legitimate their function as mentors for young people hired on skilling or apprenticeship contracts who are preparing for this same certificate. In addition, it is increasingly a strategic economic issue, insofar as it provides a guarantee of production quality for customers or the respect of security norms for public authorities.

In these instances, even if the employee presents an individual demand for the VAP to the academic accreditation services, the company assumes direct responsibility for it. This includes formulating what is generally a solid, well-organised request to the DAVA and helping the employee to prepare the application package in parallel to the DAVA and sometimes without any co-ordination between the two. Indeed, some companies complain that they are not sufficiently implicated in the accreditation process; considering themselves to be well placed for identifying and assessing their employees' competences, they maintain that their involvement in the procedure guarantees the credibility of the application package submitted. The individual's failure to obtain the accreditation demanded by the company can thus pose a real problem and certification can give rise to mechanisms of exclusion if it is transformed from an individual right to an occupational obligation.

### THE AVAILABILITY OF VAP

In higher education, VAP is essentially conceived as a means for advancing along a training path or obtaining access to training programmes. But even after the establishment of VAP commissions and juries, the well established waiver practices for admission to training still mainly come under the responsibility of those in charge of the diplomas. These persons have considerable weight, not only in the definition of training contents but also in the accreditation procedures. If, since 1992, VAP has shown only a slight expansion in higher education, with rare exceptions such as the universities of Lille and Brest or the CNAM, exemptions or equivalencies are sometimes granted without formal procedures (which some in fact call the 'informal VAP'). The debates surrounding the draft law on social modernisation over the past three years have nonetheless led the universities to formalise their accreditation processes progressively.

In secondary education, the school authorities, notably those known as the GRETAs (groups of educational establishments) and the permanent accreditation centres, already had long experience in the area of information, reception and guidance, but also in that of taking work experience into account and placing trainees in a training path. The organisation of a structured, formal VAP offer has thus developed on this base. In secondary education, moreover, the training and certification functions have long been separate: the exam units which organise the juries are autonomous and for the past ten years, primacy has been granted to the work activity standards in the definition of certification standards.

Behind these common features, however, lie varied accreditation practices at what is still an appropriation phase of the procedure. This variety appears to be tied to the diversity of the participants' origins and itineraries as well as the local contexts in which the procedures are introduced and developed. Significant differences may also be observed in the definition, delimitation and objectives assigned to the different phases of VAP. Thus, certain academic procedures make a sharp distinction between training and accreditation. They tend to grant certification an autonomous function, for which the VAP would be the 'leavening', thus avoiding any suspicion of using the VAP to recruit a public and make it a prisoner of the educational system's training institutions. These procedures, which do not take into account what becomes of the candidates after accreditation, respond more to demands of the 'accreditation-assessment' type. However, certain Regional Councils counterbalance this trend by supporting procedures which integrate accreditation into the management of wider qualification plans. Other procedures, where the continuing training departments (DAFCOs and GRETAs) are generally more involved, establish closer links between accreditation and training.<sup>2</sup> They propose a more global service to the candidates and many companies formulate demands in this direction.

The first participants from the educational system to be involved in VAP procedures, who were most often quite committed to the introduction and success of these mechanisms, were concerned from the outset with protecting the value of diplomas. This same concern is pervasive among teaching staff, whether they are VAP 'resisters' or 'activists', in secondary schools and higher education alike. This situation is reflected in the desire to formalise the procedures. Indeed, they are based everywhere on the same standard application packages; the coaches and jury members undergo ad-hoc training and in principle, a distinction is made between the certification phase itself—the examination of the application packages and the granting of exemptions from examination by the juries—and the prior phases of reception, guidance and coaching of candidates. The accreditation phase proper remains under the control of the school examination department and the inspectorate.

The DAVAs, meanwhile, are responsible for the preliminary stages. They may subcontract the reception and guidance phases to internal partners such as the Centres for Information and Guidance (Centres d'information et d'orientation, CIO) and the GRETAs, or share them with the external partners where networks have been created. On the other hand, they are much more reluctant—if not completely opposed—when it comes to delegating the coaching phase, which involves helping candidates to prepare their application packages. They seek to maintain the most direct control possible over this phase so that the juries can make their decisions about the applications presented to them with 'total confidence'.

---

2. DAFCO (*délégation académique à la formation continue*): academic commission on continuing training.

### THE NEW VAE PROCEDURE: GREATER DIVERSIFICATION AND STANDARDISATION OF THE ACCREDITATION PROCESS

The new VAE procedure (see Box below) should considerably increase and diversify the publics seeking the accreditation of prior work experience, which is indeed the goal targeted by the new law. The rise in the number of candidates will require increased rigor in the procedures and thus the standardisation of the accreditation process. At the same time, the greater diversity of both publics and demands calls for a diversification of the offer. The central issue surrounding VAE may thus be the elaboration and spread of mechanisms and procedures meeting these two requirements while reducing the waiting periods for replies to demands, which at present are often considered excessive. The anticipated increase in demand would also pose significant problems in terms of costs. A real 'VAE economy' is yet to be created; proposals in this area should accompany the introduction of the new measure.

With the extension of the range of certifications accessible through accreditation of prior experience, the number of accrediting bodies is growing with, among others, the Ministry of Social Affairs, Labour and Solidarity, as well as the Chambers of Commerce and Industry. It is unlikely that each will set up its own centres throughout the country; providing information, reception and guidance to candidates will thus require the building of partnerships. Certain exist already, even if they are not yet totally in operation. To satisfy the demand for 'neutrality', which allows each candidate to envision all possible options, this co-operation implies a common minimal definition of the content of the different phases of information, reception and guidance, and thus a standardised service, regardless of the local body responsible for providing it. This situation will lead to increased professionalisation of the participants, since each one must be aware of the certification system of the other partners. Certain Regional Councils are already participating in programmes moving in this direction.

The possibility of obtaining the totality of a diploma through VAE may, in certain cases, exert considerable influence on demand for accreditation-assessment, at the expense of a commitment to a path developing qualification. In addition, the forms of expression and appreciation of work experience may be modified to permit the latter to be grasped in a more comprehensive manner. In this respect, coaching constitutes a decisive phase which should help to minimise the failure rate among the candidates and it will require an increase in the number of participants involved in the procedure. It will also be necessary to ensure the training and

professionalisation of these participants, whether they coach the candidates in the formalisation of their work experience or serve on juries. The 'Activity Clinic' team of the CNAM's Laboratory on the Psychology of Work has already undertaken major studies on this question. A more global evaluation of qualification will also require the more systematic presence of professionals on the juries, which may pose problems of availability, involvement and funding.

Last of all, the increasing numbers of candidates for accreditation of prior experience will require greater flexibility on the part of the accrediting bodies, notably to meet the demands of candidates who will have acquired only one part of their diplomas through VAE and will thus be required to undertake additional training. The accrediting bodies will have to offer real individualisation, and thus modularisation, of the training paths. This should lead them to (re)consider the present delimitation of these paths in order to find a compromise, and above all, links between two certification rationales: one related to the work activity and the other to the educational process of learning. The actors in the education system seem ready to take such a step: many trainers indicate that they have reconsidered their training practices after serving on VAP juries.

Chantal Labruyère, Josiane Paddeu, Alain Savoyant, Josiane Tessier (Céreq) and Bernardine Rivoire (CNAM)

#### THE NEW MEASURE: VAE

The new measure for accrediting prior experiential learning (*validation des acquis de l'expérience*, VAE), adopted in January 2003, modifies the conditions of access and the procedure for accrediting prior learning along the following lines:

- The prior work experiences taken into account have been enlarged to include *experience* acquired in the context of an *unwaged or volunteer* activity.
- The *minimum length* of the experience required for access to accreditation of prior learning has been reduced from 5 years to 3 years.
- The *field of certifications* accessible through accreditation of prior learning has been enlarged to cover a greater number of vocational diplomas and titles and certain vocational qualification certificates (*certificats de qualification professionnelle*, CQP).
- Candidates now have the possibility of *obtaining the whole of a title or diploma* through accreditation of prior learning.
- *The juries reach their decisions* on the basis of an application package prepared by the candidate, possibly following an interview (required for higher-education titles) or, in certain cases, placement in a real or simulated work situation.
- If the jury does not grant the totality of the targeted diploma or title, it decides on the nature of the knowledge and aptitudes which should be subject to an *additional test*.

## In Focus

### Accreditation of Prior Learning in Norway

Anne-Lise Hostmark Tarrou and Içara da Silva Holmesland.

Akershus University College (Norway), Centre for Research on Education and Work.

The recognition of modes of learning taking place outside formal educational institutions comes within the concept of lifelong learning, which seeks an integration of formal, non-formal and informal modes. A relatively recent concern of European countries, the accreditation of prior experiential learning is being implemented with greater or lesser intensity depending on each country's social, economic and educational needs. As in France, the accreditation of non-formal and informal learning is very much discussed nowadays in Norway. In spite of differences regarding the organisation of the French and Norwegian societies—the former being more hierarchically oriented and the latter more egalitarian—the two countries have a similar concern about learning taking place in several arenas besides that of the formal educational system.

In both Norway and France, learning is being recognised as a lifelong process and the workplace has come to be accepted as one of the different arenas to be considered for knowledge acquisition and recognition. However, the scope of the accreditation of prior learning is perhaps wider in Norway, because it is not restricted to work experiences but also applies to knowledge acquired during training, paid and voluntary work, and active participation in organisations, in community life and at home. Such change is very important because it has enlarged the field and range of themes addressed by research on learning in Norway. This also seems to be the case in France, where researchers are increasingly more engaged in investigations of the creation and dissemination of knowledge in various arenas.

Since the 1990s, Norway has taken several steps through reforms and legislation (Tarrou and Holmesland 2002) to prepare for the integration of all forms of learning—formal, non-formal and informal—as part of the general lifelong learning strategy for the twenty-first century. The questions concerning the accreditation of non-formal and informal learning are part of a broader concern regarding adult education. The Competence Reform, aimed at adults in need of education at all levels, was launched in 1999 as part of a comprehensive reform of the whole Norwegian educational system, and concerns the workplace as well. It aims to give adults more opportunity to acquire education and training and to improve their qualifications. Thus, it targets all adults, whether in or out of employment. This reform, conceived within a long-term perspective, is being implemented gradually. So far, adults have obtained statutory rights to primary, lower-secondary and upper-secondary education. Systems for documenting non-formal learning in the workplace have been developed and tested in a number of enterprises. Furthermore, regulations make it possible for non-formal learning to be assessed and certified

up to upper secondary-school level in subjects which qualify students for admission to universities and colleges. An amendment to the act relating to universities and university colleges allows applicants from the age of 25 to be accepted for studies on the basis of recognised non-formal learning. Non-formal learning can also shorten studies by permitting exemptions from examinations or tests.

Since 2000, Norwegian institutions of higher education have been required to assess applicants with non-formal or informal backgrounds and integrate them into their study programs. The universities and university colleges are authorised to decide whether applicants aged 25 or over who have no formal qualifications can be admitted, if the documented non-formal learning shows that they have the necessary non-formal qualifications for the requested programme of study. Evaluations indicate that students admitted to higher education on the basis of non-formal and informal learning related to the chosen fields of study are succeeding as well as those admitted on the basis of formal learning (Holmesland et al. 2002).

Further studies are necessary in order to obtain a better understanding of the needs of these students and the adequate teaching methodologies. In addition, it is equally important to carry out comparative studies on the experiences of different European countries in the area of accreditation of prior work experiences and life experiences, and their consequences for the development of the skills and competences of the workforce in these countries. Such studies could improve our understanding of lifelong learning and how learning takes place in various subject areas at different stages of life.

---

### References

- Holmesland, I.S., J. Lundin and H. Risan (2002). "Access to higher education on the basis of non-formal and informal learning in Norway: A challenge to teachers' professionalism?" Paper presented at the ATEE 27th Annual Conference, University of Warsaw, Warsaw, Poland, 24-28 August 2002.
- Ministry of Education, Research and Church Affairs. *The Competence Reform in Norway: Status October 2000*. (<http://odin.dep.no/ufd/engelsk/education/competence-reform/014061-990031/index-dok000-b-n-a.html>).
- Norwegian Ministry of Education, Research and Church Affairs (2000). *Freedom with responsibility – On higher education and research in Norway* (summary of NOU 2000:14, translated from Norwegian). (<http://www.dep.no/ufd/engelsk/publ/utredninger/NOU/014071-90061/index-dok000-b-n-a.html>).
- Tarrou, Anne-Lise Høstmark and Içara da Silva Holmesland (2002). "Building Equality and Social Justice Through Education: A Norwegian Experience." *European Education* 34/2 (summer).

## Updates

### Continuing Training Around the Mediterranean

A regional conference on continuing training systems in the countries of North Africa took place in Tunis on 7-8 February 2003 on the initiative of the European Training Foundation (ETF). An agency of the European Union, the ETF was set up in 1990 as a centre of expertise aimed at promoting co-operation and co-ordination of assistance in the reform of vocational training in the partner countries. The ETF is thus involved in the MEDA programme which includes twelve countries of the Mediterranean region: Algeria, Cyprus, Egypt, Israel, Jordan, Lebanon, Malta, Morocco, the Palestinian Authority, Syria, Tunisia and Turkey. The main objectives of this programme include the establishment of a free-trade area between these countries and the European Union by 2010, the development of human resources and the promotion of mutual understanding and cultural and social exchanges.

Within this context, the Tunis conference was conceived as a response to the North African countries' need to create an environment favourable to the upgrading and development of training measures corresponding to the realities of the labour market. Placed under the patronage of the Tunisian Ministry of Labour, it brought together nearly seventy persons representing the main parties involved in continuing training systems in North Africa, the social partners and North African and European experts. On the basis of national documents and an

overall proposal elaborated by the ETF, the gathering permitted a comparison of Algerian, Moroccan and Tunisian approaches and the identification of the main ideas which will serve for the development of a common action programme to be carried out by experts in these three countries with the ETF. The conference also provided political decision-makers with information about the possible options for the evolution of continuing training measures relative to the best practices currently used in their respective countries and in other regions of the Mediterranean basin.

In addition to its participation in the preparatory meetings at the invitation of the ETF, Céreq was represented by three of its researchers at the conference itself. Chantal Labruyère presented the French situation in the area of accreditation of prior work experience; Elyes Bentabet led a workshop on the funding of continuing training and Jean-Louis Kirsch led another on the relocation and devolution of continuing training systems. The collaboration between Céreq and the ETF reaffirmed by this event will soon be formalised by the signing of a draft agreement between the two bodies.

✓ For more information on the European Training Foundation: [www.etf.eu.int](http://www.etf.eu.int)

✓ *Contact:* Jean-Louis Kirsch (Céreq),  
tel. 33 (0)4 91 13 28 17, [jlkirsch@cereq.fr](mailto:jlkirsch@cereq.fr)

### Company-Based Learning in Europe

The European Centre for the Development of Vocational Training (CEDEFOP) organised a meeting on "Company-Based Learning in Europe. Where Is It Going?" at its headquarters in Thessaloniki, Greece, on 9-10 December 2002. This event brought together researchers and social partners but also political decision-makers, vocational training practitioners and representatives of international bodies for a debate on the role of education and training in the different Member States of the European Community. At once scholarly, political and social, it thus permitted an exchange of information, experiences and analyses on the new mechanisms and forms of company-based learning.

A round table moderated by Antoine Reverchon (journalist at the Paris daily *Le Monde*) brought together Alain Dumont (Medef, the French Enterprises Association) and Anders Vind (the Danish Confederation of Trade Unions) to discuss this learning from the social partners' viewpoints. Among the different talks presented, we may note that of Professor Burkart Lutz (Zentrum für Sozialforschung, University of Halle, Germany) on "Employability and erosion of internal labour markets", which placed the labour market and vocational training in perspective and attempted to define the challenges to be met in coming years. In the

course of this meeting, Pierre Roche (Céreq) also addressed the question of personnel with so-called low qualifications levels by deliberately adopting the vantage point of their life experience. This posture allowed him to discern within their involvement in training the elements of a veritable drama generating or requiring on their part an intensive mobilisation of emotions. This presentation was based on two empirical studies carried out in contrasting situations in order to be able to identify what, in the training context proposed to them, could encourage this involvement or, on the contrary, hinder it. In a more general examination of the conditions for successful training, Roche stressed four particular dimensions: the respect of certain time frames, the obtaining of clear information on its objectives in terms of employment, classification and wages, the introduction of teaching procedures which break with academic practices and finally, the recognition of the self by others, in both the training process and the daily reality of work.

✓ For more information on CEDEFOP :  
[www.cedefop.eu.int](http://www.cedefop.eu.int)

✓ *Contact:* Pierre Roche (Céreq),  
tel. 33 (0)4 91 13 28 28, [roche@cereq.fr](mailto:roche@cereq.fr)

## New Publications

### Les Français et la formation continue. Statistiques sur la diversité des pratiques

[The French and Continuing Training: Statistics on the Diversity of Practices]

Christine Fournier, Marion Lambert, Coralie Perez



If continuing training has been considerably developed and diversified in France since the key legislation of 1971, it is difficult today to determine its precise scope and impact. This gap in our knowledge has now been filled by the publication at hand, which presents the statistical findings of the "Continuing Training 2000" survey carried out

on the initiative of Céreq and INSEE, the French National Statistics Institute. It describes the diversity of continuing training practices, regardless of the nature of their objective—professional or personal—and whatever their form of organisation—training sessions and courses, on-the-job and alternating training, self-training or participation in lectures or workshops. This document also describes individual expectations about continuing training and the results achieved in the short and medium term, on both personal and professional levels. Finally, it reveals the difficulties encountered by those seeking access to continuing training. By providing needed information for the improvement of the French continuing training system, it contributes to the analysis which the social partners have been pursuing on this subject for more than a decade.

**Document** no. 169, "Observatoire" series, Céreq, November 2002, 130 pp.

→ This document 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](mailto:antonucci@cereq.fr).

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

### "Localisation des firmes internationales et marché du travail : constats et perspectives pour des territoires en recomposition"

[Location Choices of International Companies and the Labour Market: Observations and Prospects for Territories in Recomposition]

Zeineddine Khelfaoui

This article deals with links between the new practices of international companies, territories and labour markets. The question of labour is central in models of international economics and economic geography. Thus, the strategies of company location choices are often correlated to questions of wage costs and mobility, or even human capital and competences. This article sheds light on these questions and provides elements for the analysis of the new international determinants and the resulting territorial configurations of labour. In the process, the author proposes a typology of labour markets which suggests other approaches to territorial segmentation.

*Territoire en mutation* [Territory in Mutation] is one of the reviews published by the "Mutations des territoires en Europe" laboratory (MTE) at the Université Montpellier III. The March 2003 issue, devoted to "Economic globalisation, company strategies and attractiveness of territories", has been edited by Zeineddine Khelfaoui, director of Céreq's associated centre for the Languedoc-Roussillon region, which is part of the MTE.

The issue offers a range of different but complementary approaches to territorial recompositions and the behaviours of international companies. Underlying all of the articles is the phenomenon of economic globalisation and its effects on productive practices and territorial organisation. They thus bring out the basic nature of the territory, not only from the standpoint of its attractiveness in competitive terms but as a strategic determinant in the dynamics of international companies.

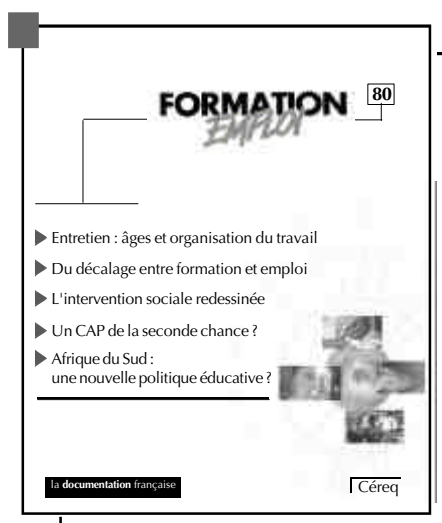
**Territoire en mutation** no. 10 (March 2003).

→ This issue is available from the Service des Publications, Université Paul-Valéry, route de Mende, 34199 Montpellier cedex 5. Issue price: 22 €

→ For more information on the MTE: <http://alor.univ-montp3.fr/MTE>

## Formation Emploi

Recent articles in Céreq's quarterly journal no 80, October-December 2002



### La socialisation des cuisiniers français : Histoire d'un décalage entre formation et emploi

[The Socialisation of French Cooks :  
A Case of Mistaken Identity in Training and Employment]

✍ Sylvie-Anne Mériot

This sociological analysis shows that in the practice of certain occupations, the representations acquired during childhood and adolescence (primary socialisation) can remain more persistent than those acquired in the work activity itself (secondary socialisation). Thus, for French cooks, a world-wide reputation for fine cuisine orients families and the training system itself towards an elitist professional ideal which cannot be attained in the majority of jobs available. This paradoxical socialisation acquired in the domestic and training contexts subsequently rules out any professional reorientation which runs contrary to the 'norm'. It favours a retreat into nostalgia rather than an objective look at the existing range of career opportunities.

### Au-delà des catégories, déconstruire et reconstruire l'intervention sociale

[Beyond the Categories, Deconstructing and Reconstructing Social Intervention]

✍ Dominique Beynier

The modification of the spectrum of social service has been accompanied by diverse attempts at adaptation. Given the difficulty of classifying occupations according to the denominations used by those in the field, we

have constructed a classification system on the basis of the tasks performed. Through automatic classifications carried out on a group of forty-one basic tasks, we have been able to reconstruct seventeen functions and six occupations. This has allowed us to restructure the social service field in terms of gender and qualifications. The traditional occupations have lost their specific features and new occupations have appeared but none of these can be related to a specific training system.

### Le CAP "exploitation d'installations industrielles": une seconde chance pour les non-diplômés ?

[The CAP in "Operation of Industrial Facilities":  
A Second Chance for Those Without Diplomas?]

✍ Armelle Gorgeu and René Mathieu

The CAP vocational certificate in "operation of industrial facilities" was created in 1994 at the demand of the auto manufacturer Renault to meet needs for versatility. Intended to allow young people in academic difficulty and job-seekers to obtain a diploma, it is prepared for in the context of the educational system, without prior selection of students, through apprenticeship and continuing training, notably by temporary workers on qualifying contracts. According to this survey conducted in the Nord-Pas-de-Calais and Franche-Comté regions, those holding this CAP are above all employed on a temporary basis and the auto industry rarely hires with unlimited-term contracts. Nonetheless, this certificate offers an opportunity for labour-market entry because a diploma has become a prerequisite for access to employment, even when it is precarious.

### Le développement des compétences et du marché du travail dans la nouvelle Afrique du Sud

[Skills Development and the Labour Market in the New South Africa]

✍ Mercy Brown and Jean-Baptiste Meyer

In South Africa, the labour market is often considered to be two-tiered and the government has intervened to correct its imbalances. Thus, since the democratic transition, educational policies have focused on the integration of general and vocational instruction. The educational system is attempting to produce the skills necessary for the competitiveness of the South African economy, but such an objective cannot overshadow the treatment of persistent inequalities within the educational system itself and on the South African labour market.

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.