

Training & Employment

Learning and working: Towards new forms of complementarity ?

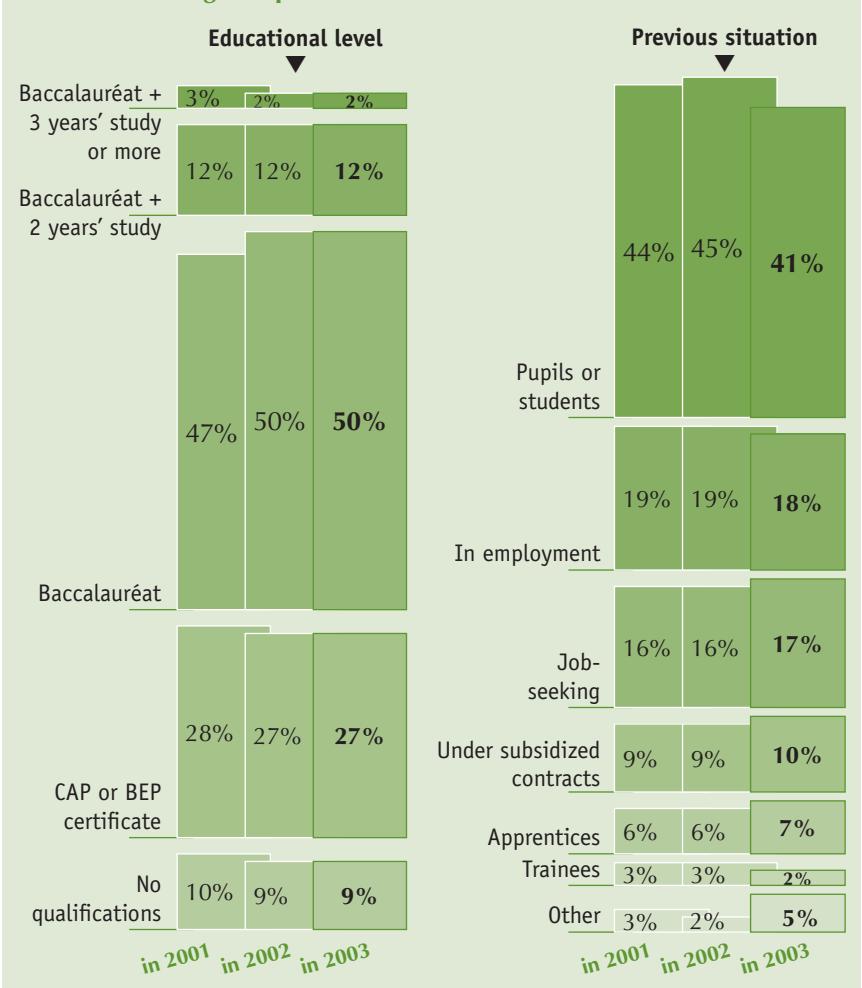
In September 2003, the social partners signed an inter-professional agreement known as the ANI, which served as the basis of the French Law of May 2004 on lifelong learning and social dialogue. This legislation has completely changed the occupational training landscape in France, especially as far as alternance training is concerned. In particular, it has instituted a "professionalising contract", which has considerably changed the respective roles of firms and training organisations in the transition to work of young people and the reintegration of the unemployed. New paths have thus been forged towards possibly creating a new balance between learning and working. The occupational branches seem to be having some hesitation in taking these paths, however.

On 20 September 2003, the social partners signed a national inter-professional agreement (known as the ANI) on employees' access to occupational training. The principles underlying this agreement served as the basis of the French Law of 4 May 2004 on lifelong learning and social dialogue, including individuals' right to vocational training (DIF: "droit individuel à la formation"), new modes of organizing vocational training in the framework of the company training plan, new transition to work procedures for young people and new reintegration procedures for the unemployed, involving a professionalising contract instead of the previous vocational training contracts (qualification, adaptation and orientation contracts). However, the occupational branches are still free to sign specific agreements stipulating the conditions under which these measures and procedures are to be implemented.

One of the objectives of the ANI was to anticipate the effects of the forthcoming demographic changes, since the ageing of the population on the labour market is liable to generate recruitment problems in the near future. The occupational branches have therefore been asked to set up prospective job and qualification monitoring systems if they have not already done so. More than three quarters of the branches have already responded to this request. Many of the branch agreements go even farther than the terms of the ANI. More than half of them have decided to increase the wages paid to those on professionalising contracts and even some apprenticeship contracts in order to facilitate the recruitment of young people. The demographic predictions have led firms to revisit their recruitment policies as well as their approach to setting up internal competences. The latter point is no doubt that where the ANI has been most innovative. In replacing the previous alternance training contracts by professionalising contracts (see the inset on page 2), the social partners have sought to impose a new way of looking at the links between work and vocational training. The signatories of the ANI seem to have been obeying a principle put forward in the 80s by Bertrand Schwartz when he was in charge of the "New Qualifications" project: *"The way alternance training works should not focus so much on tasks, but rather on the occupational situations young people will have to cope with. Taking these situations as a starting-point, we can then proceed to dispense theoretical and practical knowledge".*

Has the professionalising contract, which arrived just after the promulgation of the law on the validation of acquired experience (VAE), completely changed the rules? Is occupational experience combined with a system of tutoring now becoming a means of acquiring recognized qualifications and competences? If we look at the terms of the law on professionalising contracts, we can see the extent to which the social partners have sought to change the relationship between learning and working. However, if we look more closely at the agreements signed at industrial and professional branch level (see the inset on page 4), we can also see that the players involved in continuing vocational training have not all interpreted the terms of the ANI and the French Law of May 2004 in the same way.

■ Youths who signed qualification contracts



Scope: all young people who signed qualification contracts. Data source: DARES. Data processed by Céreq, 2005

BEP • *Brevet d'études professionnelles* (*Vocational studies certificate*).

CAP • *Certificat d'aptitude professionnelle* (*Vocational competence certificate*).

CDD • *Contrat à durée déterminée* (*Short-term employment contract*).

CDI • *Contrat à durée indéterminée* (*Stable employment contract*).

OPCA • *Organisme paritaire collecteur agréé* (*Accredited social partners' bodies collecting and regulating training funds*).

VAE • *Validation des acquis de l'expérience* (*Validation of acquired experience*).

••• From qualifications to professionalisation

In 2000, when the ANI negotiations started up, the social partners wanted to take stock of all existing agreements and legal texts on continuing vocational training. Among the many issues addressed were the 1983 agreements on which alternance training contracts were based, including qualification contracts, which were mainly designed for young people leaving the educational system with no qualifications. On this point, current practices had been diverging increasingly from the priorities initially set. In the early 2000s, for example, more than 60% of the youths recruited in the framework of a qualification contract had reached at least baccalauréat level, whereas less than 10% had left the educational system without obtaining a diploma, and yet it was for the latter group that this scheme was mainly intended (see the graph above). On the other hand, since almost half of these youths signed their qualification contracts upon leaving school, it was increasingly difficult to distinguish between contracts of this kind and apprenticeship contracts, which are handled by the initial vocational training system.

In a report submitted to the French Government back in 1996, Michel de Virville already stressed that there was a risk of confusion and competition between apprenticeship contracts and qualification contracts. Young people wanting to obtain qualifications which will improve their future employment status were applying to vocational training organisations and looking, with the help of the latter, for a firm to subsidize their training in the framework of a contract. The French authorities, on the other hand, were attempting to reduce youth unemployment by reducing firms' social contributions to increase the numbers of qualification contracts. These contracts tended to involve a standard period of two years, 25% of which had to be spent on training. This formula was not very different from that on which apprenticeship contracts were based.

Since those involved in the ANI negotiations were aware of these anomalies, they attempted to correct them in two ways. It was decided that the funds managed by the accredited social partners' bodies (OPCA) for professionalising purposes and those allocated to apprenticeship could be merged at branch level. This gave the branches the possibility of participating directly in the successful apprenticeship schemes, which appealed to young people as a means of continuing their studies; whereas professionalising contracts specifically targeted job-seekers, youths and adults (see the inset opposite). The ANI and the French Law of May 2004 set the duration of professionalising contracts at six to twelve months, during which vocational training had to occupy at least 15% of the time without amounting to less than 150 hours. The branches are nevertheless entitled to waive these conditions and to extend the duration of these contracts to two years *"in the case of people who have left the educational system with no recognized qualifications, or whenever the type of qualifications targeted"*

Professionalising contracts, in short

Professionalising contracts have been replacing qualification, adaptation and orientation contracts in France since October 2004. These contracts, which involve alternating periods of assessment, tutoring, vocational training and occupational activity, make it possible to obtain occupational qualifications which are recognized by the State or by the occupational branches.

- Public targeted: young people 16 to 25 years of age who have left the educational system and unemployed persons over 26 years of age.
- Form of the contract: a fixed-term 6- to 12-month contract or a steady employment contract.
- Duration of the training: 15% of the duration of the contract, amounting to at least 150 hours.
- Wages: 55 to 100% of the minimum legal wage, depending on the age and educational level of the beneficiary.

so require". The main point, however, is that the ANI has partly reversed the respective roles of firms and vocational training organisations: it is now up to firms to provide suitable work situations for acquiring competences as well as tutors capable of supervising the learning process in these work situations; and it is up to the vocational training organisations to monitor the whole procedure.

Professionalisation: a new form of alternance training

This principle, which has transformed firms into a place of learning on a par with training organisations, has led to increased recourse being made to tutoring practices. A whole chapter of the ANI deals with the development of the concept of vocational training, focusing especially on how tutoring practices first developed. Great importance is attached here to the tutor's role, which is intended "to contribute to the acquisition of occupational knowledge, skills and abilities by employees via training activities involving occupational situations, and to participate in the assessment of the qualifications acquired in the framework of professionalising periods or contracts". Tutors are thus given considerable responsibility, which they share with trainers, for dispensing knowledge as well as delivering the final qualifications or diplomas. In line with the terms of the ANI, the May 2004 legislation states that it is possible for a firm to appoint a tutor, although this is not a compulsory clause.

These provisions transforming work into a means of vocational training actually stemmed from the law on VAE: if under some circumstances working enables people to learn and to obtain (or start obtaining) qualifications, there is no reason why professionalising learning situations should not include periods of work, as long as they are properly organised for this purpose. These provisions correspond to a change of scale in contract law. As Jean-Pierre Willem, a specialist in social legislation, has put it: "*The occupational activities are not designed here on the basis of the teaching dispensed, but with the aim of the contract in mind: the aim is no longer training but a process of occupational qualification. The goal here is integrated alternance, where the firm and the employee combine two presumably equivalent means of developing occupational skills*".

Some branches reluctant to respond to the challenge

The inter-professional negotiators decided at the start that the new balance between firms and vocational training organisations could be adapted to suit each branch, depending on its own

■ Professionalising contracts: branch agreements derogating from the provisions of the ANI agreement and the 2004 Law

Occupational branch	Max. duration extended to 2 years	Derogations				Date of the agreement
		Duration relative to total duration of the contract	Specific populations targeted or qualifications	Minimum wage increased	No frontiers between apprenticeship	
Agriculture	1 200 h.					02/06/04
Home help	40%					16/12/04
Furnishing	1 500 h.					06/10/04
Socio-cultural activities	> à 25%					04/10/04
Insurance	40%					14/10/04
Salaried lawyers						05/11/04
Banking	> à 25%					26/11/04
Pinewood woodworking	< à 50%					14/12/04
Meat and meat products	25%					19/10/04
Construction and Civil engineering	40 ou 50%					13/07/04
Legal consultancy						09/07/04
Dental consultancy	260 h.					01/10/04
Medical consultancy						16/11/04
Food trade						09/06/04
Wholesale trade	> à 25%					14/10/04
Confectionery						09/11/04
Sewing	25 à 50%					15/11/04
Heating equipment	50%					25/11/04
Clockmaking	> à 25%					06/10/04
Private hospitals	< à 50%					23/12/04
Hotel and catering industry	> à 25%					21/12/04
Printing and graphics	> à 25%					12/10/04
Chemical industry	50%					08/11/04
Footwear industry						22/09/04
Leatherware industry	15 à 50%					03/11/04
Pharmaceutical industry						24/09/04
Petroleum industry	> 75%					09/12/04
Textile industry	< à 50%					13/09/04
Building materials (trade)	< à 30%					27/10/04
Metallurgy	< à 50%					20/07/04
Legal solicitors	300 h./an					14/11/04
Perfume and Cosmetics	< à 47%					06/07/04
Metalworking	< à 50%					24/11/04
Cleaning	> à 25%					25/10/04
Advertising	> à 25%					29/11/04
Fast food services	< à 33%					21/12/04
Health and social	2 200 h.					27/01/05
Automobile servicing	> à 25%					30/06/04
Syntec*	< à 50%					27/12/04
Telecommunications	< à 35%					24/09/04
Social and family tourism	< à 40%					19/11/04
Air transport	< à 40%					09/09/04
River transport	> à 20%					27/10/04
Road transport	> à 25%					25/11/04
Temporary work	< à 50%					08/07/04

* Engineering and computer services, studies and counselling professionals and vocational training professionals
Source: Circé Consultants. Data processed by Céreq, 2005.

specificities. In keeping with the ANI and the May 2004 legislation, practically all the occupational branch agreements signed up to now have taken advantage of the possibility of waiving the duration of professionalising contracts and that of the vocational training periods involved (see the table above). It is worth noting that the branches make use of this possibility without always explicitly defining as stipulated by the Law what public and what qualifications are mainly targeted by professionalising contracts.

Most of these branch agreements make it possible to sign longer professionalising contracts with a duration of two years. They nearly all make provision for a training period equal to at least 25% of the total duration of the contract. These possibilities are not unlike the terms of the former qualification contracts. The frontier between initial vocational training (apprenticeship contracts) and continuing training (professionalising contracts) has generally not been specified. Some qualifications which are given priority by the signatories of branch agreements are presumably not accessible via apprenticeship training paths. In this case, the arbitration between apprenticeship contracts and professionalising contracts will not give rise to any problems. However, the lack of clearly defined frontiers may also simply reflect the fact that no deliberate policy was adopted here. On the other hand, many agreements specify the educational level required to qualify for professionalising contracts, but do not mention whether any previous occupational experience is required. This means that a professionalising contract can be obtained, like apprenticeship contracts and the former qualification contracts, immediately after leaving school. Under these conditions, the main risk which arises is that professionalising contracts may be handled

mainly on the basis of managerial criteria, without any particular underlying philosophical approach.

In this field more than anywhere else, the logic of the vocational training supply plays a particularly important role. Vocational training bodies delivering qualifications have to comply with the corresponding educational programme. They only need to recruit teaching staff capable of following the curriculum appropriately to obtain a reasonably good success rate. It would be much more difficult to constitute a group of learners having similar work experience and to draw up with them and their tutors a suitable curriculum consisting of learning and working periods corresponding to the qualifications targeted. In the course of time, the members of the vocational training network have built up a fairly high level of mutual trust in their relations with firms and the OPCA. Changing the objectives and methods would amount to changing the whole system of relations. This is probably one of the main reasons why vocational training bodies have shown so little enthusiasm about the ANI. In fact, they presented members of parliament and the public with strong protests to prevent some of the terms of the inter-professional agreement from being incorporated into the May 2004 legislation. The law-makers resisted these protests, but it is possible that the negotiators at occupational branch level may not be as able or as willing to withstand this pressure as resolutely as the inter-professional organisations and members of parliament did.

However, it would be wrong to conclude that the lack of definition of the frontiers between initial and continuing vocational training reflects a diffident attitude on the part of the branches towards the perspectives opened up by the ANI. This gap may simply correspond to a stage in the negotiations, which is subject to future revision in the light of the initial results obtained, or it may have been due to the fact that the negotiators had difficulty in reaching an agreement. It is nevertheless a source of problems for the regional councils, which are the main players responsible for implementing policies for developing apprenticeship schemes.

The original ambitions of the inter-professional negotiators have not really been crowned with success so far. The wedding ceremony between learning and working is still going on. The work of setting up a whole new system of relations giving firms and vocational training bodies equal responsibility for producing skills is still in the very early stages of infancy.

Michel Théry (Céreq), Jean-Marie Luttringer and Carine Seiler (Circé consultants).

The official texts

■ ANI, the national inter-professional agreement of 20 September 2003 and 5 December 2003

- can be consulted on the website www.centre-inffo.fr, which also gives access to all the branch agreements signed so far.

■ French Law n° 2004-391 of 4 May 2004, Journal officiel, n° 105, 5 May 2004.

- can be consulted on the website www.legifrance.gouv.fr.

Further reading

• *Moderniser sans exclure* (Modernising without excluding), B. Schwartz, in collaboration with L. Lambrihs, La Découverte, 1997.

• *Donner un nouvel élan à la formation professionnelle* (Boosting vocational training), a report submitted by Michel de Virville to the French Ministry of Labour and Social Affairs. Published in the "Bilans et rapports" series, 1996.

• *De la professionnalisation au droit de la compétence* (from professionalisation to the right to competence), Jean-Pierre Willems, Droit social, no.5, May 2004.

• *Formation professionnelle tout au long de la vie et négociation collective* (Lifelong learning and collective negotiation), Jean-Marie Luttringer, Droit social, no.5, May 2004.

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The setting up of branch agreements

The article published in this issue of *Bref* is based on the results of a survey conducted by the firm Circé Consultants at the request of the French Ministry of Employment's Directorate for research, surveys and statistics. The aim of this survey was to assess the branch agreements on lifelong learning being signed as the result of the French Law of May 2004 on lifelong learning, which was based on the ANI of September. This survey includes 45 branch agreements signed before the end of January 2005 (see the table on page 3).

■ The main results of the Circé Consultants survey have been published dans *Les négociations sur la formation. La branche devient le cadre privilégié de définition des politiques de formation* (Vocational training negotiations. The branch is becoming the privileged setting for defining vocational training policies), J.-M. Luttringer, C. Seiler, Premières synthèses, n° 31.1, DARES, August 2005.

■ Circé Consultants' website: www.circeconsultants.com.

Briefing

Updates

Mobility beyond the frontiers

The one-day meeting held in Bucharest on 23 March was organized by the Romanian agency Leonardo and the thematic follow-up group *Leonardo* on the visibility of qualifications, the validation of acquired formal and non-formal learning, and credit transfer systems. Céreq was represented at these debates by Annie Bouder. The main theme of the meeting was mobility between the European Union countries and how the tools developed to improve the visibility of qualifications, which are known as ECTS (the *European Credit Transfer System*), could contribute to this mobility.

However, the term "mobility" was used in various ways at this meeting: sometimes it was intended to mean the mobility promoted by the *Leonardo* programme itself, and sometimes it referred to the more general structural mobility of European citizens. In the first case, the programme has proved to be highly successful (80.000 persons showed mobility of this kind in 2006), whereas the figures were still quite low in the second case. As far as the ECTS system is concerned, the future will show whether the *Leonardo* programme is able to extend the use made of this tool among vocational training partners - and even possibly bring about some structural changes in the national organizations. ■

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"Vocational education and training (VET)"

■ **99.8%** of all European firms are SMEs with less than 250 employees on the payroll. The European literature on initial and continuing vocational training at firms of this kind is particularly prolific. In this study, rather than scanning the whole of the literature, Elies Bentabet and Philippe Trouvé therefore focus specifically on authors who have dealt with SMEs relations with vocational training, either as users or as providers of a space for setting up workforce competences. Special attention is paid to examining the quantitative data increasingly used these days to make international comparisons, and to determining the main factors responsible for the attitudes of SMEs towards vocational training, as well as to describing the main changes currently occurring in most European countries. Three ongoing changes possibly favourable to SMEs are examined: the need for qualifications based on competence; the accreditation and validation of non formal occupational experience; and the use of the latest organisational and vocational training (e-learning) technologies. ■

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E-learning in European SMEs. Observations, Analyses & Forecasting
Proceedings of the ARIEL final conference, 08.11.2005 in Brussels
Doris Beer, Thorsten Busse, Ileana Hamburg, Ulrich Mill, Hansjürgen Paul (Ed.), Waxmann, 2006,
p.222.



Recognition of Experiential Learning Prospects for development in African countries

Seminar UNESCO
5-27 June 2007

A seminar on "Recognition of Experiential Learning – prospects for development in African countries" was organized from 25 to 27 June 2007 by the French National Commission for UNESCO. The aim of this seminar was to pursue discussions launched in December 2004 as part of international concertations on the recognition of acquired experience. Since the surveys carried out by UNESCO's Institute for Lifelong Learning in Hamburg have shown the existence of many different situations as far as this procedure is concerned in sub-Saharan Africa, it was decided to pay special attention to these countries. Representatives from 23 countries in this part of the world therefore spoke about their experience at the International Centre for Pedagogical Studies, along with representatives from Belgium, Canada, France, Morocco, Norway, Portugal and the UK.

These debates confirmed the diversity of the practices involved in setting up this procedure:

- setting up bridges between vocational training sub-systems and speeding up vocational training procedures;
- recognizing not only full qualifications but also those only partly obtained;
- developing a human resource management tool at firms for recruitment and promotion purposes;
- special mention should be made of how Recognition of Experiential Learning is used in efforts to abolish illiteracy, since this frequently mentioned point is part of UNESCO's Education for All programme.

The specificity of the conditions under which Recognition of Experiential Learning is applied in all these countries also became apparent. This specificity may be attributable to causes such as:

- the goal of permanently abolishing illiteracy;
- the fact that the proximity-based system of social reproduction has been weakened by armed conflicts and the mass displacement of populations, usually under dramatic circumstances;
- the bridges set up between official systems of vocational training and the efforts of community structures and NGOs;
- the emergence and development of informal sectors of the economy which are generally recognized as sources of wealth and knowledge;
- the recognition of new occupations.

In conclusion, all the participants agreed to set up under the aegis of UNESCO a network of experts from the various countries represented, who will be responsible for pooling information about national practices and how they are evolving, and providing data which can be used as a basis for thematic and methodological discussions. In parallel, it is proposed to draw up a charter to ensure that all Recognition of Experiential Learning procedures are carried out in keeping with democratic and humanistic principles. Jean-Louis Kirsch, who represented Céreq at this seminar, took part in the preparatory work as well as being one of the rapporteurs. ■

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New Publications

Les enquêtes « Génération » du Céreq. Éléments de bilan.

[Céreq's "Generation" surveys. Taking stock]

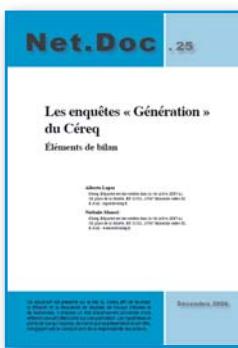
> Alberto Lopez and Nathalie Moncel

Net.Doc no.25, December 2006

This Net.Doc takes stock of Céreq's previous "Generation" surveys. This assessment was carried out by a study group set up in 2006 by Céreq itself, members of the Associated Centres and outside partners who use these surveys and the results obtained. This group met up on three occasions to deal with several topics: to summarize the uses made of the "Generation 98" surveys, to list the technical questions arising about the procedures used in the "Generation" surveys, and to put forward ideas and proposals for investigating the generation of subjects who left the educational system in 2004.

These three topics form the contents of this *Net*. The aim of the first section is to take stock of the "Génération 98" survey, its objectives, the means employed to reach them, and the various uses made of the data obtained. The second section deals with some technical problems associated with the procedures used in the "Generation" surveys. In the third section, the main themes discussed at general meetings are summarized, and possible means of improving the architecture of the "Génération 2004" survey are proposed. ■

"Net.Doc" INTERNET



> This publication is available
on the Céreq website:
www.cereq.fr/noscollections.htm

La reconnaissance des compétences dans la téléphonie sanitaire et sociale : un enjeu de régulation professionnelle

[Recognizing the skills of employees at healthcare and social phone call centres: an occupational challenge]

> Guillaume Delignières

Nef no.25, April 2007

Starting with the problems involved in having the skills of employees at healthcare and social call centres duly recognized, this issue of *Nef* deals with a specific mode of drawing up occupational qualifications. Classically, the social partners involved in drawing up a supply of qualifications are clearly identified players who are automatically entitled to participate. However, in the case of emergent activities such as healthcare and social call centre work, the situation is quite different. In this field, there exist no collective bodies representing either employers or employees. The employers have therefore taken a series of actions which shed interesting light on the possible uses of vocational qualifications. These uses, which go far beyond simply managing the internal distribution of a company's work, also include setting up professionalising mechanisms, managing competition and regulating the balance of power between firms. Recent changes in the strategies involved in vocational certification in this branch of activity have provided food for thought about the modes whereby the supply of vocational qualifications is produced.

The present analysis is based on a research project carried out since 2003 by Céreq and the collegial group Provence-Alpes-Méditerranée at the request of a group of employers in the healthcare and social call centre sector. It was proposed to identify the skills of these employees and to suggest how they might possibly be validated in the framework of VAE procedures. The challenge here is how to promote the mobility of these employees in a context where the future of their activities is rather uncertain. The occupational standards defining the activities and skills of the healthcare and social call centre workers have helped to build quite a homogeneous picture of an activity which even the players themselves perceived as differing from one structure to another. ■



> This publication 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. Orders must be accompanied by payment 10 € (please include 4 € for postage and handling).

DOCUMENTS NET

Formation Emploi

no. 98 April-June 2007

L'accès à l'emploi au prisme des capacités, enjeux théoriques et méthodologiques

[Access to employment in terms of competence management: the theoretical and methodological issues]

> Jean-Michel Bonvin and Nicolas Farvaque

The capability approach (CA) has shed original light on vocational training and transition to work. In the first part of this paper, the authors describe this approach, focusing mainly on the three-fold question of resources, competences and functionings and on Amartya Sen's two-fold definition of freedom. In the second part, the methodological problems are discussed, especially as regards how to measure individuals' real degree of freedom. In the conclusion, the authors weigh up the theoretical and methodological contributions of the CA in comparison with classical approaches.

Capacités et développement professionnel

[Capabilities and occupational development]

> Delphine Corteel and Bénédicte Zimmermann

A. Sen's capability approach was adopted in the framework of a survey on eight French firms and three municipal street-cleaning departments. The focus was on the key moments at which employees' capabilities were put to the test and brought to light.

Le travail et le développement des capacités

[Work and the development of human capability]

> Jane Bryson and Kiri Merritt

The paper reports case study research which explores institutional, organisational and individual influences on the development of human capability in New Zealand workplaces. It discusses implications on the role of work in developing human capability. These raise questions about what it is reasonable to expect governments and employers to contribute to human capability development.

Formation continue : quelles capacités d'action des salariés ? L'approche par les capacités comme grille de lecture

[Continuing vocational training: what real opportunities do employees have? A study based on the capability approach]

> Marion Lambert and Josiane Vero

In this paper, the question of vocational training inequalities is addressed in two ways. First, the authors go beyond the narrow opposition between those who undergo vocational training and those who do not. Secondly, the reasons for lack of access to vocational training are elucidated.

Les contrats aidés : quelles marges de manœuvre pour les bénéficiaires ?

[Subsidised employment in the private and non profit sectors: what latitude do beneficiaries have?]

> Tristan Klein and Christine Le Clainche

Based on a survey conducted by the DARES on French beneficiaries, two analyses are proposed. In the first analysis, the range of possibilities open to these beneficiaries is examined, while the second focuses on how the latter perceive their living conditions.

Vers des politiques d'éducation

« capacitanter » ?

[Towards more "capacitating" educational policies?]

> Marie Verhoeven, Jean-François Orianne and Vincent Dupriez

The authors suggest that public action in the educational field reflects a shift of emphasis in equal opportunity policies: these have no longer been focusing on the redistribution of educational resources as they used to, but rather on the need to obtain equal results and on determining the individual, collective and institutional factors promoting the use of educational resources by all pupils alike.

L'estime de soi, enjeu éducatif pour préparer à la vie professionnelle

[Self esteem, an educational issue preparing pupils for their future working lives]

> Marie de Besses

Marie de Besses has studied the transition to work paths of young people leaving the French vocational educational system. It turned out that more than half of the pupils taking vocational educational paths lose interest in their schooling due to the negative light in which they see themselves. The key to educational success at vocational secondary schools therefore consists in restoring these pupils' self esteem and giving them new hopes of success.

Quel espace de choix des métiers ? Les inégalités d'accès aux savoirs techniques en Guinée Maritime

[How wide is the choice of occupations? Inequalities in access to technical know-how in coastal Guinea]

> Jean-Étienne Bidou and Isabelle Droy

Using A. Sen's capability approach, the authors describe the extent to which people are really free to learn certain crafts depending on their social circumstances. Some occupations seem to have a higher social and economic status than others, and the constraints restricting access to technical know-how perpetuate inequalities in terms of capabilities and increase the vulnerability of some social groups.



This issue may be ordered from La Documentation française.

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