

Training & Employment

CONTINUING TRAINING SUPPLY

How the providers see their activity

France's continuing training supply has seen constant changes and expansion for thirty years now. If these transformations are known, however, there are still very few studies describing the providers' strategies for positioning themselves on this market. The analysis of the way training bodies describe their areas of competence and their activities not only sheds new light on these strategies but, in the process, brings out three different positioning rationales, each of which has its own specific regulation mechanisms. Thus, the bulk of continuing training turnover comes from providers focusing on training contents, while other bodies opt to train specific publics, such as employment seekers, or to prepare trainees for certifications.

By instituting a collective financing obligation, the historic July 1971 law encouraged the development of continuing training in France. After a period of considerable expansion, the continuing training market certainly evolved less rapidly over the past decades but it has nonetheless continued to grow and change. Thus, in the year 2000, there were nearly 42,000 training bodies, as compared to only 25,000 ten years earlier, and during the same period, their turnover went from 3.8 to 6.4 billion euros, which represents an increase of some 40 percent in constant euros. Today, 85 percent of training revenues are generated by some 17 percent of the bodies, which have an annual turnover of 150,000 euros. The number of trainees, meanwhile, practically doubled in these ten years, surpassing 12 million in 2000, while the length of the training programmes themselves decreased.

These quantitative changes have been accompanied by qualitative changes as well. Thus, the proportion of training programmes devoted to the administrative service sector has increased to the detriment of those in industrial fields. These changes are all the more striking in view of the fact that they are occurring in a context where the proportion of private-sector providers is on the rise.

Beyond these observations, which are not exhaustive, the analysis of the ways the different categories of training providers describe their activities and their areas of competence (see Box, page 4) gives a better understanding of the way the supply is structured and brings out the different strategies for positioning on the continuing training market. Overall, more than 90 percent of the total continuing training product now obeys three main rationales:

- The first targets categories of publics and is linked to specific sources of funding.
- The second places the emphasis on certification.
- The third is oriented towards the sale of training content.

Public-Driven Training Supply

One-fifth of the continuing training supply is positioned on specific categories of trainees: the largest share targets employment seekers and is thus dependent on public funding; the remainder is centred on the training of wage-earners, which is financed by the companies. These two kinds of supplies in fact reflect at least two distinct worlds, in terms of the principles governing them, on the one hand, and the players responsible for putting them into practice, on the other.

- The training programmes centred on job seekers meet trainees' demands for skilling or retraining in a perspective of access to employment. The establishment which seeks

Fifteen percent of the continuing training market is oriented towards certification

to sell this kind of training has to provide well-defined services. It cannot formulate the content as it wishes, nor can it set the prices. Indeed, the encounter between the public authorities' demand for training and the provider's supply takes place in a context of administered prices. The public authorities are at the heart of the regulation of this market segment. It might even be argued that they play a supervisory role, leaving providers only a slight margin of decision in the configuration of their supply.

The training aimed at job seekers generates 14 percent of the overall continuing training product and is essentially carried out by public bodies or those in the community sector (cf. Fig. 1). The training of employment seekers dispensed by the latter generally comes under the "social handling" of the most disadvantaged publics, who are more likely to receive basic knowledge than work-related knowledge. The public sector, mainly represented by the Association for Adult Vocational Training (Association nationale pour la formation professionnelle des adultes, AFPA), basically concerns Level V skilling training for unemployed persons whose return to employment seems less problematic.

- Six percent of the continuing training product comes from services meeting the specific demand of business rather than that of the public authorities or individuals. In this case, the providers combine consulting and training activities: they sell "custom-made" training programmes with variable modalities and contents. This situation explains the fact that they define their position on the continuing training market on the basis of the business clientele and wage-earning public, and not in terms of a specific training field. In this market segment, the bodies whose main activity is business and management consulting considerably outnumber those primarily involved with training. Their consulting skills play heavily on the nature of their services, which generally concern administration, sales methods and techniques, payment and management of human resources, quality and safety, as well as computer systems. In this market segment, the providers' economic behaviours and strategies are governed by competition, and the State does not seek to impose rules. The training programmes are financed exclusively by the companies. This kind of product is one of the spearheads of the private-sector bodies and their supply tends to be focused on managers.

Certification-Driven Training Supply

Alongside this public-driven supply, 15 percent of the continuing training market is oriented towards certification: it permits the trainee to prepare for a diploma, a title, an occupational

qualification certificate (CQP) or an authorisation or certification specific to certain regulated professions. A certification serves to evaluate and authenticate an individual's skills and know-how relative to an official standard. For this kind of training, the providers' autonomy is restricted by a whole series of externally defined rules concerning the certification guidelines and the terms for evaluating the knowledge acquired. The training body is thus limited in the influence it can exert on the training proposed, even if this is aimed at different kinds of clients: employees, employment seekers, private individuals. The regulation mechanisms operative in this segment of the continuing training market leave the providers little room for manoeuvre.

The training bodies' investment in a certification rationale varies in function of their institutional origin and their ties with the actors involved in the creation and granting of certifications but also the type of certification granted.

- The State plays a leading role in the area of diplomas and recognised titles, whether those of the Ministry of Education or other ministries. Moreover, the continuing training programmes leading to this kind of certification are for the most part offered by public-sector bodies. Thus, in 1999, the AFPA was heavily involved with the titles recognised by the Ministry of Labour, while the Gretas (groups of educational establishments preparing students for technological and vocational diplomas) and the CNAM (National Conservatory of Arts and Engineering) were more oriented towards the national diplomas. These bodies have a mixed public, which goes from employment-seekers attempting to re-enter the labour market to employees whose objective is social mobility. In the tradition of popular education or social action, community associations are also involved in the preparation of diplomas, especially the State-recognised diplomas of the Ministry of Youth and Sports or the Ministry of Health. The private-sector providers also offer preparation for national titles, but these are mainly higher-education diplomas (a minimum of three years after the *baccalauréat*) in the fields of administration, marketing, management or finance, intended for company managers.

- The CQPs (vocational qualification certificates) are titles created and granted by the occupational branches. They constitute a joint labour-management accreditation aimed at preparing for a specific qualification, which will be directly operational in the company and as such, provide a flexible response to the changing needs for competences within different occupations. Almost all the CQPs are prepared for in the training bodies of the enterprise sector; set up at the initiative of the occupational branches or the companies, these providers maintain specific

relationships with the latter as subcontractors or privileged operators. For this reason, it is not surprising to observe that they enjoy a quasi-monopoly over the training programmes oriented towards the CQPs for a public of wage-earners and that their supply is strongly determined by the needs of the companies and branches to which they are connected.

- Beyond diplomas, titles or CQPs, the exercise of certain activities may require a certificate of skills or a specific authorisation. This is the case, for example, for the operation of mobile machinery. Certificates are also issued to attest to the mastery of English in a work situation, competence in the use of certain computer software, proficiency in first aid and so on. These certifications remain relatively distant from the State, which explains why the public-sector bodies are absent from this kind of supply. The providers most involved in this kind of training are the private-sector bodies or community associations. The former mainly attract wage-earners while the latter have a more mixed public, even when they offer training aimed specifically at employment seekers.

Content-Driven Training Supply

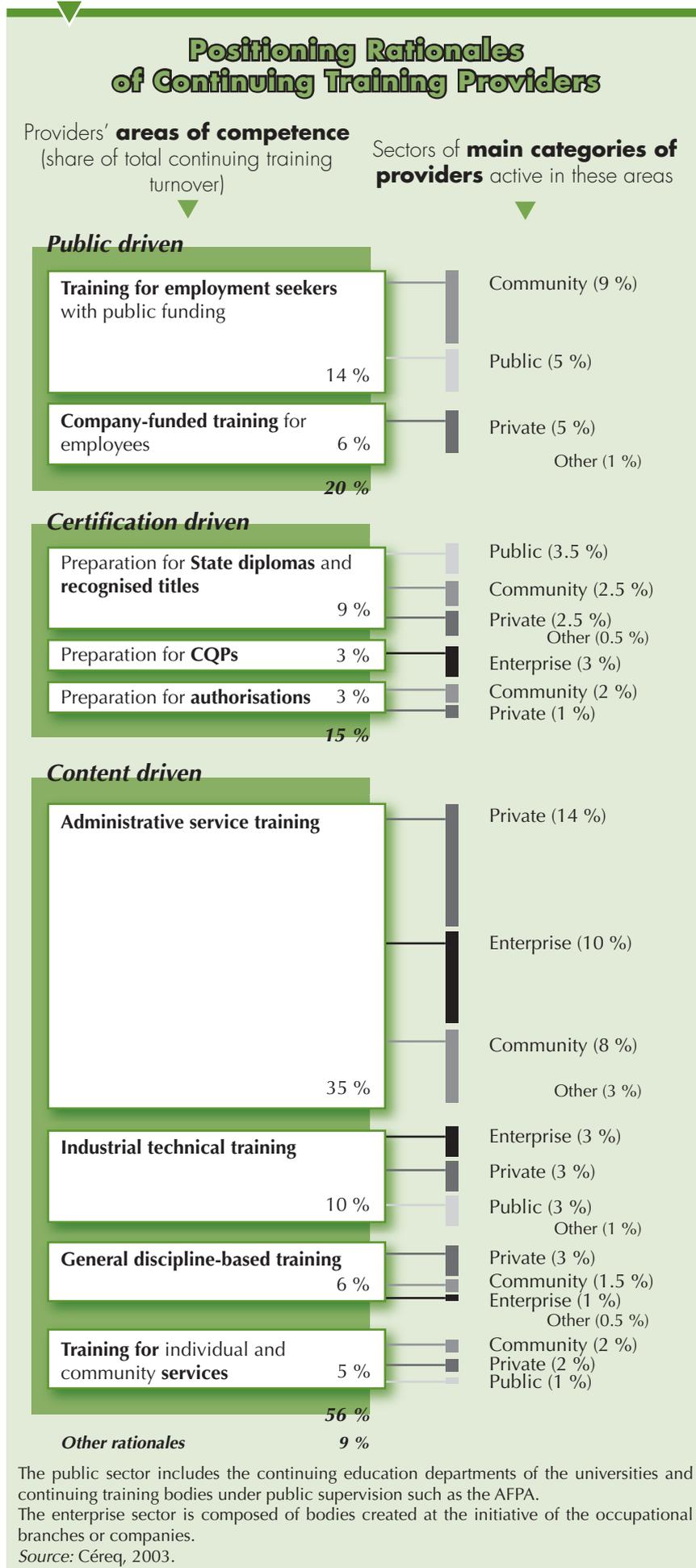
Paralleling the services centred on specific publics or certifications, the bulk of the training supply (56 %) is content oriented. Aimed at adapting workers to technical changes, technological developments and transformation of work organisation, this segment of the continuing training supply differs in many respects from the other two.

First of all, the training bodies have more power. This stems from their ability, on the one hand, to assert their expertise in a given field and, on the other, to draw various types of publics (companies, public authorities and individuals). The providers enjoy greater autonomy in the production of their supply, even if competition plays a role in terms of prices and product quality. This means that regulation takes the form of sharp competition between providers. The demands of the market thus impose the development of services both upstream from the training itself (needs analysis, consulting, training engineering) and downstream (evaluation of training benefits in the work situation, post-training follow-up).

In addition, this segment of the continuing training supply mainly includes bodies for which training is only a secondary activity built on another core business.

- Half of the turnover resulting from training programmes in the administrative service sector comes from bodies whose main activity is computer systems or mass marketing (the former offers training in the use of software and the latter, sales techniques). These key providers

Figure 1



mainly come from the enterprise sector or the commercial sector.

- Similarly, with the exception of the AFPA, providers offering industrial training programmes most often have as their main activity wholesaling of industrial equipment, machine tools, technical design engineering or technical inspections. Once again these are structures coming from the commercial sector or the enterprise sector.

- The foothold in a specific area of competence is also quite clear for training programmes in individual and community services. These are most often offered by bodies in the community sector involved in socio-cultural activities or providers in the private sector whose main activity involves, for example, wholesaling of pharmaceutical goods.

- In the case of general training programmes, which are most often oriented towards the learning of foreign languages, the predominance of a separate core business activity is less marked. Such training is in most cases dispensed by private-, community- or enterprise-sector bodies whose main activity is often continuing training.

This content-driven rationale, like those centred on publics or certification, suggests that providers' strategies for positioning themselves on the training market are in large part tied to the nature of the different actors involved, both upstream and downstream from the training itself. This observation does not contradict the fact that the rationales favouring certification, publics and content are actually three different approaches to a single reality: the breakdown of training programmes in function of the categories of trainees. The continuing training supply thus reinforces the assertion of Paul Santelmann, head of the AFPA's forecasting department, that "a wage-earner in a training course has little chance of coming across a long-term employment seeker or a young person in great difficulty; managers will only come across their counterparts, workers as well."

Josianne Vero and Patrick Rousset (Céreq)

Another approach to the continuing training market

Céreq's survey on the continuing training supply, carried out in the year 2000, covered 430 providers whose annual turnover was at least 150,000 euros. This survey dealt with their training activity in 1999.

Based on interviews with the heads of these bodies, it permitted the identification of the training providers' areas of competence as they defined them. Aimed at a better understanding of the way the training supply is described, this study gave the providers considerable latitude in the characterisation of their competences. It then proceeded to quantify the market shares of the different categories of providers for each of the areas identified. Such an approach has the advantage of reintroducing the providers' positioning strategy more explicitly into the analysis of the continuing training market.

Thus, each body surveyed could describe up to five of its areas of competence, which, as

a whole, had to represent at least 80 percent of the revenues generated. Each area of competence was to be positioned on the basis of a maximum of eight dimensions: training speciality, target public, levels of training provided, funding sources, services offered upstream or downstream from training, way of carrying out training, diploma or title prepared for, target geographical area. Each body was free to decide the number, type and relative importance of the characteristic dimensions of its areas of competence.

The analysis of the providers' positioning on the continuing training market relies on a classification method based on the Kohonen training algorithm. This method allows the creation of a typology of providers' areas of competence and a visualisation of the proximities between the different kinds of areas.

Further reading

- P. Santelmann, *La formation professionnelle, nouveau droit de l'homme ?* [Vocational training, a new human right?] Paris: Gallimard, 2001.

In English:

- *Continuing training in enterprises in Europe. Results of the second European Continuing Vocational Training Survey in enterprises*

The significant findings of the European Commission survey (CVTS2) conducted in 2000-2001 in the 25 countries of the enlarged EU.

- "Providers and fields of continuing vocational training in enterprises in Europe". *Statistics in focus*, theme 3 (10/2002), EUROSTAT. An overview based on initial findings from the CVTS2 (but not including France and several other countries for which data was not yet available).

- *Continuing Vocational Training in France*. Centre INFFO, 2004. A 20-page brochure prepared by the non-profit resource centre responsible for processing and disseminating information about continuing vocational education and training in France.

An earlier edition of the brochure and links to other bibliographical materials in English are available on the Centre INFFO website:

<http://www.centre-inffo.fr/maq100901/anglais/bibliography/bibliography.htm>

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Briefing

In Focus

CONTINUING TRAINING IN ITALY

A system in the making

Over the past three years, the features of the national continuing training system have been reshaped by the introduction of new strategic priorities tied to the Lisbon process and European policy on the development of lifelong learning. This reconfiguration has led to the introduction of joint inter-occupational funds for continuing training which are run directly by the social partners and the development of initiatives proposed within the framework of Finance Laws 236/93 and 53/2000.

Public support for training actions mainly takes the form of the national funds provided for by these laws, European Community funds (ESF) and in certain cases, regional funds. It is aimed at adult workers, active workers registered with the Cassa integrazione (a short-term earnings supplement fund) and more recently, inactive workers for whom training is a hiring prerequisite.

With regard to the ESF for the 2000-2006 period, close to 1.94 billion euros have been set aside for continuing training, 83 percent of which are allotted to private-sector employees, who are the main beneficiaries. Between 2000 and 2002, the heads of the programmes in operation offered training to about 500,000 workers.

During the same period, 500,000 others benefited from training funded by national resources, notably those provided for by Law 236/96. These cover training activities initiated by the companies or the occupational branches and those initiated by individuals (with company authorisation). The two most recent schemes decided upon by the Ministry of Labour and applied by the regional administrations set new priorities: the very small enterprises (less than 15 employees) and employees with atypical work contracts who are over 45 years old or have a low level of training.

Law 53/2000 also recognises the wage-earner's right to lifelong learning and introduces the possibility of using unpaid leaves to this specific end. In this framework, the administrative regions are organising a training supply characterised by programmes which are personalised, certified and recognised. At present, some 18,000 wage-earners have been involved in such training, which mainly responds to individual demands.

In 2000, the State decided to set up new inter-occupational joint funds for the industrial, agricultural, artisanal and tertiary sectors, with the aim of meeting individual demands for continuing training from workers, office employees, managers and company heads. These funds are set up in agreement with the most representative national federations of employers' organisations and trade unions in each economic sector. They are financed by a share of the firms' required contributions. Since the end of 2004, ten of these inter-occupational joint funds have been in operation. Along the same lines, the training of temporary workers is financed by a special vocational training fund (Forma Temp), which has been in operation since 2003.

Training in the areas of health and safety has met with growing interest on the part of national and regional institutions and the social partners. In this area, law 626/94 defines the general rules, which are further defined and elaborated on by specific branch agreements. In the case of apprenticeship, this training is compulsory and its funding is ensured by Law 236/93.

Continuing training, the companies and the workers

National surveys on continuing training* bring out an uneven development: the percentage of training-involved companies went from 18.9 percent in 2000 to 24.7 percent in 2002, but fell to 22.5 percent in 2003. Apart from differences easily explained by geographical situation (the predominance of the Northeast relative to all other areas, and especially the South), the variable which has the greatest impact on the findings is company size. Recourse to continuing training is much less significant in the small and especially the very small enterprises with under ten employees than in the medium and large ones. In fact, the very small enterprises make up 95 percent of Italy's productive fabric and encounter specific problems in organising and implementing continuing training, as well as in benefiting from public funding.

As for the profile of the beneficiaries, the "typical trainee" is male, fairly young, with a stable work situation at an intermediate qualification level in a medium- or large-sized company and a good educational background. By contrast, older wage-earners belonging to low socio-professional categories in small and very small enterprises and having little training and few qualifications clearly encounter difficulties gaining access to continuing training. All of which is even more pronounced in the case of women.



■ For further information:
<http://www.isfol.it>
<http://www.gazzettaufficiale.it>

* carried out by Isfol (Institute for the Development of Workers' Vocational Training), Istat (National Statistics Institute) and Unioncamere (Italian Union of Chambers of Commerce, Industry, Artisanal Production and Agriculture).

Among the self-employed, we find a high level of participation among professionals, entrepreneurs and co-operative members. On the other hand, small-business owners and tradespeople fall below the average. The absence of significant differences in function of gender suggests that the women in this group are more attached to training than the others, especially in the professions, but even in this case, we find greater participation among the youngest populations with a good level of education.

Protecting the quality of training provision

Law 196/97 is at the origin of the adoption of accreditation systems for training bodies. It establishes the principle that those who operate with public funding should respect precise quality norms. A March 2000 agreement between the central government and the regions defines the standards, leaving the possibility of introducing supplementary details to regional autonomy. The accreditation of vocational training providers is attested by the verification and official recognition of the qualities required for the exercise of their activity by the regions where they operate. On the other hand, companies carrying out in-house training activities for their personnel do not need accreditation.

Franco Frigo
ISFOL

Updates

Evaluating the Development of Competences

Céreq is one of the seven European research partners participating in EVABCOM, a Leonardo project intended to construct tools for evaluating the development of vocational competences regardless of specific national VET systems. EVABCOM was initiated by the Institut Technik und Bildung (ITB) in Bremen, which has designed the methodology used by the research teams in each of the six countries involved. In the project's initial phase, one-day "Expert Workers Workshops" brought together small groups of experienced industrial workers from participating companies in order to identify the "critical" tasks involved in their activity and associate these tasks with the skills and training levels of the "expert workers".

The second stage of this project, now underway, consists of designing evaluation tasks which are based not on the content of training programmes, as is usually the case, but on the work processes identified in the first stage. These tasks will then be assigned to two groups of apprentices, one at the beginning of their apprenticeships and the other at the end. The solutions which the apprentices propose for the tasks will in turn be characterised in terms of the level of professional know-how of the approach adopted. These tasks thus offer tools not only for evaluation but also for training skilled workers by acquainting them with "expert" work processes from the outset of their learning experience.

In addition to Céreq and the ITB, research partners for this project include the Institute of Education at the University of Stirling (Scotland), ENESAD (National Institution for Higher Agricultural Instruction, Dijon, France), NOET (National Observatory of Employment and Training, Prague, Czech Republic), TRANSFER (Association for the Development of Continuing Training, Warsaw, Poland) and Volkswagen Bildungsinstitut (Zwickau, Germany). The company partners include L'Oréal (France, Germany, UK), EADS (France, Germany), Skoda (Czech Republic), Volkswagen (Poland and Slovakia) and Two Wheels (UK).

Study Visit: Social Dialogue in Sweden's Food and Catering Sector

Céreq members participated in a Cedefop study visit to Malmö organised in April 2004 for practitioners, union representatives and researchers in the area of vocational education and training. The focus of this trip was the social dialogue in Sweden's food and catering sector. Participants, who came from Belgium, France, Germany, The Netherlands and Spain, also had the opportunity to present their respective training systems in the context of their specific histories and cultural heritages.

On the issue of the need for convergence of national vocational education and training systems, the following obstacles were brought out:

- at university level in particular there is the risk of the spread of a very academic training supply which has few professional partners;
- for students at lower levels, the most disadvantaged (those below *baccalauréat* level) face the risk of exclusion, which leads the others to a scramble for diplomas without any real professional motivation;
- for the companies, the risk is that they may be confronted with a massive supply of young workers who have no real skills but who are relatively demanding because they are "overqualified and underexperienced".

Within this overall situation, the Swedish system of academic and vocational education and training might serve as an example because of its considerable development of individual training plans (56 % of the 310,000 high school students). These plans, which are still essentially confined to initial training, might offer a starting point for analysis in the face of the anticipated deluge of demands for accreditation of prior experience (APE).

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ITB: www.itb.uni-bremen.de

■ A description (in French) of the first phase of the project in France is available on the ENESAD website: www.enesad.fr/grainedinfo/gi0604b.pdf

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CEDEFOP study trips:
<http://cedefop.eu.int>

New Publications

"Net.Doc" a new series of on-line documents, is now available on Céreq's website, www.cereq.fr. Intended to promote the dissemination and discussion of ongoing research, this series offers initial findings, which may subsequently lead to a formal publication. Since they have not yet been subject to editorial revision, the hypotheses and opinions advanced, as well as their presentation and title, are the sole responsibility of their authors and do not in any way reflect Céreq's viewpoint.

• **Parcours des jeunes à la sortie du système éducatif et déclassement salarial**

[Youth Transitions and Wage Downgrading]
Emmanuelle Nauze-Fichet and Magda Tomasini
(Forecasting Department, Ministry of Youth, Education and Research)

Net.Doc n° 1 (February 2004)

• **Après le bac professionnel ou technologique : la poursuite des études jusqu'au niveau III et sa rentabilité salariale en début de vie active**

[After the Vocational or Technical Baccalauréat: The Continuation of Studies to Level III and Its Wage Advantages at the Beginning of Working Life]
Stéphanie Moullet (Céreq)

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• **Travailler dans le BTP en début de vie active: une diversité de trajectoires**

[Entering Working Life through the Public Buildings and Works Sector: A Variety of Trajectories]
Séverine Petitberghien (demographer)

Net.Doc n° 3 (February 2004)

• **Un emploi non qualifié en début de carrière. Et après ?**

[An Unskilled Job to Get Started. And Then What?]
Marie-Odile Lebeaux (Lasmas-Institut du Longitudinal, Céreq's associated regional centre in Basse-Normandie)

Net.Doc n° 4 (April 2004)

• **La restauration du patrimoine architectural. Activités des entreprises et offre de formation.**

[The Restoration of the Architectural Heritage. Company Activities and Training Supply.]
Paul Kalck (Céreq)

Net.Doc n° 5 (May 2004)

• **L'insertion des jeunes d'origine maghrébine en France.**

[The Labour-Market Entry of Young People of North African Origin in France.]

Arnaud Dupray and Stéphanie Moullet (Céreq)

Net.Doc n° 6 (May 2004)

"L'enseignement supérieur et l'emploi en Europe et au Japon"

[Higher Education and Employment in Europe and Japan]

Jake Murdoch and Jean-Jacques Paul (Irédu, Dijon)

Les notes de l'Irédu, December 2003

This article, by two members (researcher and director, respectively) of Céreq's associated regional centre in Burgundy, was prepared in the framework of the European CHEERS project (Careers After Higher Education: A European Research Survey), which entailed the first international survey devoted to the work and employment trajectories of higher-education graduates in nine European countries. In addition to Irédu, participants included a large number of research units based in Austria, Spain, Italy, Finland, Norway, the Czech Republic, the United Kingdom, Sweden and Japan, under the co-ordination of the University of Kassel's Research Centre on Higher Education.

In the French context, the results of the survey, based on some 35,000 questionnaires collected in 1999 from young people who had obtained their diplomas four years earlier, bring out the difficulties faced by the French higher-education system in preparing students for the world of work. Relative to European graduates as a whole, those in France encountered slightly less favourable conditions of labour-market entry. They sought a job during an average of 7.1 months (compared to 5.8 months for European higher-education graduates as a whole). Their unemployment rate was 7 percent and only 66 percent of them became senior executives (compared to 3 % and 73 %, respectively, for all the Europeans). Those enjoying the best situations were the graduates from the northern European countries, while the situations faced by graduates from the southern European countries, such as Spain and Italy, were more unfavourable than those in France. If the French graduates fall between northern and southern Europe in terms of labour-market entry, they are generally more critical of the quality of their education in pedagogical terms. They also often indicate a lower level of competences and do not consider recourse to continuing training sufficient for filling in these gaps. French students generally study less in foreign countries but subsequently go abroad slightly more often than the whole of young Europeans working abroad.

A new project of the same kind, entitled REFLEX (Research into Employment and Professional Flexibility) has now gotten underway. It focuses on young people who obtained a higher-education diploma in 2001.

Available on
Céreq's website

www.cereq.fr

■ The *Notes de l'Irédu* are available on the Irédu website:
www.u-bourgogne.fr/notes/note031.pdf

■ For the CHEERS project:
www.uni-kassel.de/wz1/tseregs.htm

L'expertise en région: entre légitimité de la connaissance et utilité pour l'action

[Expert Knowledge in the Regions: Between Legitimacy and Utility]

Hugues Bertrand (Céreq), Bernard Hillau (Oref, Regional Observatory on Employment and Training, PACA) and Antoine Richard (Céreq)

The decentralisation of training and employment policies is transforming the way public actions are carried out. Within the new forms of governance, the place of expertise—between the production of knowledge and the demands of politics—remains to be defined. The expert's activity is caught in the tension between the reliance on scientific knowledge, which has a legitimacy of its own, and the need to produce action-oriented knowledge which contributes to the legitimacy of the political decision-maker. This paradoxical situation is accentuated by the fact that expert knowledge is supposed to further the development of new relationships between the participants. At present, it is difficult for expertise in the service of decision-makers in the regions to combine its functions of providing new data and analytical categories in the field and accompanying the public debate while enjoying an institutional guarantee of a certain degree of autonomy.

Décision régionale et animation territoriale: deux approches articulées pour outiller les acteurs

[Regional Decision-Making and Local Initiatives: Two Interconnected Approaches for Equipping Actors]

Guy Ourliac (LIRHE, Toulouse) and Robert Pierron (technical advisor to the Aquitaine Regional Council)

The regional level, and more specifically the administrative region, now provide the central frameworks for vocational education and training policies. The coexistence of strong regional jurisdictions and varied local aspirations calls for an examination of the necessary articulation of approaches to training and employment at the two levels. The experience acquired in several French regions with the use of proven methods has permitted the authors to codify relationships between the unit providing assistance in regional decision-making and the response to local aspirations. To preserve the coherence of the respective approaches, a clear distinction must be made between support for a region's political and strategic analysis in the medium term and the provision of local information for short-term use.

Les apports de la géographie à la relation formation-emploi

[What Geography Can Contribute to the Training-Employment Relationship]

Patrice Caro (professor of geography, Université de Franche-Comté, director of Céreq's associated regional centre in Franche-Comté)

What can geography contribute to the training-employment relationship? Unlike the other social sciences, geography has made few inroads into this area of research. The geography of training-employment systems represented by the training and employment pools of initial training institutions is emerging through certain studies, notably in social geography, quantitative geography and the geography of representations. Other studies are possible and necessary however, in order to shed new light—with detailed knowledge of geographic mobilities, for example—and provide precious aid for the planning of the training supply.

Territoire, formation, gouvernance: des relations complexes et paradoxales

[Territory, Training, Governance: Complex, Paradoxical Relationships]

André Giffard (Oref, Regional Observatory on Employment and Training, Burgundy) and Christine Guégnard (Irédu, Dijon)

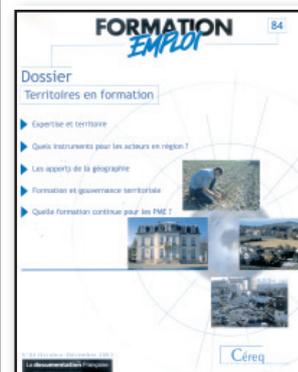
The authors draw on a novel episode in the introduction of a continuing vocational training course to describe local governance in the area of vocational education and training. The exchanges and ties between the Burgundy Regional Council, an authorised body for collecting required employee contributions to training in the hotel and catering industry, the educational system's local training centre and the Regional Observatory on Employment and Training permit an examination of the relationships and co-operation at work. The impact of agreements or disagreements, the tendency of institutions to defend their own viewpoints and the alliances formed all contribute to an initial analysis of the regulating mechanisms introduced.

Petites entreprises et réseaux: quelle intermédiation pour la formation continue ?

[Small Companies and Networks: What Kind of Continuing Training Intermediaries?]

Elyes Bentabet (Céreq) and Stéphane Michun (Céreq's associated regional centre in Languedoc-Aquitaine)

Nine years after the reform of the French continuing training insurance funds, inequalities in access to training remain considerable, notably to the detriment of small companies and their employees. Given the specific features of these companies and in particular their attachment to largely informal training practices, what means can the authorised joint collection bodies (*organismes paritaires collecteurs agréés*, OPCA) use to promote continuing vocational training? The experimental approach advocated by the authors, which has yet to be recognised, involves recourse to existing networks between small companies.



■ This issue may be ordered from La Documentation française.

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