

France

Auvergne- Rhône-Alpes

Regional Report on Lifelong
Learning Policy 2023

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Collaborative Monitoring of Regional Lifelong Learning Policies (COMORELP) 2020-2023
Auvergne-Rhône-Alpes (France) – Regional Report on Lifelong Learning Policy 2023

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Introduction

The information presented in this document result from the compilation of data available from the sites cited in the webography.

The term „learning” is not much used in the French domain of Education. Most of the time we use Éducation (education), Formation (training), enseignement (teaching). It may come from an ambiguity in the use of the term learning itself. „Apprendre” is to learn. Thus, learning should translate as „apprentissage”. But in the French Education Systems, Apprentissage refers to a specific learning mode which is made of alternate sequences of time between school and company - like one week in school and two weeks in a company – mostly used in secondary and higher Ed VET education (somewhat equivalent to apprenticeship). Some people tried to prose „apprenante” to translate learning, but it is not much used. So, the idea of Learning is used in some specific cases when one can use the verb apprendre, like when LLL is translated by „Apprendre tout au long de la vie”.

This explains why in this document we use words such as education (the general system of education, or the National Education Institution), training (for the adult education processes) and teaching (in the case of school and university).

In the following document, it was agreed that LLL refers mostly to Adult Education, though sometimes I might be useful to refer also to secondary and/pr higher education when necessary.

Auvergne-Rhône-Alpes

The Auvergne-Rhône-Alpes (AURA) Region results from the merging of two former Regions in the Centre-South-East of France: The Auvergne Region and The Rhône Alpes Region (2015).

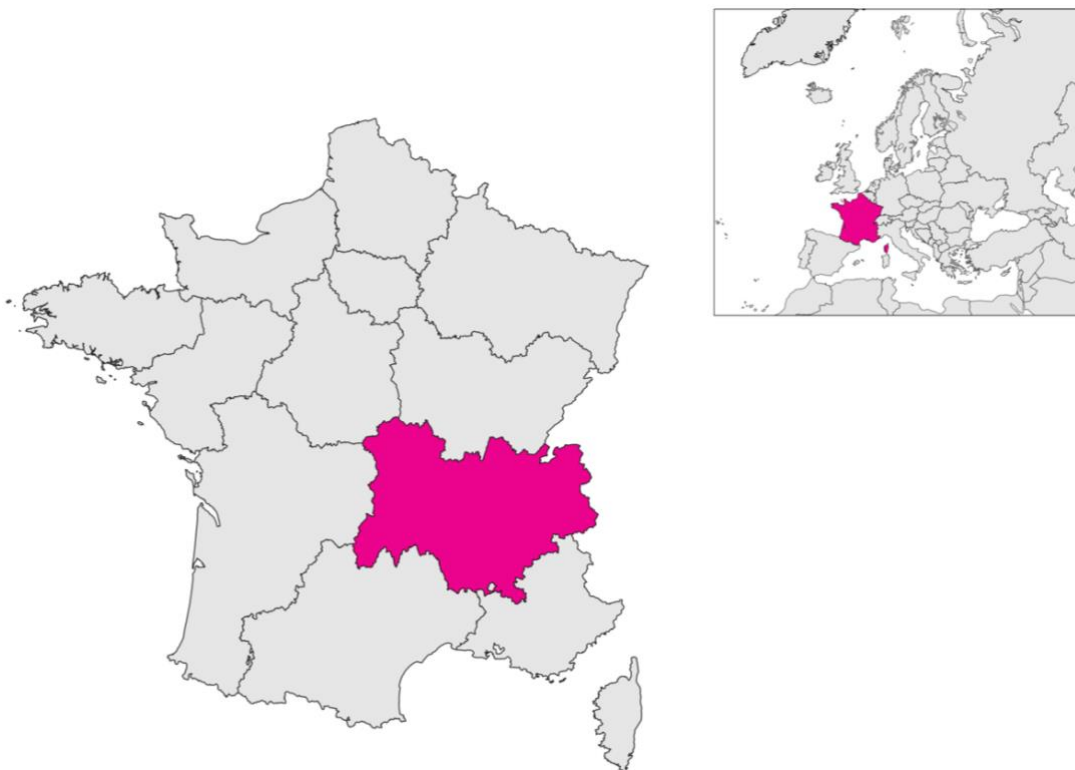


Figure 1. Regions of France and the Auvergne-Rhône-Alpes region

Organisation of the Regional Government:

- The President – elected by the regional assembly, the President is the chief of the Regional Executive; decides on the priorities of the Regional Policy; rules the debates of the Assembly as their president; ensures the application of the decisions through the administration; is responsible for the Regional Budget.
- The Regional Assembly – it the parliament of the Region. The elected members decide the main orientations of the Regional Policy and vote the budget.
- The Permanent Commission – It is a smaller assembly (the president + the vice-presidents and some regional councillors. It reunites more frequently to implement

the regional policy and decide on the day-to-day activities, especially by relying on the files transmitted by the thematic commissions.

- The Thematic Commissions – economy, Transports, Culture, Education, etc. need a more in-depth attention and expertise. They work on the files elaborated by the different branches of the Administration and elaborate the documents submitted to the Permanent Commission or the General Assembly.
- The Economic, Social and Environmental Council (CESER) – the members are selected among socio-economic actors of the Region such as companies, unions, chambers of commerce, industry and agriculture, NGOs. The CESER is a consultative body. They give their advice on the main orientations of the Regional Policy, the budget, some subjects of regional interests.
- The Administration – the Regional Agents are in charge of preparing the files and implementing concretely the decisions made by the elected councillors.

AURA LLL Structure

LLL in the French Education System

„Institutional” LLL in the Regions is strongly dependant on the organisation of the National Education System. In the French Education System, a large part of Adult Education depends on the private or semi-private sector. For a long-time, it was possible for adults to register into university programs, as full students, or auditors; but it was the „normal” curriculum, nothing was designed specifically for adults (adults meaning here people over the usual age of students, i.e., over 30 years for example). A major part of Adult Education is realised within the VET Education area (Formation Professionnelle des adultes – adult VET).

„Professional” LLL is organised through „professional institutions”, implemented in companies – individual companies or professional branches - in training organisations, and for a lesser part in VET structures. The guidance part in LLL may be assured by semi-public or private structures, related to adult training in general, specialised offices, employment agencies, etc.

During a long-time, the training of workers was done in-house, in the large companies that cared for their personal career. It was only recognised within the company; no equivalent being made at national level. With the diversification of professions and required competences, even within a same company, the training is more and more subcontracted to specialised offices and providers.

Since some time, the issue of recognition and valorisation of the training sequences from the side of the employees arise, as well as the existence of a „right to train”. This is materialised for example by the VAE (validation des acquis de l'expérience – validation of prior acquisitions) which enable to even transform professional experience into a universal diploma), on the one hand, and by the CPF (compte personnel de formation – personal training/learning account) which translate the right to a certain amount of training for the employees across their whole professional life, even if they change company or are self-employed.

The role of the Regions in the VET Education

Since 2014, the Regions are in charge of the Regional Public Service for Guidance and Professional Training (service public régional de l'orientation et de la formation professionnelle), which includes also the insertion of people with difficulties, the training of unemployed people, the management of apprenticeship).

The structuring of the regional means of action

The Regional Public Service for Professional Training (SPRFP Service public régional de la formation professionnelle). The SPRFP is organised and financed by the Regions to achieve the following missions: ensure the access to qualifications, take in charge specific audiences, favour access to the VAE contribute to develop the diversity of the training paths. The regions participate in the CNEFOP (Conseil national de l'emploi, de la formation et de l'orientation professionnelle) and CREFOP (Comités régionaux de l'emploi, de la formation et de l'orientation professionnelles).

The Regional Public Service for Guidance (SPRO Service public régional de l'orientation). The SPRO is piloted by the Region (adult and continuous education and training) and the State (initial education). Each person has a right, all along their life, to be informed, accompanied, and advised in terms of professional guidance. This service is free of charge and considers the situation and the project of the person within the territory.

The Plan Contract for the Regional Development of the Professional Training and Guidance (CPRDFOP Contrat de plan régional de développement des formations et de l'orientation professionnelles). The Region is responsible for coordinating on their territory the regional policy in training and guidance. The CPRDFOP aims at:

- analysing the midterm needs of the territory in terms of employment, competences, and qualifications;
- programming the actions of professional training for young people and adults according to the situation and objectives of economic development of the regional territory;
- defining the objectives of the offer in counselling and accompanying the guidance , in order to ensure the accessibility to the available programs;
- defining the objectives in terms of professional and continuous training pathways, taking into account the emergence of new tracks, new jobs, in the area of environment and energy transitions;
- in the part dedicated to adults, defining the actions in professional education supporting the access to employment and the possibility to stay employed;

- in the part dedicated to person with disabilities, to define the actions in professional training aiming at favouring the professional inclusion in the ordinary space, or to support the professional reorientation if the disability results from an accident at work;
- to define the priorities related to the information, the guidance and the validation of the prior acquisitions.

The missions of the Region

A strategic territorialised vision. The CPRDFOP Contrat de plan régional de développement des formations et de l'orientation professionnelles. **The overall piloting of the professional guidance, education, and training.** The piloting takes place according needs of unemployed people, the employees, and the economic realities of the territory. The Region intervenes for training, assessing the competences (Bilan de Compétences) and accompanying in the VAE process. **Financing and coordinating the financings of the training actions.** The Regions are, since 2012, the second financer of the professional training, naturally far beyond the companies, but a few steps in front of the State. What do the Region finance in terms of training?

- the apprenticeship has a decreasing part (37%); it is now ruled mostly by the companies and the professional branches;
- the part regarding the employees (8.6%) concerns mainly the health sector;
- the rest concerns mainly the professional insertion of young people (15.6%) and the unemployed persons over 27 (27.6%)

The expenses might be relative to:

- the functioning expenses of the training;
- the partial financing of the beneficiaries of the professional training (cost of training, possible remuneration, etc.);
- the networks of accompaniment: local mission (missions' locales), permanence for receiving and informing (PAIO), spaces, etc.
- Les réseaux d'accueil des jeunes (Missions locales, Permanences d'accueil information orientation (PAIO), espaces-jeunes, etc.);

The Region is financed by the State, by the ESF or by their own funds.

Ensuring the professional guidance of the audiences (SPRO). The Region coordinates the actions of the organisms participating in the SPRO, ensures the information and implements the network in charge of the VAE. **Putting the different actors of the professional training and guidance area in coherence**_(see the chapter on Actors).

- **Information.** The Region organises on their territory the diffusion of the information related to the offer in professional training, together with all the stakeholders in the sector.
- **The interactions of the Region and the companies.** The impact of the professional training policy on the companies is mostly indirect. Practically, the Region acts mostly as a financing body of training actions implemented by other organisms such as Pôle Emploi, the Local Missions, the OPCO (Operators in Competences)

The Regional councils may offer some help to the companies in terms of cash flow in supporting counselling, but not directly for training. The Region is not a place where companies can find a direct financing of their training operations.

Audiences with specific needs

Through the SPRFP, the Regions are now in charge of the public with specific needs (formerly ensured by the State):

- person in situation of illiteracy together with the National Agency for Illiteracy (ANCL); actions for prevention and acquisition of a basic level of knowledge;
- persons with disabilities;
- persons with legal issues.

Learners Perception of LLL

The adult continuous education follows mainly two large pathways:

- the „academic-like” pathway, meaning that people are looking for acquiring diploma or certificates (also available at initial education levels) by alternate ways and through specific organizations and programmes (GRETA, CNAM, CNED) and including the specific services of universities dealing with adult education. This kind of training may be totally financed by the person (in sabbatical leave, for example, or after being dismissed), or by the company (for example to get a degree leading to a new level of qualification in management), or by intermediate financing systems depending on systems to re-qualify long term unemployed persons, or persons with disabilities, etc.).
- the „personal” pathways which is facilitated by and organised through the CPF. The CPF is a kind of „bank account” for training. It is fed by money rights gained and accumulated by every year of work (500€ per year). They can be spent in training programmes delivered any kind of providers in any kind of area. The amount of training days / hours is (in principle) only limited by the amount of money available in the account. The persons may take the course on their own time, and sometimes the company also contributes by giving free time from the working amount of time.

The content may be in relation with the current job of the person, or a future job at a reconversion moment, or with totally other concerns (art, culture, sports, etc.).

LLL SWOT Analysis

| Strengths | Weaknesses | Opportunities | Threads |
|--|---|---|--|
| <p>Numerous Universities and Schools — Quality of the Education Environment.</p> <p>Innovative companies in need for highly skilled and flexible workforce.</p> <p>Numerous guidance structures accompanying the persons and the companies.</p> <p>Label EUFORM.</p> <p>VAE-CPF.</p> | <p>A culture of teaching/training rather than a culture of learning</p> <p>An offer scattered among many actors.</p> <p>Many providers in private sectors → issues in funding (but not in coherence)</p> <p>Companies housing training programs → issues of recognition</p> <p>The idea that all you need to know is learned at school.</p> | <p>Highly innovative and High-Tech Industry → increasing needs for keeping oneself employable.</p> <p>The end of linear careers → increasing needs for guidance and accompaniment.</p> <p>A will to appear as a powerful and attractive Region.</p> <p>A will to organise the network of actors, especially in digital to become a prominent actor in the „Digital League”.</p> | <p>A more and more liberal approach to competences the responsibility is transferred on individuals.</p> <p>The end of linear careers → difficulty to anticipate.</p> <p>Loosening the links between companies and employees, numerous different statuses of the persons in the companies, not a clear view of the „rights and duties” regarding „self-education”.</p> <p>A lack in awareness for persons in difficult situations.</p> |

Table 1. SWOT Analysis of LLL Policy in AURA

LLL Actors

A classification of LLL providers acting at regional level including actors acting also at National or international levels but considered here for their roles in the AURA Region.

| Class of actors | List of names | Comments |
|---|--|--|
| A - Providers with academic-like programmes and qualifications. | University (dedicated services). GRETA. CNAM. CNED. | Institutional actors already existing since decades engaged in modernising both their contents and pedagogical modes (MOOCs, distance learning, flexible paths, etc.). Active in specific systems such as VAE (recognition and valorisation of prior learning). |
| B – Pole Emploi. | As „facilitator of Employment”, Pole Emploi is also a main actor in LLL. They manage the training processes for the unemployed persons, the financing system, the valorisation of the accomplished paths, etc. | Pole Emploi is financed by money provided by the employees (tax on salary) and the companies to the national unemployment insurance. As a major actor of the employment system, Pole Emploi records, analyses and publishes a series of data on the job market, at national level, and at specific targeted levels in the territories. |
| C – Providers integrated in the sphere of Industry ruled organisms (Unions, branches, Chambers, etc.). | Sectoral CFAs. „internal” qualification pathways in different branches. | |
| D – Providers belonging to the non-governmental area (Associations, NGOs, organisms recognised of public utility, et.). | Leo Lagrange. Croix Rouge. | |
| D – Providers from the private sector. | Main areas: Coaching. Personal development. Transversal competences. Digital divide. | Some of them looking for Qualiopi certification (e.g., for being recognised by Pole Emploi and included in their offer, or for being eligible to CPF)). |
| E – Information providers. | Dedicated websites. | |

Table 2. A classification of LLL providers acting at regional level.

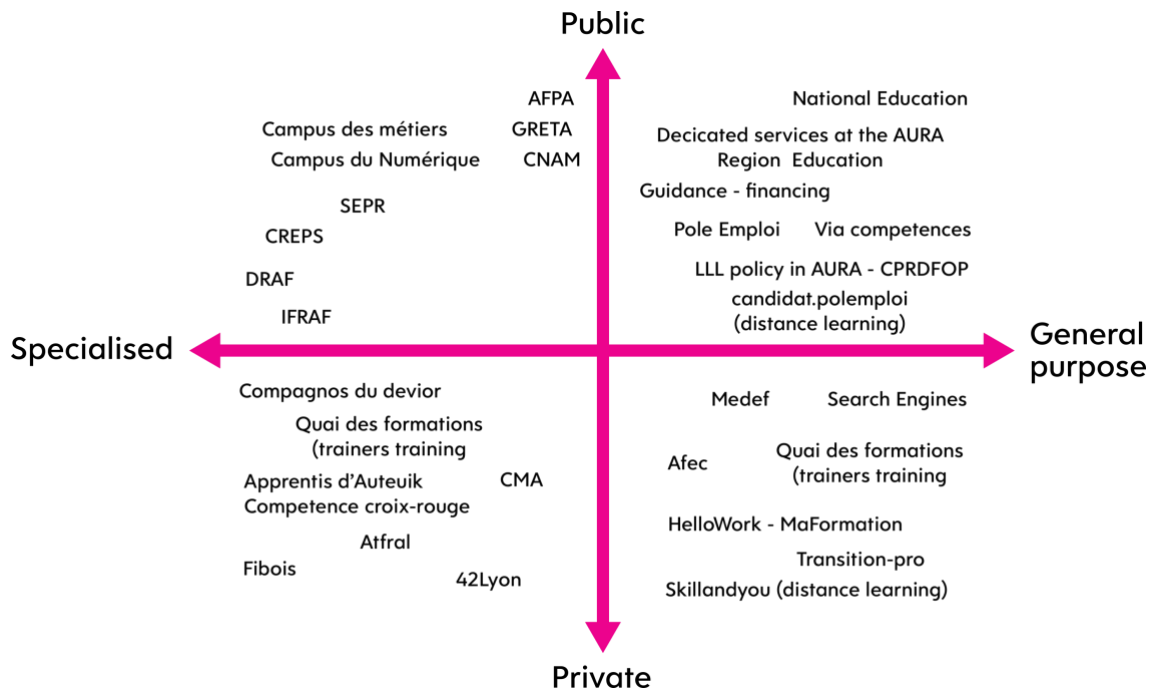


Figure 2. Map of actors of LLL in AURA (simplified)

National Education services for LLL

- **GRETA** are specialised structures of the National Education that organise guidance, adult education, and accompaniment both for people and companies.
- **Label Eduform**. This label is internal to the National Education system and delivered by the ministry of Education for three years.
- **Teachers training**. They regroup some high schools and professional schools to create places of excellence in VET education in sectors like Green and Digital Transition, eco-construction, Innovation, Telecommunications, etc.
- **Pole Emploi** is a national structure whose mission is „to facilitate employment”. They constitute the interface between job seekers and employers. They provide guidance and house a catalogue of more than 100 distance learning programmes. The path is organised around several steps articulated around the person's needs, skills, wishes and the market offers and orientations.

Official services of the AURA Region

- **Via Compétences**. The place for orientation, training, and employment professionals. Rhône Alpes Formation (RAF) publishes the initial and continuing training offers available in AURA to guidance, training, and employment professionals, to providers and to the public (young people, job seekers, etc.).
- **The OPCO**. Eleven skills operators (OPCO), responsible for supporting vocational training, have been approved. These skills operators are responsible for financing apprenticeships, helping the branches to build professional certifications, and supporting SMEs in defining their training needs.

Public and associative sector

The following actors operate at national level, and at regional level. The AURA Regional „branches” are represented here:

- **CNAM** offers LLL to serve inclusion, equality of chances and social promotion; they deliver diplomas, through a large offer of programmes and courses covering all sectors of activity. Some figures for 2021 in the AURA Region: the average age of the learners is 32.6 years; 65% are in employment; 28% have a baccalaureate when they start; 64% occupy an intermediary job; 34,5 % occupy a highly qualified job; 9200 learners are inscribed in apprenticeship or professional tracks; 161 diplomas were attributed through validation of prior activities; there were 146400 participants in MOOC sessions.
- **AFPA**. The National Agency for Adult Vocational Training is a member of the national employment service, and the first qualifying vocational training body. Some figures in AURA: 400 training programmes for a first job or a reconversion – 325 training for improving and reinforcing one's expertise – 200 jobs accessible in a dual way – 180 training on regulation, security, health.
- **Maison de l'Apprendre** (the House of Learning) is a not-for-profit structure which accompany the different actors of learning and competences acquisition to favour the development of a learning territory in AURA.
- **The EDF foundation**.
- **Eduform** is a quality label, internal to the National Education system, which guarantees that the training provided conform to a good practice referential. It is attributed by the ministry of Education for 3 years.
- **Qualiopy** is a brand created within the framework of the law o modernization of LLL (September 5, 2018). It aims at: certifying the quality of the process implemented by the providers of activities aiming at improving the persons competences; and supporting a better visibility of the training offer for companies and people. It is delivered by certification organisms authorized by the French Committee of accreditation.

The private sector

- **MEDEF**. is the main French employers Union. They are particularly engaged in the implementation of the new policy on VET (Law of September 5, 2018).
- **The Companies and the professional Branches, Chambers of Commerce, Industry and Agriculture**. The different branches and chambers are responsible for organising some VET training centres (CFAs) dedicated to their own activities.
- **Some other providers** There are many private providers that developed a long time. Soe has a national coverage, some other are more Regional / Local. Some are providing training in many different sectors (e.g., Cegos). Soe other are more specialised (administration, commerce, industry, etc.).

The „Digital” sector

- **France Num**. The Auvergne-Rhône-Alpes Region implements a voluntary policy in digital development together with France Num since 2018, sharing the observation of the formidable lever that digital technology is for the development and performance of companies and the need to support them as best as possible to pass the milestone of digitalization or speed it up. This partnership makes it possible to ensure complementarity of the actions carried out by the State and the Region, with the aim of clarity for companies.
- **Digital League AURA**. About 20 regional actors in digital regrouped to sustain the digital policy orientation in AURA. Digital League promotes the exchange of best practices between entrepreneurs, schools, laboratories, investors, and institutions to create winning synergies.
- **Campus du Numérique**. The Digital Regional Campus aims at becoming a reservoir of talents trained in AURA in the digital sector (Bachelor, Masters, etc.). It also hosts a life-size digitized factory allowing companies to identify and experiment with Industry 4.0 technologies. It also welcomes players from the digital sector and digital transformation, many training organizations.
- **The Grande Ecole du Numérique (GEN)** is a public interest Group made up of the French State and three companies: Caisse des Dépôts, Société Générale, Orange. In France, it aims to respond to the growing need for digital specialists and contribute to social cohesion by promoting the training and professional integration of people who have limited access to employment, in particular young people, women and residents of priority urban areas or rural areas. Some figures: 37 labelled trainings; 82% of positive outgoings; 1227 learners in 2021; 3611 jobs created in one year.
- **Pôle Emploi** is one of the greatest providers in distance learning.
- **Via competences**. Specialised website in digital sector.
- **CNED**. Lifelong Distance Learning Centre is a public operator of distance education, the CNED promotes and implements the values of public service. The establishment is now a committed player alongside the Ministry of National Education and Youth, particularly in the context of the ministerial digital plan.
- **CARSAT Rhône-Alpes**
- **IFRA (Leo Lagrange)**
- **The Free Foundation**

Results of Regional Assessment

Designing Policy

I. LLL in a Regional Development Strategy

| Question | Answer |
|--|--------|
| 1. Is lifelong learning an important focus of the regional development plan or of the regional strategy? | Yes |

Table 3. Question 1

In France, in general, the institutions, the documentation and the professionals think more in terms of „adult and professional education and guidance” rather than lifelong learning. Nevertheless, the term „apprendre tout au long de la vie” has started to make its way in the vocabulary of the actors of the economic, political, and educational actors. The point of view of the AURA Region is not specific regarding the „definition” of LLL.

The AURA Region has made its priority of re-localisation, industrial sovereignty, and employment. As a leader of the economic development, their objective is to support the competitiveness and growth of all companies. The LLL solutions are as many levers to contribute to it.

LLL as such is not very „visible” on the official communication of the AURA Region (more at the National Education level). Nevertheless, the AURA Region has a „Strategic plan for Economy, Training and Innovation to sustain Employment and Territories” which make a large space to LLL.

All is organised through the overall regional organisation:

- SRDEII: Regional Schema of Economic Development, Innovation, and Internationalisation.
- CPORDFOP: Regional Plan Contract for the development of the trainings and of professional guidance.

II. Promoting and Implementing Democratic Governance within the Regional LLL System

| Question | Answer |
|--|--------|
| 2. Are stakeholders, learners and educators involved in the governance system of LLL (or specific education sectors) | Yes |

Table 4. Question 2

LLL is not ruled with different rules than any other domain in the French National / Regional Administrative System. The rights and duties of the different actors are specified in laws available on the different web sites of the French government and ministries, and declined in the Regional administrative organisation, based on the system of representativity (guaranteed by regular elections) and delegation (organised by the French territorial organisation). The rights of individuals regarding the functioning of the public services are available on the website [Services Publics +](#).

III. Inter-Institutional Coordination and Integration of LLL Policies

| Question | Answer |
|---|----------------|
| 3. Does a lifelong learning policy exist at regional level? covering all education sectors (see below)? | Yes |
| 4. Does a lifelong learning policy cover all education sectors (see below)? | Not applicable |
| a) formal | Yes |
| b) informal | More or less |
| c) all age groups | Yes |
| 5. Is there cooperation and coordination between central and regional levels? | Yes |
| a) financial | Yes |
| b) administrative | Yes |
| c) other | Yes |

Table 5. Questions 3-5

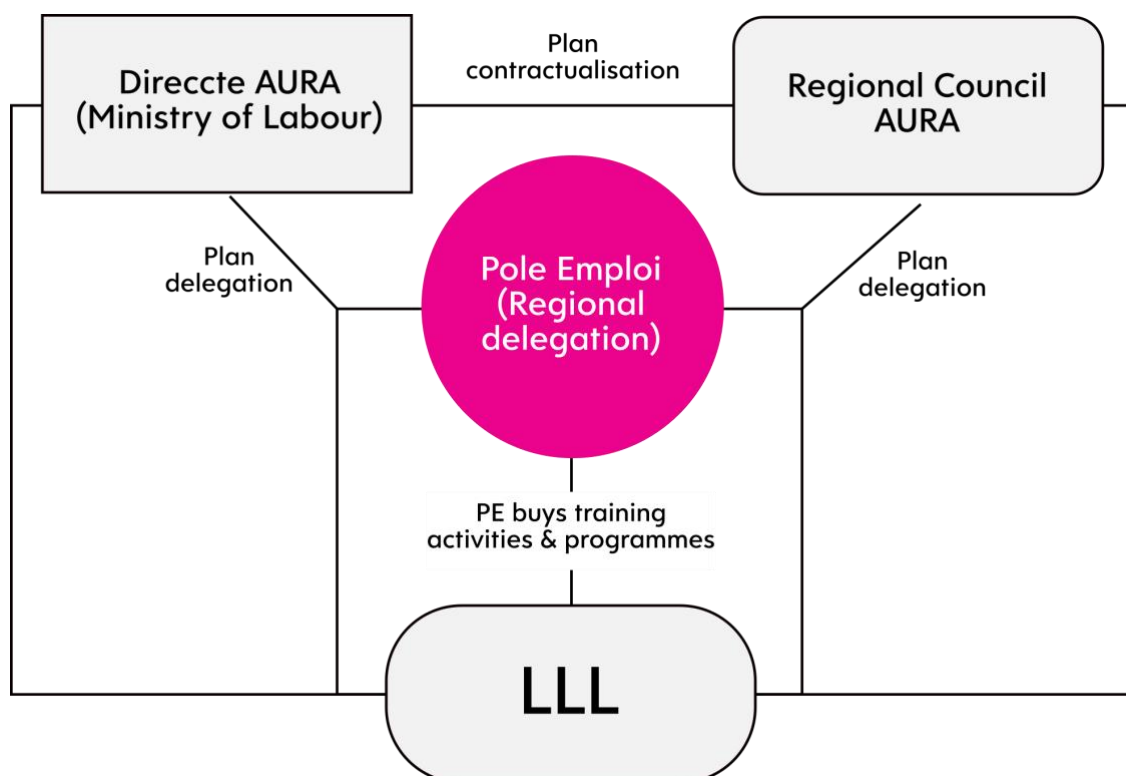


Figure 3. The central role of Pole Emploi in the organisation of the LLL structure in AURA

See introductory [chapter about the structural organisation of LLL](#).

IV. Identifying Learner Needs and Monitoring Participation

| Question | Answer |
|---|-------------------------------|
| 6. Does the region monitor the participation rates in LLL; Does the region monitor emerging learning needs? | Yes and no |
| 7. How frequently does monitoring occur? | Six years plan |
| 8. Are there tools and incentives to identify and communicate learning needs? | Tools yes, incentive not sure |
| 9. Are organizations provided with tools and incentives to identify learning needs? | Tools yes, incentive not sure |

Table 6. Questions 6-9

The state, the Regions, the departments and even companies, depending on the „stages” of learning (primary school, secondary school, university, adult education, etc.) are responsible to initiate, conduct, fund the process of learning needs analysis. Nevertheless, the idea of „learning needs” is taken into account in different ways:

- the Education system is ruled by institutions and programs that are actualised from time to time to better suit what is analysed at Institutional level as necessary to a „good education“;
- regarding adult education, the market is mostly ruled by the private sector. The offer depends also on some institutions at national, regional or local level;
- the main orientations are defined by the big actors such as the Region the companies, Pôle Emploi, for example. They elaborate plans, strategies and orientations and define the key actions to put in place and the means for that;
- then there are „acting structures“ (the guidance providers, the training providers, the actors of the social economy that position themselves in the landscape and propose paths and means of actions.
- the „beneficiaries“ are more or less active (reactive / proactive) depending on their situation, their capacity to be trained and their resources.

The „co-operative monitoring“ of organisations and enterprises is rather an idea of building multiple partnerships between the different actors.

Most often, the main „needs“ considered are more the economic needs for the regional development and competitiveness. Thus, there are two main actors that „trigger“ (or influence) the processes: the national Education which rules the formal education system and the companies which express their requirements. The Region has a role of influencing the choices especially by planning, advising, accompanying, and financing the actions.

At micro level, i.e., in companies for those people who are employed, and through actors of the social economy for those who are out of employment, the persons are the main actors of their qualification / competence building process. There is a need to realise a „successful adequacy“ between all.

What is considered is the economic sectors that need more efforts to keep their competitiveness at all levels. This means that there are different categories of persons to take into account. Those who want to progress in their careers but already have a lot of „cards in their hands“ in terms of competences and capacities valued by the companies. Those who are in jobs that are less valued and searched for, less demanded and who need to consider a re-orientation of their career. Those who are less qualified, who have been out of job for a long time, etc. who need more accompaniment and more effort to get back on track. It happens that women often belong to the last two categories.

There is a voluntary policy to better employ people with disabilities, either in protected sectors or in the general economic sector. There are specific

accompaniment processes. The persons, though their CPF are allowed to devote part of their „training rights” to programmes that are not necessarily directly related to their current job or future evolution. The recognition is another issue, though with the increasing interest for „transversal competences” is currently changing things.

V. International Comparisons, Cooperation and Learning

| Question | Answer |
|---|----------------------------|
| 10. Is the Region a member of an overarching association or network specifically focused on LLL or more specific education sectors (e.g., VET, adult learning, etc) | Yes |
| 11. Are exchange learning opportunities in place? | Yes (e.g., European funds) |

Table 7. Questions 10-11

The AURA Region is engaged in multiple relationship with other regions, at European level. Historically, for example, The Region was a founding member of a network called [Les 4 Moteurs pour l'Europe](#) with Baden-Württemberg, Catalunya, and Lombardy. This network has been especially active (among others) in the VET Education area. There is still a privileged relationship with these Regions in terms of LLL. [Pôle Emploi](#) fosters and sustain a programme which is called „J'ose l'Europe” (I Dare Europe). To promote international mobility for unemployed people in Europe. The AURA Region is in charge of monitoring the European funding programmes such as European Regional Development Fund (ERDF) according both to the European and French National regulations. The Erasmus+ funds are managed on a national basis through a national agency.

VI. Managing and Sustaining Partnerships

| Question | Answer |
|--|----------------|
| 12. Has the regional authority promoted, supported, and achieved sustainable partnerships for lifelong learning? | Yes |
| 13. If there are multi-stakeholder partnerships: | Not applicable |
| a) do they exist? | Yes |
| b) are they supported by regional authority? | Yes |
| c) are they promoted? | Yes |
| 14. Are there multi-stakeholder partnerships? | Yes |

Table 8. Questions 12-14

All is organised through the overall regional organisation system and tools:

- RDEII: Regional Schema of Economic Development, Innovation, and Internationalisation
- CPORDFOP: Regional Plan Contract for the development of the trainings and of professional guidance.

They are made for 6 years (the time between two regional elections).

Implementation

VII. Information and Guidance

| Question | Answer |
|--|--------|
| 15. Is the information easily accessible to all, i.e., if stakeholders' specific needs are taken into account? | Yes |

Table 9. Question 15

The access paths to LLL – the needs for enhancement or renew of professional competence is either:

- required by the employer;
- strongly suggested by the structures accompanying the people not in employment of looking for a new job;
- searched by the persons for different reasons linked to their current or future employability.

From the companies' side

There is a large part of continuous education that happens in the companies, either in the form of „internal schools” (in some large companies) or qualification pathways (for the less qualified employees), or „à la carte” training modules for staff and management, for example. There are even some joint programmes between companies and the Education system, for example with the apprenticeship system. This form of alternate learning is ruled by laws and encouraged at all levels of qualifications, job sectors, and age.

From the individual side

An important tool is the CPF (**Compte Personnel de Formation – Personal Training Account**). Each person who has been in employment for some time is granted some

training rights. The CPF enables each person in activity over 16 (as soon as they enter the job market until their retirement) to acquire some rights to train available all along their professional life. The goal of the CPF is thus to contribute to the employability of the person at their own initiative. The CPF is credited in Euros. For example, the persons who have worked at least half of the legal annual work duration in 2019 have acquired, in 2021, 500 € per day with a maximum of 8000 €. The less qualified persons (below CAP or BEP), the amount is increased at 800 € (with a maximum of 8000 €). For the persons with disabilities who are in an ESAT (specialized places that take charge of these persons and enable them to work with special conditions), the conditions are also increased at 800 € (with a maximum à 8000 €). All sorts of training are eligible for using the rights acquired in a CPF, like a professional certification, a validation of competence (including a VAE but not only), some specific training for entrepreneurs, the training to prepare the driving license including trainings in Art, Culture, Leisure, that are not necessarily required for a certificate – etc. In total, more than 358 400 trainings are available on the website „moncompteformation”. Non employed persons do not gain new rights but are allowed to use the rights they have already acquired.

Job seekers: go to Pôle Emploi!

The persons in search of job are strongly encouraged to use the „Pôle Emploi channel” to benefit from all their rights and all the accompaniment process provided. For example Pôle Emploi proposes more than 100 free [distance learning opportunities](#). They also offer [possibilities for international mobilities](#).

From the „intermediary” actors’ side

The providers acting in the private or associative sector are referenced in different websites or portals. The sectors are supposed to be closely monitored by the state and the law. For example, the providers must be referenced by the systems to be eligible for a training in the frame of the CPF.

The specific role of the region

Information is made via the communication facilities of all the main actors, e.g., their web sites. Pôle Emploi and several other main actors develop different campaigns all year round. Guidance: The Region plays a more prominent role in guidance and financing. Training occurs at the level of multiple operators, public, semi-public, associative, and private. A lot of organisations are also involved in guidance, such as Pôle Emploi, Via-Competences, AFPA, CNAM, the GRETAs, etc. As well as specialised counselling firms and organisms.

VIII. Developing Learning Motivation and Skills or Creating a Culture of LLL

| Question | Answer |
|--|----------------|
| 16. Are there awareness and promotion campaigns in place to support lifelong learning? | Yes |
| 17. Does the promotion of learning to learn cover all stages of life (see below)? | Not applicable |
| a) children? | Increasingly |
| b) youths? | Increasingly |
| c) adults? | Increasingly |
| d) seniors? | Increasingly |

Table 10. Questions 16-17

At the moment there is a lot of stress put on the so-called „transversal competences”, which more often than not, are still to some extent related to „less-formal learning” issues. Entrepreneurship and self-employment which are strongly publicised and encouraged, enable people to kind of self-train to be able to develop their own business. Also, the issue of seniors’ employability is becoming more and more crucial with the elevation of age of retirement.

IX. Professionalisation of Educators and LLL Staff

| Question | Answer |
|---|--|
| 18. Does the regional authority support continue professional development of: | Not applicable |
| a) management staff at school? | National |
| b) teachers? | National for teachers / depending on the kind of training for trainers |
| c) educators in informal education? | National / Local / private / associative |

Table 11. Question 18

The National Education is in charge of the continuing education of the teachers / trainers acting within the national education system, including the VET adults’ education. Regarding the trainings organised by the different public-related bodies (e.g., AFPA, CNAM, CNED, etc.) they are in charge of maintaining the qualification of

their teachers/ trainers according to the state-of-the-art of the ruling bodies. For the totally private sector, the organisms are responsible for developing their resources and keeping them up to date.

The priority areas are either „transversal”, such as the issues regarding the development of digital competences, or sectoral, according to the sectors considers as „excellence” by the Regional economic actors (research, innovation, health, nuclear industry, transports, etc.) Regarding the opportunities for Continuing Professional Development in the form of cross-education sector exchange mobility, what is done mainly concerns the VET area: partnership between schools and companies, apprenticeship for adults, etc.

X. Promoting Demand

| Question | Answer |
|--|---|
| 19. Are learners financially supported to access available learning opportunities? | Some |
| 20. Are there initiatives in place to support: | Not applicable |
| a) learners with Special Needs? | Specific measures, accompaniment and fundings |
| b) learners with migrant background? | Specific programmes and organisations |
| c) long-term unemployed? | Specific measures |
| d) unemployed youth? | Specific measure |
| e) unemployed women? | Not necessarily specific |
| f) other categories? | ? |

Table 12. Question 19-20

All audiences are supposed to be taken into account on an equal basis regarding the education system, which, in France is officially welcoming all persons independently of any discriminative items.

Nevertheless, there are specific programmes and funds that can be mobilised for less favoured audiences, or audiences with disabilities, or people who have been unemployed for a long time, or women looking for a job after having brought up their children for examples.

In France all these things are regulated by law. It explains that there are always a lot of new laws voted so that the market, the institutions, and the individuals are able to better achieve together the necessary transformations and adequations.

XI. Online Learning

| Question | Answer |
|---|--|
| 21. Is access to online learning opportunities part of the regional LLL policy? | Yes |
| 22. Is there a quality system for digital learning provided, implemented by regional authorities? | More or less |
| 23. Are learning outcomes of digital learning assessed and certified? | Yes, in a specific context and in specific programmes |
| 24. Are there specific measures to help older or disadvantaged learners to access digital learning? | Yes, but more often on the side of social and solidary economy |

Table 13. Questions 21-24

Focus on the importance of digital technologies, tools, and actors in LLL in the Aura Region.

The new context

Both the explosion of the Information Technologies – and especially the web technologies – and the occurrence of unexpected factors such as the COVID-19 pandemics and the current efforts asked to reduce the travel footprints (for example) triggered a huge wave of innovation and change regarding the people are living, working, and learning.

The strongly affirmed policy of the Region

As a leader of the economic development, the Region has a main objective to sustain the competitiveness and growth of all the companies. The IT solutions are as many levers to contribute to that. The Region deploys actions to massify the digital transformation of companies (company 4.0). They rely on a network of partners in economic development and digital sector. A network of more than 200 counsellors is listening to the needs of the companies all over the territory. The Region and their partners offer a set of global and mutualized services „à la carte” available online on the website of the [Campus du Numérique](#).

The main initiatives

- **the Digital League** – thus digital community in AURA proposes a series of actions to become a leading Region (powerful and attractive); to incubate and enable the big global actors of tomorrow, the digital transformation of all companies (even the small ones), the creation of jobs, the training in the digital domain. The Region aims at becoming a digital Region with a digital-oriented culture, supporting the change of image in the guidance system, aiming at transforming the actors of education and training. The marker will be to climb up in the DESI index (Digital Economy 1 Society Index) managed by EU. The AURA Region is the second more digital Region in France with 3611 jobs created in a year.
- **the industries that require high level IT competences** – like the top innovation health sector, the movie and video industry, the research in technology, etc. They constitute one of the main activity sectors in the AURA Region and are strongly supported by the regional development policy.
- **the Grande Ecole du Numérique** – the digital sector represents 4% of the jobs in the Region. It explains, at least partly, the difficulties to recruit qualified persons, in the IT industry (software development, business consultancy, videogames, cybersecurity, etc.). The Grande Ecole du Numérique: 37 certified programmes – 82% of positives exits – 1227 learners trained in 2021 – 100% digital job dating.
- **the Campus du Numérique** – to prepare the tomorrow competences, the Region AURA creates different organisms of higher education and research. The landmark project is the Campus du Numérique. It is an innovative place where to gather the training organisms, the actors of the accompaniment and an experimental plant. It is the Regional digital hub acting on three levers: innovative process and technologies -training towards the jobs of the digital area – and digital transformation of the companies. It proposes a catalogue of training services (certified trainings, MOOCs, directory of schools and programmes); a catalogue on innovation services (financing possibilities, focus groups, sharing of practices and testimonies, etc.).

A large and diversified network of actors (key examples)

Most of the traditional actors are now also active in the „digital world”, either by providing hybrid or distance training programmes, or by including digital contents in their programmes, or by integrating concerns about digital competences in the evaluations. There are also some new players:

- **CNED** – national level operator. Their „raison d'être” is that „every person should be able to construct their own pathway of education and Training to accomplish themselves all along their life”. Accessibility – Success-- Social Usefulness – are their key directing principles. CNED is the public operator of distance learning in France. It is especially engaged together with the State and the Ministry of National Education in the Digital Plan. Their missions: favour the access for all to education and training – accompany the public policies in education – to be engaged for the

VET adult education – to guide the research in distance learning engineering. Their offer is complementary the on-site learning offer. 200 training programmes - 136 000 training sold in 2021 - 40 % of the subscribers are students and adults.

- **CNAM Auvergne-Rhône-Alpes** – the CNAM has an important offer of hybrid programmes and on-line courses.
- **Pôle Emploi** – the solutions to not be excluded from the digital world anymore, not be a digital illiterate: the National Inclusion Plan. It gathers the State, the territorial communities, the social operators, Pôle Emploi and companies; It was launched in 2018 and aims at accompanying 1.5 million people via the Pass Digital. Pôle Emploi accompanies the job seekers in the development of their digital competences, ensures their access rights, their access to the administrative steps and accelerate their return to employment. More than 100 distance training programmes.
- **Via-Compétences** – MaSolutionNumérique is a platform with a space to find resources, training offers and share experiences around the digital competences. Espaces publics numériques – (Public Digital Spaces): resource centres with workshops.
- **Lyon3 University** – other similar offers in the other Universities Lyon1, Lyon2. Lyon 3 offers about 330 MOOCs. They have gained the Qualiopi certification in 2022.
- **CARSAT Rhône-Alpes** – is the organisms that rules the national systems to finance the retirement. They are also active in different areas, among which the accompaniment of the digital Inclusion for senior peoples.
- Other initiatives: **42 Lyon Auvergne-Rhône-Alpes** is a campus, opened in 2017, to offer equal opportunities to success in the digital sector to all learners; **Skill&you** is an organism houses 13 private distance learning based schools with 13 different specialties associated with an innovative sector; **Labo Cites** – acting to combat the digital divide and the social divide; **Fondation EDF** and **Fondation Free** – this foundation (created in 2006) aims at making the digital world accessible to as many people as possible. It encourages collaboration, creation, exchanges, and dialogue. Their motto: Liberty, Creativity, Diversity; AS an example, in AURA the foundation Free was partner of the SEPR (a large VET training Centre in the Region) to give sessions of remediation on Office Automation; **CERFPA** – since 1990, CERFPA delivers about a hundred of distance training sessions including practical activities (video), to help people start a reconversion or launch their own business. There are: 90 training modules „à la carte”, 32 years of existence, 1500 students per year, and 84 countries of origin for the students.

A first aspect: training people for the digital world – combat the digital divide

As exemplified above, there is a very important offer of initiatives, training and financing possibilities in the AURA Region to accompany the transition towards the world 4.0 at policy level and at the level of companies, training organisms and individuals.

A second aspect: use of IT in training – Distance Learning and other technologies

Another aspect is the development of the use of IT to modify the access to training programmes and contents and the relation between learners and teachers-trainers: what is called, among other names, Distance Learning. This area is not very well documented when it comes to adult education. One main reason is probably the very „scattered nature” of the adult education domain, with a lot of actors, a lot of available systems and possibilities, a lot of possible different supports and financing. Another one could be inherent to the fact that the availability of the technology-based resources is transforming the learning process itself, with the possibility to accede to a quantity of learning resources leading to a more individualised way of gaining competences.

→ **The major role of web resources in professional life and especially person-triggered training activities** – as seen above when looking at the diversity of actors, there is a very important number of possibilities if one looks on the internet searching for training programmes, guidance, and accompaniment, especially in the range of transversal competences, self-development, well-being, etc. Nevertheless, it is always true that the persons who are the farthest away from employment of training are also often the farthest away from accessing the digital resources, especially the senior workers, or people in rural areas, or in less favoured districts. It might be less true for the youngsters, but the offers on the internet does not necessarily provide a „good” guidance to these audience. They direct them to „on the spot” job, rather than towards training activities, for example. On another hand, most of the institutions have developed digital access to their services, including the employment, training, qualifications, etc. services. Thus, the offer of accompaniment for people who are at risk of being excluded by the digital divide is increasing. Some institutions (e.g., Carsat), some actors in the city life (e.g., Leo Lagrange), some NGOs are acting in this area; their advantage, being that they already are close to this kind of people, and they are more accessible for them. People thus need to keep in mind what they want or need to achieve with these on-line learning paths. Do they just want some complements in a precise area? Are they looking for a full conversion from their old sector to a new one? Do they need some diploma, or recognitions of what they have learned? Do they need to be financed for the training, or supported while they are in transition? Where do they start from? This is key to be able to choose their pathway. The programmes leading to a qualification or recognition are mostly available from „institution-like” actors. They are generally longer to achieve something, but maybe taken while still working, in the evenings, weekends of holidays. Some trainings might be funded either by the CPF, or by specific paths (for unemployed, for seniors, for youngsters, etc.). To be eligible, for example, in the paths supported by Pôle Emploi, the providers must be agreed, for example by a Qualiopi

certification. Thus, it is better for the persons to go first to Pôle Emploi to be accompanied in their training process, even if they choose on-line learning modules.

- **Organised Distance learning** – all education and training institutions (starting from National Education, Universities, to big actors like AFPA, CNAM, GRETA, passing through Pôle Emploi and big private actors) now have an offer for hybrid and on-line and distance learning. Plenty of other offers are available on the internet, but not always leading to any recognition from the companies. Nevertheless, the CPF makes all these offers available for the persons.

XII. Supporting LLL

| Question | Answer |
|---|----------------|
| 25. Is the job-related training of adults supported by regional/public financial support? | Yes, partially |
| 26. Are other forms of education and training (not job related) supported by regional/public financial support? | Yes, partially |

Table 14. Questions 24-25

The role of the Region is to act at policy level, especially in financing and developing guidance. The implementation is ruled by bodies acting most of the time on a dual national/regional basis. They are in charge of designing, organising, implementing and evaluating the programmes, of qualifying the providers, and also of guiding, accompanying and possibly evaluating the beneficiaries. As explained above there are also other funds that can be mobilised, like the specific funds managed by the unemployment insurance. From the individual perspective, the CPF enables to cover both job-related and non-job-related trainings.

XIII. Valuing Learning

| Question | Answer |
|--|--|
| 27. Is there a validation system for all adult learning? | „Usual” system of degrees diploma and certification (academic-like providers), VAE, Specific recognition systems from the companies side |

Table 15. Question 26

There are several cases:

- the programmes followed are included in a pathway that is eligible to a diploma, a degree, a certification (CNAM, CNED, Greta, etc.); this diploma is recognised by the national qualification framework and thus validated in any kind of employment structure;
- the trainings including in a specific in-house training pathway in company (especially true for large companies like EDF, Renault, etc.); the recognition is „internal”, thus sometimes difficult to valorise when changing company, except if it leads to a new job title (e.g., manager instead of technician);
- for persons who think they have progressed into their working responsibilities and activities along the way without having passed any further degrees, there is a possibility to validate their path by a specific track called VAE (Validation des acquis de l'expérience – Validation of prior acquisitions). **It is well formalised and documented.**

Monitoring and evaluation

XIV. Capacity to Evaluate Results, Progresses and Impact of Regional LLL Policies

| Question | Answer |
|---|------------------|
| 28. Is a formal evaluation for LLL policies in place at the regional level? | Report available |
| 29. How frequently is an evaluation activity conducted? | |
| 30. Are evaluation reports publicly available? | |
| 31. Are all Stakeholders categories aware/involved in the evaluation? | |
| 32. Are evaluation results actually used to improve LLL Policies? | |
| 33. Is collaboration regularly evaluated? | |

Table 16. Questions 27-32

Generally, in France, there is a complicated administrative system for the evaluation of public policies. It is a rec, and its impact on decision making at national level is still difficult to appreciate.

The evaluations are made by public independent institutions such as La Cour des Comptes, or the High council for evaluation of Research and Higher Education. La Cour des Comptes has a national level and is acting at regional level through Regional Chambers.

A study realised by [France Stratégies](#) is an institution attached to the Prime Minister. Their aim is to contribute to the main orientations for the future of the nation regarding its economic, social, cultural, and environmental development and to prepare the reforms. They also realize periodic actions of evaluation of the public policies. A study published in 2018 shows that the main actor in the evaluation of public policies in France is the Administration. A minor part is done by Academics and Researchers, which is mostly used by the researchers themselves; nevertheless, this part is now regularly increasing.

Regarding the evaluation of the Regional Policy of LLL in the Aura region, there are some elements available from diverse origins. First, it should be noted that the official „Contrat de Plan” (Plan contract) does not contain a chapter about evaluation 😊. Neither does the „Pacte AURA d'investissement Compétences” (AURA Pact for Investment in competences). Then some stakeholders' organisations provide elements of evaluation, for example the [CFDT Union](#) (Confederation des travailleurs, one of the most prominent union in France). [Pôle Emploi](#) produces their own statistics and evaluation. They maintain an observatory of the Employment in AURA, including a chapter of insolation and statistics about trainings ([Accueil Observatoire régional de l'emploi Auvergne-Rhône-Alpes](#)). These data concern only the training of people who constitute the market of Pôle Emploi, i.e., job seekers registered at Pôle Emploi.

Webography

Chapter AURA LLL Structure

- [Quelles sont les compétences d'une région ?](#)
- [La politique régionale de formation professionnelle](#)
- [Régions : quel rôle en matière de formation professionnelle ?](#)
- [Le rôle du Conseil régional dans la formation professionnelle](#)
- [Présentation des CPRDFOP](#)
- [Les opérateurs de compétences \(OPCO\)](#)
- [Compte personnel de formation \(CPF\)](#)

