

The ULLL organisation in France, history and regulation

**TOWARDS EUROPEAN UNIVERSITY LIFELONG LEARNING MODEL IN MOLDOVA -
COMPASS,**

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Objective of this presentation

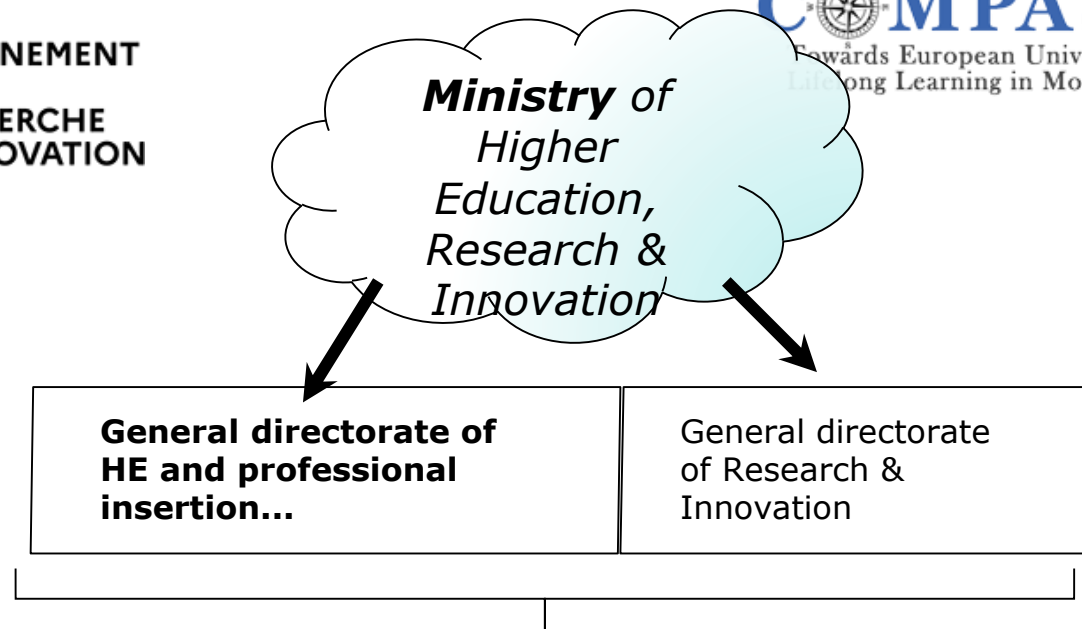
To present an overview of the French Higher Education system with a focus on adult education (in the framework of lifelong learning)

Plan

- 1.Higher Education in France: legal basis and organisation
Missions and goals; types of institutions; admission***
- 2.Scheme of studies : Bologna process; Scheme of studies at
the University; Different ways to obtain a HLE diploma in this
scheme***
- 3.Funding principles of HE***
- 4.The 2018 French reform: impact on LLL in HE***

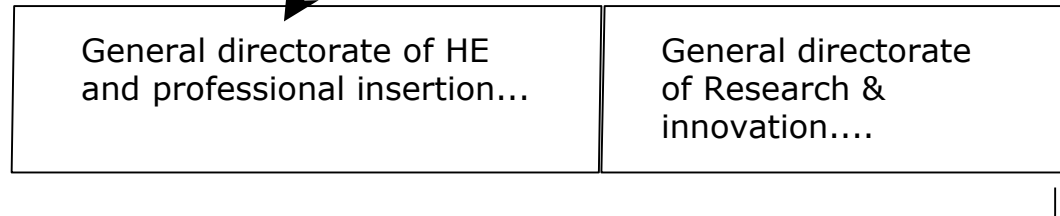
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Overview of the French Higher Education system



The French Ministry of Higher Education, Research & Innovation has two main directorates...

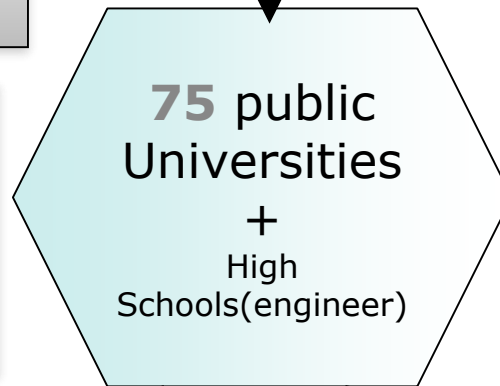
The Ministry assumes the guardianship of higher education institutions...



- **Education Act (the regulations)**
- **National HE & R strategy**
- **Annual budget : €25,4 billions!***

Annual budget for salaries, activity and investment

Education: €13,6 bn.,
 Research: €9 bn.,
 Student life: €2.77 bn.



Student

Professor

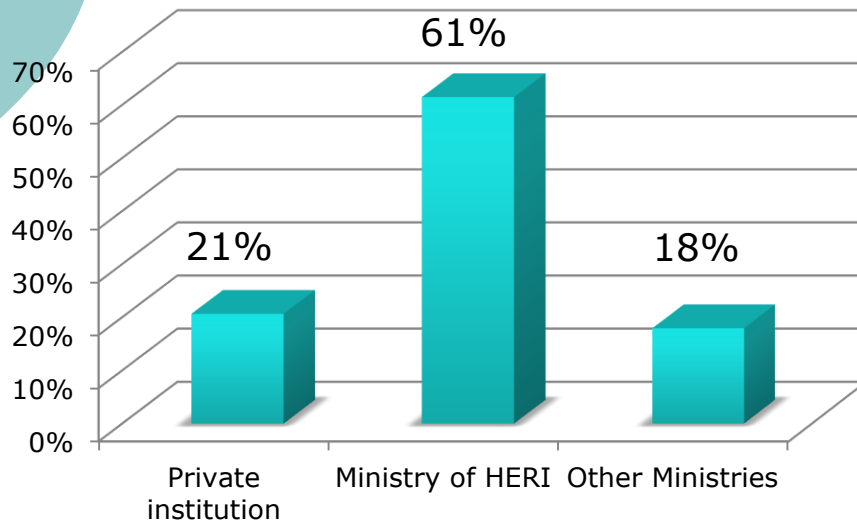
technical and administrative staff.

03/2021 rev

Fillogne

Co-funded by the

2,73 Millions of students in France in 2019-2020



- Most of the French Higher Education system is public (79%)
- 61% depend on the Ministry of HERI
- And tuition fees are very low in Universities: **between 170 and 600 €/y**
- 37% are on scholarship

Legal basis and organisation: Missions and goals

The Education Act (code)

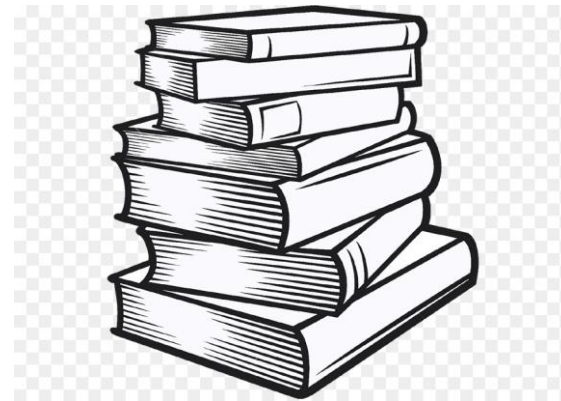
○ ***The French education act has been established in 2000, and gathers all the regulations concerning education in France***

It defines the 6 missions of HE (modified by a law in June 2013)

- ***1- Initial and lifelong **continuing** education;***
- ***2- Scientific and technological research, its valorization **and transfer**;***
- ***3- Guidance and careers;***
- ***4- Diffusion of culture, scientific and technical information***
- ***5- Participation to the European HLE and research area***
- ***6- International cooperation***

It defines the 6 missions of HE...

And how to implement them... !!



The admission in Higher Education (in first year)

- After the “Baccalauréat”
- 980 000 candidates in 2020
- A unique Web platform: Parcoursup
- 17 000 programs available



The admission in Higher Education



- More than 50% of the programs select their students,
- Access to university is generally opened...
- more than 90 000 candidates are adults coming back to studies.

2

Scheme of studies

The Bologna process; Scheme of studies at the University; Different ways to obtain a HLE diploma

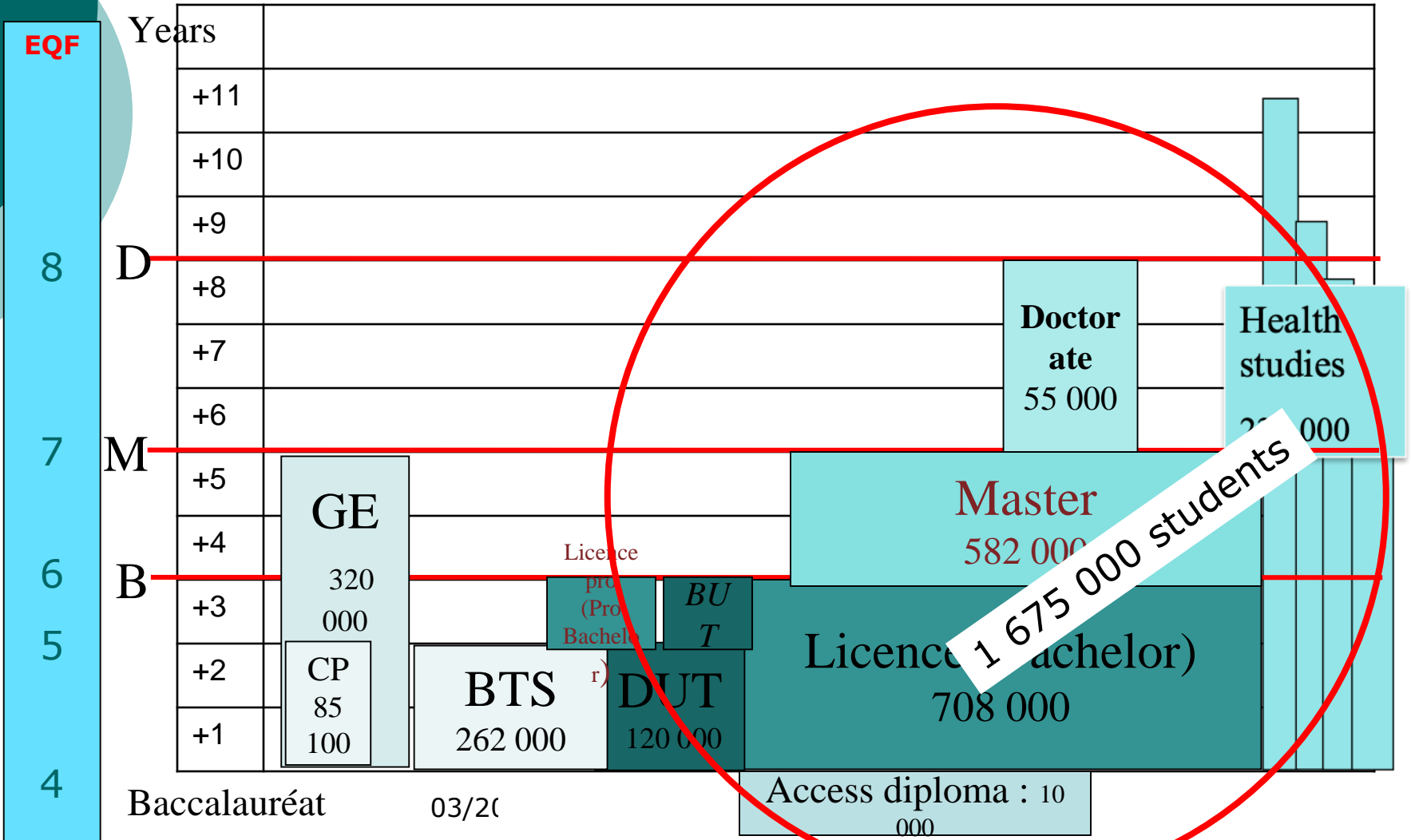
The Bologna process in France: a political decision...in 2002



- Comparability : BMD system
- ECTS and Mobility
- Diploma supplement (skill and competencies)
- RPL and NQF (indirectly)*

- Quality assurance and evaluation (2006)

French HE scheme after Bologna (2002) in relation with EQF (Figures for 2019-20)



LLL and French Higher Education: a right since 1971

As stated in the Education Act:

**Integrative
model**

A framework for lifelong learning...

- Adults and students can follow the same courses and get the **same diplomas**, (*66 800 in 2018, 18% of all HE diplomas delivered by Universities*)*
- All HE diplomas (*BUT, Bachelor, Master, Engineer, Doctorate*) can be obtained through different ways (*but not always in Health domain...*)
- All HE diplomas are connected with the French Qualifications Framework (NQF) coming from Vocational system and are registered in the *National Register of Vocational Qualifications (RNCP)* since 2002.
- There are specific possibilities for adults to access to University.

* *Figures from RRS ESR 2020*

There are specific possibilities for adults to access degree programs:

- **At the Bachelor degree level:** by a special access diploma called “DAEU” 10 000/year and only 4350 diplomas in 2019 !)*
- **At all levels: by Recognition of Prior Learning to access (8200 demands in 2019) => VAPP***

* Figures from 2020 SIES (NI-20.17 & NI-20.19) and RRS ESR 2020

And also, most of HLE diplomas can be obtained through different ways:

- Full time studies (initial education)
- Worked based learning (apprenticeship or professionalization)*
- Continuing Education (for adults returning at university, full or part time or distance learning) (*18 % of the diplomas delivered in 2018*)*
- **Recognition of Prior Learning (VAE)** (*~0.7% of the diplomas delivered in 2019*)*

* *Figures from 2020 SIES (NI-20.17) and RRS ESR 2020*

Universities offer also specific CPD (professional development courses)... through their UCE centres :

- Short courses
 - On demand and on the market,
 - Mainly based on HE specificities: research results, reflexivity, laboratories...
 - Reflexion on micro-credential..
- (more than 250 000 trainees/year)

* Figures from 2018, in RRS ESR 2020

3

Funding principles in HE

Funding principles in HE

- Most of HEIs are public
- Most of the staff are civil servant (75%)
- Tuitions fees are quite low (between 170€ and 610€/year)
- The main resources come from State grant and are not based on the number of registered students...

Since 2007, Universities have to manage themselves their budget...but it is difficult to balance revenues and expenses !

Funding principles in HE

Example of U Brest (2020)

Expenses: 177 M€

- Salaries: 155 M€
- Activity: 22 M€

Revenues: 184 M€

- State grant: 154 M€
- Extra State grant: 4,3 M€
- Other public funds: 8,5M€
- Own resources:
 - *Tuitions fees:* 3 M€
 - **CE incomes:** 10,5 M€
 - Research contracts: 1,7M€

Funding principles of LLL in HE in France

- CE is on the market...
- UCE centres are “public organisations” but must be self funded.
- In 2018, incomes = 460 M€
- 51% comes from entreprises, 22% from individual, 19% from public funds (for unemployed persons or civil servant)...

4

The 2018 French reform: impact on LLL in HE

The 2018 French reform

A structural reform of Professional Continuing Education in France

- Of the funding through a national platform and individual account
- Of the governance through the modification of the role of social partners VS Ministry of labour and social affairs
- Increasing role of RNCP : Certification versus qualification
- Of the quality assurance (mandatory)
- Of the apprenticeship and WBL (development at all levels)

The 2018 French reform: impact on LLL in HE

- Of the funding through a national platform and individual account **HEI programs must be registered in the platform**
- Of the governance through the modification of the role of social partners VS Ministry of labour and social affairs
- Increasing role of RNCP : Certification versus qualification **Difficult for many program to be described through learning outcomes and competencies...**
- Of the quality assurance (mandatory) **a new obligation for HEI...**
- Of the apprenticeship and WBL (development at all levels) **an opportunity for Master and professional Bachelors**

Thank you very much
for your attention!

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Questions/Answers