

UNIVERSITY OF LILLE (FR)

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OVERVIEW TABLE FOR COLLECTED DATA

Title	Description	Summary	Impact	Dissemination & success rate	Initial starting and/or ending date (only if relevant)	Links/Sources
Law 84-52 on Higher Education, 26 Jan. 1984	Law	This law stipulates that one of the missions of HE is to ensure initial and continuing education.	It is one argument that we use to say our Rectors and colleagues that there is no hierarchy between both missions. It is also an argument to introduce a concept of ULLL articulating initial and continuing education			http://www.legifrance.gouv.fr/
LRU Law, 2007-1199, 10 th Aug. 2007	Law	This law states that Universities are in charge of their own budget and Human Resources. They will also have the right to become	It is too early to measure the impact of this law. Progressively universities are moving to the adoption of these new responsibilities. However, it is clear that the experience accumulated by Continuing Education			http://www.legifrance.gouv.fr/

		owners of their real estate.	Services could be of some help for universities to find their own way and design the new organisation.			
Decree 85-1118, 18 th Oct.1985	Decree	The decree organises the Continuing Education activities within Higher Education	This decree is very important. It gives a real statute to CE Services. It permitted to develop CE policies in universities. It is still efficient after 25 years.			http://www.legifrance.gouv.fr/
Decree 87-093, 23 March 1987	Decree	It organises the cooperation of Universities in Continuing Education at regional level	Establishing a regional dimension of UCE. This is important in the French context of regionalisation of education and training.			http://www.legifrance.gouv.fr/
Decree 85-906, 23 Aug. 1985	Decree	It gives the right to Universities to validate formal, non formal and informal learning for derogatory access at any level of HE	The decree has had a decisive impact on the development of validation of formal, non formal and informal learning in universities. Test of methods and tools, training staff, elaboration of strategies of implementation, involvement at the end of all universities. Important quantitative and qualitative results. Each year universities receive around 20000 applications forms and they admit 95% of candidates.			http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/2010/04/0/NI1009_145040.pdf
Law, 3 Aug. 1994	Law	It creates a new	It gives a statute to what was			http://www.legifrance.gouv.fr/

		degree: Access Degree to HE	a simple exam. It is important for individuals to be awarded by a qualification as a starter for their learning pathway in University.			http://media.education.gouv.fr/file/82/1/1821.pdf
Decree 2002-590, 24 April 2002	Decree	On the subject of the validation of experience in HE	<p>HE has obtained a specific decree. This decree takes largely into account the autonomy of universities. From the beginning the implementation of VAE was managed by the Conference of Directors of UCE. The French network organised in particular training sessions for all categories of staff involved in the process including members of the juries. It negotiated an ESF plan to implement VAE services in all universities. It monitors progresses and evolution.</p> <p>Each year, around 13000 candidates attend this programme each year and around 4500 DAEU are awarded</p>			http://www.legifrance.gouv.fr/ http://media.education.gouv.fr/file/2010/04/0/NI1009_145040.pdf
Law 2002-73, 17 Jan. 2002	Law	On the validation of non formal and informal experience	<p>The impact is measured by the decree.</p> <p>One dimension of this law was the creation of a</p>			http://www.legifrance.gouv.fr/

			National list (RNCP – Répertoire National des Certifications Professionnelles) registering all qualifications awarded in France. The impact of this decision is important for HE degrees. Universities are obliged now to describe their qualifications in terms of objectives, learning outcomes and competencies built.			
Law 2004-391, 4 May 2004	Law	On Lifelong learning and social dialogue				http://www.legifrance.gouv.fr/
Law 2009-1437, 24 Nov. 2009	Law	Lifelong orientation and professional training	The 2004 and 2009 laws modify the practices of companies and professional bodies concerning CE and by consequence have an impact on universities provisions.			http://www.legifrance.gouv.fr/
			Continuing education services have to reconsider their offer. They have: To enter in LLL approach To provide more services including guidance, counselling, validation of non formal and informal learning, monitoring... They create new spaces of development, in particular with a new contract, the			

			“professionalisation contract” allowing students to work part time in a company and to attend a study programme.			
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(please add additional lines if necessary)

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.

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 18th October 1985 decree organizing the continuing education activities in Higher Education. This is the founding decree of Continuing Education Services in Universities

The 23rd 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 23rd 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 3rd 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 24th 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, precisng, and enlarging the perspective.

During the last decade three important laws have been published:

The 17th 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.

- **The May 2004 law** on LLL and social dialogue based on the agreements signed between social partners on 20 September and on 5th December 2003.
- **The 24th 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.