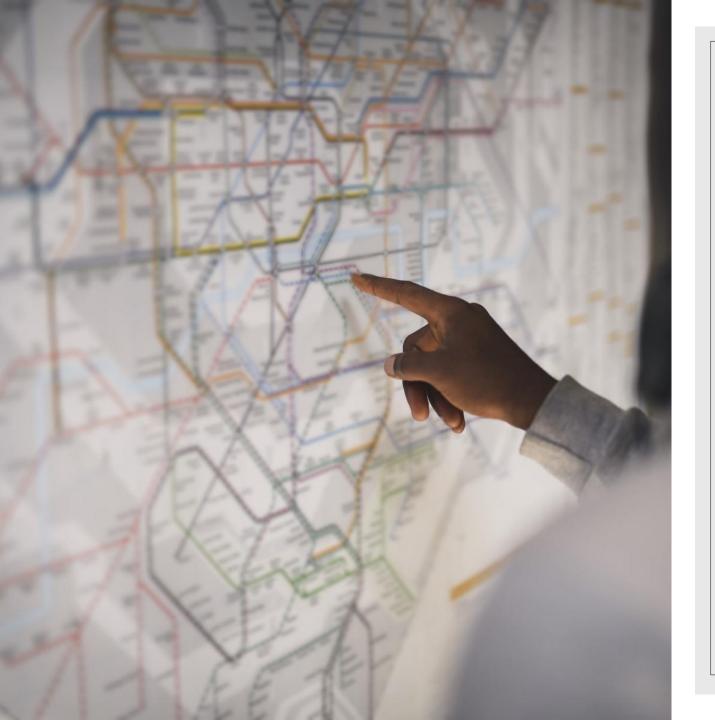# FRANCE CONTRIBUTION TO THE MAPPING SURVEY

labor market requirements on standards-related skills and competences in France

Pursued objectives

◦ Enhance the professional development of individuals,

◦ Better align workforce skills with market needs,

◦ and ultimately improve the productivity and effectiveness of organizations

The mean being creating a comprehensive and efficient system for skills and competency management

Frances Mirror committee indentified 4 subject of interest the the french market

1. Facilitators training and continuing professional development:

2. Skills management system

3. Students Orientation / Counselling Services

4. Soft Skills: Definition

Facilitators training and continuing professional development

Trainers of vocational training are not always professional trainers. If they have the technical skills required, they may lack the training skills to ensure the promised outcome.

The market is in a need to better understand the expected skills from a trainer.

There is a need to:

- Qualify, describe and evaluate the required training skill

- To monitor and ensure the continuous skill developpement of trainers

This project could be developed in a joint ISO TC 260 / ISO TC 232 group with representatives of the different member countries. Resources needed are:

- Skills management specialists (managers, HR managers, pedagogical managers, project managers, funders, pedagogical managers, researchers).

- Consulting professionals or auditors of certification bodies, in particular mastering the concept of person certification, within the meaning of standard NF EN ISO/IEC 17024.

- Representatives of training organizations experienced in the implementation of quality management processes.

Skills management system

- Companies and organizations are looking for employees with skills that are better suited and adaptable to new market challenges.

- It's crucial for strategic decision-making, identifying gaps in the workforce's abilities, and planning training initiatives.
  - They must be able to clearly express their skills needs and design their own activity and skills frameworks
  - They must be able to track individual skills, the overall skill portfolio, and areas requiring improvement

This subject could be developed in a joint ISO TC 260 / ISO TC 232 group with representatives of the different member countries. Resources needed are :

- Specialists in skills engineering and framework design (HR managers, training managers, skills development advisers, researchers).

- Professionals in management consulting, organization and skills development. Career Development Counseling Professionals.

- Representatives of training and certification bodies experienced in filing professional certification in national registers (RNCP & RSCH).

Students Orientation / Counselling Services

- 31% of students enrolled in university give up in this first year, and 13% more during their second year
- Quasi the same %rate is observed for students in apprenticeship resulting from students drop out or contract breach.
- a third of these students do not return to other studies and are left behind

- Adequate guidance based on their skills and interests, can lead them to reach their full potential
- The objective being ensure students understand their learning path options and make informed decisions

This subject could be developed in a joint ISO TC 260 / ISO TC 232 group with representatives of the different member countries. Resources needed are :

- Specialists in Education and orientation
- HR professionals
- Representatives of training and certification bodies experienced in filing professional certification in national registers (RNCP & RSCH).

Soft skills

- Soft skills that are often translated as "behavioral skills" or "transversal skills" etc. are more and more put forward by HR professionals. They are considered as a key element of differentiation between several candidates during recruitment process.

- In a changing world and competence obsolescence, soft skill are even more important and are becoming the skills sought after by employers.

- If there is an abundant literature on the subject, we still need to define a common base, in terms of a terminology and definition at least.

- We propose to develop a common and international framework shared by actors of higher education, training & development and the world of work to identify all types of alternative skills to the technical ones.

- This subject could be developed in a joint ISO TC 260 / ISO TC 232 group with representatives of the different member countries:

- The standard or guide may propose structuring elements of terminology:
  - Definition of the concept of soft skill;
  - Coherent list of soft skills and their definition.