

Conference on microcredentials

Microcredentials for labour market education and training

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The role of microcredentials in EU labour-market-related education and training: The case of France

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For PPMi research

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(The views expressed in this presentation are those of the author alone)

Agenda for Today

1. General context in France
2. A fertile ground
3. Main issues
4. Analysis
5. Food for thought

General Context in France

- Credentialist country (strong **attachment** to qualifications, e.g., for recruitments, for the collective agreements)
 - Long tradition of a competence based approach connected to the labour market (**trade-job**) (e.g., the adult learning system, the 1969 ancestor of the qualifications framework)
 - Most recent law/reform reinforce the political will to meet the needs of the **labour market** and of employers...
- ... of which the most obvious consequence is the **opening** of the education and training to the private sector

A Fertile Ground in France

- **Digitalisation:**
 - Individual learning account, ILA/CPF (EC, 2021)
 - ePortfolio of competences (France compétence and CDC, 2022)
 - Covid (distance learning, OECD survey, 2021)
- Recognition of prior learning, **RPL** (VAE)
- National **Catalogues** of Qualifications (RNCP, RS)
- **Badges**
- **Blocks** of competences

Main Issues in France

- **Definition** unclear (content vs. medium): just short 😞
- The push comes from the education and training operators (**supply** driven)
- In particular, the push comes from high level tertiary education **labour market** oriented
- Little interest from the part of the labour market stakeholders (which does not mean antagonism, just **agnostic** for the moment)
- Access to individual **funding** depends on registration in the catalogues of qualification (RNCP, RS)

Analysis for France

- Credentialist country but the **qualification** remains the heart of the system
- Some **concerns** (not substantiated 😊, but concerns ☹):
 - Microcredentials will fly only if well **integrated** in to the qualifications system / framework / catalogues (i.e., help for better meeting the needs of employers, addressing quality assurance, registration in the Catalogues of qualifications, fine tuning definition, and clarifying concepts)
 - Whatever that will put the qualifications system in **jeopardy** will be rejected (e.g., microcredentials cannot be a substitute to qualifications)
 - Concerns about **loosing sight of trade-jobs** (already come concerns about fragmentation: some tiny certificate are in the Catalogue and not full-blown trade-job)

Analysis for France (cont'd)

- Sort of institutional **wait-and-see** attitude: according to what will come from the European Commission – mainly in terms of definition and scope – decisions will be made to buy into it, or not
- Of course, France has elaborated many qualifications as **blocks** of competences (in the TVET sector, tertiary education is working on it)
- Of course blocks are meant to be **assessed** separately
- Of course blocks are meant to provide additional **employability** on their own

Analysis for France (cont'd)

- But with a vision that the objective is to achieve a full-blown qualifications (blocks are just meant to **organise** the qualification and the qualification process)
- And system **not** ready anyway (horizontal/vertical, learning outcomes)

Food for Thought

- The name of microcredentials may be new, but the idea not so much
- What does matter for the labour market?:
 - Autonomy of workers
 - Combination of competences
- Do microcredentials allow these?:
 - Short
 - Discrete set of competences
- Are microcredentials more about making lifelong learning easier, for a qualification to be achieved on a longer period of time?

M e r c i

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