The Professionalisation Contract in France: an ecosystem and a global strategy

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Lionel Genetelli
• 20 292 students, 22% international students
• 12 000 trainees (continuing education)
• 37 research teams

8 specific sectors
• Sciences and technology applied to information and communication
• Biology et biotechnologie
• Chemistry and materials
• Environment
• Social and Human Sciences
• Mechanics
• PhysiCs
• Mathématiques
Work-linked training: what is at stake?

- **An incentive** from the regional and national authority
  - to match the needs of the labour market
  - just-on-time training and/or to anticipate change

- **Innovation** and **pedagogical** motivation
  - necessity to reshape educational provisions and training system

- **Funding opportunity** for the development of continuing education within University

In France, work-linked training relies on 2 pillars.

- **Apprenticeship**
- **Professionalization Contracts**
## The National Context in France

<table>
<thead>
<tr>
<th>Apprenticeship</th>
<th>Professionalization Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young 15 – 25 (prior learning)</td>
<td>Young from 16 up to 25 (continuing education) who abandoned school</td>
</tr>
<tr>
<td>At 15: with a specific scholarship status</td>
<td>Unemployed people from 26</td>
</tr>
<tr>
<td>Up to 30 in some specific cases*</td>
<td>Employees or workers with unadapted qualification*</td>
</tr>
<tr>
<td>No limit for disadvantaged and entrepreneurship</td>
<td>Young Students in HE to graduate</td>
</tr>
</tbody>
</table>

*For more information, visit [this link](https://www.alternance.emploi.gouv.fr/portail_alternance)
# The National Context in France

<table>
<thead>
<tr>
<th>Apprenticeship</th>
<th>Professionalization Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific Employment contract</td>
<td>Main objective: employment</td>
</tr>
<tr>
<td>Fixed-term contract or permanent contract*</td>
<td>Fixed-term contract or permanent contract</td>
</tr>
<tr>
<td>Covered/Borne by Regional Authority</td>
<td>Decided with professional branch</td>
</tr>
<tr>
<td>Development in progress, also for HE</td>
<td></td>
</tr>
<tr>
<td>Salary depends on the age / diploma</td>
<td></td>
</tr>
</tbody>
</table>

[https://www.alternance.emploi.gouv.fr/portail_alternance](https://www.alternance.emploi.gouv.fr/portail_alternance)
The situation at local and national level

• **Apprenticeship contract** is in progress: with a reinforced competences of Regional Authority (*Law 2014)
  → Financial incentive from the Regional Council (higher than the compulsory rate established by Law)
  → Specific experimentation in our region Hauts de France

• **At regional level**: increasing number of trainees at **higher level** (from level 5 up to 8 from EQF) and 60 % left training centers of apprentices at Level 4 as a minimum (*Regional sources 2014)*
## The situation at the university of Lille 1

### Apprenticeship contracts

<table>
<thead>
<tr>
<th>Curricula</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecom Lille</td>
<td>135</td>
</tr>
<tr>
<td>IAE (Management)</td>
<td>478</td>
</tr>
<tr>
<td>IUT (University Institute of Technology)</td>
<td>88</td>
</tr>
<tr>
<td>Polytech (Engineering School)</td>
<td>174</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>875</strong></td>
</tr>
</tbody>
</table>

Registered contracts for 2015-2016

### Professionnalization contracts

<table>
<thead>
<tr>
<th>Curricula</th>
<th>Trainees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry</td>
<td>7</td>
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<tr>
<td>IAE (Management)</td>
<td>279</td>
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<tr>
<td>IEEA (Electronics, High Tech)</td>
<td>134</td>
</tr>
<tr>
<td>IUT (University Institute of Technology)</td>
<td>42</td>
</tr>
<tr>
<td>Mathématiques (Mathematics)</td>
<td>5</td>
</tr>
<tr>
<td>Physique (Physics)</td>
<td>8</td>
</tr>
<tr>
<td>Polytech (Engineering School)</td>
<td>38</td>
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<tr>
<td>Sciences économiques (Economics)</td>
<td>185</td>
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<tr>
<td>SEFA (Sciences of education)</td>
<td>39</td>
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<tr>
<td>SFC (Department of continuing education)</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>742</strong></td>
</tr>
</tbody>
</table>

Registered contracts for 2017-2018
Focus on the professionalization contract: a pretext to reinvent our curricula

- A legal framework and an employment contract
  - but no scheme on the organisation of diplomas
  - the universities and schools are free to adapt their courses
- Co-constructive approach with companies and professional sectors

Key elements of work-study training:

- Alternating working period and training sessions
- Designing new curricula
- Mixing public: initial education / continuing education / employees / job seekers / young students and adults...
Implementation at the University of Lille 1 – Sciences and technology

Departments or Curricula

- Bank & Finance
- Electronics
- SIAD (information and decision-support system)
- Management of Human Resources
- Renewable Energy
- Digital Learning
• **Organisation of the block-release training** depending on the type of occupation.
  – **Short-term activity**: what impact on the schedule? (ie. « Customer Advisory service »)
• Necessity to rebuilt a **new partnership** on other basis
• **Cooperation**: Faculty of Economics / Other banks
  – More diversity and not focused on one specific occupation
• **Forward-looking reports on jobs**
• Professionalization contracts became a pretext to change the organisation of contents + the pedagogy:
  – move towards **patrimony management / professionnal customer adviser**
Annexe : tableau des modifications de la maquette du Master 2 Banque Finance.

<table>
<thead>
<tr>
<th>SEMESTRE 3</th>
<th>Vol. horaire</th>
<th>ECTS</th>
<th>SEMESTRE 3</th>
<th>Vol. horaire</th>
<th>ECTS</th>
<th>SEMESTRE 3</th>
<th>Vol. horaire</th>
<th>ECTS</th>
<th>Semestre 3</th>
<th>Vol. horaire</th>
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<td>M2 BF - version actuelle 2010-2013</td>
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<td>M2 BF – Gestion de Patrimoine</td>
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<td>Master 2 BF – Chargé de Clientèle professionnelle (CMNE)</td>
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<td>UE1 Relations avec la Clientèle</td>
<td>54</td>
<td>12</td>
<td>UE1 Environnement professionnel 1</td>
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<td>UE1 Environnement professionnel 1</td>
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<td>Microéconomie bancaire et contrats financiers</td>
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<td>Économie financière internationale</td>
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<td>Évaluation des actifs financiers</td>
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<td>Anglais professionnel (certification TOEIC)</td>
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<td>UE2 Audit et contrôle des institutions financières</td>
<td>51</td>
<td>11</td>
<td>UE2 Réglementation et contrôle des institutions financières</td>
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<td>UE2 Réglementation et contrôle des institutions financières</td>
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<tr>
<td>Économie financière internationale</td>
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<td>4</td>
<td>UE3 Gestion des risques 1</td>
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<td>6</td>
<td>UE3 Gestion des risques 1</td>
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<td>6</td>
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<td>UE3 Compétences transversales</td>
<td>18</td>
<td>7</td>
<td>Techniques quantitatives appliquées</td>
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<td>3</td>
<td>Techniques quantitatives appliquées</td>
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<td>Techniques quantitatives appliquées</td>
<td>18</td>
<td>4</td>
<td>Évaluation des actifs et des entreprises</td>
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<td>3</td>
<td>Évaluation des actifs et des entreprises</td>
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<td>Anglais professionnel</td>
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<td>UE4 Conseil à la cliente 1</td>
<td>63</td>
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<td>UE4 Conseil à la cliente 1</td>
<td>63</td>
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<tr>
<td>Fonduements juridiques de la gestion de patrimoine des particuliers</td>
<td>21</td>
<td>3</td>
<td>Conseil en clientèle professionnelle</td>
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<tr>
<td>Patrimoine immobilier</td>
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<td>Patrimoine immobilier</td>
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<tr>
<td>Fiscalité du particulier</td>
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<td>Fiscalité du particulier</td>
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<td>3</td>
<td></td>
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</tbody>
</table>

**REMARQUES :**

- ancienne UE 1 :
  - suppression de « Gestion de patrimoine privé », remplacé par la nouvelle UE 4
  - suppression de « Évaluation des actifs financiers », intégré dans la nouvelle UE 3
  - augmentation des volumes horaires (+ 3 HCM)

- ancienne UE 2 :
  - suppression de « Économie financière internationale », intégré dans la nouvelle UE 1
  - augmentation des volumes horaires des cours (+ 3 HCM)

- ancienne UE 3 supprimée, les cours sont intégrés aux nouvelles UE, avec augmentation des volumes horaires
  - « Techniques quantitatives appliquées » intégré à l’UE 3,
  - « Anglais professionnel » intégré à la nouvelle UE 1

- nouvelle UE 1 :
  - attribution d’un volume horaire à « Anglais professionnel » pour la préparation au TOEIC (préparation en autonomie jusqu’à présent, coût du TOEIC pris en charge par la formation) pour le parcours « Gestion de Patrimoine »
  - « Anglais professionnel », remplacé par « Management 1 » dans le parcours « Chargé de Clientèle professionnelle »

- nouvelle UE 4 : création
  - « Fonduements juridiques de la gestion de patrimoine des particuliers », remplacé par « Conseil en clientèle professionnelle » dans le parcours « Chargé de Clientèle professionnelle » (pour éviter une redondance avec le M1).
Gap between research and the labour market:

- A unique research center in Micro and Nanotechnologies …

- As part of the national Network of Large Technological Facilities and Basic Technological Research (BTR), IEMN

- Nanolab facilities missions are to support academic organizations and industries that aim international research level in micro and nanotechnology.

Key enabling technologies:

- will impact jobs in the field of electronics

- pretext for the transformation of training supply in the framework of apprenticeship
  - Sensors;
  - IoT (Internet of Things);
  - 5th generation infrastructures;
  - embedded systems;
  - Smart grids;
  - Nanoelectronics;
**SIAD (information and decision-support systems)**

### Contents and organisation

- A mix of economics and high level of informatics
- **Blended sessions** merging initial training and continuing education: mixing students and adult learners
- Framework of work-based training

### Opportunities to organise meetings between Students and Companies

- Two sessions of simulated interviews
- A job dating for students and companies (volunteers)
- A live « my job » operation
- 8 to 10 thematic conferences (Thursday of business intelligence)
- A two weeks session of seminars « tools for the BI »
- The participation to big data challenges or « uses cases ».
MRH: Human Resources Management

Contents and organisations

• Among the best Masters of Human Resources Management in France

• **Blended sessions**: Initial training, continuing education, and apprenticeship

• **A complex pedagogical organisation**: a week attending courses + shared time + apprenticeship time in companies

Combination of work and training leads to:

• the creation of **specialized university diplomas** (intensive model: social relation management, international HR, ...)

• **In basket** sessions involving English students

• Implementation of **real life HR challenges** and studies

• **Seminars** involving professionnals and aimed at working on HR job prospective (for instance HR information systems in Lille)
Regional Strategy and global issues

• At the hearth of the regional strategy for innovation and economic development (Third Industrial Revolution - TRI)

• Long term issue when it comes to the development of projects

• Necessity to re-think relations with stakeholders and companies

• Aim at transforming activities in SME companies

Apprenticeship as a pretext to answer the issues of the TRI:

• identify the targets and the stakeholder

• define what can be learned in companies and what is the responsibility of University

• promote the training (job dating);
The digital sector and the labour market: a world apart

- orientations directly connected to the needs of the economic world
- balance between supply and demand,
- coherence between research and jobs (data sciences, cyber security, ...)
- apprenticeship: as a natural extension of the continuous business university cooperation
• work based learning emphasizes the necessity to rethink cooperation (every stakeholders)
• job prospective and links with professional branches (and their observatories)
• paying attention to regional priorities
• need to go beyond regional boundries to take topical issues into account
• at the heart of our missions (continuing education departments)
• cornerstone of the reflexion on the evolution of training provisions (anticipating mutations)
• requires methodological competences
• concerns every sectors
• implies that our legitimacy is recognised by stakeholders
Thank you for your attention.

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