

The GRETA network and ongoing vocational training in France

OVERVIEW OF ONGOING VOCATIONAL TRAINING IN FRANCE	3
THE MAIN PARTIES INVOLVED.....	11
THE GRETA ^s , ONGOING TRAINING ORGANISATIONS FOR ADULTS UNDER THE MINISTRY OF NATIONAL EDUCATION	19
USEFUL ADDRESSES	35
GLOSSARY OF ACRONYMS.....	36

Overview of ongoing vocational training in France

IN FRANCE, ONGOING VOCATIONNAL TRAINING: EMPLOYEES' PERMANENT ENTITLEMENT	4
MAIN STEPS IN THE CONSTRUCTION OF THE FRENCH SYSTEM	6
FRENCH INSTITUTIONS AND THE EUROPE OF EDUCATION AND TRAINING	8

In France,

ongoing vocational training: employees' permanent entitlement

THE FRENCH SYSTEM OF ONGOING VOCATIONAL TRAINING REPRESENTS, IN EUROPE AND THE WORLD, AN ENTIRELY ORIGINAL SYSTEM.

THERE ARE MANY WHO SEEK TO UNDERSTAND IT BETTER, OR EVEN TO DRAW INSPIRATION FROM IT.

The French system gives employees a permanent entitlement to training, during working hours and with no loss of earnings.

**In France,
the State, firms
and the Regions
are the main
fund-providers
of ongoing
vocational training
which represents
1.8% of gross
national product.**

AN IDEA BORN WITH THE FRENCH REVOLUTION

The idea is as old as the Republic: At the time of the French Revolution, the philosopher and mathematician Condorcet had already thought of the principle of ongoing training in his "Report on public Education," considering that "education has to be universal and dedicated to all citizens. It should provide people, at all ages of life, with the opportunity to conserve their knowledge and acquire new".



Condorcet, 1743 - 1794
French mathematician, philosopher, economist and politician,
author of the Report on public Education.

***First original feature: a system based
on negotiation between the parties involved***

It was during the seventies that the French system was progressively established in its current form.

On the basis of negotiations between government, management and Unions, an agreement was signed in 1971, confirmed by a law which officially established the right to ongoing vocational training.

All of the provisions implemented helped to promote the creation of a real market for ongoing vocational training. It involves national government, firms, elected local authorities, public and private educational and training establishments and employees' organisations and unions.

***Second original feature: a system funded
by firms, the State and the Regions***

The French system of ongoing vocational training compels firms to contribute financially to their employees' ongoing training.

National government, the 22 Regions and now the European Union are the other sources of finance for ongoing training.

**..... WHICH IS BECOMING EUROPEAN WITH "LIFE-LONG
LEARNING"**

**To maintain or improve
vocational qualifications,
adapt people to changes
in techniques and working
conditions, favour social and
professional advancement are
the main aims of vocational
training schemes.**

With the European concept of "life-long learning", training and educational needs are now considered at each stage of social and working life.

The French system is adapted to these requirements by employing new mechanisms: personal and vocational assessment, recognition of skills acquired through work, vocational certificates designed to be gained in stages, and personalised and distance learning.

Main steps

in the construction of the French system

→ The nineteen seventies **1970**

- **Funding for ongoing training:** firms with more than 10 employees must contribute to funding ongoing training for their staff.
- **Pooling of funds collected from firms for ongoing training:** management and Unions have to manage the funds collected jointly.



- **Time necessary for training:** employees are entitled to personal training leave ("*Congé individuel de formation*" or CIF).

● **The State:** under the new law, it remains the regulator of ongoing training and guarantor of the cooperation between management and labour.

- **Job seekers entitled to training:** allowances are paid to jobseekers who undertake vocational training.

1980

→ The nineteen eighties

- **Decentralisation:** so that training is as close as possible to local requirements, national government transferred responsibility for apprenticeships and vocational training to the 22 Regions.
- **Companies are increasingly considered as the place for training and for the acquisition of skills:** specific contracts of employment provide for "alternate" training (both within the company and at training centres).
- **Help for getting job-seekers into work:** vocational training is increasingly used to fight unemployment.

THE STRONG POINTS OF THE FRENCH SYSTEM

→ The nineteen nineties **1990**

- **Increased responsibility for the 22 Regions:** they are totally responsible for the vocational training of 16 to 26 year-olds.

- **Measures taken in favour of “alternate training”:** apprenticeship agreements, job conversion agreements, then agreements that help in obtaining a qualification are increasing.

- **Those in difficulty finding a job:** procedures enabling them to take training courses are simplified.

- **Innovations so that adults obtain a qualification recognised on the job market more easily:** a start is made to take more into account and recognise previous learning and job experience. The means of preparing for and obtaining a certificate become more flexible and better suited to the specific difficulties of each adult.

- **Help in developing career plans and mobility:** employees can request leave to prepare, with specialists, a personal and vocational skills assesment. This service, which will help in better guiding their career paths, may be funded by the

- **Management and Unions** take part in drawing up and applying the rules.

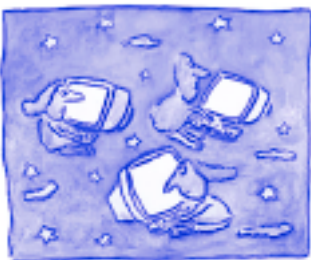
- **National government** guarantees cooperation between training partners and funds training for some priority groups.

- **The 22 Regions** are now at the heart of training requests at local level

- **All companies** contribute to funding vocational training at a minimum rate of 1.5% of their payroll

- **The ways of giving access to training** vary according to the status of the individual : employees, young people, civil servants and job seekers...

company. Job seekers are also entitled to this service which is provided prior to training.



French institutions

and the Europe of education and training

In the educational and training field, the European Union is pursuing two goals:

- a socio-political project based on a particular notion of democracy and aiming at equality of opportunity and fighting social exclusion,
- an economic project based on the wish to have a better qualified working population. France plays an active part in building this Europe of knowledge by participating in many Community programmes and schemes.

France plays an active part in drafting and implementing Community policy on vocational training. In its laws and regulations, as in the actions undertaken within the country, it complies with and ensures compliance with principles and guidelines issued by the Community. It is at Prime-ministerial level that the central component of the decision-making process affecting European affairs is located: the General Secretariat of the inter-ministerial committee for European economic cooperation matters (SGCI). The SGCI coordinates French stances on European subjects, especially as regards vocational training.

France also takes part in the various work undertaken at European level on training, for example in the Consultative Committee for Vocational Training and the Education Committee.

- *The Ministry of Employment and Solidarity as well as the Ministry of National Education, Research and Technology have distinct and complementary responsibilities in the European field.*

The Ministry of Employment and Solidarity

AT NATIONAL LEVEL

Within the General Delegation for employment and vocational training (DGEFP - a State organisation) is the Department of the European Social Fund and Community Programmes. This Department is the interface between the European Commission and French beneficiaries of the European Social Fund (ESF)

and Community Programmes on employment and vocational training matters. It is also responsible for the funds allocated by ESF.

In addition, the Delegation for European and international affairs (DAEI) contributes to setting strategic lines for the Ministry of Employment and Solidarity in European and international matters. It also oversees implementation of international agreements and Community actions.

AT REGIONAL LEVEL

The Regional Departments of labour, employment and vocational training (DRTEFP) are regional departments of the Ministry of Employment. As regards the European Social Fund, they are the contacts for local participants. Each DRTEFP works in close cooperation with the Regional Council (the elected local body) and the “*Préfet de Région*” (the government representative) who ultimately remains responsible for implementing structural Community actions.

- **TECHNICAL ASSISTANCE AGENCIES**
- *For the different programmes implemented by the European Union in the training field, member States have technical assistance agencies. Their job is, for example, to help in the national management of programmes and to put together projects and to coordinate regional technical assistance or regional correspondents.*

The Ministry of National Education

AT NATIONAL LEVEL

The Delegation for international relations and cooperation (DRIC), with Departments in the Ministry of Foreign Affairs, develops exchanges and cooperation with foreign schools, universities and research bodies. It establishes bilateral or multilateral schemes, in particular with European Union member countries and monitors the major international education and training programmes, especially Community ones.

AT REGIONAL LEVEL

In each "académie", an administrative area specific to National Education and approximating to a Region, Delegates for international relations and cooperation (DARIC) coordinate activities of the "académie" in the international field. This may involve class exchanges, international activities in technical schools and colleges, further language training for teachers, educational support for foreign colleges and twinning schools.

- *Organisations also work in a significant way in the educational field and on opening the French system internationally. Notable are EduFrance, which is an agency responsible for promoting the supply of higher education, and the International Centre for Educational Studies (CIEP), which works to promote the development of education throughout the world and is involved in various fields: educational expertise and cooperation, school exchanges and international teaching, teaching French as a foreign language and second language throughout the world, etc.. For adult further education, the CIEP uses the Resource and Initiative Unit for International Cooperation (CR2i) which is at the head of the GRETA network for opening up training internationally.*

The main parties involved in ongoing vocational training in France

ONGOING VOCATIONNAL TRAINING IN FRANCE: A SYSTEM WITH MULTIPLE PLAYERS AND SHARED RESPONSABILITIES	12
GROUPS ELIGIBLE FOR VOCATIONAL TRAINING.....	14
FUND PROVIDERS OF ONGOING VOCATIONNAL TRAINING	15
ADULT FURTHER EDUCATION BODIES	16

Ongoing vocational training in France: a system with multiple players and shared responsibilities

The State, elected local authorities, management and Unions take part together in deciding training policies and their funding. The French system is complex, but in 25 years it has enabled numerous innovations and the emergence of organisations delivering a very high standard of services. Bearing in mind the size of the sums devoted to ongoing training, what is now at the fore is efficiency, the continuing search for the better interests of those trained and developing or maintaining their skills with a view to employment.

The close involvement of management and labour in regulating the French system is one of its strong points. But another form of regulation has appeared with the policy of decentralisation. This is local control that is called on to take a decisive place especially to build complementary features between the supply of basic training and ongoing training.

- **The Ministry of Employment and Solidarity**

It sets the guidelines for vocational training in liaison with the various parties involved.

- **The Ministry of National Education, Research and Technology**

It is responsible for the basic vocational training of young people, it devises and issues the main technological and vocational qualifications.

In the adult training field, it has an original and unique place, because with the GRETA's, it can rely on state schools of further education throughout France.

- **The 22 Regions**

Elected local authorities, subsequent to the decentralisation laws, they have been given responsibility for implementing and funding apprenticeship and ongoing vocational training for the young. They prepare the regional vocational training scheme.

- **Management and Labour Union**

Employee and employer associations play an essential role in negotiating agreements regarding the implementation of ongoing training policies.

Policies

The authorities

- The Ministry of Employment and Solidarity
- The Ministry of National Education, Research and Technology

Management and labour

- Unions representing employees
- Representatives from the employers' associations

Groups eligible for training

- Employees of companies, government bodies, local authorities, hospitals...
- Job seekers
- Young people on vocational integration
- Specific target groups : immigrants, the disabled, etc.
- Individuals requesting training

Fund providers

Public funds

- National government for its own employees and for public policies promoting jobs and training
- The Regions
- UNEDIC (unemployment benefits)

Private funds

- Firms, local authorities and hospitals for training their own employees
- Approved joint fund collecting agencies
- Households

Training organisations

Training bodies

- Under the Ministry of National Education
 - Universities
 - GRETAs
 - CNAM
- Training bodies coming under the Ministry of Agriculture Industry, Health...

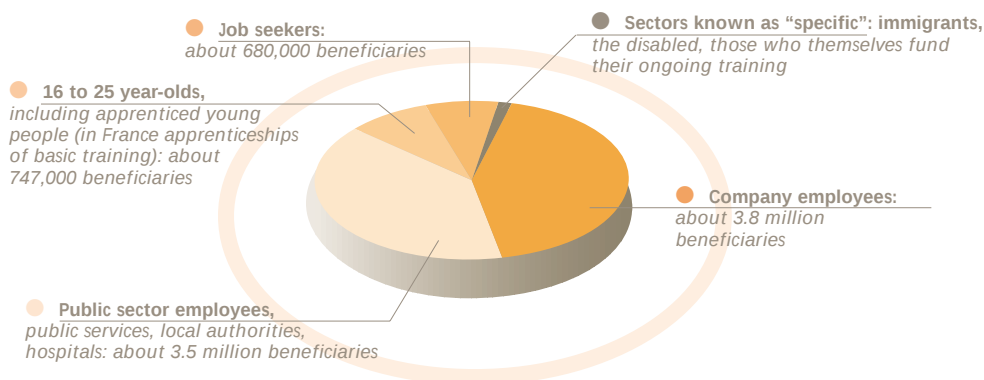
Semi-public organisations

- AFPA (French Association for adult training)
- Chambers of commerce
- Chambers of trade
- Chambers of agriculture

Private organisation

- Non profit-making associations
 - Profit-making training companies
 - Enterprises that train but for which training is not the main business
-

Groups eligible for ongoing training



In France, people's access to further education and training is directly linked to their employment status. Employees can be trained as part of their company's training scheme or ask for personal training leave. Job-seekers, by benefiting from an additional qualification, can increase their chances of getting back into employment. Young people leaving the basic educational system with no qualifications or under-qualified to access the jobs market, benefit from many measures, especially contracts of employment including an entitlement to training. Individuals are able to personally pursue their own ongoing training plans on condition that they fund it themselves.

INVESTMENT IN TRAINING

Amounting to 135 billion French francs (20.58 billion euros), it includes the pay, allowances and social security charges of persons in training and also the provision of services linked to the teaching costs of the training.

Fund providers

of ongoing vocational training

In France, ongoing vocational training is considered to be a genuine investment. Firms, the State and the Regions bear the cost of funding in with their own liability.

● Companies

On average, companies contribute 3.26% of their payroll to training. So many of them exceed the statutory threshold and consider training as an investment.

● Approved joint fund collecting agencies, OPCAs

They collect companies' statutory contributions towards training. They are jointly managed (by employers and employees) in each business sector or region. There are 97 OPCAs, nationally or regionally competent, which share contributions from companies.

● UNEDIC

This is unemployment benefits run by management and labour. It funds a considerable part of the ongoing training for job seekers.

● The State

Via the Ministry of Employment and Solidarity and its local offices at region or department level, it funds the training of certain groups of people. It also provides ongoing training for civil servants and other state employees.

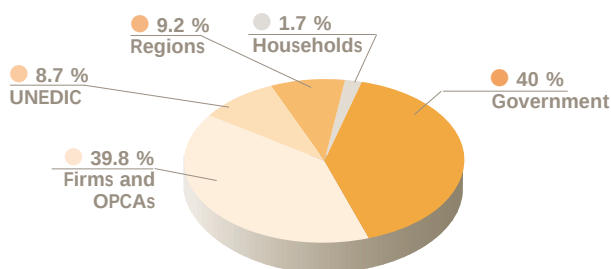
● The 22 Regions

Publicly elected authorities, they are now responsible for the vocational training of young people and they also fund the training for their own employees.

● Households

Individually, they contribute in a small way to funding their ongoing training.

PROPORTION OF FUNDS FROM EACH PROVIDER



● THE EUROPEAN UNION'S SPECIFIC PLACE

It now provides 1.5% of total funds for ongoing training. This boost, provided in France by the European Social Fund, enables the Community's aims and priorities to be better taken into account. The European Union contribution, which is always tied to joint funding, is increasingly important to the regions.

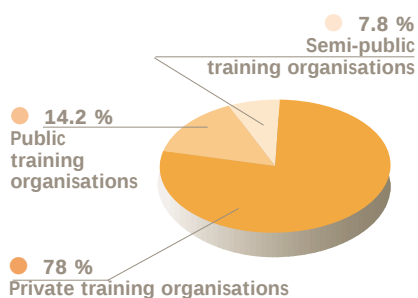
Adult further

education bodies

In France, ongoing vocational training was really built from the seventies and because of the obligation on the business community to contribute to funding the training. Organisations have step by step built up a range of training services suited to the aims of the various funding

bodies. Leaving the parties a very wide choice, France has contributed to building up a very competitive market and to the emergence of a large number of training organisations.

MARKET SHARES
IN ONGOING
VOCATIONAL TRAINING



THE PUBLIC SECTOR

Public training organisations are few but their market share is substantial, at about 14.2%. These organisations are basically public basic educational establishments, coming under the ministries, which are also involved in further education for adults. Most of these establishments are under the Ministry of National Education. Present in all the regions, public training organisations cover most fields levels of education.

- **Universities**

Every university, within its own independent framework, can have its own ongoing training section. The range of training depends on its speciality fields and corresponds to "post-baccalaureat" training requirements.

- **GRETAs**

These are public educational establishments (schools and general, vocational and technical colleges) which group together depending on their geographical nearness and pool their skills to undertake training schemes for adults. Together they constitute what is known as the GRETA network (group of establishments). GRETAs basically offer training for white collar, blue collar and technical employees.

- **The CNAM, National engineering and technology college.**

This is a place historically recognised for its abilities as regards promoting technicians, engineers and executives.

- *But there are also state-owned training organisations that come under other ministries: industry, Agriculture, Health... They offer specific vocational training within their own areas of activity.*

The turnover of all of these organisations is assessed at 36.7 billion French francs (5.59 billion euros). Of the 37,800 organisations registered, 6,000 account for 84% of training work.

THE SEMI-PUBLIC SECTOR

In this sector training Associations come under the responsibility of ministries and training establishments (Advisory bodies) coming under the responsibility of Chambers of Commerce and Industry, Chambers of Trade and Chambers of Agriculture. These chambers are public establishments created on the initiative of business people in a town or region with the aim of promoting the interests of member companies by contributing to the economic development of an area, individual advantage thus merging with public interest.

- **AFPA:** French Association for adult vocational training.

Founded in 1949, coming under the Ministry of Employment and Solidarity, it receives a subsidy enabling it to provide vocational training in many fields, mainly for job seekers.

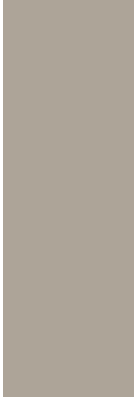
- **Training establishments coming under Chambers of Commerce and Industry, Chambers of Trade and Chambers of Agriculture.**

With these establishments, businesses in the various sectors seek to train their workforces in line with the needs of the local economy.

THE PRIVATE SECTOR

It combines 37,000 organisations of widely differing status:

- non profit-making associations,
- private training companies, very numerous and variable in size, profit-making,
- independent trainers,
- companies which, in accordance with the law, have their own training department and train their own employees as required.



The GRETA's, ongoing training organisations for adults under the Ministry of National Education

THE GRETA NETWORK, A PUBLIC TRAINING SERVICE ON THE ONGOING VOCATIONNAL TRAINING MARKET	20
THE KEYS TO ACTUALLY UNDERSTANDING WHAT A GRETA IS.....	26
WHY DO COMPANIES RELY ON GRETA'S TO TRAIN THEIR STAFF?	30
THE TRAINING PROJECTS AND ACTIONS OF THE GRETA'S IN A EUROPEAN AND INTERNATIONAL PERSPECTIVE.....	31

The GRETA network

A public training service on the ongoing vocational training market



In general, France is known for its public basic educational service. From infant school to university, state schools under the Ministry of National Education provide 80% of young people's education. What is less well known is that the same ministry also provides 40% of the vocational basic training for young people, via the preparation of over 650 vocational and technical qualifications and, with its GRETA network, which is the biggest provider of

ongoing training for adults.

- *A paradox that should be seen against the particular originality of the French vocational training system, the GRETA is a public service for the training of adults that operates within the competitive framework of the training market. The share of the whole GRETA network in the ongoing vocational training market is about 7%.*

IN FRANCE, THE BIGGEST PROVIDER OF ONGOING TRAINING IS A PUBLIC SERVICE

288 GRETA's

- present in all regions
- with specialised structures in accordance with the quality standards for personalised training and languages

GRETA's offer comprehensive training (training in several vocational fields) specialised training, depending on local requirements and the specific nature of the colleges that belong to the GRETA.

5,600 training sites

Training takes place in the college that best meets the needs of people.

Staff

- 1,300 training advisors

The CFC (training advisor) is at the same time a specialist, a sales representative and a team leader, as well as the pivot of the GRETA's organisation and development.

- 30,000 trainers and training coordinators

They are teachers, civil servants from the Ministry of National Education, or professionals recruited on their technical profile.

475,000 persons trained annually.

2.5 billion French francs (381 million euros) turnover, 40% of it achieved at the request of business.

Main asset of the Ministry of National Education in adult education: a unique network of skills in France

With a network of 288 GREТАs, the Ministry of National Education is able to train adults throughout France

PROXIMITY

The Ministry of National Education has created, with GREТАs, an extremely decentralised adult education network. Unique in its way, the GREТА network brings together local skills to construct a range at local level.

With colleges right across France, National Education provides a local solution to local vocational training requirements. But the strong point of these colleges combined together in GREТАs is also their ability to work together, and so gain from joint skills and take part, in accordance with customers' wishes, in constructing more complex and broader training solutions.

THE EFFICIENCY OF A NETWORK ORGANISATION

But the fact that each GREТА belongs to the regional GREТА network and more broadly to the national network of 288 GREТАs enables skills to be pooled more widely. This network organisation of GREТАs facilitates the construction of training solutions adapted to the specific problems of particular corporate clients or customers. For example, companies that have sites spread all over France are able, with the GREТАs, to obtain training designed and carried out in a homogenous way: They thus achieve largescale savings, in particular in designing and preparing actions.



A VERY WIDE RANGE OF PRE-TRAINING SERVICES AND POST-TRAINING SERVICES

Over time, professionalism and innovation have become the hallmarks of the GRETA network's range which now extends well beyond the act of teaching in the true sense: advisory services to individuals and organisations, training concepts and expertise, the construction of training schemes which incorporate the measurement and validation of achievement from working experience are among the know-how currently on offer to customers.

The operation of the GRETA network

AT LOCAL LEVEL

The daily operation of ongoing adult training in National Education is based on GRETA's.

Every GRETA decides for itself the scheduling of training depending on the needs expressed locally by businesses, local authorities and the various government representatives.

The GRETA fulfils a public service assignment as regards ongoing training while ensuring that all the training it organises is self-funding.

The men and women on whom the GRETA's activity rely :

- A management team consisting of the President of the GRETA, the heads of the colleges that are members of the GRETA and a financial manager: they contribute to the development and control of training agreements
- One or more vocational training advisors who decide on the training to be implemented depending on the training needs expressed locally. The advisors are in general recruited from among National Education teaching staff and receive special training.
- Training coordinators and trainers whose number varies with the volume of training activity.

GRETA trainers :

Trainers are recruited in accordance with the types of training that the GRETA is providing at the request of customers'. Experts or generalists, they are always specially trained in teaching adults. GRETA trainers are:

- either Ministry of National Education teachers when their field of expertise fits the training organised,
- or trainers coming from working environments when the technical nature of the training so requires. They must always have a recognised technical qualification in their discipline or business field.

To adapt to technological changes, trainers themselves benefit from ongoing training in specialized centres known as CAFOCs.

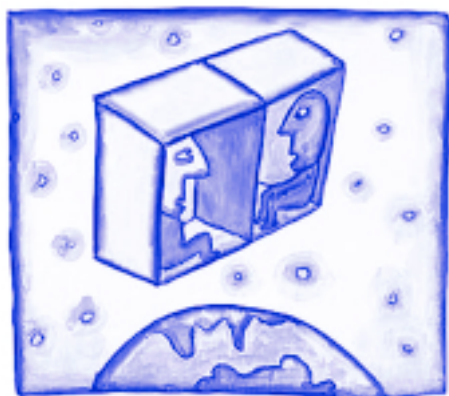


AT REGIONAL LEVEL

The activity of the GRETAs in a region is coordinated at the level of the "*académie*" by an advisor to the Regional Director of Education, the "*recteur*": the ongoing training delegate (DAFCO). An "*académie*" is an administrative area specific to National Education. The division of France into "*académies*" is more or less the same as the regional division. In each "*académie*", the Ministry of National Education is represented by a Regional Director of Education, a "*recteur*".

The DAFCO has staff to:

- Coordinate the activity of GRETAs in particular fields: computing, marketing, sales and management...



- Develop specific services: advice to businesses, relations with regional employment and training partners, with an international outlook...
- Ensuring that innovations and teaching resources are pooled.

The CAFOC (*“Centre Académique de Formation Continue”*, or ongoing training research and development unit) is responsible for training all staff involved in ongoing training and often for setting up consultancy services.

AT NATIONAL LEVEL

The national level of the GRETA network is in Paris at the Ministry of National Education, in the school teaching department. More specifically, it is the vocational training sub-section and the office of ongoing adult education that manage the GRETA network nationally.

The Ministry's role is especially

- To design in partnership with large companies and professional branches harmonised training solutions throughout France, and coordinate their implementation,
- To encourage tendering for programmes launched by the European Union.
- To encourage innovations: personalising training, quality procedures, open and distance learning schemes.
- To monitor the development of expectations from the ongoing training market.
- To promote and manage national resource centres : international, alternate, adult education, quality...

THE BALANCE BETWEEN BASIC TRAINING AND ONGOING TRAINING FOR ADULTS IN NATIONAL EDUCATION

	Basic training	Ongoing training
National level	Ministry of National Education School educational department / vocational training sub-section	Office for ongoing adult education It manages implementation of general routes, ensures consistency of regional work, promotes through the CR2i (Resource and Initiative Unit for International co-operation) openness to Europe.
Regional level	<i>"Académie"</i> and <i>"recteur"</i> <i>"Académies"</i> are administrative areas specific to National Education. Each <i>"académie"</i> comes under the authority of a <i>"recteur"</i>. Representing the Ministry, he or she implements educational policy: basic education for children and young people, basic vocational training, further adult education.	Academic ongoing training delegation (DAFCO) Managed by the technical advisor for the Regional Director of Education, the DAFCO has a department and advisors to run and coordinate the action of GRETAs. To train all people who are involved in adult education, it uses the ongoing training research and development unit (CAFOC).
Local level	Educational establishments Schools <i>"Collèges"</i> General educational <i>"lycées"</i> Vocational <i>"lycées"</i> Technical <i>"lycées"</i>	GRETAs They use "collèges" and "lycées" to implement ongoing training actions. The number of GRETAs varies depending on the regions : 2 in Corsica and 20 in the Nord-Pas-de-Calais region.

The keys

to actually understanding what a GRETA is

The GRETA is a structure that groups together public educational establishments that associate to provide ongoing training. These establishments may be “*collèges*”, general and technical education “*lycées*” or vocational education “*lycées*”.

A public training service on a competitive market

WHAT SERVICES CAN BE EXPECTED FROM THE GRETA ?

The GRETA's role is

- to welcome and guide the public
- to help in deciding company and individual training projects
- to implement training suited to customers' needs

- *A public training body in competition with*
- *other organisations to offer its services, the*
- *GRETA must always be able to best reply to*
- *the needs of its environment and customers.*

This original situation explains why GRETA's have progressively built up partnerships with business, the organisations that collect statutory training contributions, professional organisations and employers' and employees' unions, the different public employment and training services, town councils and regions.

A public service entirely orientated towards quality

Being constantly faced with market requirements has lead the GRETA's to implement quality procedures intended to satisfy customers.

Ten GRETA's have obtained the ISO 9001 international certificate, others comply with the internal quality standards based on international standards, especially for personalised training and language training.



IN THE GRETA IT IS POSSIBLE TO:

- follow or resume a general or vocational training course
 - train in languages
 - prepare for a professional qualification
 - prepare an examination
 - raise your level of qualification
 - adapt to technological change
 - have your skills assessed
 - produce a career plan
- take refresher courses
 - retrain

- *Alongside preparation for professional qualification (from first aptitude certificate to advanced technician's certificate), GRETA's also offer qualification modules that vary in content and length according to individual needs and aims. Refresher courses are organised if they appear essential for achieving the career plan. GRETA's design the educational frame and structure of the training they offer.*

What training courses are offered?

Practically all sectors of training are provided by GRETA's. But every GRETA has its own particular range of training depending on its geographic location, local demand and the trades taught in basic education by the member schools and colleges.

Training in all fields

Industrial technology, building, construction, food industry, electricity, electronics, computing, business, secretarial, office systems, accounting, management, foreign languages, the hotel trade, catering, tourism, health and social security, environment, audiovisual, multimedia, printing, crafts skills...

TRAINING LEVELS

In GRETA's, mostly blue collar, white collar or technical employees are trained.

Who funds the training?

In the GRETA, although it is identified as a public training service, there is always an organisation or person who funds the training.

THE FUND PROVIDER COULD BE:

- the business or organisation that the employee or young person works for if he or she has a contract of employment of a type that specifically includes the entitlement to training
- organisations that pool the statutory training contributions
- national or local government
- people who personally fund their own training.

How are training courses organised?

JOINT TRAINING

This training is organised in the form of:

- courses
- sessions
- or modules

They vary in length and frequency.

Training can take place:

- in or out of working hours
- in daytime or evening
- on a set day or in the form of sessions running from a few days to several weeks
- on GRETA premises or at the workplace

The training may be for:

- employees from a single company or several distinct companies
- job seekers
- people who are paying for their training themselves.

It is organised in homogenous groups in terms of level and aims.



WHO CAN BE TRAINED IN A GRETA?

- The employees of companies, local authorities, administrations or hospitals as part of a training scheme made up by their employer or as part of personal training leave.
- Job seekers
- Young adults in work placement, for example young people who have a special contract of employment that includes training.
- People who fund their own training themselves.



PERSONALISED TRAINING

Personalised training courses have two advantages :

- a personalised path and specific teaching
- cycles appropriate to each individual's requirements.

To carry out this training, GRETA's have created specific structures. When these structures fulfil certain requirements (quality standards set in the specification) they can obtain a label (National Education quality mark).

- "Permanent centres", with permanent entry and exit which offer personalised training in the professional fields..
- "Personalised teaching workshops" more focused on general teaching or refresher courses
- "Personalised training schemes"
- "Language areas"

These structures accommodate any type of public, employees and job seekers alike.

"ALTERNATE" TRAINING

"Alternate" training consists of periods of in-company work (at working locations: workshops, production lines, offices, etc.) and periods of training in a training centre. It is based on the various contracts of employment that favour access to a qualification recognised on the job market or adapting to employment. It is organised in cooperation with companies which sometimes require National Education to go further and incorporate training into the very heart of work situations, at the work place. Close to the concept of action learning, these services require a prior period of reflection about the skills expected and the construction of learning situations that can be incorporated into the work situation.

Why do companies rely on GREtas to train their staff?

SERVICES ARE PROVIDED IN PARTNERSHIP

Before suggesting training courses, GREtas analyse the request made to them. They then construct, with the customer, suitably “tailored” training. Discussion is permanent at both design and implementation levels.

FROM ADVICE TO ASSESSMENT, GREtas OFFER A COMPREHENSIVE RANGE OF COURSES

- professional training for employees in most fields
- preparation for diplomas, qualifications, certificates
- planning the method of training : alternate, training incorporated into work situations, personalised training, etc.
- planning schemes and resource centres
- compiling the training scheme
- advice, audit, expertise

FOR COMPANIES

- A local response from one of the 288 GREtas

- Response coordinated by the delegations at the “*académie*” level for needs covering the whole of a region.

- Response at national level by the Ministry’s central departments for very large companies.

- analysis of occupations and jobs
- designing professional and training benchmark descriptions
- assessment of training schemes
- help with career guidance and mobility
- assessment of training schemes
- partnerships within the framework of European programmes
- trainer training and tutor training for alternate training

THE RIGHT CONTACT AT EVERY LEVEL OF THE GRETA NETWORK

Companies are assured of finding the right contact at every level of the GRETA network.

Depending on the type and size of company, the training solution will come from one of the three levels of the GRETA network: local, regional or national level.

The training projects

and actions of the GREТАs in a European and international perspective

GREТАs in the European education and training sphere

ACTION IN FAVOUR OF EMPLOYMENT BY THE EUROPEAN SOCIAL FUND

To reduce differences in development between Europe's regions and in order to guarantee economic and social cohesion, the European Union has different funds, known as "structural funds". Among them is the **European Social Fund** which supports vocational education and training actions, supports employment and trainer training.

Between 1995 and 1999, GREТАs have taken part in more than 130 projects funded by the ESF within the framework of Community Initiatives. In partnership with European organisations, they have developed training schemes aimed at the disadvantaged or sectors of employees faced with economic and technological change.

Strengthening national policies

The European Social Fund or ESF is employed under the joint finance principle, in addition to national policies. Its priorities come within the context of programmes negotiated between the European Union and individual member countries and fulfil Community objectives.

Many GREТАs undertake training actions that benefit from ESF funding, for example refresher course programmes, alternate training, employee and disadvantaged groups qualifying action. They also develop projects which use training methods adapted to the living conditions of rural areas that are very under-developed or under industrial restructuring. Innovative and personalised, this training frequently uses new training technology.

Boost from European partnerships

The European Social Fund as well as other structural funds also support trans-national actions requiring partnerships between European countries. These are the "**Community Initiatives**" that as regards professional training always combine employment and training. GREТАs are very closely involved in these programmes, mainly those concerning the development of human resources.

PROGRAMMES TO SUPPORT THE IMPROVEMENT OF EDUCATION AND TRAINING SYSTEMS IN EUROPE

Alongside the Community Initiatives there are other European programmes that are more aimed towards the design and construction of training. One of these is the Leonardo professional training programme which is a laboratory for innovation and favours the promotion of good practices in Europe.

GRETAs are involved in the Community's Leonardo and Socrates educational and training programmes. Projects undertaken enable the exchange of experience between European organisations and bring the worlds of education and business closer together. They also support mobility and favour a better knowledge of the European Union's languages.

Also worth mentioning is the Socrates programme which is intended to contribute to the development of quality basic training and an open European forum for cooperation in educational matters.





International actions

Many of France's local education authorities (or "*académies*") and GRETAs also work in the international field, beyond European programmes and funding. For them, it means being in contact with countries around the world and thus developing cooperation with a multitude of partners: foreign companies, French companies abroad, foreign training organisations, national governments, various local government agencies, embassies and international organisations.

With such a variety of customers, GRETAs' services have to differ greatly: exporting training, technology transfer, cooperation or exchanges of practice. In addition, as international actions are generally fairly complex to undertake, there are manifold practices: joint operation, subcontracting, direct relations with the customer on the basis of an order...

Transnational partnerships, whether conducted in a European or international context, contribute to increasing joint know-how and transform working practices. They require the development of abilities to communicate, to organise, to work in advising or training in the context of complex systems.

THE ADDED VALUE OF TRANSNATIONAL WORK

Forming transnational partnerships requires a certain degree of formalisation, a transfer of know-how, a method for teamwork. It favours the ability to invent new practices, to discover new models.

The cooperation that it involves strengthens the motivation of the different parties.

Lastly, partnerships fully play their role of concentrating innovation and impetus in a perspective of openness and development of all the organisations involved.

The Resource and Initiative Unit for International Co-operation

The CR2i is a supporting structure for the GRETA's international development.

The CR2i is the point of convergence for information on European or international projects that involve GRETA's or the professional training delegations at the "*académie*" level. In this way it enables achievements to be pooled, the promotion of exchanges between teams working on shared problems.

It performs this national task and the role as head of the network on the request of the Ministry of National Education, Research and Technology, in liaison with the International Centre for Educational Studies (CIEP). It cooperates with the thirty contacts responsible for European and international issues from each of the thirty professional training delegations at the "*académie*" level (DAFCO).

It promotes the distribution of key ideas from Community programmes, accelerates the exchange of experience, promotes the development of transnational projects, boosts appreciation of the European and international dimensions in team management.

Resource and Initiative Unit for International Co-operation
Web site : www.cr2i.com

Useful addresses

Ministère de l'éducation nationale

(Ministry of National Education)

- **Bureau de la formation continue des adultes**

(Office for ongoing adult education)

142, rue du bac

F75007 Paris

Tel. : + 33 1 55 55 36 97

Fax : + 33 1 55 55 37 14

www.education.gouv.fr

- **Centre de ressources et d'initiatives pour l'international (CR2i)**

(Resource and Initiative Unit for International Co-operation)

44, rue Alphonse Penaud

F75020 Paris

Tel. : + 33 1 40 32 49 10

Fax : + 33 1 40 31 67 07

www.cr2i.com

- **Centre international d'études pédagogiques (Ciep)**

(International Centre for Educational Studies)

1, avenue Léon Journault

F92318 Sèvres cedex

Tel. : + 33 1 45 07 60 00

Fax : + 33 1 45 07 60 01

www.ciep.fr

- **Agence Edufrance**

173, boulevard Saint-Germain

F75006 PARIS

Tel. : + 33 1 53 63 35 00

Fax : + 33 1 53 63 35 49

www.edufrance.fr

Ministère de l'emploi et de la solidarité

(Ministry of Employment and Solidarity)

- **Département Fonds social européen et Programmes Communautaires**

(European Social Fund and Community Programmes Department)

7, square Max Hymans

F75741 Paris Cedex 15

Tel. : + 33 1 44 38 38 38

Fax : + 33 1 44 38 33 00

www.travail.gouv.fr

- **Centre Inffo**

(Centre pour le développement de l'information sur la formation permanente)

(Centre for the development of information on ongoing training)

Tour Europe

33, place des Corolles

F92049 Paris La Défense cedex

Tel. : + 33 1 41 25 22 22

Fax : + 33 1 47 17 01 32

www.centre-inffo.fr

National Technical Assistance Agencies

- **Agence Leonardo Education c/o CNOUS**
Centre National des Œuvres Universitaires et Scolaires

(Leonardo programme, National Education Agency)

6 rue Jean Calvin

BP 49

F75222 Paris cedex 05

Tel. : + 33 1 55 43 57 77

Fax : + 33 1 55 43 57 20

www.leonardo-france.com

- **Agence Socrates France**

(Socrates Programme)

10, Place de la Bourse

F33080 Bordeaux Cedex

Tel. : + 33 5 56 79 44 00

Fax : + 33 5 56 79 44 20

www.poleuniv-lille-npdc.fr/socrates

- **Racine**

Assistance technique nationale Pic

Ressources humaines

(National Technical Assistance Agency for the human resources Community Initiatives)

73 rue Pascal

F75013 Paris

Tel. : + 33 1 44 08 65 10

Fax : + 33 1 44 08 65 11

www.racine.asso.fr

Glossary of acronyms

AFPA

French Association for adult vocational training (Ministry of Employment and Solidarity)

CAFOC

Ongoing training research and development unit (Ministry of National Education)

CFC

Ongoing training advisor (Ministry of National Education)

CIEP

International Centre for Educational Studies (Ministry of National Education)

CIF

Personal training leave

CNAM

National engineering and technology college (Ministry of National Education)

CR2i

Resource and Initiative Unit for International Co-operation (Ministry of National Education)

DAFCO

Ongoing training delegation or Ongoing training delegate at the "*académie*" level (Ministry of National Education)

DAEI

Delegation for European and international affairs (Ministry of Employment and Solidarity)

DARIC

Delegation for international relations and cooperation at the "*académie*" level (Ministry of National Education)

DGEFP

General Delegation for employment and professional training (Ministry of Employment and Solidarity)

DRIC

Delegation for international relations and cooperation (Ministry of National Education)

DRTEFP

Regional Department of labour, employment and professional training (Ministry of Employment and Solidarity)

ESF

European Social Fund

GRETA

Group of establishments (Ministry of National Education)

OPCA

Approved joint fund collecting agency

PIC

Community initiative

SGCI

General secretariat of the inter-ministerial committee for European economic cooperation issues (Prime Minister's department)

UNEDIC

National inter-professional union for employment in industry and commerce (Unemployment insurance)