

## OVERALL NATIONAL COMMENTARY

---

Please outline the national and institutional state of play concerning the implementation of the LLL-Charter (1-2 A4 pages). Identify key policies, trends, success factors, challenges, etc. Summarize what has happened – is happening – and will further on happen

### FRENCH REGULATIONS

University Continuing Education is organized in France on the basis of two types of regulations:

- Regulations for Higher Education from the Ministry in charge of Higher Education
- Regulations for Continuing Education and training from the Ministry of Labour

These regulations are “translated” in two codes: Education Code and Labour Code (mainly part VI), which draw the framework of UCE activities.

#### 1. REGULATIONS FROM THE MINISTRY IN CHARGE OF HIGHER EDUCATION

Recently two important laws regarding Higher Education have been published:

##### **The 26/01/1984 law**

This law stipulates that one of the missions of Higher Education is to ensure “initial and continuing education” (article 4).

This mission is précised by Article 5 (modified in July 1992)

- “Higher Education enrolls students and directs them
- Provides initial education
- Contributes in Continuing education
- Trains trainers

Continuing Education aims at both the employed and unemployed individuals. It caters for both individuals and groups and gives adults access to initial training courses, professional training and cultural activities/needs.

Prior learning, work experience or personal skills of individuals can be validated within the frame of decrees in order to give access to the different levels of Higher Education.

## P2- UNIVERSITY OF LILLE (FRANCE)

### **The 10/08/2007 Law (so called LRU Law – loi relative aux libertés et responsabilités des Universités)**

The "LRU Act" passed on 10 August 2007 states that by the year 2013 all Universities will manage their own budget – article 50 – and Human Resources. They will also have the right to become owners of their real estate.

Linked to these laws have been published numerous texts having more or less an impact on UCE. We just mention five of them.

**The 18<sup>th</sup> October 1985 decree** organizing the continuing education activities in Higher Education. This is the founding decree of Continuing Education Services in Universities

**The 23<sup>rd</sup> March 1987 decree** organizing the cooperation of universities in CE at regional level. This text has been completed in 1994 by an order appointing in each region a person (in all cases a colleague from university) in charge of the coordination of UCE.

**The 23<sup>rd</sup> August 1985 decree** giving the right to Universities to validate formal, non formal and informal learning for derogatory access at any level of HE and to give exemption.

**The 3<sup>rd</sup> August 1994 Ministry order** creating a new degree : the DAEU (Diplôme d'accès aux Etudes Universitaires/Access Degree to Higher Education). This degree replaces the ESEU established in 1957 which was a special exam allowing candidates, in case of success, to have access to universities without the required qualifications.

**The 24<sup>th</sup> April 2002 decree** on validation of experience in Higher Education.

## **2. REGULATIONS FROM THE MINISTRY OF LABOUR**

This is a well-established tradition in France regarding laws on continuing education: these laws are a juridical translation of an agreement signed between social partners (Employers and Trade Unions).

Our current system of Continuing Education is based on a founding law in 1971 (inspired by Jacques Delors). Since 1971, several laws have been published updating, precisising, and enlarging the perspective.

During the last decade three important laws have been published:

**The 17<sup>th</sup> January 2002 law** (so called Social Modernisation law) which establishes a new right for individuals: the validation and the recognition by formal qualifications of what they have learnt non formally and informally in different settings.

## P2- UNIVERSITY OF LILLE (FRANCE)

- **The May 2004 law** on LLL and social dialogue based on the agreements signed between social partners on 20 September and on 5<sup>th</sup> December 2003.
- **The 24<sup>th</sup> November 2009 law** (so called Lifelong orientation and professional training law) based on the agreements signed between social partners on 11 January 2008 and on 7 January 2009.

This set of laws, regulations and agreements redefines the access conditions to lifelong learning for employees and it is based on 2 main principles:

- The idea of a professional pathway as a process of individual development following the social and economy changes
- The formal recognition that you learn at work which makes necessary to validate the skills acquired through previous work experience

The worker's pathway unfolds itself within a timescale made of a succession of steps with respective objectives. At one point on this pathway, the qualification can be formally validated by the VAE.

These two laws inscribe henceforth continuing education and training in a lifelong perspective. Continuing Education is identified as a tool for personal and professional development. The objective is to ensure more security in professional pathways and several instruments are promoted to contribute to this, particularly guidance and counseling and validation of experience. Several tools have been identified and companies are invited to implement them in their Human Resources policies:

- Competencies appraisal at the main steps of the professional life
- Compulsory interview in the middle of the individual professional pathway (around 40-45) linked to a validation of experience process
- Portfolio recording decisions and practices regarding orientation and training.

Trends/future perspective

These last years the ministry in charge of HE when negotiating the contracts signed by universities with the ministry every 4 years does not separate initial and continuing education. The projects presented by universities must be integrated projects.

However the influence of the ministry has been progressively decreasing during the last years. And more and more the role of impulsion, cooperation, and dissemination is played by networks such as the conference of Directors of UCE Services.

The Regions are now the main actors regarding continuing education issues together with stakeholders such professional organisations and big companies.

## P2- UNIVERSITY OF LILLE (FRANCE)

The perspective: to contribute as network in partnership with the conference of Rectors and the help of stakeholders in the implementation of real LLL models in Universities

Threats & challenges

The challenges:

- To have a LLL strategy at institutional level shared by a majority of internal actors (administrative and academic)
- To define a new funding model
- To move from separation to articulation

The threats:

- Not a linear process,
- A fragile process strongly linked to individuals, depending of their commitment and “health”, subject to retreat