



United Nations  
Educational, Scientific and  
Cultural Organization

21 June 2019

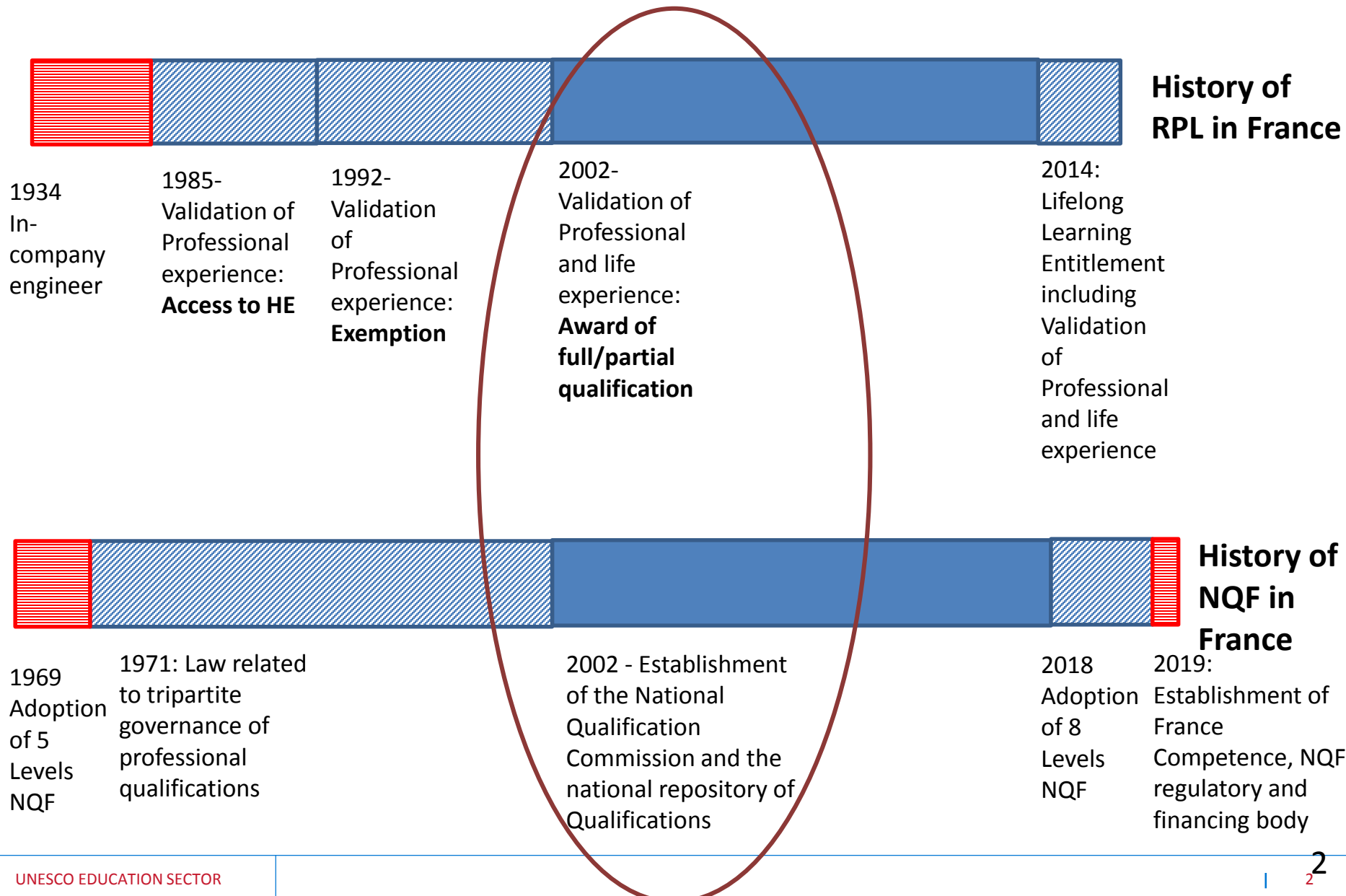
# International Seminar on Recognition of Prior Learning for Professional Qualifications and Professional Designations

Boksburg, South Africa

## Validation of prior learning in France: Key lessons for professional designations and professional qualifications

Borhene Chakroun

Division for Policies and Lifelong Learning Systems  
Education Sector, UNESCO



I-Doctorat	Doctoral programmes ( <i>Doctorats</i> )	8
I-Master	Master degrees ( <i>Masters</i> )  Degrees in engineering ( <i>titre d'ingénieur</i> ) (titles at level I)	7
II-Grade de Licence	Bachelor programmes ( <i>Licences</i> )  Vocational bachelors ( <i>Licence professionnelle</i> ) (titles at level II)	6
III	Undergraduate technician certificates ( <i>Brevet de technicien supérieur</i> ) (BTS)  Undergraduate technician certificates in agriculture ( <i>Brevet de technicien supérieur agricole</i> ) (BTSA)  Undergraduate certificates in technology ( <i>Diplôme universitaire de technologie</i> ) (DUT)  Master qualifications ( <i>Brevets de maîtrise</i> ) issued by the Chambers of Trade ( <i>Chambre des métiers</i> )	5
IV	Vocational baccalaureates ( <i>Baccalauréat professionnel</i> ) Technological baccalaureates ( <i>Baccalauréat technologique</i> )  Professional certificates ( <i>Brevet professionnel</i> )  Applied arts certificates ( <i>Brevet des métiers d'art</i> )  Technician certificates ( <i>Brevet de technicien</i> )	4
V	Secondary vocational certificates ( <i>Certificat d'aptitude professionnelle</i> ) (CAP), <i>Brevet d'études professionnelles</i> (BEP))  Secondary vocational certificates in agriculture ( <i>Certificat d'aptitude professionnelle agricole</i> ) (CAPA) <i>Brevet d'études professionnelles agricoles</i> (BEPA))	3

## National Qualifications Framework

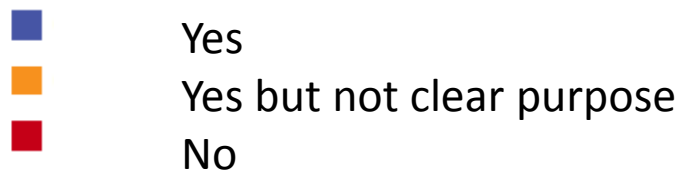
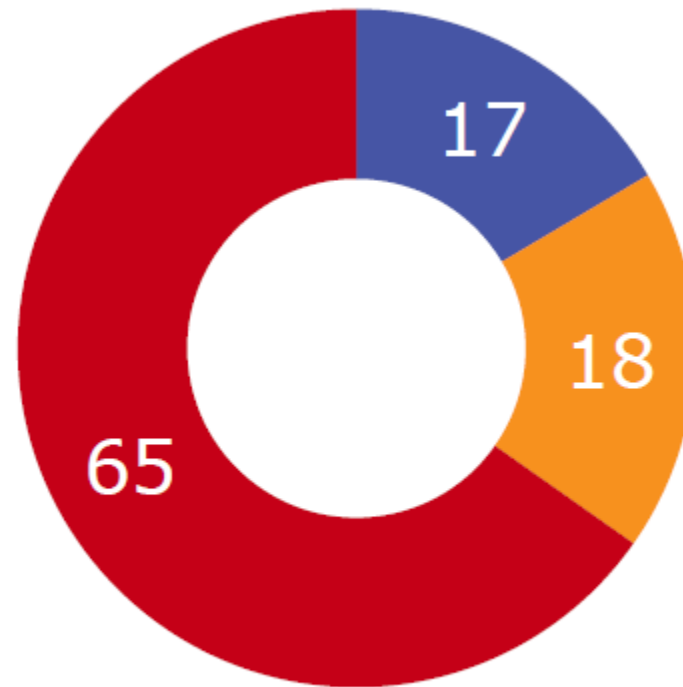
## European Qualifications Framework

I- Doctorate grade	→	8
I - Master grade	→	7
II - Bachelor grade	→	6
III	→	5
IV	→	4
V	→	3
Not applicable		2
Not applicable		1

- Certifications initiated by the social partners within sectors/branches, mainly to meet skills requirements as identified in their sectors.
- They are built up via an approach aimed at covering a set of skills that make sense in terms of qualifications and/or jobs (they are referenced in the collective bargaining agreements).
- The NQF Repository classifies them in accordance with the “Nomenclature of Vocational Training Programmes” and not in terms of qualifications levels.
- Since January 2019, a new procedure for registration in the NQF repository (Law 5 septembre 2018), **allow to level Professional Qualifications according to NQF.**



- Certifications that refer to authorizations covering exercise of activities, authorizations, and safety or quality standards imposed by the ministries or at an international level (e.g. operating and safety rules relating to construction site machinery).
- Professional designations are not recorded in the National Qualifications Repository as such. However, when they are integrated in a vocational certification procedure, i.e. it forms part of a qualification recorded in the national Repository, it is pointed out.





- Listed in the RNCP, and hence benefit from national recognition,
- Drawn up in compliance with the principles set out in the NQF
- Help to facilitate job access, management of human resources and mobility (recognition by other Branches/Sectors);
- Facilitate access to Active Labour Market Measures and Lifelong Learning (eligible for financing)

- VAE/RPL is defined as an individual right in France. The purpose of VAE/RPL is to obtain a qualification (Article L. 6411-1 of the Labour Code) .
- It can lead to the award of whole or parts of this qualification (certification) based on the knowledge and skills acquired through prior experience and learning in a variety of contexts.
- Any qualification listed in the national Repository of qualifications (RNCP), can be acquired and accessed through VAE/RPL.
- The general institutional framework for VAE/RPL is the responsibility of the Ministry of Labour, in partnership with regional councils and the other ministries that award qualifications.
- Specific rules and practices for the implementation of VAE are the responsibility of each authority awarding the qualifications included in the RNCP.

## Stage 1

- **Counselling/Information regarding qualifications**

## Stage 2

- **Choice of the appropriate qualification**

## Stage 3

- **Application for Funding**

## Stage 4

- **Choice of Guidance and Counselling provider**

## Stage 5

- **Assessment and Certification.**

- Information and orientation including administrative processes
- Support for appropriate financing schemes in case training;
- Methodological support for portfolio preparation
- Support for preparing the assessment panel;

## Financing RPL

### Training Levy

Process, fees, guidance and counselling

1

### Regional Funds

Decentralisation gives important role to local authorities

2

### Active Labour Market Measures

Employment schemes, guidance and counselling, fees, others.

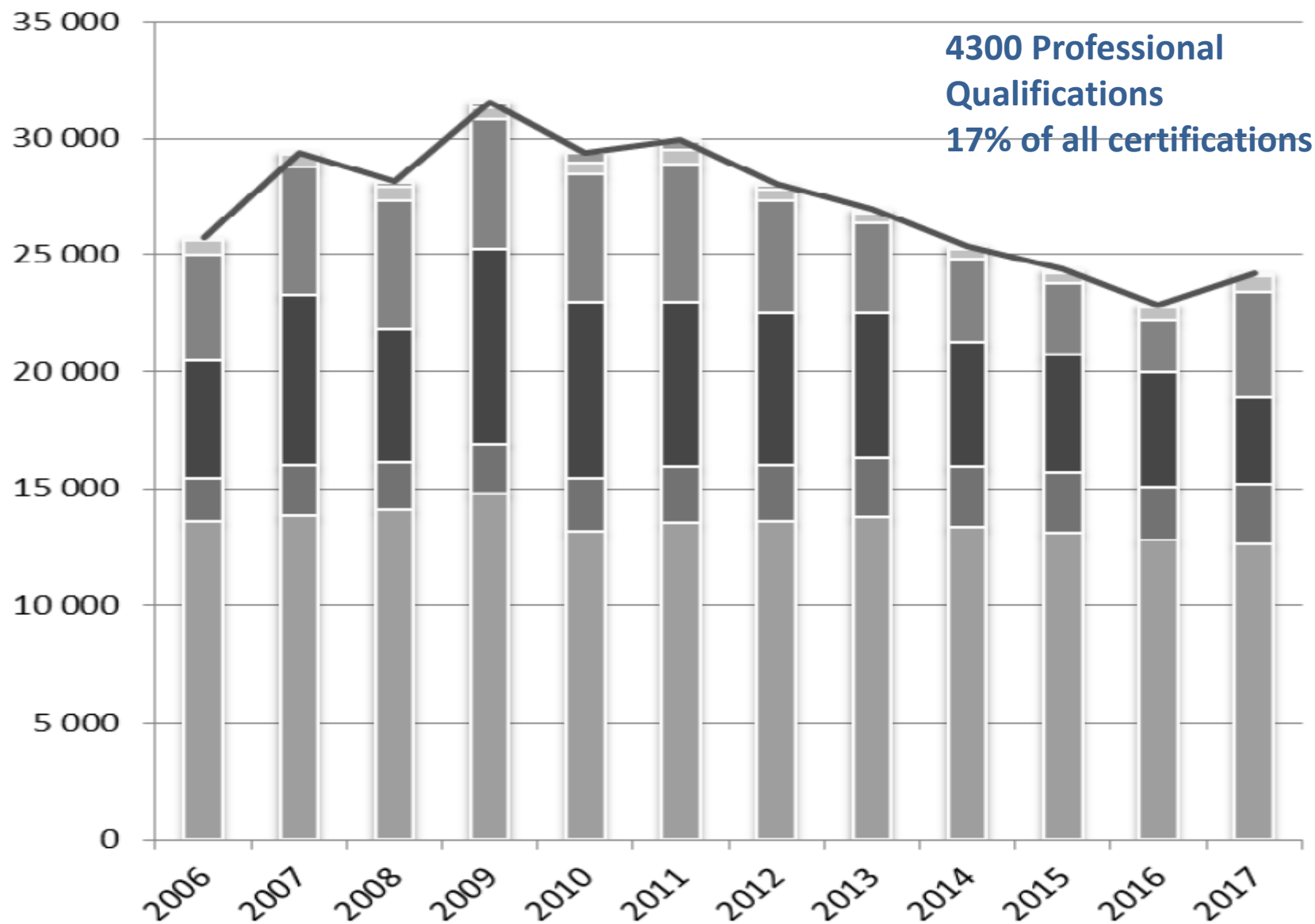
4

### House-hold

Personal Choice

3

Source: Survey

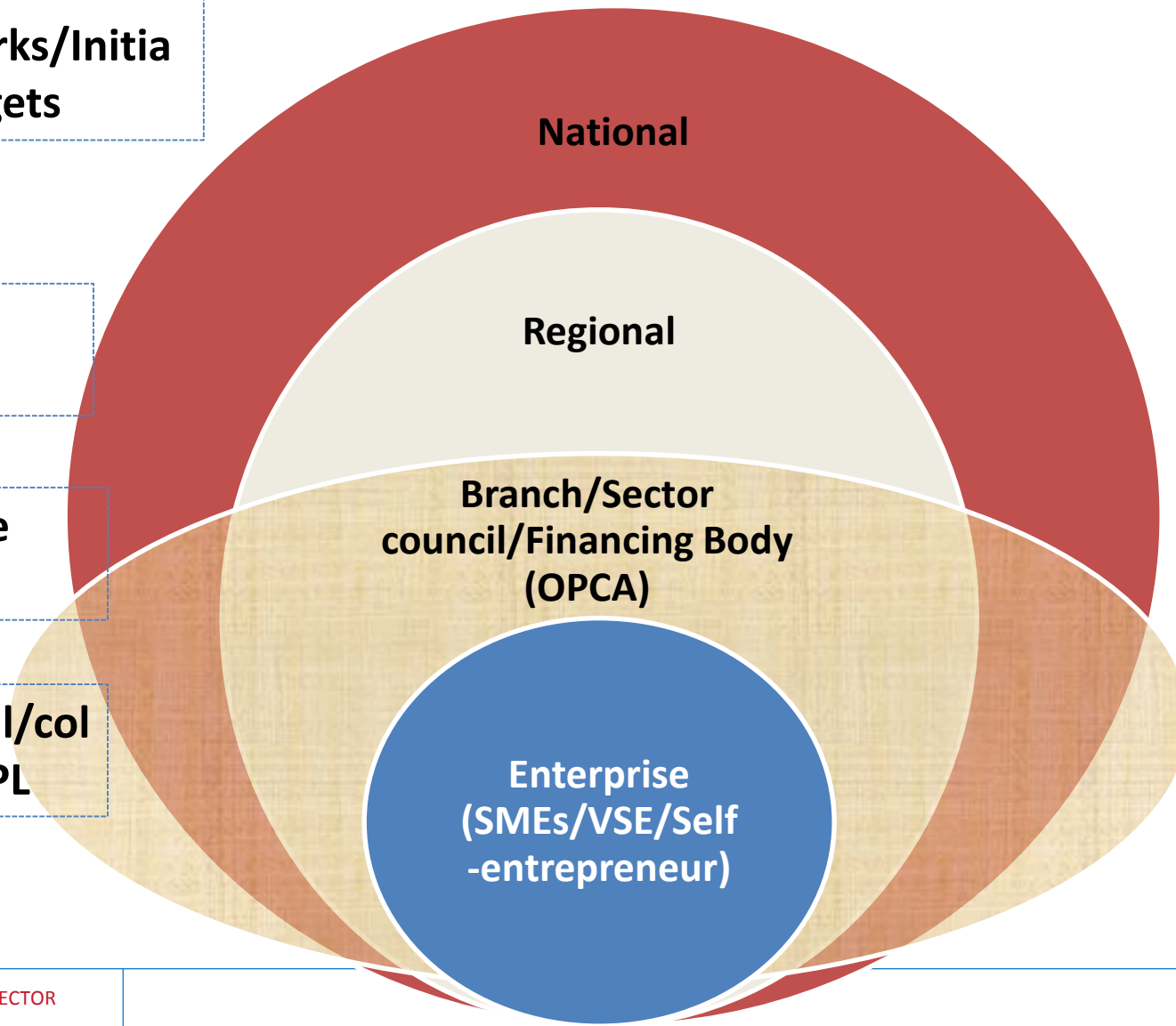


▪ **National Frameworks/Initiatives/Targets**

▪ **Regional initiatives**

▪ **Collective RPL**

▪ **Individual/collective RPL**



## E.VAE ACTALIANS COMMENT ÇA MARCHE ?

er comment je peux faire ma VAE avec la plateforme e.VAE Actalians, je prends connaissance de l'animation et du so

e.VAE by Actalians



^ 1. Inscription

^ 2. Rédaction livret 1

^ 3. Rédaction livret 2

^ 4. Passage en jury



vimeo



- 86 % Have a positive perception;
- 91 % Consider RPL useful for their staff;
- 82 % Encourage their staff to engage in RPL;
- 87% of Managers where RPL took place encourage their peers to support similar initiative ;
- 76 % Consider RPL useful for companies.
- 64 % Consider RPL complex process

## Reasons for engaging in RPL:

- Access to a Qualification: 61 % ;
- Career Promotion: 23 % ;
- Access to Employment: 7 % ;
- Change of Employment 6 % ;
- Access to Training: 6 % ;

## RPL Process matter:

- Changed the perspective on their job/occupation (56%);
- Acquired Self-Confidence(30,6 %),
- Acquired new skills and knowldge (23 %),
- Acquired better understanding of their occupation/professionalism(22 %)

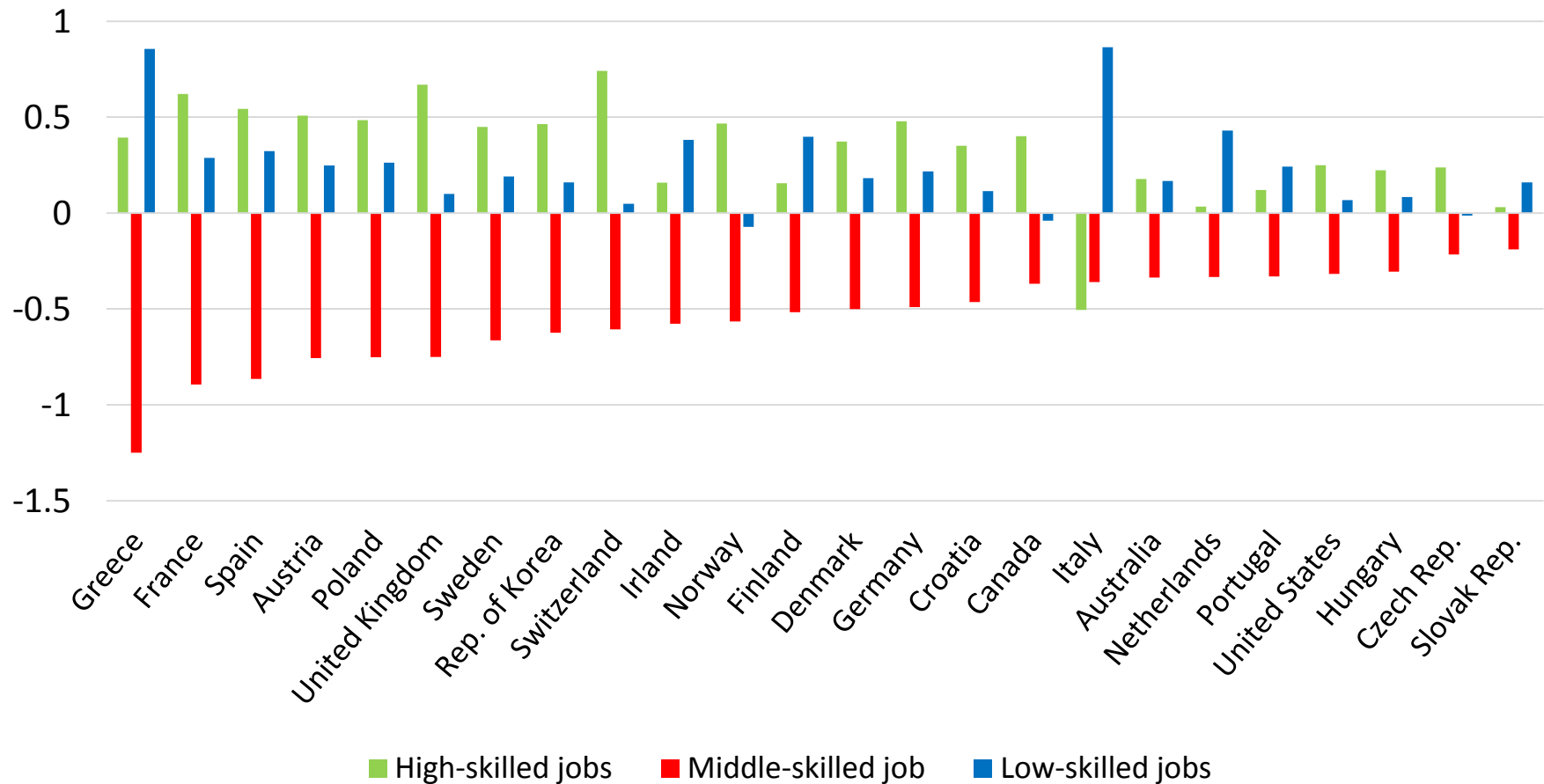
Qualification	Number of candidates who obtained a diploma through continuing education (including individual candidates) [1]	Number of candidates who obtained a diploma through VAE [2]	Total number of diplomas obtained outside initial training [3 = 1 + 2]	Percentage of candidates who have graduated through VAE [2/3] (%)
BTS	22 790	4 395	27 185	16
Professional Bachelor	6 245	2 553	8 798	29
Professional certificate	3 936	619	4 555	14
CAP	54 583	3 190	57 773	6
BEP	7 326	114	7 440	2
Additional mention (level IV and V)	1 387	199	1 586	13
Total	96 267	11 264	107 337	10

Source: DARES

# Looking Further Ahead

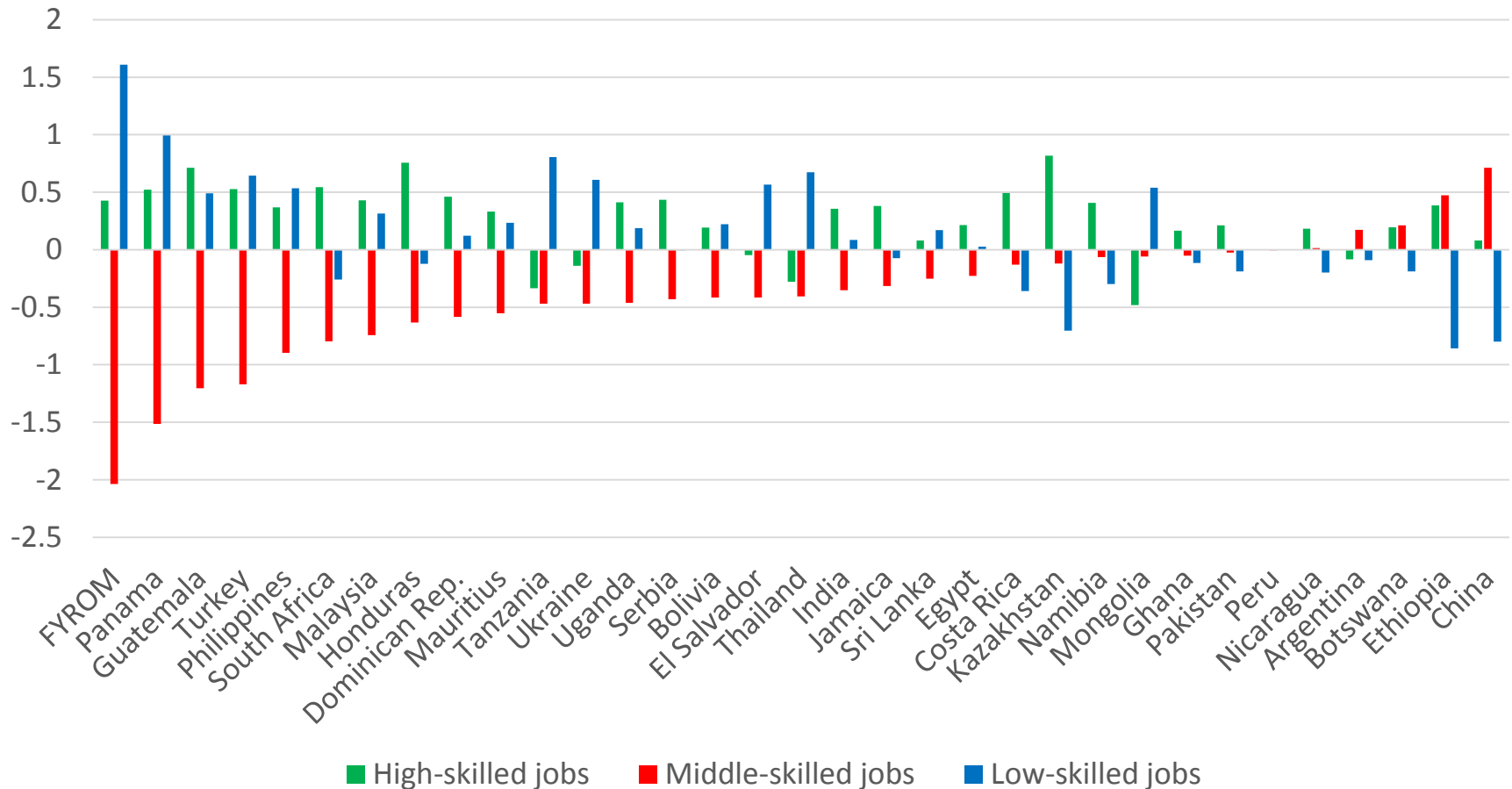
# The labour market is becoming polarized in high income countries...

Annual average change in employment share, 1995-2012 (% points)

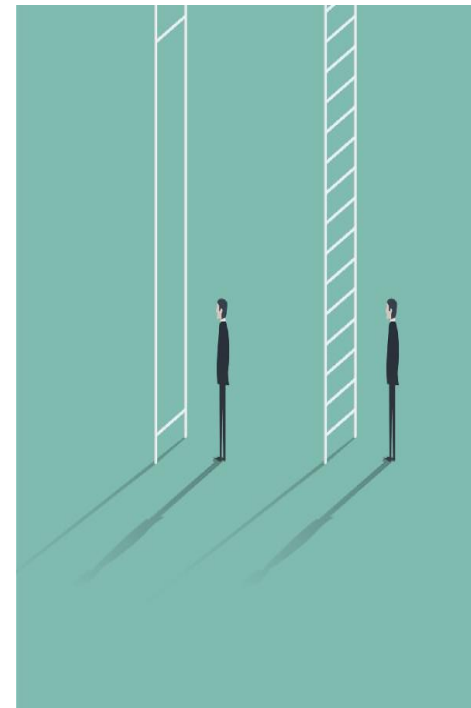
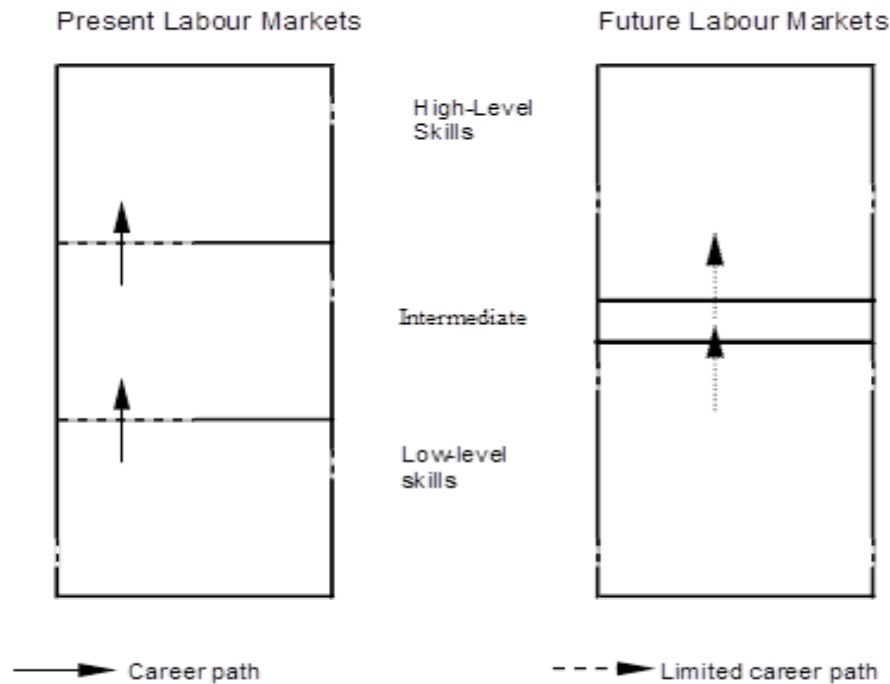


## ... and in low and middle income countries

Annual average change in employment share, 1995-2012 (% points)



## Current trends suggest career advancement is harder for some than for others: Taking care of the bottom of the Pyramid



Agency  
Decent work  
Ability to leverage  
technology

Low skills  
Low literacy  
Cannot leverage  
technology



**Urgency** of investing for better recognition and value in labour market and society



Massification of reskilling/upskilling



**Inclusive** participation



**Flexibility & guidance**



**Alignment** with labour market needs



Training that has the desired **impact**



Adequate **financing**



- Focus on wider set of skills (job-specific; transversal skills; digital skills; Citizenship and sustainability skills)
- Organised by wide range of stakeholders including private sector, Edtech, etc.;
- Digital credentialing, credentials jungle, new generations of NQFs, Quality Assurance issues;
- Individual pathways, supported by Artificial Intelligence;
- Digital Learners' records
- Privacy and security, the ownership of learners' records, inclusivity;



## Lifelong Learning Account System

The National Institute for Lifelong Education (NILE)



1. Learning Account;
2. Recognition of prior learning as right;
3. Right to Career guidance and counselling;  
and
4. Other rights: Right to information/internet,  
social security, privacy, etc.

# Thank you

Borhene Chakroun  
UNESCO

[b.chakroun@unesco.org](mailto:b.chakroun@unesco.org)