

# Anticipating and facilitating the digital transition

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 FRANCE

## Timeline

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

ID number 28228

## Background

This policy development aims at raising the attractiveness of VET (Vocational Education and Training) and addressing economic challenges while meeting the digital transformation needs across the territories.

## Objectives

To enhance digital literacy and technical expertise in response to emerging needs in different sectors - including ICT, automation and cyber-technologies- by providing targeted vocational training.

## Description

Within the framework of the 2016 State-Regions partnership agreement, 500 new training courses are offered in VET upper secondary schools (*lycées professionnels*) since September 2017. Almost 70% of these courses lead to national diplomas, with more than 20% of them being offered in apprenticeships or combined school-based / apprenticeship pathways. On completing an initial VET programme, graduates may continue with a second training programme leading to additional qualification, either to acquire a specialisation on a digital field or to pursue training in a related occupation affected by the digital transformation.

The mapping of initial vocational training in schools is the responsibility of the Regions, in collaboration with the regional educational authorities. This partnership enables an ongoing analysis of the training offer to adapt and design training courses that match the rapid evolution of digital skills in line with local needs in terms of skills and jobs.

**2016 Implementation**

## 2017 Implementation

## 2018 Implementation

## 2019 Implementation

The project continued.

## 2020 Implementation

Under the *1 young person, 1 solution plan*, additional training places are being created for upper secondary and university learners. These new qualifying courses will be focused on strategic sectors of the future: environmental transition professions, digital professions, and other strategic sectors for the future.

- (a) Initiatives to train and support young secondary school graduates exposed to the employment crisis:
  - (i) creation of jobs in establishments under the authority of the Ministry of Higher Education, Research and Innovation and the Ministry of National Education and Youth and Sports;
  - (ii) support solutions for apprenticeships, vocational training, subsidised contracts and help with integration into the labour market.
  
- (b) Support for all recent baccalaureate graduates to continue higher education at universities or undertake paramedic training:
  - (i) 10 000 additional places in the Parcoursup (online system for application to HE institutions and programmes) for the 2020/21 academic year, particularly in the sectors most in demand at universities and in paramedical training programmes;
  - (ii) 10 000 additional places for the 2021/22 academic year for guidance (support scheme throughout undergraduate studies) of new graduates from upper secondary (baccalaureate holders) entering higher education in digital fields;
  - (iii) expansion of connected campuses to increase study opportunities for young people in isolated areas. In the autumn of 2020, 20 new connected campuses opened their doors and two new waves are planned before the end of the year. By autumn 2021, 100 connected campuses will be operational across the country.

## 2021 Implementation

The measures are operational and run as regular practice.

## 2022 Implementation

In line with the *1 young person, 1 solution plan* and with collaboration between regions and education boards, development and upgrading of training options continues in 2022 to meet the economic and personal needs of young people. Over five years (2018-2022), the number of pupils trained in digital sectors and ecological sectors has increased significantly.

- Mapping of vocational training:  
Each year, regions and the State collaborate to create an interactive vocational training map for secondary schools, helping stakeholders assess the current state of training by cross-referencing data on the attractiveness of diplomas, enrolment figures, exam success rates, and employment rates. This map allows analysis of diplomas and vocational fields, including digital sectors at the national, regional, academic, or local levels. This data is available as open data.
- Future skills and jobs initiative (*Compétences et métiers d'avenir*, CMA)  
The 'Future skills and jobs' call for projects, part of the France 2030 plan, aims to accelerate the adaptation of training programmes to meet the skill needs in digital and new sectors. The initiative has led to the selection of 136 projects

under the first two calls for proposals.

### 2023 Implementation

in 2023, as part of the vocational secondary schools reform, the State and the regions have decided to speed up the development of the training landscape for the benefit of the younger generations and to facilitate the transformation of the economy.

In January 2023, the government announced to the heads of the various academic regions that it was launching a process aimed at transforming the training courses provided in vocational secondary schools. This initiative is part of the France 2030 call for expressions of interest under the 'Skills and jobs of the future' initiative. The main objective of this initiative is to adapt the digital and technical training platforms to the current and future needs of the digital and ecological transition sectors. Comprehensive support for teaching staff will be provided to encourage their involvement in the process and create the conditions for the successful transformation of the training on offer. The policy intention is to set up a strategic vision so as to plan for changes in the training landscape over a longer cycle of 3 to 5 years.

The modernisation of the training offer is an integral part of the government's '*Digital Strategy for Education 2023-2027*', launched on 27 January 2023. The strategy aims to accelerate the dual process of modernising diplomas (e.g. the new Cybersecurity, IT and electronic networks baccalaureate) and to redesign the training landscape, through investments in digital and technical training platforms, adequate teacher training and by strengthening partnerships with companies (such as the P-TECH programme).

### 2024 Implementation

In March 2024, the Commission of Artificial Intelligence submitted to the President of the Republic a report outlining 25 recommendations aimed at setting France within the leading countries in artificial intelligence. The report includes recommendations to assess the AI tools that could be used to strengthen public education services and ease the day-to-day operations of the educational staff.

*MIA seconde* is an experimental programme launched in the school year 2024/25 in upper secondary schools. In the vocational stream, the aim is to address educational gaps in mathematics and French of those in vocational certificate (CAP, EQF level 3) and vocational baccalaureate (Bac-Pro, EQF level 4) programmes. An online platform accessible via smartphone and tablet offers 20000 exercises adapted to different needs; along with text and tailored modules to help learners practice and improve their skills. Teachers may monitor the progress of learners through a dashboard that creates alerts when a student encounters learning difficulties.

The programme is being piloted in 150 upper secondary schools, on a voluntary basis, with participation of more than 300 grade 11 (*seconde*) classes. This initiative reflects a broader commitment to leveraging technology in education, developed in collaboration with companies and research laboratories based on feedback from educators during a research and development phase. It is part of the Partnership for Artificial Intelligence Innovation (P2IA) under the France 2030 investment programmes.

The Trade and qualifications campuses (*Campus des métiers et des qualifications*, CMQ) network has become a key player in educational innovation through the France 2030 programmes. With 116 CMQs covering 12 strategic sectors, including eight specialising in the vehicle mobility sector, these hubs are integral in updating green skills and meeting the technological, digital, societal, and ecological challenges of the automotive industry.

Recent work confirmed the growing weight of public policies anticipating the digital transition in vocational training and qualifications. *Céreq* reported that digital competences were now more systematically embedded in qualification standards than competences linked to the ecological transition. These competences are integrated

from upper-secondary level, notably via *prevention-health-environment* modules and the *Pix* certification. The Inspectorate-General for Education, Sport and Research (IGESR), in its November 2024 report, highlighted the diversity of pathways leading to digital occupations and the need to strengthen coherence. Twelve recommendations were set out to improve guidance, teacher training and programme quality.

Finally, the Digital Inclusion Observatory of the cooperative *La Mednum* noted progressive structuring of the digital-mediation sector, with 1 390 mediators supporting more than 600 000 people in 2023, and called for stronger skills and resources for frontline actors to ensure sustainable and equitable digital inclusion nationwide.

## 2025 Implementation

Through *France 2030*, EUR 360 million were allocated over five years to the *AI Clusters* programme, aiming to scale up training and attract AI talent through the creation of nine training hubs.

Moreover, by 2025, the *3IA institutes network* strengthened public-private links and delivered 300 funded PhD contracts.

Within the Skills and Jobs of the Future (*Compétences et métiers d'avenir*) scheme, AI training projects in core AI, dual-competence and disciplinary AI were launched, covering actions leading to vocational qualifications at different EQF levels.

In 2025, the Ministry of National Education launched an action plan to provide digital training to VET learners and teachers in public schools, aiming to assist teaching staff with daily tasks, including through the development of sovereign AI tools under the new Partnership for Innovation and Artificial Intelligence initiative (*partenariat d'innovation et Intelligence Artificielle*, P2IA). In addition, EUR 119 million were allocated by the Ministries of Labour and Health for digital training of 500 000 professionals over five years.

The Interministerial Directorate for Digital Affairs (DINUM) introduced the *Pix for State civil servants* initiative to provide training on digital and AI skills to staff in central and regional public services. The scheme comprises 13 pathways covering essential professional-digital topics, from basic IT use and AI to cybersecurity and data protection, enabling self-assessment followed by targeted upskilling. The initiative has three aims:

- ensure a minimum digital competence base;
- produce assessments to guide training plans; and
- develop staff capabilities, efficiency and employability.

## Bodies responsible

- Ministry of National Education, Higher Education and Research
- Ministry of Labour, Full Employment and Inclusion
- Ministry of National Education and Youth (until 2024)
- Ministry of Labour, Employment and Professional Integration (until 2022)
- 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 at risk of early leaving or/and early leavers

### Entities providing VET

## Thematic categories

### Governance of VET and lifelong learning

Coordinating VET and other policies

### Modernising VET offer and delivery

Modernising VET standards, curricula, programmes and training courses

Expanding VET programmes to EQF levels 5-8

Integrating green transition and sustainability in VET curricula and programmes

Integrating digital skills and competences in VET curricula and programmes

Reinforcing work-based learning, including apprenticeships

### Supporting lifelong learning culture and increasing participation

Permeability between IVET and CVET and general and vocational pathways, academic and professional higher education

Financial and non-financial incentives to learners, providers and companies

Ensuring equal opportunities and inclusiveness in education and training

## European priorities in VET

### VET Recommendation

VET agile in adapting to labour market challenges

VET as a driver for innovation and growth preparing for digital and green transitions and occupations in high demand

VET as an attractive choice based on modern and digitalised provision of training and skills

## Subsystem

IVET CVET

## Further reading

[Information on 500 new training courses](#)

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[Certificat d'Aptitude Professionnelle \(CAP\) \[Professional skills certificate\], baccalaureat professionnel \[Vocational baccalaureate\], Brevet de Technicien Supérieur](#)

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[Ministry of National Education and Youth, 2022: "Let's build a committed education system, together !"](#)

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[Ministry of Education and Youth - Range of vocational training programmes: Resources for adapting the initial vocational training on offer](#)

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[France 2030: Government and regional support for the transformation of the vocational](#)

## Related policy developments

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### 2025 Implementation

#### Anticipating and facilitating the ecological transition

As part of the 2016 State-Regions partnership agreement, in September 2017, 500 new vocational training courses were introduced across VET upper secondary schools (*lycées professionnels*) with a strong emphasis on ecological transition.

 FRANCE

##### Type of development

Practical  
measure/Initiative

##### Subsystem

IVET CVET

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### 2025 Implementation

#### 1 young person, 1 solution - youth plan

The total budget of the youth plan is EUR 6.7 billion, with measures to support young people aged 16-25 after the COVID-19 crisis. It mobilises a set of tools: hiring assistance, training, support, financial assistance for struggling young people, etc. to respond to different situations.

 FRANCE

##### Type of development

Strategy/Action  
plan

##### Subsystem

IVET CVET

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### 2025 Implementation

#### France Relance: plan to relaunch activity, cohesion priority

France Relance has a budget of EUR 100 billion in total over two years, out of which 15 billion is for vocational training. The main measures in terms of education and vocational training offered in both IVET and CVET (excluding exceptional employment subsidies) are:

 FRANCE

**Type of development**

Strategy/Action  
plan

**Subsystem**

IVET CVET

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28228>