

ADULT EDUCATION AND OER

2015 COUNTRY UPDATE: FRANCE

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France has a population of 66 million. The French education system is characterised by strong State presence in the organisation and funding of Education. The State defines the details of curricula at all education levels; it organises the teachers' admissions procedure, defines content, recruits teachers who become civil servants, provides them with in-service training; it recruits and trains inspectors, responsible for controlling the quality of the education system; it is the main funding body of the public education system and subsidises 'private schools under contract'¹ which receive approximately 20% of school pupils.

Education is compulsory between the ages of 6 and 16. However, France has a long tradition of pre-primary education: for the past twenty years, almost all children have attended nursery school from the age of three, even though it is optional; it is therefore an integral part of the French education system. French pupils tend to specialise quite late on: since a 1975 Act, they are taught the same subjects until the age of 15 within a 'collège unique' (ISCED 2). The end of the lower secondary education is sanctioned by the **Diplôme National du Brevet**;² however, admission to upper secondary level is not conditional upon success in the brevet.

The first stage of specialisation occurs at the end of college (lower secondary education): pupils are streamed to attend either a general and technological lycée or a professional lycée. Both types of school prepare pupils to take the **baccalauréat**³ in three years, marking the end of secondary education: pupils who pass it obtain the State-issued *baccalauréat* diploma (general, technological or vocational) which opens up access to higher education and entitles them to enrol at university.

Higher education is characterised by the coexistence of two systems: universities, – public institutions that have an open admissions policy, except for **IUT** (technological university institutes) or some integrated preparatory classes – and a non-university sector, including, in particular, **Grandes Ecoles**⁴ (Elite Schools), with a highly selective admissions policy open to baccalauréat holders having attended two years of integrated preparatory classes, themselves highly selective on entry and during the course. Higher education institutions have a wide variety of legal statuses that are listed in the French Code of Education (book VII). Courses dispensed at these institutions have different aims and conditions for admission, but most of them are structured into three study cycles (Bachelor's degree, Master's degree and Doctorate) and in ECTS credits,⁵ in compliance with the principles of the Bologna process.⁶

¹ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Organisation_of_Private_Education#Under_contract_private_education

² https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Assessment_in_General_Lower_Secondary_Education#The_national_brevet_diploma_28DNB.29

³ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Glossary#Baccalaur.C3.A9at_-_Baccalaureate

⁴ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Glossary#Grande_Ecole.28s.29_-_Elite_school.28s.29

⁵ http://ec.europa.eu/education/tools/ects_en.htm

⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1426873132137&uri=CELEX:52012IP0072>

1 Adult education in France

The Eurypedia report on the French education system states that only 5.7% of adults participated in CVT (continuing vocational training) in 2012, well under the EU average of 9%.⁷

Continuing education⁸ is the type of training geared toward those who have left basic education. It is aimed at salaried workers, the unemployed, and all adults wanting training or a diploma. The most well-known field is continuing professional development.

Funds for continuing education in France come from companies (40%), from the state (22%), (Pôle Emploi among other agencies), from the regions (14.4%), from the government for its own agents (19%), and from households (4%). Continuing education can be provided by companies (when they have in-house training departments), by government agencies (GRETA, AFPA, Universities, CNAM, etc.), or by private institutions. In 2012, there were 48,000 training institutions, public and private, in France.⁹ Universities only take about 8% of the adult education market.¹⁰

For adults wanting to go back to school or get a degree, three routes are available:

- The diploma giving access to higher education (*Diplôme d'Accès aux Etudes Universitaires*, DAEU): success in an exam enables them to register in a university. There are two DAEUs: DAEU-A: literature, law; DAEU-B: sciences.¹¹ It grants the same rights as the baccalauréat when it comes to access to higher education and is delivered by authorized universities.
- The *capacité en droit* is also a university diploma which is open to those 17 and above, with no prior qualifications required. This gives access to higher education in the field of law.¹²
- The accreditation of acquired experience (*Validation des Acquis de l'Expérience*, VAE) takes into account skills acquired outside the academic system, university or otherwise. The aim is to achieve the appropriate higher education level to go back to studying, or to get part or the whole of a higher education degree¹³ – it is up to the individual university what it will recognise.

For vocational education distance education is available for upskilling. The e-learning system allows for a certain amount of freedom and a high degree of autonomy, which can attract those who want to be responsible for their own training. Open and distance training courses can be offered as part of continuing professional development. The cost of training can be partly covered for those in employment, or seeking employment. Depending on their age and situation it may be covered by the employer, the regional or general councils, the Employment Agency (Pôle Emploi), or an authorised 'collecting organisation' (Organisme Paritaire Collecteur Agréé, or OPCA) which finances continuing professional development for salaried workers. Training can be undertaken in a number of different ways: through paid training leave; the individual right to training (Droit

⁷ [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Adult Education and Training](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Adult_Education_and_Training)

⁸ The text of this section is adapted from the **POERUP country report for France**: <http://poerup.referata.com/wiki/France>

⁹ For further information see <http://www.education.gouv.fr/cid217/la-formation-tout-au-long-de-la-vie.html>

¹⁰ Anne Boyer (Université de Lorraine) – personal communication

¹¹ For further information see <http://www.enseignementsup-recherche.gouv.fr/cid21053/le-d.a.e.u.html>

¹² For further information see http://fr.wikipedia.org/wiki/Capacit%C3%A9_en_droit

¹³ For further information see <http://www.vae.gouv.fr/>

Individuel à la Formation et Formation Professionnelle Continue, or DIF), or a period of vocational training undertaken through an organisation such as **CESI**.¹⁴ In 2012 more than a million adults were taking distance learning courses.

There are many public and private organisations offering online vocational courses which meet the requirements of the French education system. Some of the major agencies are:

Public agencies

- **Le Centre National d'Enseignement à Distance (CNED)**¹⁵ – *the national centre for distance learning*. Under the authority of the Ministry for National Education and the Ministry for Higher Education and Research, the CNED offers courses for everyone, whether as basic training, continuing education, or, in the broader sense of the word, life-long continuing education. Classes offered by the CNED to students aged under 16 are free. After approval by an academic inspection they can also be funded by the state after the age of 16. In 2012, 202,000 learners were registered – around 20% of the total number of distance learners, of which two thirds were adults and 50% of them were in higher education. Courses in accounting and finance are the ones with the most students: 29,000 registered people.
- **Eduter-CNPR**¹⁶ – *the national centre for training for land-based industries and conservation*. Eduter-CNPR is the open long-distance education institution of the Eduter Institute, a department of the higher education institution AgroSup Dijon¹⁷ (agro-business engineering school). This is a public institution under the authority of the Ministry for agriculture, and offers open and distance training, for a degree or a diploma, for the rural world: vocational Baccalauréat, technological Baccalauréat, higher vocational diploma for agriculture, training for competitive examination, customized remedial training, pre-training, and customized advanced training.
- **Le Conservatoire National des Arts et Métiers (CNAM)**¹⁸ – under the authority of the French Ministry for Higher Education, this is a public institution dedicated to life-long education. The institution supervises a network of 28 regional centres, 150 teaching centres, and offers 7,700 distance learning courses. The offer is varied: vocational degrees, bachelor's, master's, as well as numerous diplomas registered in the RNCP (National Register of Vocational Accreditations).¹⁹
- **Universities**: each French university has a distance education service and a distance learning department. The content and organisation of studies can vary from one university to the next (number of student meetings, pedagogic support, type of course mailing, costs, exam assessment, etc). The degrees delivered are national degrees which have been authorized by the Ministry of education and are linked to ECTS.

¹⁴ <http://www.cesi.fr/>

¹⁵ <http://www.cned.fr/>

¹⁶ http://eduter-cnpr.fr/no_cache.html#&panel1-2

¹⁷ <http://www.agrosupdijon.fr/?L=1>

¹⁸ <http://www.cnam.fr/>

¹⁹ For further information see <http://www.cnam.fr> <http://eve.cnam.fr/comment-/les-ue-par-internet/la-formation-ouverte-et-a-distance-foad--264469.kjsp?RH=foad> <http://the.cnam.eu/lifelong-learning-for-everyone-welcome-to-the-cnam-home-page-103491.kjsp> <http://the.cnam.eu/education-and-training/>

Private agencies

- **Les Cours Legendre**,²⁰ **Les Cours Hattemer**,²¹ **L'école par correspondance**²² and **Les Cours Académiques de France**²³ are limited to primary and secondary education.
- **L'École chez soi**,²⁴ **L'École Universelle**,²⁵ **La Revue d'Études**,²⁶ **Educatel**²⁷ and **Demos**²⁸ all offer a range of specialised distance learning professional courses for adults and so do many large French companies, but in the case of the companies, their training is geared towards their own core business.

Portals for long-distance learning

- **TeleSup**²⁹ was created by the **FIED**³⁰ (Inter-university federation of long-distance learning) to provide clearer signposting to on-line university courses. The TeleSup portal centralizes the courses of the 36 member universities, making it easier to access the more than 300 long-distance university courses. All fields are covered, as well as the preparation for such competitive exams as the **CAPES**³¹ and **Agrégation**.³²
- **Formasup**³³ has the same aim. The portal provides a centralized searching tool and gives the Internet user the links and contacts needed. It covers over 3,000 courses offered by public institutions in all school districts (académies): universities, schools or institutes, CNED (the national centre for long-distance education), CNAM (the national conservatory of arts and trade), as well as AgroSup-CNPR (national centre for rural promotion). The web site gives a description of the long-distance courses of the partner institutions, and all the necessary information.
- **La Chambre Syndicale Nationale de l'Enseignement privé à Distance**³⁴ was created in 1980 by merging together the French trade association for private distance education (Chambre Syndicale Française de l'Enseignement Privé par Correspondance, CHAFREC), the national association for private distance education (Syndicat National de l'Enseignement Privé par Correspondance, SNEC), and the national association for distance and continuous education (Syndicat National de l'Enseignement à Distance et de la Formation Continue, SNED), the CHANED (national association for private distance education, Chambre syndicale Nationale de l'Enseignement privé à Distance) aims at promoting private distance education, and acts as its representative.

²⁰ www.cours-legendre.fr/

²¹ www.hattemer-academy.com/

²² <http://www.epceducation.com/>

²³ <http://www.coursacademiques.fr/>

²⁴ <http://www.ecolechezsoi.com/>

²⁵ <http://www.ecole-universelle.fr/>

²⁶ <http://www.revue-d-etudes.fr>

²⁷ <http://www.educatel.fr/> and <http://www.educatel.fr/toutes-les-formations>

²⁸ <http://www.demos.fr/fr/e-learning/Pages/default.aspx>

²⁹ <http://www.telesup.univ-mrs.fr>

³⁰ <http://urlmetriques.co/www.fied-univ.fr>

³¹ See http://fr.wikipedia.org/wiki/Certificat_d%27aptitude_au_professorat_de_l%27enseignement_du_second_degr%C3%A9

³² See <http://en.wikipedia.org/wiki/Agr%C3%A9gation>

³³ <http://www.formasup.fr>

³⁴ <http://www.chaned.fr/>

- **UT en ligne**³⁵ is the digital campus managed by the AssoDIUT association, the association of Vocational University Institutes (Association des Directeurs d'Institut Universitaire Technologique), which groups 115 IUTs, 625 departments and 26 domains. The purpose is to provide the IUT teaching and student community with a media library including the main elements of the educational resources needed for the training provided in IUTs, education engineering services, and an exchange space. The site offers reusable 'raw' resources for face-to-face teaching sessions and 'self-teaching units' for face-to-face or long-distance teaching.
- **FUN**³⁶ – **France Université Numérique** – is a government initiative linking university online courses and promoting lifelong learning. Included amongst its aims and objectives is one to promote adult learning:

Proposer une offre innovante de formations en ligne pour répondre aux besoins croissants de formation continue.

La loi du 22 juillet 2013 a inscrit pour la première fois la formation tout au long de la vie dans les missions de l'université. Le numérique doit permettre aux établissements d'enseignement supérieur de se positionner sur un marché en expansion et de répondre aux attentes des salariés, demandeurs d'emploi et, plus généralement, de tout citoyen désireux de se former. C'est un gisement faiblement exploité car les universités ne réalisent que 4% des 8 milliards de la formation continue dans l'ES alors qu'elles possèdent les compétences et les expertises pour renforcer leur présence dans ce secteur.

Un exemple: le CNAM (Conservatoire National des Arts et Métiers) a décidé de consacrer des moyens importants à la production de MOOCs pour le public francophone. Dès octobre, le CNAM proposera des MOOCs à destination principale des salariés (cadres, ingénieurs et techniciens). Parmi les sujets de ces MOOCs: 'Développer les talents et le leadership de vos collaborateurs' ou 'Éléments de santé au travail pour les ingénieurs et les managers.'

- **GALLICA**³⁷ is a national repository of cultural items – books, manuscripts, periodicals, music scores etc. – many of which are available under open licensing.

2 Copyright in France

In France, copyright is ruled by the Intellectual Property Code (Code de la Propriété Intellectuelle), a document under French law made of articles, which are regularly updated by parliament. According to Article L. 111-1, copyright protects 'works of the mind', that is: literary, musical, graphic and plastic works, but also software, applied arts creations, fashion, and so on. Songwriters, videogram and phonogram producers, as well as broadcasting companies, have rights similar to copyright. Copyright is gained through no special formality, just by the mere existence of the work.³⁸ France subscribes to the Berne Convention.

Education employees are civil servants, but this does not change the rule set by Article L.111-1, section 3 of the Intellectual property code. The civil servant has rights over his

³⁵ See <http://www.iutenligne.net/ressources.php>

³⁶ <http://www.france-universite-numerique.fr/>

³⁷ <http://gallica.bnf.fr/?lang=EN>

³⁸ For further information, see:

http://www.legifrance.gouv.fr/affichCode.do;jsessionid=F2D859C0660BE27DDA293CD7EE218658.tpdjo17v_1?idSectionTA=LEGISCTA000006161633&cidTexte=LEGITEXT000006069414&dateTexte=20121127

work. The law states, however, that the patrimonial rights are to be handed to the state when the work was created by an agent in the course of his work or following instructions given. In compensation, the author must share the profits made from the use of his work according to the terms mentioned in a decree from the Council of State.

Re.Lire³⁹ is a useful site, linked to FUN, which categorises authors' rights.

The French Ministry of Culture is promoting the use of CC licensing and the Minister produced an excellent video in 2014⁴⁰ encouraging this. At the same time, the Ministry announced that it was sharing its two flagship websites⁴¹ under CC-BY⁴² licenses. Before this, there had been a number of pilot initiatives, notably with **SACEM**⁴³ in 2012. Some of the resources of FUN are CC-licensed.

3 OER in adult education in France

Although ISCED Level 4 is virtually ignored in the French educational structure,⁴⁴ yet there is a wide (and complex) picture of adult education training courses in France. However, amongst the broad range of organisations described in section 2 above, there is not very much evidence that significant resources are open and most of the courses are fee paying for all or most learners.

There have been a number of regional OER initiatives which can provide resources for adult education, though these can be difficult to identify because of a lack of clarity at the regional and national levels – OER regional initiatives are implemented by several categories of agents: associations, teachers, institutions, private organizations, local and territorial authorities. Although not specifically focused on adult education, the regional initiatives include **LUNO** (Lorraine Université Ouverte),⁴⁵ **VITRA**⁴⁶ (Lorraine), **EUCeramics** (Burgundy),⁴⁷ **MoocITyPA** in Brittany,⁴⁸ the **SILLAGES** initiative⁴⁹ (national), **Collège de France** in the Ile-de-France Region⁵⁰ and **Xyoos** (Rhône-Alpes).⁵¹ Note also that the open educational resources implemented by the regions and to which the user has access on specific sites are often implemented at the national level as well in institutional mechanisms that pool open educational resources.

Thematic digital universities (*Universités Numériques Thématiques, UNT*) were created in 2003 by the education ICTE division (Sous-Direction des Technologies de l'Information et de la Communication pour l'Éducation, SDTICE) of the French ministry of higher education. The aim is to put at the disposal of institutions and students educational resources that have been approved by competent academics in each field.

³⁹ <https://relire.bnf.fr/accueil>

⁴⁰ <http://creativecommons.org/tag/cc-france>

⁴¹ <http://www.culturecommunication.gouv.fr/Presse/Communiqués-de-presse/Le-ministère-de-la-Culture-et-de-la-Communication-s-engage-en-faveur-des-licences-ouvertes> and <http://www.culture.fr/>

⁴² <http://www.culturecommunication.gouv.fr/Presse/Communiqués-de-presse/Le-ministère-de-la-Culture-et-de-la-Communication-s-engage-en-faveur-des-licences-ouvertes>

⁴³ <http://www.sacem.fr/cms/home?pop=1>

⁴⁴ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France:Adult_Education_and_Training

⁴⁵ <http://www.virtualschoolsandcolleges.eu/index.php/Luno>

⁴⁶ <http://www.e-vitra.eu>

⁴⁷ <http://www.eu-ceramics.eu/>

⁴⁸ <http://itypa.mooc.fr/>

⁴⁹ <http://plateforme.sillages.info/>

⁵⁰ <http://www.college-de-france.fr/site/audio-video/index.htm>

⁵¹ <http://www.cours-informatique-gratuit.fr/formation-informatique>

*Thematic digital universities*⁵² are not classic university institutions registering students and giving degrees. They have varied legal status (GIP, partnership foundation, GIS, private association, inter-university common department), and they are groupings of higher education institutions pooling training resources for students, adults and professionals, with the support of the state. In 2012 there were 7 thematic digital universities. Some are free of charge and open, others are free of charge but for the use of member institutions (basic training), or for a fee and sold by the member institutions (resources that are included in their continuous education programmes).⁵³ The **FUN** initiative, first established in 2013 and still rapidly developing, brings together access to the digital universities and their resources, many of which are OER. There are also a number of catalogues of free digital resources – e.g. **Signets**.⁵⁴

France has been active in developing MOOCs: the Open Education Europa scoreboard shows a maximum of 144 operating in early 2014, though the latest update (February 2015) shows 7 currently in operation⁵⁵ – we suspect this is an underestimate, as FUN indicates that at least three are available every week, with a total of 37 planned for January-March 2015.⁵⁶

4 Quality for OER in France

There are no national quality procedures for OER in France – this is up to the individual provider. However, to reinforce the quality of distance education, **CHANED**⁵⁷ has set up a quality charter, which 23 private institutions have signed⁵⁸ and the quality charter includes resources, some of which are OER.

⁵² http://fr.wikipedia.org/wiki/Campus_num%C3%A9riques

⁵³ <http://www.universites-numeriques.fr/>

⁵⁴ <http://www.signets-universites.fr/fr/les-signets/>

⁵⁵ http://openeducationeuropa.eu/en/open_education_scoreboard

⁵⁶ <http://www.france-universite-numerique.fr/37-nouveaux-moocs-proposees-sur-la-plateforme-fun-mooc.html>

⁵⁷ <http://www.chaned.fr/>

⁵⁸ http://www.chaned.fr/ecoles_liste.html