

Measures fostering teachers initial training and CPD

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 FRANCE

Timeline

2015 Implementation	2016 Implementation	2017 Implementation
2018 Implementation	2019 Implementation	2020 Implementation
2021 Implementation	2022 Implementation	2023 Implementation
2024 Implementation	2025 Implementation	

ID number 28245

Objectives

The national framework for initial and continuing teacher training aims to develop professional skills that meet personal demands and the needs of the institution.

Description

A December 2015 circular created more opportunities for school staff to work with the business world, including courses for head teachers and CPD modules on entrepreneurship; it also contributed to the CPD of VET school teachers. One of the measures included in the circular introduced compulsory traineeship in companies for teachers.

The June 2015 quality assurance decree was rolled out for the first time in January 2017. It requires training bodies to be able to demonstrate that staff in charge of training have a professional qualification and are engaged in continuing training.

Initial teacher training will be more professionalised in relation to higher education. The bill for a school of trust, debated in Parliament as of February 2019, commits to reform teacher training. Teachers throughout the country will enjoy training of equal quality, mainly devoted to fundamental disciplinary knowledge and knowledge of the values of the Republic. Training will be based on research work and will promote the most effective teaching methods.

The bill also addresses continuing training. It aims at offering high quality continuing training adapted as closely as possible to the needs of teaching staff. Consistent with these provisions, and with a view to combining training, classroom practice and collective work, in-situ support has been prioritised.

The reform of the school-based vocational training pathway, which was launched in 2018, and the 2019 'Law for a school of trust' aim to enhance the vocational pathway by means of a new approach to the way teaching is organised and conducted. This fresh approach to teaching focuses on multi-disciplinarity, personalised support for students and developing individual potential. The overhaul of initial training for teachers involved in the vocational

pathway and the continuous development of their skills are key aspects of these reforms.

2015 Implementation

2016 Implementation

2017 Implementation

2018 Implementation

One of the main lines of the 2018/19 national training plan was to support the education teams involved in the transformation of the vocational path. The support methods include tools and resources available online at the Eduscol website, training days, vade mecum by theme, online and distance training modules.

2019 Implementation

The 'law for a school of trust' was enacted in the Official Journal on 28th July 2019. Articles 43 to 45 foresee uniform and quality initial training across all territories, as an essential condition for quality education.

The law reforms the higher education and professorship schools (ESPEs) into higher national institutes of professorship and education (INSPEs, *Instituts nationaux supérieurs du professorat et de l'éducation*) with more transparent governance (an evaluation committee will assess candidates for the director position and submit to the ministries for selection) and new curriculum to be approved by the ministers of national education and higher education. INSPEs offer training both to the universities to which they are attached and also to civil servants.

As soon as the implementing legislation is published, the law introduces:

- (a) a three-year pre-professional course for students starting at the bachelor level, to enable them to enter the teaching profession gradually;
- (b) an overhaul of the models of the MEEF master programmes (during which the recruitment of teachers takes place) and the competitive recruitment exams.

In line with the March 2019 Conference on continuing teacher training, as of July 2019 the ministry in charge of national education has formalised a new master plan on continuing training for the national education staff, including teachers. This new plan states that the ministry must enable them to acquire and develop professional skills through training that meets both their demands and the needs of the institution. This plan is part of the guidelines for lifelong vocational training for civil servants.

The annual national training plan is evolving and, as of the start of the 2019 academic year, is part of the three-year master plan for continuing education. Its goal is to implement training activities for teacher educators, in close collaboration with the academic training services, in order to enable expansion of the national training plan's national training courses.

Resources intended for teachers currently working are supplied regularly (handbooks, online training course: m@gistère platform).

2020 Implementation

The 2020 Digital General Assembly for Education closed with two days of debate and synthesis on 4 and 5 November following four months of consultations via the participatory platform and in the territories. The general assembly gave rise to 40 proposals, organised into five themes including 'teaching and learning with digital technology, working together differently and promoting a common professional digital culture'.

2021 Implementation

The following is a summary of the 2021/22 national training plan (*Plan national de*

The following is a summary of the 2021/22 national training plan (*plan national de formation, PNF*).

- (a) It comprises a specific thematic for the transformation of the vocational pathway, including various related training courses. On the m@gistère platform, an online course is dedicated to the implementation of the new features included in the final year of upper secondary VET (a module on preparation for professional integration and further study; extending co-teaching hours to all general subjects; introduction of a philosophy workshop; an evaluation of the project-based multidisciplinary assignment (*chef d'oeuvre*) and a related bank of resources and ideas (BRIO); PIX certification of digital skills and how these can be worked together to establish individual career pathways.
- (b) It deploys face-to-face, remote and hybrid training pathways for teachers and education staff. The effects of the COVID-19 pandemic on professional practices and on training methods form a common thread of all the actions set out in the plan. The main training priorities relate to fostering the acquisition of basic knowledge throughout compulsory schooling and providing support to students to continue their studies from upper secondary to higher education, such as the training programme Supporting VET learners throughout their education pathway (*Accompagner les élèves de la voie professionnelle dans leur parcours de formation*).
- (c) Training in the values of the Republic, including secularism, is also a priority area in the training of all education staff.
- (d) It also takes into account changes in professional practices and the strengthening of equality policies: equal opportunities and inclusiveness in education in favour of students with special educational needs and other vulnerable groups, gender equality, management fundamentals, professional equality and equality and diversity in the workplace.
- (e) A significant proportion of training is also dedicated to health and safety at work, as well as to digital education and innovation as levers for transforming the education system.
- (f) It includes several training courses dedicated to sustainable development.

2022 Implementation

In January 2022 a meeting dedicated to the challenges of the ecological transition for education professionals was organised as part of the 2021/22 national training plan (PNF). This meeting took place in the framework of the 14th edition of the Forum on resources for education for sustainable development, primarily targeting national education managers, but was also open to the school partners.

Furthermore, as part of the efforts for a systematic improvement of the continuous training of all Education ministry staff, the 2022-25 lifelong learning master plan for staff working in national education consists of three objectives: staff training and support, local training, and personalisation of career paths.

The plan is implemented by the lifelong learning academies and assessed according to common criteria at national and regional level. It is structured around six main pillars that are broken down into training themes and priorities:

- (a) Exemplifying and transmitting the values of the French Republic and the fundamental principles of education;
- (b) Supporting and training school and teaching teams in order to improve professional practices and promote academic success for all;
- (c) Monitoring the implementation of youth, commitment and sports policies at regional level;
- (d) Supporting the professional development of all public sector employees and work groups by transforming HR and training policies;
- (e) Assisting supervisors in fulfilling their responsibilities;
- (f) Strengthening knowledge, skills and supporting implementation of digital technology.

Based on the six pillars of the new 2022-25 master plan for continuing education for

French teachers, the 2022-23 national training programme (PNF) includes face-to-face, distance learning and hybrid training courses, as well as training activities, academic networks, the redevelopment of vocational diplomas and major events organised by the Ministry of National Education and Youth (MENJ).

As regards the French education system, one of the major national priorities of the PNF is the promotion, embodiment and transmission of the values of the French Republic through teachers' professional practices. Equal opportunities is another key area of focus, encompassing students with special educational needs, inclusive schools, support for underprivileged areas, and gender equality.

A significant part of training is dedicated to artistic and cultural education, as well as digital education and innovation as levers for transforming the education system.

Another part of the plan is dedicated to teaching content (pillar two) ensuring this way that basic skills are reinforced and that students are able to succeed.

Finally, an important task of the PNF 2022-2023 is to support supervisors in successfully carrying out their responsibilities, but also in their professional development through changes in HR and training policies, encompassing training related to health and safety at work, basic management skills, professional equality, and equality and diversity at work.

The m@gistère platform offers all French educational employees a range of distance training options, some of them with support. The ÉduNum m@gistère newsletter aims to address a wide range of questions about current events and the latest developments in training systems.

The establishment of in-company training centres for National education staff (*Ecoles académiques de la formation continue*) in local *académies* (regional education authorities) fulfills Commitment No. 12 of the *Grenelle de l'Éducation* (Education round table), namely 'Facilitating access to lifelong learning leading to qualifications'.

Ensuring lifelong learning for staff in national education and youth affairs is a priority: In 2022, 30 new lifelong learning academies were established with the task to organise training for all staff and 30 training programmes have been designed to enable continuous professional and personal development, and offer all staff members local training and personalised support.

2023 Implementation

An interactive online map has been developed to explore in-service training cycles within territories on the *académie* website. This resource provides an information space where users can consult training pathways categorised by job types or training themes, as well as cross-disciplinary pathways aimed at fostering a common professional culture.

2024 Implementation

Two years after the establishment of the EAFC in-service training centres for national education staff, a report by the General Inspectorate for Education, Sport and Research (IGESR) assesses their operation and the impact of their implementation on the professional development of teachers. This evaluation highlights the contributions of EAFC to enhancing teaching quality and responsiveness to educational needs. It emphasizes the importance of effective governance structures and the continuous identification of teachers' professional development needs. Furthermore, the report underscores the significance of maintaining a clear connection between national policies and local initiatives in the *académies*.

The 2024-25 national training programme (PNF) offers a variety of training formats, including in-person seminars (both centralised and localised within *académies*), online webinars, self-directed learning pathways, and hybrid courses utilising the m@gistère platform. Key themes include equal opportunities, with personalised support for the

most vulnerable territories, inclusive education, gender equality, combating biases in career guidance, and the *Avenirs* platform. A significant portion of the training is also dedicated to artistic and cultural education, sustainable development education, as well as educational technology and innovation to support current societal transitions. The programme focuses on supporting the reform of vocational education through the renovation of qualifications and strengthening school-business partnerships.

The *Avenirs* platform is a digital tool designed to support young (VET) learners, apprentices and school dropouts in terms of career planning. Through a personal account, users can access guidance resources, be informed about different learning pathways, and track their progress. Educators and career advisors can also use the platform, which integrates Onisep's resources. It features digital portfolios that help young people document and showcase their skills as they advance in their studies and training pathways towards professional integration. Additionally, an interactive app allows users to assess their competences—whether acquired through education, extracurricular activities, or personal experiences—and compare them to job and training requirements to refine their career choices.

For the 2024/25 school year, the Directorate-General for School Education (DGESCO) and the Inspectorate-General implemented several actions under the *National Training Programme (PNF)* to support the renewal or creation of vocational diplomas and the implementation of the reform of vocational upper secondary schools launched in 2024.

At the same time, the Institute for Advanced Studies in Education and Training (IH2EF) continued to train education managers, including inspectors of technical and general education and heads of vocational and comprehensive schools. These programmes included modules focused on vocational pathways and institutional project management.

Finally, within the *Plan Avenir(s)* and the *Avenir* platform, *Eduscol* published new resources to assist educational teams in implementing the reform and supporting learners' pathways.

2025 Implementation

In 2025, the implementation of the 2024–2025 PNF continued, focusing on the reform's key areas. New training sessions, coordinated by DGESCO and the Inspectorate-General, were rolled out across regions to support diploma renewal in industrial, tertiary and service sectors and to train teams in new pedagogical methods linked to differentiated pathways and personalised learning.

The Institute for Advanced Studies in Education and Training (IH2EF) expanded its continuing training offer for newly appointed inspectors and school leaders in vocational schools, with reinforced modules on quality management, school-enterprise relations, and team leadership in transformation contexts.

In line with *Plan Avenir(s)*, the *Avenir* platform was enriched in 2025 with additional resources on transversal skills assessment and the implementation of tutoring in schools. These materials support teachers and trainers involved in preparing learners for employment and further studies.

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

Education professionals

Teachers
Trainers
School leaders

Thematic categories

Modernising VET offer and delivery

Diversifying modes of learning: face-to-face, digital and/or blended learning; adaptable/flexible training formats

Developing and updating learning resources and materials

Acquiring key competences

Integrating green transition and sustainability in VET curricula and programmes

Integrating digital skills and competences in VET curricula and programmes

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting teachers and trainers for green transition and sustainability

Supporting teachers and trainers for and through digital

Supporting lifelong learning culture and increasing participation

Ensuring equal opportunities and inclusiveness in education and training

Subsystem

IVET CVET

Further reading

[Master plan for in-service continuous training of National education personnel / 2019-22](#)

[National Training Plan 2019-20](#)

[The Digital general assembly for education \(4-5 November 2020\) - outcomes](#)

[National training plan 2021/22](#)

[Platform m@gistere - Online training courses](#)

[Ministry of National Education, Youth and Sports. Official Bulletin No. 8 of 24 February 2022](#)

[2022-25 master plan for in-service continuing training of national education staff](#)

[In-service training centres for national education staff \(Ecoles Academiques de la Formation Continue\), EAFC - training courses close to the needs and the working environment](#)

[The establishment of in-service training centres for national education staff \(EAFC\)](#)

[Ministere de l'Education nationale - Eduscol. \(n.d.\). National training plan \[Programme national de formation, PNF\].](#)

[Ministere de l'Education nationale et de la Jeunesse \(MENJ\) - Eduscol. \(n.d.\). Des ressources pour le Plan Avenir](#)

Related policy developments

2025 Implementation

Development of a quality assurance culture in initial VET training

An online guide, *Qualéduc*, was made available to education institutions and inspectorate bodies in April 2016 to help them develop a quality assurance system based on continuous improvement.

 FRANCE

Type of development

Practical
measure/Initiative

Subsystem

IVET

2025 Implementation

Quality assurance national framework for CVET providers and Apprentices Training Centres

In 2015, a decree on continuous professional training defined six quality criteria for publicly funded training and introduced a quality label for providers meeting these standards.

 FRANCE

Type of development

Regulation/Legislation

Subsystem

CVET

2025 Implementation

Education-economy cooperation in VET

A circular of 2 December 2015 from the Ministry of Education announced 12 measures aimed at developing relationships between businesses and education through career guidance and work-based training for young people.

 FRANCE

Type of development

Strategy/Action
plan

Subsystem

IVET

“ … ” **Cite as**

Cedefop, & ReferNet. (2026). Measures fostering teachers initial training and CPD: France. In Cedefop, & ReferNet. (2026). *Timeline of VET policies in Europe* (2025 update) [Online tool].

<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28245>