

Monitoring VET graduates

POLICY DEVELOPMENT **REGULATION/LEGISLATION**  FRANCE

Timeline

2016 **Approved/Agreed** 2017 **Implementation** 2018 **Implementation**
2019 **Implementation** 2020 **Implementation** 2021 **Implementation**
2022 **Implementation** 2023 **Implementation** 2024 **Implementation**

ID number 28834

Objectives

Monitoring VET graduates aims at fostering the development of training that enables professional outcomes (in terms of access to employment) and at transforming the training courses with the lowest outcome levels. It is a task that requires fine-grained knowledge of course participant job integration rates.

Description

The 2016 Labour Law (Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths) created new obligations in terms of information to be provided by training institutions and apprentice training centres. It is now mandatory for them to provide information on participation and completion rates as well as the destination and employment rates of their graduates. These data will be aggregated at education district level and will be broken down according to school-based and apprenticeship pathways. The aim is to foster the development of employment-conducive training.

A joint effort initiated by the Ministries of Labour and Education will make it possible to have, from 2021 onwards, detailed data on young people's professional integration rates by matching individual data on young people enrolled in schools with data on employment. This would allow review of training courses with poor employment prospects. For instance, the Vocational baccalaureate in management-administration, overly developed when put in perspective with the actual prospects for accessing an EQF Level 4 administrative job, will undergo a 50% staff cut by 2022. Based on analysis of territorial needs, carried out by regions and professional sectors, discontinued programmes will gradually be replaced by programmes better suited to professional integration and further education. This transformation will be accompanied by an ambitious support and redeployment plan for the teachers affected.

2016 Approved/Agreed
2017 Implementation

2018 Implementation

2019 Implementation

In collaboration with higher education forecasting services, each year the Evaluation, Forecasting and Performance Department of the Ministry of National Education and Youth produces benchmarks and statistics related to the education system. A chapter of this report is dedicated to monitoring the integration of graduates into the job market.

Throughout the year, notes analysing trends and forecast analyses (including workforce forecasts, integration of apprentices) help inform decision-makers.

2020 Implementation

A report drawn up at the request of the Ministry of Higher Education, Research and Innovation takes stock of the universities' mission of professional integration 10 years after the Law on the freedoms and responsibilities of universities (LRU). The report considers that universities have gradually developed from professionalising their programmes to taking into account the employability of their students. It also notes an increase in the employment rates of HE graduates from all disciplines between 2007 and 2016, but a markedly lower rate in the humanities and social sciences disciplines.

2021 Implementation

An innovative project, *Inserjeunes*, based on education and employment databases made it possible to calculate indicators (employment rate, completion rate) at the level of each institution. *Inserjeunes* is an online support service offering information useful for career guidance of young people, developed jointly by the statistical departments of the labour ministry and the education ministry. It provides information on all available training programmes (in VET schools and Apprentice training centres/CFA) to acquire vocational qualifications for entering the labour market; these range from the professional skills certificate (CAP/EFQ level 3) to the advanced technician certificate (BTS/level 5). The project meets the requirement of the Law of 5 September 2018, on the freedom to choose one's professional future, to provide statistical data (education path, integration rate into the labour market) per training establishment:

- (a) rate of continuation of studies,
- (b) rate of employment of young people at graduation,
- (c) data on the career paths of young people in the different training courses and
- (d) rate of early termination of apprenticeship contracts.

2022 Implementation

From 2022 this policy development is part of the national implementation plan (NIP), measure 'Develop all forms of training and particularly work-based training', action 'The contribution of national education to the development of apprenticeship'.

Since the academic year 2021/22, *Inserjeunes* indicators have been included in the 'Choosing your profession after grade 9' remote service (choisir son affectation après la troisième).

The results of *Inserjeunes* are published as information leaflets. They provide new, reliable and complete data on vocational training pathways for young people leading to VET qualifications (from the professional skills certificates, CAP/EFQ level 3 to the higher technician certificate, BTS/EFQ level 5) and on their professional integration. As an illustration: 61% of apprentices are in paid employment six months after completing their apprenticeship. The online support service is also a useful resource for guidance practitioners.

3 memoranda issued in December 2022 by the statistical department of the Ministry of Education (DEPP [Department of Evaluation, Forecasting and Performance]) provide details on the admission of vocational second school students and CAP / BTS

apprentices as well as their career progression 6 months after having left school.

According to the Informational memorandum on the employment outcomes of vocational high school students with CAP to BTS-level qualifications, following data can be presented:

- 51% of vocational secondary school students enrolled in the final year of a course of study in 2020/21 continued their studies (+2% compared to the 2019/20 cohort; +5% compared to the 2018/19 cohort);
- 41% of those who left the school system were in employment six months later (+5% compared to the 2019/20 cohort); 40% of them were employed on permanent contracts.

According to the informational memorandum on the employment outcomes of apprentices with CAP to BTS-level qualifications, provided data is as follows:

- 39% of apprentices enrolled in the final year of a CAP to BTS-level course in 2020/21 continued their studies, mainly as part of an apprenticeship;
- 65% of those who did not pursue their studies, were in employment six months later (+4% compared to the 2019/20 cohort, particularly in the hotel-restaurant-tourism sector); 60% of them were on permanent contracts; 30% were working with the employer where they did their apprenticeship.

Based on the Informational memorandum on the two-year pathways of apprentices and high school students leaving vocational training at the CAP to BTS level in 2019, the derived data is outlined as follows:

- one out of every two apprentices and one out of every four vocational secondary school students were employed after six, 12, 18 and 24 months upon completing their apprenticeship;
- 16% of apprentices and 28% of vocational secondary school students were not in employment at any of these points.

Differences in employment outcomes were based on the most recent level of training taken, irrespective of whether a person obtained the specific qualification, the field of specialisation of the qualification and the socio-economic profile of the individual in question.

Another monitoring survey of young graduates, the Generation survey, is provided by the Centre for Research on Education, Training and Employment (CEREQ). This survey monitors the employment outcomes of generational cohorts.

2023 Implementation

The *Inserjeunes* system continued to develop in order to improve the statistical monitoring of graduates from vocational education. This development has led to a better understanding of young people's career paths and have helped identify training programmes requiring adjustments to improve their alignment with labour market needs. For instance, the Vocational baccalaureate in management-administration, overly developed when put in perspective with the actual prospects for accessing an EQF Level 4 administrative job, has undergone a 50% staff cut by 2022. Other programmes have been reassessed, ensuring that training pathways better correspond to actual job opportunities.

Among the key developments, the update of indicators allowed for the integration of data on graduates from the 2021-22 and 2022-23 cohorts, providing detailed tracking of their employment and education status 6 and 12 months after leaving training. Data accessibility has been enhanced, allowing information to be consulted at the level of each institution, provided that student numbers are sufficient. Providing updated and accurate data to young people, their families, and vocational training stakeholders is greatly facilitating career guidance and support to VET learners towards employment.

2024 Implementation

The Inserjeunes publications by the DEPP (Department of Evaluation, Forward Planning, and Performance) have released data (Notes 24.30 and 24.31 of July 2024), shedding light on the professional integration of VET upper secondary graduates and apprentices with qualifications ranging from CAP (EQF level 3) to BTS (EQF level 5) two years after graduation in 2021.

Findings reveal that for graduates from upper secondary VET, nearly 60% secured stable employment within two years, with success rates varying significantly by field of study. Apprentices in the same qualification range demonstrate even stronger integration, with over 80% in stable employment by the two-year mark post-studies. The data provided by the DEPP reports highlights the continued efficacy of apprenticeships in enhancing employability compared to traditional vocational training routes .

Regional collaborations are underway to leverage this data, analysing employment trends and skill requirements to tailor initial vocational training offerings to meet local labour market demands.

Bodies responsible

- Ministry of National Education, Higher Education and Research
- Ministry of National Education and Youth (until 2024)
- Ministry of National Education, Youth and Sports (from 2020 till 2022)

Target group

Learners

Learners in upper secondary, including apprentices

Young people (15-29 years old)

Learners from other groups at risk of exclusion (minorities, people with fewer opportunities due to geographical location or social-economic disadvantaged position)

Education professionals

Guidance practitioners

Thematic categories

Governance of VET and lifelong learning

Establishing and developing skills intelligence systems

Supporting lifelong learning culture and increasing participation

Lifelong guidance

European priorities in VET

VET Recommendation

VET agile in adapting to labour market challenges

Osnabrück Declaration

Resilience and excellence through quality, inclusive and flexible VET

Establishing a new lifelong learning culture - relevance of continuing VET and digitalisation

Subsystem

IVET

Further reading

[Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths](#)

[Statistical benchmarks and references 2019 - Chapter 8 \(results, diplomas, insertion\)](#)

[Monitoring the professional integration of apprentices](#)

[The universities' professional integration mission - Report ten years after the law on university freedoms and responsibilities \(October 2020\) \(in French\)](#)

[Ministry of national education, youth and sport / Presentation of the service "inser jeunes"](#)

[Ministry of Education and Youth; Ministry of Higher Education and Research, 2022. RERS - Statistical benchmarks and references: teaching - training - research: 2022 edition](#)

[Ministry of National Education and Youth - Informational memorandum on the employment outcomes of vocational high school students with CAP to BTS-level qualifications](#)

[Ministry of National Education and Youth - Informational memorandum on the employment outcomes of apprentices with CAP to BTS-level qualifications](#)

[Ministry of National Education and Youth - Informational memorandum on the two-year pathways of apprentices and high school students leaving vocational training at the CAP to BTS level in 2019](#)

[The Centre for Research on Education, Training and Employment \(CEREQ\) - Memorandum on employment outcomes of the 2017 cohort in 2020](#)

[Employment outcomes for apprentices from CAP \(level 3\) to BTS \(level 5\) two years after graduation in 2021](#)

Related policy developments

2024 Implementation

Reinforcing access for all to lifelong learning (the 2018 law)

The 2018 Law for the freedom to choose one's professional future provides for:

 FRANCE

Type of development

Regulation/Legislation

Subsystem

CVET

2024 Implementation

Career guidance for IVET learners

The Pathways for the future (*Parcours d'avenir*) measure, announced in 2015, has been in place in all lower secondary education schools since September 2015. It is available to all learners from lower to the end of upper secondary years (from *Sixième* to *Terminale*).

 FRANCE

Type of development

Practical
measure/Initiative

Subsystem

IVET

“ ... ” Cite as

Cedefop, & ReferNet. (2025). Monitoring VET graduates: France. In Cedefop, & ReferNet. (2025). *Timeline of VET policies in Europe* (2024 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28834>