

# Country Report FRANCE

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## 1. Background and Country Context

In France, various types of teachers and trainers correspond to the various streams and systems. The recruitment, training and career paths of trainers differ according to the relevant activity. As a first step and with a view to greater clarity, the terminology applicable to the French context will be explained.

### *In initial vocational education*

- The **teacher (or lecturer)** is an educator who works in the formal education system, i.e. the school (primary and secondary school) and at the university regardless of the level of teaching concerned.
- The **apprentice master** is an employee responsible for the training of young apprentices (typically holding an apprenticeship contract) in a company.
- The **tutor** works within a company assuming different kinds of training tasks (professionalisation contract).

The apprentice master and tutor are company employees who are principally professionals chosen by the employer for their skills and understanding of the organisation. They are responsible for training and integrating young people into the company. The apprentice master (when required) and tutor (for work placements) may be responsible for young people pursuing initial training by following courses in the company or following continuing work-linked training programmes. They are responsible for facilitating the pedagogical training objectives set for the particular diploma and match those with adequate working situations in order to facilitate the achievement of the respective diploma. They also evaluate the skills of the young people and work together with the teachers in training centres responsible for the training of the young people there.

### *In continuing training*

- The **trainer** is a professional implementing vocational training in the company and, in general, at the private training market. More precisely, he/she engages in **adult education**. Other players are also involved in the training process such as consultants, training managers in a company, **tutors within a company** (professionalisation period) and other **facilitators**. Their status is not covered by any particular regulations, but is primarily a question of private negotiations.

Continuing training with all its facets involves a variety of players for whom training is not always the principal activity. In CVET; admission to training functions and professions is more flexible than for initial training.

In conclusion, the term 'trainer' in the French context is a generic term for anyone involved in continuing training. It does not refer, however, to a uniform category. In fact, there are different profiles of trainers in the company. These include:

#### **a) The training manager for strategic and management functions**

- **The company training manager**, typically the Director of Human Resources (DHR), defines and organises the training of employees according to the company's requirements by applying a specific training plan. The training manager follows policy, strategies and organisational guidelines relevant to the company's training programme and is also involved in the administrative management of training for young job entrants, arranging work placements and linkages with the training centre. Apart from the design and evaluation the training, training managers is rarely directly involved in the training process.

In large companies the training manager works closely with the DHR for organising the training. He/she studies the training requirements and design and organises the necessary resources and/or training courses from the beginning to the end.

#### **b) Training leaders and coordinators for the provision and coordination of training**

- **Trainers, training leaders** and **coordinators** directly provide training for the clients and coordinate the different training teams. The trainer operates in the field of continuing training. He/she trains young people and adults in the company.

Trainers who predominantly assume training functions need to be distinguished from occasional trainers, who work part-time in the company. Many of the occasional trainers in companies work according to the expertise they can provide as specialists. In France, more than one million people are estimated to be involved in the training process as occasional trainers compared to around 30,000 people for whom training is their main occupation.

## **2. Organisation**

### ***How is the training of trainers and tutors organised?***

Adult education is intended to be fundamentally different from the traditional educational model. As a consequence, those involved in continuing training fulfil a range of diverse functions. Each company defines and organises the training of trainers according to the company's requirements and needs following an annual training plan. Depending on the size of the company, the pedagogical committee also considers handling policy, strategy and organisational aspects of the company's training programme.

There is little to distinguish between initial and continuing training of tutors and master of apprentices in businesses since they are typically appointed as tutors without having undergone any particular training. A 40-hour training programme is funded either by the state or by professional organisations. However, it is left to the companies to let their tutors make of this programme or not.

### ***Which are the ways to become a trainer?***

As stated by Bernard Liétard (CNAM), for CVET in France there are no particular requirements to becoming a trainer. It is 'free entrance', provided that the person can deliver the expected content in the expected ways. This means that trainers are recruited according to their ability to deliver the training objectives they are in charge of. The recruitment as trainer, thus, depends on the individual skills profile and the professional curriculum vitae. Generally, becoming a trainer is based on mutual agreement rather than being a competitive process.

The great variation in the existing types of trainers and individuals involved in training activities should not hide the fact that the trainer can only operate within two status: salaried or self-employed. Many people working in a company may also act, inside or outside their own company, as occasional trainers according to the expertise they derive from their job. More than 30,000 people are estimated to be involved in such processes.

### ***Who decides upon the work and training of trainers?***

In large companies the Director of Human Resources (DHR) assesses the training needs and organises the training of trainers according to the company's requirements and based on an annual training plan. The training manager following handling policy, strategy and organisational aspects of the company's training programme is also involved in the administrative management of training. In SMEs the boss also manages the training programme for his/her employees and hires or appoints training consultants, considering their competences and skills as well as the company's needs.

## **3. Economy**

In France, continuing vocational training is strongly anchored in negotiations between the social partners and the public authorities. The social partners are concerned about the future of jobs and skills needs, particularly against the expected decrease of the active workforce population, low economic growth and the latent economic crisis. The training of trainers and employees is currently undergoing a significant reform process, characterised by a national Inter-professional Agreement signed in September 2003. Lead by the Minister for Employment, this agreement was followed by a law in May 2004 which addresses the in-service training of employees

### ***How is the training of trainers financed?***

The training of trainers is either financed by the company or by means of mediation of an OPCA (financial collector organism), or it is individually financed. For tutors the training can be financed by the OPCA, which invested 7 millions Euros in training in 2005.

*Source : **Projet de loi de finances pour 2007 : annexe formation professionnelle***

[http://www.minefi.gouv.fr/performance/cout\\_politique/loi\\_finances/2007/jaunes/formation\\_professionnelle.pdf](http://www.minefi.gouv.fr/performance/cout_politique/loi_finances/2007/jaunes/formation_professionnelle.pdf)

### ***Which role does the work and training of trainers play as a means for economic development?***

Since the new law was enacted in May 2004, the social partners have been mobilised to ensure that training is accessible to a larger number of employees, allowing them to increase their skills and have those skills recognised. This law applies to training provision funded by the company during or outside of working hours and associated with:

- Adaptation to the workstation,
- Changes to jobs or keeping employees in work,
- Development of skills.

## 4. Selection and Allocation of Human Resources

There are no national regulations governing the status of trainers or other training professionals. The large majority of trainers are private contractors, working full- or part-time. They are selected on the basis of their qualifications and/or skills and professional experience in a particular sector. Shared trust between in-company trainers and employers also plays an important role.

### ***Status of full time trainers***

Large French companies have their own vocational training departments that run training for the company's various sites and skills areas. For example, EDF and Gaz de France have a vocational training department consisting of 1.100 trainers. Those departments typically have a training director, training managers, training designers and trainers. In addition, large companies also work with training consultancy organisations, professional bodies and training centres of 'Grandes Ecoles' with whom they develop partnerships for realising training.

### ***Status of occasional trainers and 'vacataires'***

Company trainers are nevertheless generally employees who do not have a specific internal status as a trainer, but who are employed as managers or technical staff working in the company's technical areas of expertise. The company trainer provides teaching in association with the company's training department, leading training courses and evaluating the pedagogical quality of the training provided. The employed trainer can be employed under different employment contracts including:

- **Open employment contract** (Contrat à Durée Indéterminée): this is the common law employment contract.
- **Fixed-term employment contract** (Contrat à Durée Déterminée): agreed for a limited period of time.
- **Occasional open employment contract** is used for working and non-working periods to alternate.
- The **freelance trainer** working in the continuing professional training sector. The trainer has to be registered and gets a 'preliminary declaration of activity number'. This is an easy formality consisting of a declaration to the regional prefecture and on a form together with the relevant extract from the criminal records bureau.

Any training service provided requires the signature of a service level agreement, establishing the mutual undertakings of the signatory parties. When the training is completed the provider submits an invoice, including all necessary references. Every year, the freelance trainer reports on his/her work to the regional prefecture's office, completing a pedagogical and financial report. Possessing the preliminary declaration of activity number, essential to continuing in business, is dependent on compliance with this formality.

### ***Prerequisites and recruitment***

As concerns access to the trainer function in the framework of continuing training in the company, no course of formal training is required. The trainer is selected according to the company's needs and his/her competences. The recognition and the accreditation of the qualifications of the trainer raise, in the majority of the cases, through accreditation by the Ministry for National Education, operative by means of contest or homologation. This system of accreditation covers only the field of continuing vocational training depending on the State or the local authorities. Thus the AFPA, under supervision of the

Employment and Ministry of Labour, developed a national title of 'Professional Trainer of Adults' by means of introducing the Validation of the Assets of the Experiment (VAE) in 2001.

### ***Trainers' main occupational areas***

Generally, the trainers' responsibilities and functions include:

- Teach one or more subjects (preparing content, leading and evaluating) Programmes of continuing training are more flexible than for initial training and the trainer often must adapt the content of the teaching programme to the requirements of the company, adapt the technology used for teaching aids and distance learning and also transform the pedagogical approach;
- Co-ordinate the work of the various trainers;
- Support trainees looking for work to find a practical course and a job after the training period;
- Monitor and guide the young people who are being trained in the company (in terms of relations with tutors, evaluation of the completed work);
- Provide administrative support (check the job situation of the trainee 3 to 9 months after training).

Those tasks are not always well-defined. In some small companies, one person may combine several functions. However, the **central function of the trainer is still focused on pedagogical engineering.**

### ***Are there too many or not enough trainers in different sectors?***

No assessment has been undertaken so far.

## **5. Qualification**

### ***Who determines the training contents for the training of trainers?***

Each company defines and organises the training of trainers according to the company's requirements and needs, following an annual training plan. Depending on the size of the company, the pedagogical committee considers handling policy, strategy and organisational aspects for the company's training programme. It also depends on the strategy and habits of each company which institutions are involved in the training of trainers. Some companies cooperate with government-owned and government-assisted training organisations such as

- GRETA: training centres located in vocational secondary schools, under the aegis of the Ministry of Education;
- AFPA (National Adult Training Association) under the responsibility of the Ministry of Employment,
- Chambers of Agriculture, Chambers of Commerce and Industry, Guild Chambers, Agricultural training and promotion centres, under the aegis of the Ministry of Agriculture.

These public organisations represent 5 per cent of all training providers. They cover 20 per cent of the total turnover and 13 per cent of trainees.

Other companies prefer to work with non-profit making organisations which represent 30 per cent of all training providers. Those cover 37 per cent of the total turnover and 34 per cent of the trainees.

Most companies collaborate with private organisations, which represent 34 per cent of all training providers, covering 39 per cent of the total turnover and 42 per cent of trainees. Officially, more than 45,000 registered training organisations share a competitive training market while in fact only 9,100 of them are really operating on the market.

Source : **Projet de loi de finances pour 2007 : annexe formation professionnelle**  
[http://www.minefi.gouv.fr/performance/cout\\_politique/loi\\_finances/2007/jaunes/formation\\_professionnelle.pdf](http://www.minefi.gouv.fr/performance/cout_politique/loi_finances/2007/jaunes/formation_professionnelle.pdf)

### ***How do trainers and tutors acquire their training competences?***

It is difficult to obtain a national overview of the continuing training available for trainers. Most continuing training available is supplemented by training courses arranged at company level to ensure the adaptation or development of trainers' skills according to the company needs. In order to specify this information, it would be necessary to obtain information directly from the companies.

The European Social Fund supported several programmes for the training of trainers in France. Regional prefects and regional councils can apply for ESF money. In most cases, the programme is incorporated into transverse operations (economic development for example). However, although the ESF may provide co-financing, it is scarcely significant in terms of impacting on the training for trainers.

Some trainers have acquired competences and diplomas in IVET (universities, CNAM, grandes écoles) and others follow new paths in CVET in a similar way (same kinds of diplomas). Generally, trainers are recognised according to their vocational competences and skills. Nevertheless, French trainer qualifications are not internationally recognised.

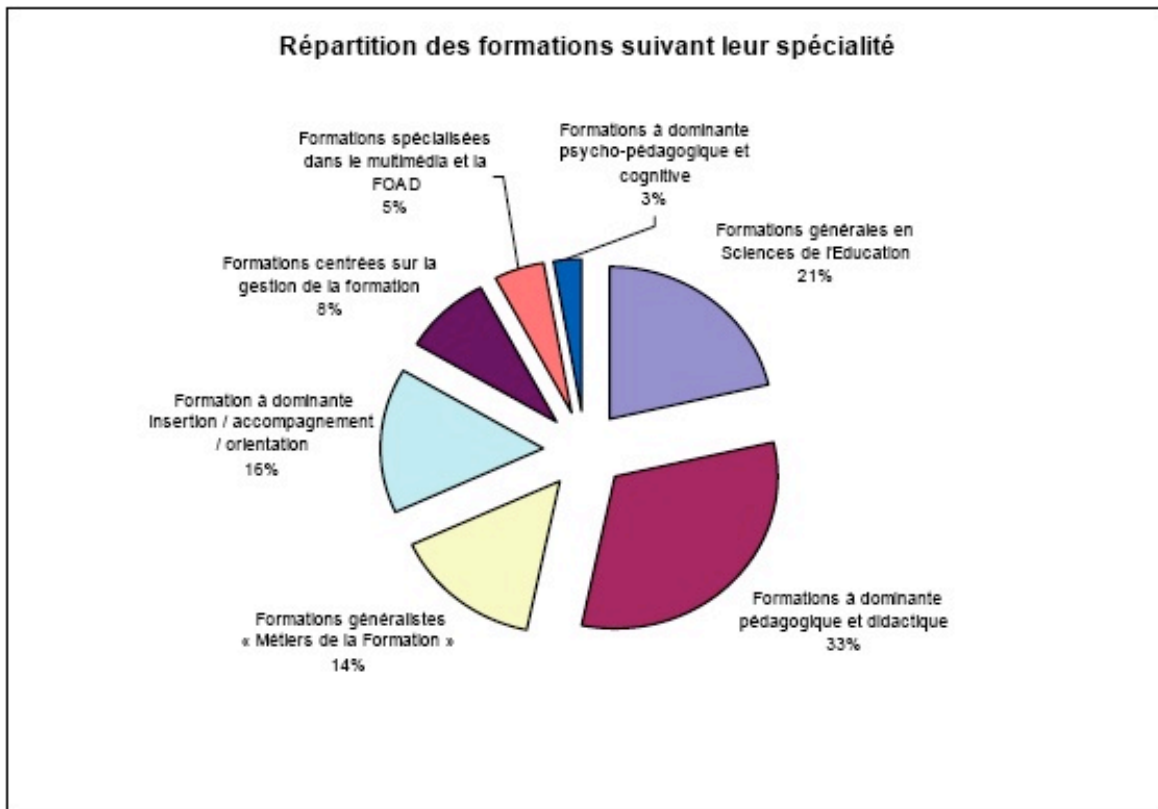
As concerns the tutors, those are company employees who are principally professionals chosen by the employer for their skills and understanding of the organisation. There is little to distinguish between initial training and continuing training for **tutors** and **masters of apprentices** in the workplace insofar as they are often appointed as **tutors** without any prior training. A 40-hour training programme is funded either by the state or by professional bodies, but it is left to the initiative of training centres.

### **Which kinds of certificates or qualifications can be obtained?**

*Répartition des diplômes et titres préparant aux métiers de la formation, par pôle thématique – avril 2006*

Diplômes pôles	Total	Formations générales en Sciences de l'Education	Formations à dominante pédagogique et didactique	Formations généralistes « Métiers de la Formation »	Formation à dominante insertion / accompagnement / orientation	Formations centrées sur la gestion de la formation	Formations spécialisées dans le multimédia et la FOAD	Formations à dominante psychopédagogique et cognitive
Licence	39	27	3	8	1	0	0	0
Licence Prof.	12	0	2	2	6	1	1	0
Maîtrise	6	5	1	0	0	0	0	0
Master Recherche	41	25	11	1	0	2	0	2
Master Professionnel	82	2	24	16	13	14	7	6
IUP titre d'Ingénieur Maître	1	0	0	1	0	0	0	0
Doctorat	7	6	0	1	0	0	0	0
DHEPS	5	0	1	3	1	0	0	0
DU ou titres homologués	125	3	60	14	29	10	8	1
<b>Total</b>	<b>318</b>	<b>68</b>	<b>102</b>	<b>46</b>	<b>50</b>	<b>27</b>	<b>16</b>	<b>9</b>

Fichier source ci-dessus



## 6. Integration

### ***Which functions of social integration are fulfilled?***

The trainers in French companies have more and more diversified functions. Polyvalence is increasingly required. They often work in teams. For these reasons, those involved in continuing training fulfil a range of diverse functions such as:

- ***Training needs assessment;***
- ***Teaching*** one or more subjects, preparing content, training, face-to-face or distant learning, evaluation and development of educational resources. These are traditional tasks of the trainer or training animator, or to a lesser extent that of resource centre animators for individualised training systems.
- Organise and maintain the ***relationship between training centres and the workplace***. This is mainly a task of the training co-ordinators.
- ***Management of training:*** building-up a training programme, building partnerships, arranging the financial engineering, co-ordinating the work of the various trainers, providing administrative support. These functions are carried out by co-ordinators and training centre training managers responsible for the training within the company as training manager in company (GARF network).

### ***Emergence of new profiles in companies***

Some large companies have created their own training centres where they apply various ICT methods such as on-line training, e-learning, establishing virtual centres, video conferencing and numeric campus. With these methods companies support new ways of working and learning, establishing also new trainer and skills profiles: we may meet web coaches, web trainers, e-tutors, etc.

Source: [www.nettrainers.org/fr](http://www.nettrainers.org/fr)

'Net-Trainers' is an Online Distance Learning Course which aims to equip tutors/trainers with the skills to teach online using online technologies.

### **Learn ONLINE and become a CERTIFIED NET-TRAINER!**

*(Developed and delivered by key members of the award-winning LeTTOL team, in partnership with online learning experts across Europe).*

Net-Trainer is a European term to describe the job of the online or e-tutor. This person develops or adapts learning so that it can be delivered using internet technologies, establishes effective and ethical processes to ensure learners are supported throughout the course, provides individual learners with supportive and constructive feedback, and manages online group interactions.

The Net-Trainers course has been developed by a partnership of nine European countries. Experts in online and e-learning have worked together to develop a common job profile, training framework and learning objectives. The course is delivered by nine different countries. The course contents are written to recognise the educational context and culture of each participating country (England, France, Germany, Denmark, Italy, Spain, Poland, Bulgaria and the Czech Republic).

### **Job Profile**

If you are a teacher, lecturer, trainer, materials developer, or an academic or technical manager who wants a thorough grounding in how to develop and deliver online or blended learning courses then Net-Trainers is for you: corporate trainers and independent trainers (industry, banking, insurance, private training centres ...), teachers in the field of vocational training of young people and adults (school, universities, further and continuing education), trainers in adult education, covering the fields of training, career advice and/or vocational integration (community centres, government programmes...).

### **What is a Net-Trainer?**

The course aims to train and qualify Online and Blended Learning Trainers. The trained trainers will be able to develop, establish, manage and deliver on-line and blended training. There are three main phases in the Net-Trainer's work which structure the duration of the course: pre-course, on-course and post-course.

**Prior to the course** the Net-Trainer welcomes potential learners (employees, students, job seekers, lifelong learners) and provides appropriate information through group meetings and individual interviews which take place face-to-face or via ICT. In order to assess the learners' personal and professional situation, the Net-Trainer analyses the students' expectations and needs, evaluates their educational and professional knowledge and suggests a learning solution. Then, in collaboration with the learner, s/he can draw up an individual learning plan. This contract includes course content, guidance, evaluation and validation.

**During the course** the trainer suggests different learning methods, which will have been previously defined during the course design and set up. These methods respond to a predicted learning progression and make use of technical means and appropriate resources. Throughout the teaching input, the Net-Trainer uses, implements and updates tools, materials and equipment linked to the learning content and course evolution.

***How is the work of trainers recognised in enterprises?***

The work of trainers and above all of tutors is recognised in some large international companies as for example Air France, Disneyland, Banques Populaires and Veolia. They get recognition in the company from their peers.

## **7. Innovation**

According to Anne de Blignières-Légeraud, expert in CEDEFOP, innovation in training is the “production, assimilation or exploitation of training products or practices through a multidimensional partnership process, which offers improvements or successful responses/solutions – going beyond usual practice – to specific problems/needs in their (spatial and temporal) context and can be transferred to other contexts”. This relates to the many different aspects of innovation in training, some of which are obvious such as technical and technological change, and some of which are more complex and hidden such as the social values of the ethics of companies. In any case, innovation remains a shining paradox, much prized by teacher researchers, directors, managers, trainers and policy makers.

### ***How is the quality and efficiency of trainers’ training assessed?***

In large companies, the Director for human resources (DHR) realises the assessment of the training of trainers according to the company’s needs. In SMEs typically the boss would do a similar assessment.

### ***Is there any kind of research of the work and training of trainers in your country?***

In France, we have one base in CNAM, which is the ERO base.

### ***Which are the weaknesses and strengths?***

The new approach of competences is very interesting, because it is linked to recognition. Nevertheless, the spread of communication networks is the most recent phenomenon. Gradually, with the increasing power of technical equipment in private homes and at work, and the spread of broadband, the internet replaces transcends traditional boundaries of space and time in communication between enterprises and private users. New technologies induce new ways of working and learning, including the creation of networks for mutual exchange of ideas between experts and specialists in vocational training, the expansion of European projects to create new on-line training tools and contents and the use of the Internet as an innovative resource

### ***Are there any Good Practice examples at company level?***

- Air France (Charte de l’alternance...) Site Air France
- Banque de France (e Tutorat ; e Formation avec le logiciel Tutor manager d’X-PER Team).

In 2002, a request was addressed to the Department of Training and Skills (DFC) of the *Banque de France* to train staff in a new human resources management programme. This tool was to replace a number of methods and training procedures used in a variety of environments by introducing a single new integrated system. The programme, called SAP, today covers almost all human resource management functions, using individual electronic files. SAP is expected to be used every day by a large number of people

dealing with relations between staff and their employers. Overall, the project is the outcome of a continual process of job computerisation which has been taking place over the last ten years, significantly transforming the overall context in which HR and its secretariats work.

In 2002, discussion focused on meeting this need. The project was seen as an opportunity to test in a pertinent and appropriate way a mixed training scheme which combined the advantages of e-learning with those of face-to-face training. The training was regarded as a long-term investment.

The public in question consisted of secretarial staff and front-line clerical and management staff in central services and the branch network. The training was split into three topics:

- **Topic 1** (lasting between 6 and 10 hours over one month) comprised an integration stage in the form of group meetings for a maximum of 10 people lasting 1 hour and 30 minutes, followed by an e-learning stage with support and feed-back from individual telephone conversation.
- **Topic 2** (lasting between 6 and 10 hours over one month) comprised an integration stage using audio conferencing, and a fortnight of independent work with a mid-point group audio conference. The final feed-back at the end of topic 2 was done by individual interview.
- **Topic 3** (face-to-face, lasting three days) addressed more complex issues. (112) SAP-RH (*système d'application progiciel*): ERP-type software for standardised

### **Evaluation: towards the development of e-learning**

Overall, the outcome of this training was positive. The group dynamic brought about by the face-to-face and audio conferences was greatly welcomed. The groups formed came from the same region and had the opportunity to meet before for work-related reasons. This led to greater cohesion among the groups. The formal signing of a tripartite contract between learner, line managers and tutor made it plain that everyone was involved in a common training project. This scheme was crucial for pursuing a credible and realistic process of educational development in relation to e-learning. The project was also a turning point in the adoption by facilitators of a mixed approach (face-to-face and tutored).

The project strengthened the need to develop multimedia content with its own appropriate features, including flexibility, sociability, the opportunity to change the order of sequences, some freedom of movement for the learner and a clear and obvious pedagogical progression within an overall vision of the progress intended. Finally, the operation confirmed the importance of communication between all those involved (learners, tutors, line managers).

- AUVICOM (espace tuteur en ligne) ;
- FORMAPAP (Cap Tutorat) ;
- Disneyland Resorts Paris (VA)

# FRANCE: Summary of expert interviews

## 1. Introduction

*What is your role/function/relationship to the work and training of trainers?*

I work for a big company setting up mechanisms for the training of its trainers.

## 2. Identify major issues / key challenges in a national perspective

*Can you identify 3 major issues or big challenges those in-companies trainers in your country face at the moment?*

- Companies do not invest enough in training.
- The profession is insufficiently recognized and pay scales are relatively low.
- Trainers have little time and few technical means to train themselves.

Training of trainers: It seems to me that due to the rapid evolution of new technologies the training of trainers has become a real problem. New possibilities must be imagined certainly using tools of autonomous learning and e-learning. The behaviour of the trainer will equally evolve towards the role of a coach, helping and supporting the learners as they more and more autonomously use e-learning tools.

## 3. Discuss in a national perspective common issues that may be of relevance across Europe

*Staff shortages of trainers and training methods*

This problem is difficult to solve as most companies have to solve their problems in the short term (production first). A lot of them think up ways of de-locating the production under pressing conditions, professional training is not a priority.

*Aging workforce - how is knowledge transferred to younger workers this may become a new issues particularly relevant for training.*

In a lot of big companies the training of new staff is now done by using a rotation system, one part taking place in training centre while other parts take place in the company. In this case the company training is provided by tutors who have generally very good professional skills but less good pedagogical skills. In this situation the companies need to make an effort to develop tools and devices to help the tutors to improve their pedagogical skills and aptitudes.

*Professionalisation of in-company trainers*

- Without a doubt we need to imagine new ways to show appreciation of the work of trainers (diploma, bonus, careers prospects).
- Things change from one company to another however in general, I have the impression that the rapid technological evolution is a bit beyond most trainers' capacities.
- Yet again I'm under the impression that most trainers do not engage to make use of the new pedagogical possibilities available as companies do not give trainers the means to innovate, except for some very big companies.
- If the solution is to proceed with a tutor then the best solution is a team. The tutorial team enriched by its different skills would be able to share the tasks efficiently.

- Tutors are selected from people with a proved experience in the professional sector, being trained to the learners.
- There is no immediate statute as it is more a mission than a profession.
- A great number of big companies have adopted tutorale as a way of transferring professional know how (the tutor is then given the title of trainer).

### *Recognition*

- The fact of being appointed as a tutor is in itself a form of recognition.  
In some companies being a tutor does not automatically mean to become a manager, but to become a manager you must have become a tutor first.