

2010



Report on National Adaptations

FRANCE

Project:
Development of a Common Training Programme for ABI Caregivers (ABI)

Project number: 505666-LLP-2009-SI-LEONARDO-LMP

Agreement number: 2009-2203

WP: 5

Lead partner: EASPD/P8

Deliverable N° 46

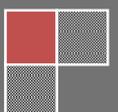
Type of deliverable: Product

Dissemination level: Public



This project has been funded with support from the European Commission. This report reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Arièle LAMBERT
Arceau Anjou
10/10/2010



Contents

PREAMBLE.....	3
1. EXECUTIVE SUMMARY.....	3
2. INTRODUCTION.....	4
3. AIMS AND OBJECTIVES.....	5
4. METHODOLOGY.....	6
5. FINDINGS / RESULTS.....	13
6. RECOMMENDATIONS.....	Napaka! Zaznamek ni definiran.
7. REFERENCES.....	14

Introduction: This section introduces the main sections of the report as well as the primary people involved in conducting the analysis and producing the report. It provides any information that might be needed by the reader to understand the background to the analysis, e.g. who initiated it and why.

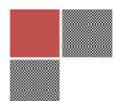
Aims and objectives: This section describes the purpose(s) of the analysis.

Methodology: This section describes the analysis techniques used and provides step-by-step descriptions of the work carried out.

Results: This section presents the findings of the analysis.

Recommendations: This section puts forward recommendations, based upon the findings reported in the previous section.

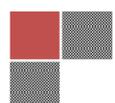
References: This last section lists the sources reviewed or consulted during the analysis.



PREAMBLE

Acquired brain injuries (ABI) are an epidemic of modern society and one of the biggest medico-social problems in the western countries. High quality care is usually available in the domains of acute medicine and surgery. In the later stages as difficulties arise, all too often little is done for the long-term, often permanent problems victims and their families are facing after an ABI. The consequences of ABI are often extensive and wide ranging and can cause distress and concern for staff working directly with persons with ABI, especially new employed, low experienced staff and staff in pre-existing community service models (for persons with developmental disabilities, mental illnesses, nursing homes..) . Long-term care poses different questions and problems than acute care. The growing number of people with ABI in the community, the increased interest in ABI, the growing number of people working in the field, and the belief that ABI present problems that are not well understood or treated, have created a genuine need for specialized, formalized " how to do". A questionnaire survey report of staff working directly with persons with ABI in different institutions and organizations in Slovenia in 2008 concluded that 95% of staff needed specialized training, 80% agreed that the training curriculum should include some specific topics like cognitive, psychological and social consequences of ABI, and behavioral approach for managing challenging behaviors and promoting positive skills.

1. EXECUTIVE SUMMARY



This report outlines the process undertaken within the Consortium of the “ABI” project (Development of a common training programme for ABI caregivers), started in October 2009 and being scheduled for 25 months.

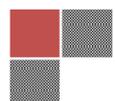
The aim of the ABI project is, by introducing knowledge and experience from different countries, to develop a common training programme for long-term ABI caregivers/providers as a uniform formal approach in staff training at a European level. The ABI project will ensure them the acquisition of necessary knowledge, skills and attitude needed to provide quality services. It will also provide recognition of competency level and potential and improve the appeal of working in services for long-term care and support for ABI.

The ABI project partnership includes the following 8 partners:

- Zavod Zarja / Slovenia (applicant organisation, coordinator),
- Zavod Korak / Slovenia,
- Zavod Naprej /Slovenia,
- VDC Nova Gorica / Slovenia,
- Regionalis Szolialis Forraskozpont Kht. / Hungary,
- Mutualite Francaise Anjou-Moyenne-Arceau-Anjou / France,
- Berufsforderungsinstitut Oberosterreich / Austria,
- European Association of Service providers for persons with disabilities (EASPD) /
- Belgium.

As part of workpackage 5 of this project (on the integration of the training programme), the partners have conducted an analysis within their country on the requirements and standards in the legislation, concerning the implementation and the certification of the training programme developed during the project’s lifetime. Also the necessary adjustments of the training programme, needed to meet these requirements at national level, will be included in this report.

2. INTRODUCTION



Ongoing vocational training has been regulated in France for many years by the Labour Law and the Education Law. The main regulatory principles about this topic were revised by the social modernisation law in 2002, which was the starting point of this study.

Several articles of this important law regard vocational training and the issues addressed in this report:

- The ongoing training offer (art. 152, 155 and 156)
- The validation of competencies (art. 133 to 146)
- Apprenticeship (art 148 to 150, 192 and 196).

This report will not include all the expected details, because since the French application framework is specific enough on the topic and the current work on the European framework for accreditation in France so little integrated, we were quickly able to identify, with the support of the regional correspondent of the National Commission of Vocational accreditations, the difficulty to achieve a BESCLO ABI accreditation.

This report will include few interviews because it is merely based on the study of texts defining the French framework for the development of the ABI project, in parallel with the studies carried out to bring the French framework closer to the European framework of accreditations.

The conclusion of the report will explain why BESCLO ABI will not be able to achieve accreditation in the framework of the prevailing regulation and will present the alternatives allowing a recognition of the training process enhancing employability and the valorisation of the functions and skills.

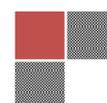
This study was carried out by the management of Arceau Anjou, who was also in charge of ongoing training issues. Arceau Anjou has a specific authorization to deliver training (n° 52490238349).

This activity matches our expertise in taking care of persons with brain injury, for which other institutions expect specialised training programmes. We conducted this study with the regional correspondent of the national commission for vocational accreditation (CNCP). CNCP is the national body for the assessment and registration of accreditations.

The report will present in the appendices (not translated):

- All the regulatory references related to the study
- A report of the EQF Network Testing project, and the report about France (a pilot project funded by European programme Leonardo).
- The assessment and registration process for accreditations in France and the supporting documents for the registration.

3. AIMS AND OBJECTIVES



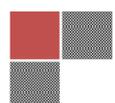
The main aim of workpackage 5 is to bring the training programme in line with national and European standards and regulations.

As a first step, this analysis wants to give a clear overview of the legislation and standards in France concerning this topic and the implementation and accreditation processes needed at national/regional level.

More in detail, this analysis will provide:

- General information on the implementation of the European Qualification framework (EQF) / National Qualification Framework (NQF) in France
- A description of the education and training system in the country.
- An overview of the bodies, responsible for accreditation of training and education programmes.
- An overview of the steps to be taken to implement the ABI training programme in France en the possible barriers and challenges to be faced.

4. METHODOLOGY



1. How is the European Qualification Framework (EQF) and the National Qualification Framework (NQF) implemented in France?

About the integration of EQF in France we looked for information in European-scale studies, because the medicosocial sector in France is little involved in that aspect of things and we only had very little information.

The medicosocial vocational area depends on the rules established by the ministry in charge, which drafts a list of authorized professions for which jobs are subsidised in the framework of a public service mission passed on to medicosocial institutions.

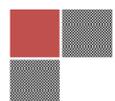
There are regional delegates of central administration in the new Regional Health Agencies (ARS), replacing the DRASS, and the list of authorized functions can be accessed. Such functions, since the 2002 social modernisation law, can be achieved by VAE (validation of competences acquired through experience), following a procedure indicated in a decree.

In order to assess the possibility to integrate the EQF/NQF standards through this European project, we have read the French interim “EQF project/ network testing” report about the list of accreditation levels in the French framework and their integration into the European framework.

The EQF network testing project, steered by the national commission for vocational accreditations (CNCP), aimed at experimenting the feasibility of matching national accreditation frameworks and the European framework as defined by the April 2008 recommendation. European partners from 8 countries networked together. Like the CNCP, the partners included agencies in charge of listing the national accreditations. These European partners had decided to each work with a national support and follow up group. For France, this group included all the certifying ministries, social partners and the Céreq...

- This report clearly demonstrates the French specificities in terms of accreditation and the difficulty in France to implement mutual recognition at the scale of the EU, but it also highlights the benefits of CEC (European centre for accreditations) and the fact that training and accreditation bodies know very little of it : only government agencies and some experts are aware of its existence so far.
- The “EQF network testing project” interim report places increased emphasis on a national framework for accreditations, which puts a limitation on the approach wanted by our consortium for the development of our training programme. Indeed, in terms of potential mutual BESCLO ABI accreditation approach, we could only use the national framework and would have to comply with a certain number of decrees (see appendix).

In France the national framework of accreditations is organised by the Jan. 17, 2002 law, which generated the creation of a national repository of vocational accreditations (RNCP), listing all accreditations delivered in France. Besides, the law added an extra requirement to



comply with in order to be listed in the RNCP: each accreditation must be achievable through the validation of competencies, acquired by formal or informal training (VAE: validation of competences acquired through experience).

This specific point is not an option in the ABI project and would be impossible to implement with regard to the regulatory framework:

Three types of accreditations to be registered have been defined:

- The accreditations delivered by the Ministry of Education and 6 other ministries in charge of Farming, Culture (only for some accreditations), Employment, Health, Social affairs, Youth and sports, which have dedicated commissions made of government representatives and social partners.
- Accreditations delivered by professional branches based on agreements between the social partners
- Accreditations delivered by other ministries, public or private institutions or consular chambers.

The total amounts to about 13,000 accreditations (10,000 of which are delivered by universities or “grandes écoles” = higher education). 85 % of the repository is made up of the first category of accreditations, those registered by right. The other categories can be registered after an opinion is given by the CNCP, made up of 16 representatives of the state and 12 representatives of the social partners, according to a specific procedure.

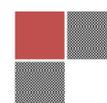
General accreditations such as: Brevet des collèges (O level equivalent), général Baccalauréats (A level equivalent), are not included in the repository. However, the ministry of Higher education and Research has decided to register all university accreditations because they are considered to have professional objectives. This is why there are so many university accreditations by right in the RNCP.

2. Accreditation of training and education programmes:

Since the Jan 17, 2002 modernisation law, all accreditations must appear in the form of a list of competencies and activities, and not knowledge. Thus, the wish to register a function and therefore to obtain accreditation matches a desire to be recognised in the professional area.

However, there are two ways of obtaining accreditation:

- Resort to the CNCP (national commission for professional accreditation), who has the mission to grant professional accreditation and manages the RNCP.
- Resort to the ministries in charge (Health and Sports, Labour and solidarity, etc...)



In the case of resorting to the ministry in charge, the ministry will study the request for accreditation (granted exceptionally if no specific function is indicated) or authorisation (more likely, but with a very heavy and lengthy procedure).

In 2012, an “authorisations” chapter will be added to the national accreditation repository, which will open the possibility to make more “unordinary” requests, even though they match the updating of working environments. This possibility has to be looked at for potential future integration of the ABI project.

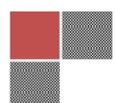
For a CNCP request, five criteria have to be met to achieve accreditation, and are looked at during the examination of the request for registration:

- 1) The training must lead to a function and not to a specialisation.
- 2) Recognition by the professional environment is necessary for the targeted vocational qualification, and the professional environment must state the need for such qualification.
- 3) The reference documents must include two aspects :
 - *a professional activity document (RAP – referential d’activités professionnelles), which defines functions, activities and skills.*
 - *an accreditation reference document, indicating the organisation and the supporting documents to testify for the acquisition of skills*
- 4) The accreditation will not be registered if the placement rate in employment is lower than 70 %.
- 5) All accreditations must be achievable by VAE (VAE: validation of competences acquired through experience).

About BESCLO ABI, criteria 1 and 5 are immediately eliminatory, and the others could be slightly amended, especially n° 3 because the design of the BESCLO partly matches the expected approach. Indeed, it keeps a “knowledge” aspect and does not indicate homogenous functions connected to a position because our programme targets a specialisation useful in a multidisciplinary approach.

These points are therefore negative for a request for accreditation in France, which we therefore cannot consider for this project.

3. The organisation of the education and training system:



We were the pilots of WP2, for which we listed the existing vocational training programmes which could be relevant for the management of ABI persons:

There are two categories of initial post-bac (post-A level) training programmes:

1- initial training given in a L/M/D university cycle

The L/M/D reformation (licence/ master/ doctorat = PHD) covers a set of measures adapting the French higher education system to European standards. It designed an architecture based on 3 grades: licence, master degree and PhD, the organisation of teaching in semesters and teaching units, the implementation of European funds, and the supply of a description appendix to the diploma. The texts to initiate the reformation were published in 2002, but it took several years to be implemented, and in 2010 some training programmes, especially in the area of health, still have not been modified.

The objectives of the French higher education system for the construction of the European higher education area are as follows:

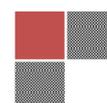
- Organising the training offer in “standard training paths”, consistent sets of educational units generating adapted educational progress and preparing for all national diplomas.
- Integrating, as much as possible, multidisciplinary approach and improvement of the quality of education, information, orientation and support of students.
- Developing the professionalization of higher education, meeting the needs for ongoing training generating a diploma and enhancing VAE (VAE: validation of competences acquired through experience) in connection with the economic and social sectors.
- Fostering mobility, increasing attractiveness of French training outside of France, and making it possible to take into account and validate training periods, especially if taken outside of France.
- Integrating “transverse competencies”, such as foreign languages and computer skills.
- Facilitating the creation of training programmes resorting to new information technologies and distance learning.

University-generated jobs are the minority in our professional area and are mostly found in the following areas:

- executives and managers
- psychologists (neuropsychologists, clinical psychologist, industrial psychologist)...

The minister of Higher education and Research has decided to register all university accreditations, because it considers them to have a professional finality.

2- Initial training programmes delivered by training institutions authorized by health and medicosocial control authorities (ministry of Health and of Social affairs...)



These initial training programmes, usually accessible by admission tests after the baccalauréat, train professionals in the medical, paramedical, social and educational areas. They are delivered by specialised institutions depending from ministries (Health and Sports, labour, Social relations and Solidarity) and regulated by a set of official texts among which the CASF (social action and family law) for example. Such institutions are dispatched throughout the territory according to an administrative rationale of regional and local presence on the basis of several criteria (size of the cities and population, links with other institutes, links with universities or hospitals, networking possibilities...).

The training programmes are also accessible:

- Through ongoing training, providing the person has acquired the rights and has funding (eg : individual training leave=CIF)
- Through VAE (VAE: validation of competences acquired through experience) since the 2002 social modernisation law.

These training programmes are subject to a training reference document and a registered skills reference document. Such reference documents are updated regularly, and especially since the 2002 law, with the creation of the RNCP (national repository of vocational accreditations).

Performing the profession requires the title which usually has no equivalent in other circuits of training and teaching. Collective bargaining agreements and employers' trade unions abide by the classifications for these authorised titles.

Many such titles have difficulties to be approved or equivalenced because they are not part of the university approach and a heated debate is currently taking place in France about the recognition of such titles.

They are usually recognised as level III (baccalauréat + 2 years) despite 3 full years of study, and such classification puts a limitation on further university studies (especially access to the master's degree).

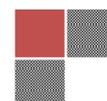
Employments covered by such titles and training programmes represent the majority of jobs in our area and mostly cover the following functions:

- Nurse, health care aide
- Physiotherapist, occupational therapist, speech therapist, psychomotility therapist
- Social service assistant
- Special education teacher
-

NB: some of those training cycles can be carried out in the framework of an apprenticeship contract or any other work-learn system covered by an employment contract.

3- Ongoing training :

There are a great many offers in the area of ongoing training in the medicosocial sector. Ongoing training also applies to many of the training programmes mentioned before and candidates can have access to the same titles as candidates coming from initial training.



Only the status changes (students, job seekers on a training programme, worker on an ongoing training programme...). Ongoing training can have several objectives : qualification, securing of training path, adaptation to the job, etc...

The market and the organisation of ongoing training are regulated by Book IX (article L) of the Labour law, “of ongoing vocational training in the framework of lifelong vocational learning”.

As for accreditations, the process is based on the aforementioned one through the RNCP system. But many ongoing training programmes are not part of the diploma-generating training system which would enable them to have access to a registered training.

Indeed such programmes and actions can be very short in time, with restricted objectives focused mostly on perfecting or specialising skills and will not get accreditation. Only a certificate of attendance can be delivered.

Training engineering deployed by those programmes can have several logics, one of which may consist in using the 8 levels identified in the EQF framework to identify the learning outcomes obtained if the training programme is not part of a diploma-generating approach. Unfortunately it is very difficult to have a detailed overview of such practices, given the extent of the French ongoing training market.

On the basis of a study carried out in WP2 on ongoing training systems existing in the area of specialised training programmes for the management of persons with ABI, our diagnosis allows us to conclude that none of the 22 listed training programmes takes into account the integration of the EQF standards, either because few were part of a university curriculum leading to a diploma, or because most of them met specific one-time needs for specialisation and were organised without knowing this possible framework.

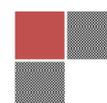
This was an additional motivation for us to construct a programme with this requirement.

► An alternative in specialisation: university diploma (DU)

A University diploma (DU) is, in France, granted by a university, unlike the L/M/D which are national diplomas, granted by the state.

The DU covers a restricted area and is meant to be temporary or professional. Each university has authorisation to grant specific DUs. The access mode, the duration of studies, the assessment mode may vary according to the objective of the diploma. The DUs are organised by one university while DIU bring together several universities delivering the same training (often in different cities). They are not part of the L/M/D system and are managed locally, outside of the budget granted by the ministries (allocation par student), and their fees are similar to those of private sector ongoing training. There are many such diplomas in our area of activity.

The ministry of Higher education and Research has decided to register all university accreditations since they are considered as having a professional finality.



Experts involved :

- ▶ Régional contact for CNCP :
Monsieur Alain RIDARD
CARIF OREF
2, square de la Délivrance
BP 66501
44265 Nantes cedex 2
Courriel : aridard@cariforef-pdl.org
- ▶ **Madame Arièle LAMBERT**
Manager **Arceau Anjou** (Partner 6)
ariele.lambert@mfam49-53.fr
- ▶ **Madame Cécile AJELLO**
AFPA Nantes

AFPA centers are authorised to validate the outcome of experience (VAE) for all professional titles delivered by the ministry of Employment and Social cohesion
www.paysdelaloire.afpa.fr

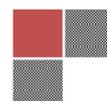
- ▶ **Agence Régionale de Santé des Pays de la Loire**
ars.paysdelaloire.sante.fr/

regional health agencies merge the former DRASS (regional divisions for sanitary and social affairs) in charge of controlling the training institutions delivering registered by the ministry

- ▶ **Maison de l'Europe Angers et Maine-et-Loire**
1 rue Paul Langevin, 49100 Angers
maisondeurope49@gmail.com

4. FINDINGS AND RECOMMENDATIONS

Given the impossibility to obtain national and mutual recognition of accreditations, and given the specific needs that the ABI programme must satisfy, the French partner does not consider to amend



the programme or to change the reference document. This system is designed to provide the necessary specialisation in terms of:

- Adapting new employees to their functions in a multidisciplinary approach, which is a key for a good management of persons with ABI.
- Improving employability and professional mobility of the people with the lowest level of qualification of the sector.
- Improving the quality of care, especially trying to improve good treatment.
- Rising awareness of the general population about all players involved.

These orientations meet the objectives that may be pursued by vocational training as defined by Labour law and the social modernisation law, and the ABI system could be integrated into the training schemes of employing companies and disseminated widely through an integration strategy.

Such integration strategy will require to identify on the French territory institutions like Arceau Anjou, which can organise and deliver training and comply with the pilot project.

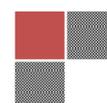
This means a thorough work is necessary on the criteria defining the quality of trainers and the quality of the organising institutions, which will have to have an authorisation as a training center, on top of their medicosocial activity.

To date, we can break down France into 5 major regions: Ile de France (Paris region)/north-east/south-east/North-west/south-west, which allow for integration of the project through institutions of reference with a great experience in taking care of persons with ABI and with highly skilled employees.

To date, it is not realistic to connect this programme to an initial training institution, given the required expertise and the great variety of qualifications required for trainers. However, with integration in mind, we could offer specialised institutions and universities the expertise of the ABI programme in order to enhance employability and adaptation of job seekers coming from these curriculae.

As a conclusion, for lack of a real accreditation capacity, we would like to increase the integration of the pilot project, in order to meet the needs in additional training expressed by employers, employees, and users (see results of WP 2).

5. REFERENCES



See the file in the appendix

- all regulatory references indicated in the study
- a report on the EQF Network testing project, and the report for France (pilot project funded by Leonardo European programme).
- The assessment and registration process for accreditations in France, and the supporting documents for the registration.

