

# France

## VET in Europe - Country Report

2009

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The opinions expressed in this report are not necessarily those of Cedefop.

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**Author:** ReferNet France

**Abstract:**

This is an overview of the VET system in France. Information is presented according to the following themes:

1. General context - framework for the knowledge society
2. Policy development - objectives, frameworks, mechanisms, priorities
3. Legislative and Institutional framework - provision of learning opportunities
4. Initial vocational education and training
5. Continuing vocational education and training for adults
6. Training VET teachers and trainers
7. Matching VET provision with labour market needs
8. Guidance and counselling for learning, career and employment
9. Financing - investment in human resources
10. National VET statistics - allocation of programmes

This overview has been prepared in 2009 and its reference year is 2008. Similar overviews of previous years can be viewed at:

<http://www.cedefop.europa.eu/EN/Information-services/browse-national-vet-systems.aspx>

More detailed thematic information on the VET systems of the EU can also be found at:

<http://www.cedefop.europa.eu/EN/Information-services/detailed-thematic-analyses.aspx>

**Keywords:**

vocational education and training (VET) systems; initial vocational training; continuing vocational training; lifelong learning; VET policy development; financial crisis and VET policies; VET legislative and institutional frameworks; validation of non-formal and informal education; teachers and trainers; anticipation of skill needs; vocational guidance and counselling; VET financing mechanisms; allocation of national VET programmes; national and international qualification systems.

**Geographic term:**

France

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## 1. GENERAL CONTEXT - FRAMEWORK FOR THE KNOWLEDGE SOCIETY

### 1.1 POLITICAL AND SOCIO-ECONOMIC CONTEXT

The institutions that make up the Republic of France (Fifth Republic) are governed by the Constitution of 4 October 1958, later completed by the 1963 Referendum, which instituted the election of the President of the Republic by universal suffrage. The President of the Republic is elected for a five-year term. The government is directed by the Prime Minister, who determines and steers the nation's affairs. He is held to answer for his actions before the National Assembly. Within the government, the Minister in charge of Education is responsible for initial vocational training; the Minister in charge of Labour, meanwhile, has powers where continuous vocational training is concerned.

The national territory is divided in departments (99) and in regions (22 mainland regions and 4 overseas regions). The departments have been created since the French Revolution (1789) and the regions in 1959, but have got a real administrative power since 1982.

Region can consist geographically of 2 to 7 departments except for overseas regions which have only one department. On the other hand, departments and regions are managed by councils whose members are elected by direct suffrage and are consequently independent from one another.

The French nation is a unitary nation. However since the adoption of Decentralisation Laws, (the last one: the 13 august 2004 law on liberties and local responsibilities), some of the State's duties have gradually been transferred to the departments and regions.

Regarding Education, the centralised State has kept responsibility over the content of the instruction and the examinations, and over the employees, while the Departments and Regions have been given powers regarding how the schooling establishments are equipped and run.

As relates to vocational training, it is now the regional councils which are in charge of apprenticeship and vocational training for unemployed youths and adults.

Along with the Regions, the State jointly funds certain plans intended for the unemployed people and the employees.

As relates to socio-economic particularity, there's a strong high youth unemployment (22.7% of the BIT's meaning) the result of the crisis is a steep decline in the French economy.

Source: Dares, Insee.

### 1.2 POPULATION AND DEMOGRAPHICS

Mainland France (excluding the 4 overseas regions (DOM): Martinique, Guadeloupe, Réunion and French Guiana, the two territorial collectivities: Mayotte and Saint Pierre and Miquelon, and the overseas Community.

(COM) French Polynesia, Wallis and Futuna Islands and Austral and Antarctic territories) covers 543.9 thousands square kilometres.

On January the 1<sup>st</sup> 2007, the total population of France amounted to 63.6 million.

With demographic growth of 4.2% in 2007, France' rank is the fifth in the European Union, behind Italy, Luxembourg, Ireland, Portugal and The United Kingdom. Over the next thirty years, it is expected that this growth will slow down. According to the forecasts produced by INSEE, the population of mainland France will be added up to 64 millions inhabitants in 2030.

TABLE 1: AGEING DEMOGRAPHIC - BETWEEN 2000 AND 2030 - FORECAST (% AGE)					
AGEING DEMOGRAPHIC - BETWEEN 2000 AND 2030 - FORECAST (%AGE)					
0-19 YEARS		20-59 YEARS		+60 YEARS	
2000	2030	2000	2030	2000	2030
25.6	21.3	53.8	47.6	20.6	31.1

Source: [www.insee.fr](http://www.insee.fr)

TABLE 2 - PROJECTED OLD-AGE DEPENDENCY RATIO %										
2010	2015	2020	2025	2030	2035	2040	2045	2050	2055	2060
25.81	29.3	32.77	35.85	39.02	41.74	43.99	44.18	44.68	45.18	45.2

Source: Eurostat

The number of aged people in France, which had increased by 3 million between 1970 and 2000, will rise by over 7 million people until 2030.

The reform of the *Formation professionnelle Continue - FPC* [Continual Vocational Training - CVT] system, initiated by the social partners in September 2003, and confirmed by the law of 4 May 2004, takes into account the ageing of the population by instituting measures that facilitate access to the vocational training for people who:

- have 20 years of job experience;
- or have reached their 45 th birthday.

Such employees are recognised as being entitled to a skills review, provided they have at least one year of experience in the company for which they work.

France is a country with a long-standing history of immigration.

In 2007, migrants accounted for 71 000 people, as compared to the total natural population growth of 232 300 people; both forces made a total growth of 289 300 people.

In 2005, 4,959,000 immigrants (people of foreign descent, born abroad) were residing in mainland France, accounting for 8.1% of the population. This percentage has remained stable since 1975. Since 1990 and 1999, the number of immigrants has increased by 145 000 (+ 3.4%), at the same rate as the population as a whole. After a few years of residency, a substantial number of immigrants have been able to acquire French nationality. In 1999, this was the case with 1.56 million people, that is to say one out of every three immigrants.



### 1.3 ECONOMY AND LABOUR MARKET INDICATORS

After a slowdown in 2005, the GNP became stable for two years. Then, the economic activity in France experienced a slowdown in 2008 due to the world-wide crisis but the growth is still positive.

TABLE1: THE EVOLUTION OF GNP*							
	2002	2003	2004	2005	2006	2007	2008
GNP	+1.00%	+1.10%	+2.50%	+1.90%	+2.2%	+2.3%	+0.40%

\*This rate of variation takes into account the inflation rate.

Source: INSEE (National Institute for Statistics and Economic Studies)

#### ECONOMIC COMPOSITION BY SECTORS

The proportion of employment in the service sector in France is higher than the average of UE and has constantly increased during the last ten years while employment in the agricultural and manufacturing sectors has declined.

TABLE 2: THE ECONOMIC COMPOSITION BY SECTOR					
	1992	1997	2003	2005	2007
AGRICULTURE	5.4%	4.7%	4.1%	3.6	3.3
MANUFACTURING	26.1%	23.3%	21.7%	20.5	20.3
SERVICES	68.4%	72%	74.3%	75.9	76.4

Source: Eurostat ([epp.eurostat.ec.europa.eu](http://epp.eurostat.ec.europa.eu))

TABLE 3: EMPLOYMENT BY ECONOMIC ACTIVITY, AGE 15+, MALE AND FEMALE, IN 2008												
PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES		TOTAL
1005,4	3.9%	3942	15.1%	1864,6	7.2%	6002,3	23.1%	5384,3	20.7%	7693,4	29.6%	26027,7

Legend: Pers = persons; prop = proportions

Source: Eurostat

#### EMPLOYMENT RATE

Until 2008, the trend is an almost stability of the employment rate even if in 2008, the female rate (60.4%) is still lower than the male one (69.6%).

TABLE 4: EMPLOYMENT RATES						
2002	2003	2004	2005	2006	2007	2008
63.0	64.0	63.8	63.7	63.7	64.3	64.9

Source: Eurostat ([epp.eurostat.ec.europa.eu](http://epp.eurostat.ec.europa.eu))

TABLE 5: EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)									
	2002			2005			2007		
	15_24	25_49	50_64	15_24	25_49	50_64	15_24	25_49	50_64
TOTAL	29.9	80.2	51.4	30.7	81.2	53.8	31.5	82.6	53.5
ISCED0_2	15.1	68.3	42.4	15.5	70.1	45.8	16.5	71.1	45
ISCED3_4	42.5	83.8	55.7	41.4	83.9	57	41.5	84.8	56.9
ISCED5_6	47.2	87.4	69.9	46.9	87.2	68.6	49.2	88.2	67.8

Source: Eurostat

#### UNEMPLOYMENT RATES

Total unemployment, as defined by the International Labour Organisation (ILO), amounted 8.20% in 2007. The situation was not good between 2002 and 2004 before reaching again a decreasing trend in 2005.

Because of the world-wide crisis, France knew a increase in 2009.

The unemployment rate of women remains much higher than that of men.

The unemployment rate of young people under 25 years has declined from 25.6 in 1998 to 18.7 in 2007, due to a specific employment policy, but, it remains higher than the EU average rate.

TABLE 6: UNEMPLOYMENT RATES							
UNEMPLOYMENT RATES							
	2000	2002	2004	2005	2006	2007	2009
MEN	7.6	7.9	8.7	8.0	8.1	7.4	8.2
WOMEN	10.9	10	10.5	9.8	9.6	8.5	9.2
YOUNG PEOPLE UNDER 25	20.1	20	21.8	20.2	21.3	18.7	-
TOTAL	9.3	8.8	9.6	8.8	8.8	7.9	8.7

Source: Eurostat

TABLE 7- UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%)									
ISCED LEVEL	2002			2005			2007		
	AGE 15_24	AGE 25_49	AGE 50_64	AGE 15_24	AGE 25_49	AGE 50_64	AGE 15_24	AGE 25_49	AGE 50_64
TOTAL	18.8	8	6.1	20.2	8.1	5.9	18.7	7.2	5.4
ISCED0_2	29.1	13	7.6	30.1	13	7.7	29.9	12	7.2
ISCED3_4	16	6.7	5.8	17.6	7.1	4.9	15.6	6.5	4.2
ISCED5_6	11.6	5.2	4	14.6	5.6	4.3	12.1	4.9	4.7

Source: Eurostat

#### EXPENDITURE ON EDUCATION AND TRAINING

From 1990 to 1993, the share of education and training expenditure in Produit Intérieur Brut [Growth Domestic Products - GDP] rose markedly to 7.8 %, because of the efforts made by the regional authorities and of the re-evaluation of teachers' salaries.

Since 1999, the share of *Dépense intérieure d'Education* [Domestic Expenditure on Education-DEE] in GDP has seen sustained decline, from 7.6 % in 1999 to 6.6 % in 2007.

TABLE 8: PERCENTAGE OF TOTAL EDUCATION EXPENDITURE IN THE GDP					
1999	2003	2004	2005	2006	2007
7.6	7.1	7.0	6.9	6.8	6.6

Source: *Repères et Références Statistiques (RERS) 2009 - Ministère Education Nationale*

Source: Eurostat

#### 1.4 EDUCATIONAL ATTAINMENT OF POPULATION

Educational attainment of the French population is nearly the same as the European average.

TABLE 1 - EARLY SCHOOL LEAVERS: PERCENTAGE OF THE POPULATION AGED 18-24 WITH AT MOST LOWER SECONDARY EDUCATION AND NOT IN FURTHER EDUCATION OR TRAINING					
2002	2003	2004	2005	2006	2007
13.4	13.6*	13.1	12	12.3	12.7

\*Break in series

Source: Eurostat

Nevertheless, important progress has been made during the last 20 years. In 2004, nearly 80 % of the French population aged 25-34 years old had an ISCED 3 diploma. This rate is 30 points higher than that of the 55-64 years old generation.

Concerning the young population with at most lower secondary education, the French proportion is lower than that of the European average.

In 2004, 8% of school leavers did not have any qualification. This proportion has declined continually over the last 30 years: 35% in 1965, 14% in 1985, 7 % in 2002.

This result is a combination of different factors:

- creation of the vocational high school diploma (baccalauréat professionnel);
- steps to attract youngsters to the apprenticeship pathway;
- extension of the length of studies in IVET.

TABLE 2 - YOUTH EDUCATION ATTAINMENT LEVEL - PERCENTAGE OF THE POPULATION AGED 20 TO 24 HAVING COMPLETED AT LEAST UPPER SECONDARY EDUCATION								
2002			2005			2007		
TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES	TOTAL	FEMALES	MALES
81.7	82.8	80.5	83.4	85.4	81.3	82.4	85	79.8

Source: Eurostat

## 1.5 DEFINITIONS

**GENERAL EDUCATION = ENSEIGNEMENT GENERAL:** body of knowledge and competencies which are essential to master to achieve success with his schooling, to his training, build their personal and professional future and succeed in life.

**PRE-VOCATIONAL EDUCATION - N/A**

**VOCATIONAL EDUCATION = ÉDUCATION (ENSEIGNEMENT) PROFESSIONNELLE:** training aims to acquire knowledge or a title that provides access to a profession.

**TECHNICAL EDUCATION = ÉDUCATION (ENSEIGNEMENT) TECHNIQUE OU TECHNOLOGIQUE:** even if this term is sometimes associated to vocational education, it is quite different. Technical or technological education is based on the acquisition of the processes and the methods based on the scientific knowledge.

**TERTIARY EDUCATION; SYNONYM (OR PART) OF HIGHER EDUCATION = ENSEIGNEMENT SUPÉRIEUR:** education provided by universities, graduate schools and other institutions awarding university degrees or other higher education qualifications.

**FURTHER EDUCATION - N/A**

**POST-SECONDARY NON-TERTIARY EDUCATION = ENSEIGNEMENT POST SECONDAIRE NON SUPÉRIEUR:** It's not a particularity of the French system. There's only one example: the DAEU (Diplôme

d'Accès aux Etudes Universitaires-diploma to access to university's education) which is a diploma prepared in the university without the diploma of a higher secondary school.

**TRAINING = FORMATION:** process of acquiring practical knowledge, skills, attitudes.

**INITIAL VOCATIONAL EDUCATION AND TRAINING = FORMATION INITIALE:** the training first obtained after a course of study. It is opposed to continuing vocational education and training.

**CONTINUING VOCATIONAL EDUCATION AND TRAINING = FORMATION PROFESSIONNELLE CONTINUE (OR FORMATION CONTINUE):** the continuing training is the area of training for those who have left initial education and training

**SCHOOL-BASED PROGRAMMES = PROGRAMME SCOLAIRE:** detailed written description of training content planned for school.

**ALTERNANCE TRAINING = ALTERNANCE:** a dual training system where the beneficiary follows in an alternating way theoretical studies in a training provider and practical learnings in a company.

**APPRENTICESHIP:** there's two meanings: a general one's for which "apprentissage" means "learning" as an acquisition of new knowledge or know-how and a specific one's for a French measure where "l'apprentissage" covers a form of alternance training with a work contract (see below chap 4).

**CURRICULUM = PROGRAMME:** detailed written description of training content planned.

**QUALIFICATION = CERTIFICATION:** all the diplomas and titles provided by schools, universities and others training providers.

**SKILLS = COMPÉTENCES AND SAVOIR-FAIRE:** equivalent between a training, an experience (capability to do something) and an professional activity.

**COMPETENCES = COMPÉTENCES:** Knowledge system that provides the capability to meet the demands of an activity.

## 2. POLICY DEVELOPMENT - OBJECTIVES, FRAMEWORKS, MECHANISMS, PRIORITIES

### 2.1 OBJECTIVES AND PRIORITIES OF THE NATIONAL POLICY DEVELOPMENT AREAS OF VET

#### 2.1.1 NATIONAL LLL STRATEGY

Lifelong learning is a national obligation.

It includes initial training, including apprenticeship, and subsequent training, which are continuing vocational training for adults and young people already engaged in active life or engaged.

In addition, any person engaged in the workforce has the right to validate the non-formal and informal learning including professional or related to the exercise of union responsibilities.

The policy against illiteracy and for learning the French language is part of lifelong learning.

#### 2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

##### GOVERNANCE AND FUNDING

The government, local authorities, social partners and companies each contribute with their own characteristics and objectives, policies, training and funding.

No change in 2008.

##### GUIDANCE AND COUNSELLING

The Ministry for education is responsible for initial guidance and counselling and other Ministries for the professional or “continuing” guidance such as the Ministry of employment, the Min. of agriculture or the Min. of industry. Nevertheless there is a specific body which tries to have a global action: the Interministerial Delegate for Guidance.

There are a lot of bodies for Guidance and counselling, which correspond to specific audiences, students, schoolchildren, students, youth aged 16 to 25, job seekers. These organizations are available at all the local level.

The reform of 2008 and 2009 associates for the very first time training and guidance in a global vision: LLL & Guidance.

##### TEACHER AND TRAINER TRAINING

The training of teachers aims to give teachers the skills required for a constant adaptation to changes in the educational system and the success of all students.

Assisting new teachers is a priority.

## CURRICULUM REFORM AND INNOVATIVE APPROACHES TO TEACHING AND ASSESSMENT

Innovative approaches are increasingly being used in vocational training for adults. They help to overcome a deadlock, to take the distance to see a situation differently and provide a solution.

The innovation in the context of open and distance learning brings all stakeholders to develop new skills, reviewing their traditional activities. The transmission of knowledge becomes vertical cross. The trainer is becoming a coach, a facilitator or a tutor.

## SKILLS NEEDS STRATEGY

Various measures are implemented in consultation with the public employment service, combining Pôle emploi, l'Association pour la formation professionnelle des adultes (AFPA- Association for Adult Vocational Training), and, at the territorial level, local authorities (regions, departments), business groups, the employment , the poles of competitiveness and the social partners. Various devices are implemented by the State to anticipate skill needs: e.g. contracts Prospective Studies (*Contrats d'études prospectives*-CEP), which allow the state and the social partners to jointly establish a diagnosis on the state of a sector and possible actions. The cost is shared between the different partners.

In terms of regions, Regional observatories for job and training (*Observatoires régionaux emploi-formation* - OREF) assemble various services in a region: regional council, departments, services of the National Institute of Statistics and Economic Studies (*l'Institut national de la statistique et des études économiques*), Office of the Ministry of Education, sometimes chambers and partners. Their role is to collect data on employment and training for a prospective analysis of trades and qualifications in each region.

Locally, the Director of Employment pole may decide to target certain areas of activity, given the characteristics of territories. Sectors covered include the sectors where job demand is insufficient. In this case, aids for training are possible.

## VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

The Validation of non-formal and informal learning (VAE - *validation des acquis de l'expérience*) can lead in whole or in part, to a diploma, a title or certificate of professional qualification entered in the National Directory of professional certifications (RNCP - *répertoire national des certifications professionnelles*).

In most cases, the candidate must complete a file detailing his/her professional experience and skills. Then, he/she presents his application before a jury who decides to validate all or part of the degree sought. In case of partial validation of the achievements, requirements are proposed to the candidate to get the full diploma.

In higher education, validation existed before the introduction of VAE Even today, anyone can validate his professional and personal experience to get an education without having the required entry qualifications. The law of social modernization of 17 January 2002, which established the VAE, allowed universities and other higher education institutions to award degrees by other ways than the training or learning.

In 2007, 22 073 cases declared admissible and filed by candidates for graduation from vocational or technological education by national validation of acquired experience (VAE) has been considered by a jury , 1% less than in 2006.

### 2.1.3 CURRENT DEBATES

Once again, social partners and the French government want to take a reform of the vocational training.

They want to give a new possibility to offer training to the people without or with a lower qualification. They propose to create a new fund which can give funding for workers as well as unemployed people, to follow training.

The government wishes to reduce the number of “Approved Joint Collecting Bodies” (OPCA - see § 3.4).

## 2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

France has set up a national agency for the implementation of the Education training throughout lifelong program.

In France, applications of Europass have increased 20% in 2005/2006 and 77% in 2006/2007.

The first evaluation of the Europass initiative gave the following results: This assessment concludes that the Europass initiative achieved its objective as a tool promoting the mobility of citizens and that it meets their needs in making their skills and qualifications more easily understandable and acceptable both in a context of learning on the job market. Europass is an initiative profitable. Its tools of implementation - the Network of National Europass portal and the Managed by the Internet Cedefop<sup>1</sup> - are appreciated by stakeholders and largely satisfy users, as explicitly confirmed a specific survey on this subject.

For the student mobility, Erasmus program has worked well: 2 501 Erasmus students in 2005-2006 went from France, an increase of 4.4% (940 students) compared to 2004-2005, and 66% from 1995-1996.

For recognition of diplomas non-French, A ENIC-NARIC France has been created: the French center for information on academic and professional recognition of qualifications.

- It establishes the comparability of certificates for a diploma (s) obtained (s) abroad;
  - It informs on how to pursue a regulated profession;
  - It provides information on the procedure of recognition of French diplomas abroad.
- Since 1 September 2009, the ENIC-NARIC France shall issue, when studying a case permits, a certificate of comparability to a degree obtained abroad.

## 2.3 POSSIBLE PROJECTIONS OF THE FINANCIAL CRISIS ON VET POLICIES

Specific funds were created. For example the FISO (Fonds d'investissement social -social investment fund) created by the French Government and social partners, is intended to finance the training and occupational retrainings. It supports specific measures such as the partial activity, the contracts of professionalization or the contract of professional transition.

At the same time, the regional councils, responsible for the implementation of vocational training, create special funds for training or accepted to finance training of workers which have a partial activity because of the crisis.



### 3. LEGISLATIVE AND INSTITUTIONAL FRAMEWORK - PROVISION OF LEARNING OPPORTUNITIES

#### 3.1 LEGISLATIVE FRAMEWORK FOR IVET

In June 2000 all laws governing education were compiled, forming a single Educational Code, which, for the most part, has taken the place of all previous educational laws. The code contains general and common provisions as well as provisions that apply to different educational levels.

On February 27<sup>th</sup>, 2003, the Ministry of Youth Affairs, Education and Research issued a circular highlighting the role of vocational high schools as a key element in promoting vocational and technical education.

In December 2004, the Ministry of Education presented a bill «about orientation for the future of the School». The main objective is to insure the success of all the pupils. This means, for example, to lead 100 % of the pupils in the acquisition of a diploma or a recognized qualification, at the end of their compulsory education.

Finally, the law n° 2005-380 of April 23<sup>rd</sup>, 2005 on orientation and programme for the future of the school aims to:

- reduce disparities by the acquisition of a common-core competences and by insuring more individualized paths (i.e. in case of redoubling a education's level, they propose an individual contract of educational success - contrat individuel de réussite éducative CIRE);
- prepare the young people for the employment by a better knowledge of the companies and of the labour market;
- make school more effective by introducing language learning in the primary school and the use of information technologies (creation of a computer and internet certificate (brevet informatique et internet - B2i) into the lower grade school certificate (brevet des écoles) and into the high school diploma.

The objectives have been set to guarantee a qualification to 100 % of the pupils and the access of 80 % of an age group at the level of the high school diploma, and improve the access to the higher education.

#### 3.2 INSTITUTIONAL FRAMEWORK: IVET

##### 1 - THE NATIONAL LEVEL

The Ministry of National Education is responsible for making educational policy, governing vocational training in schools and through apprenticeship. The Ministry of Agriculture and Fisheries is similarly responsible for professional agricultural training.

The ministry of Higher education is responsible of this education.

##### 2 - THE REGIONAL LEVEL

The modernization process, which began in the 1980s and was stepped up in the 90s, resulted in the 26 regional councils (regions) taking on a central role in vocational training,

particularly for young people between the ages of 16 to 25, for vocational training interns, and for young people working under apprenticeship contracts.

The last law of this process, relative to the liberties and to the local responsibilities of August 13<sup>th</sup>, 2004 strengthens the role of the regional councils by widening the Regions' responsibilities in the vocational training of the unemployed adults. Henceforth Regions define and implement the regional policies of apprenticeship and vocational training, not only for young people, but also for unemployed adults.

In order to carry out their new missions, the regions have had to set up their own administrative structures. A division called commission, department, or directorate, concerns vocational training in each regional council. Every 3 or 7 years (depending of the choice of the regions), the regions elaborate a PRDFP: "plan for developing the vocational training" (*Plan régional de développement de la formation professionnelle*) which concerns both initial and continual training.

In order to promote the co-ordination of vocational training policy and action, French laws 2002-73 dated January 17, 2002 and 2002-92 dated January 22, 2002 instituted regional employment and vocational training co-ordination committees. These committees are made up of state representatives in each region, regional assemblies, management and labour organizations (social partners), and regional consular chambers (agriculture, trade and commerce and industry). Their mission is to promote co-operation between the many actors involved in vocational training in order to ensure better coordination of vocational training and employment policy.

The objective of decentralization was to enable local communities to have some freedom of choice to define standards for their actions and the manner of their interventions. It reflects a new balance in the distribution of powers.

### 3- SOCIAL PARTNERS

Social partners have a consultative role in:

- the *Commission professionnelle consultative - CPC* [Professional Consultative Commissions] , with the various ministries responsible for the creation of diplomas and technological and professional certificates;
- the *Commission pédagogique nationale* [National Pedagogical Commission] for the creation of diplomas awarded by the Instituts universitaires et technologiques [university-level technological institutes] -for two-year programs of study after the high school level;
- the National Expert's Board for professional Licence -three-year programs of study after high school;
- and the *Conseil national de l'enseignement supérieur et de la recherche-CNESER* [National Higher Education and Research Council] - for all higher education diplomas.
- the Economic and Social Regional (CESR, le Conseil économique et social regional) Its opinions carry mandatory on almost all areas of the region, including the regional development of vocational training (PRDFP).

Social partners, as advisory bodies, may express their opinions within the Professional Consultative Commissions existing into the various ministries (National Education, Employment, Youth and Sports, Agriculture) on the creation or modification of diplomas or titles.

### 3.3 LEGISLATIVE FRAMEWORK FOR CVET

For the past 40 years, continuing vocational training has been considered an independent area of labour law. In 1973, the French law dated July 16, 1971 was codified, and CVET related laws have become the ninth and last book of the French Labour Code. Legislative and regulatory provisions related to continuing education and vocational training have subsequently rounded out the new book of the Labour Code.

TABLE 1: THE MOST RECENT LAWS RELATED TO VOCATIONAL TRAINING	
<b>JULY 17TH, 2001</b>	This law includes various social, educational and cultural (DDOSEC) provisions that lay the legal foundation for the implementation of back-to-work assistance programs included in the unemployment insurance agreement dated January 1, 2001.
<b>NOVEMBER 16TH, 2001</b>	This anti-discrimination law protects employees against all forms of discrimination affecting training (i.e.: access to recruitment procedures or in-company training)
<b>JANUARY 17TH, 2002</b>	The “social modernization” law includes several provisions related to vocational training mainly in the area of obtaining job experience validation (la validation des acquis de l’expérience or VAE), funding for apprenticeships, determining what training is to be made available, and creating regional employment and vocational training co-ordination committees.
<b>MAY 4TH, 2004</b>	The law reforms the French VET for the employees of the private sector.
<b>AUGUST 13<sup>RD</sup> 2004</b>	The law relative to the liberties and to the local responsibilities strengthens the role of regional councils by widening the Regions’ responsibilities in vocational training.
<b>IN PREPARATION</b>	The aim of this Bill is to adapt the system of vocational training, it includes the creation of a matching fund of career security, several adaptation for the employees of the private sector

Concerning the continuing vocational training for the private sector’s employees, the framework in which regulations are negotiated is specific. First, social partners (trade unions and management) negotiate interprofessional agreements at the national level, and then legislators incorporate all or part of these regulations into a law.

TABLE: MAIN EXAMPLES OF SOCIAL PARTNERS AGREEMENTS					
	DATE	DATE	DATE	DATE	DATE
<b>SOCIAL PARTNERS AGREEMENTS/INTERPROFESSIONAL AGREEMENTS</b>	July 9, 1970	October 26, 1983	July 3, 1991	December 5, 2003	Janvier 7, 2009
<b>LAWS</b>	July 16, 1971	February 24, 1984	December 31, 1991	May 4, 2004	In preparation

## THE AGREEMENTS

Continuing vocational training has been subject to negotiation between the French social partners (trade unions and employers' organization) since 1971.

### NEGOCIATION AT THE INTERPROFESSIONAL LEVEL

At the national level, trade unions negotiate interprofessional agreements, particularly when they feel reforms are needed. This agreement needs to be signed by all the national social partners.

Since January 2008, there was a new round of negotiations. The most recent National Interprofessional Agreement (accord national interprofessionnel - ANI) was concluded on January 7th, 2009. This agreement, which focuses on vocational lifelong learning, modified the previous interprofessional collective agreement related to continuing vocational training (December 5th, 2003 agreement). The principal additions included in the agreement concern:

- The portability of individual right to training for employees;
- the possibility for employees to attend training courses outside working hours;
- the creation of a new fund: le fonds paritaire de sécurisation des parcours professionnels (FPSPP - career security joint fund) for the training of employees and unemployed people of the private sector.

After that, a new law is being discussed in the Parliament. Most of the provisions in this agreement will be incorporated into a French law.

### NATIONAL NEGOCIATIONS IN THE PROFESSIONAL BRANCHES (SECTORS)

Since 1984 legislation and the National Interprofessional Agreements have made it possible for representatives of trade unions and management to participate in negotiations regarding vocational training goals and resources.

The “five-year law” dated December 20<sup>th</sup>, 1993 and the National Interprofessional Agreement of December 5th, 2003 have strengthened professional branches' power to take initiatives, in particular by allowing them to take action (adapted to the needs of each professional branch and company) in a wide variety of areas such as the implementation of mechanisms to raise funds for vocational training.

The French law dated January 17<sup>th</sup>, 2002, known as the “social modernisation law,” includes provisions related to interprofessional negotiation of continuing vocational training priorities, goals, and resources. These negotiations must now also include training to ensure that employees are able to adapt to changes in their jobs, the acquisition of new skills, and the objective-based upstream management of positions within the company.

## 3.4 INSTITUTIONAL FRAMEWORK: CVET

### 1 - THE NATIONAL LEVEL

The Ministry for Economy, Industry and Employment, is responsible for vocational training for young people entered on the labour market, as well as for private-sector employees.

This Ministry is organised into various departments, offices, and directorates whose mission is to ensure that the vocational training-related policies are implemented.

Actually, there is no centralised national authority in the area of vocational training. However, the law relative to the liberties and to the local responsibilities on August 13<sup>th</sup>, 2004, established the Vocational Lifelong Learning National Council. Its main aim is to monitor and assess the implementation of the continuing vocational training (CVT) and apprenticeship by:

- evaluating the regional vocational lifelong learning and apprenticeship policies;
- giving its opinion on future vocational lifelong learning and apprenticeship legislation;
- writing annual reports on vocational lifelong learning and apprenticeship, uses of funds;
- controlling the good using of these funds.

State, local, and regional authorities are responsible for training their staff.

## 2 - THE REGIONS

Since 1982, the regions establish their own continuing vocational training policies. Each region draws up a regional training development plan in order to coordinate the different areas of vocational training for young people, both initial and continuing, unemployed and adults at a regional level. The plan is based on an active partnership between all concerned parties. The president of the *Conseil régional* [regional council] is responsible for setting up consultative meetings with management representatives and trade-unions, among other organisations.

## 3 - THE SOCIAL PARTNERS (SP)

When the State sets priorities for continuing vocational training and apprenticeship policies on a national level, it must first consult its partners, including labour organisations and employers' representatives, within the framework of the National Vocational Lifelong learning Council (CNFPTLV).

### AT THE NATIONAL LEVEL

There are two SP labour-management authorities in charge of coordinating and regulating training-related issues: The *Comité paritaire national pour la formation professionnelle* - CPNFP [National Joint Committee for Vocational training] in charge of ensuring that vocational training programs run smoothly and that collective agreements are duly applied within the framework of continuing vocational training's agreements

The *Fonds unique de péréquation* - FUP [Unique fund of adjustment] coordinates issues related to individual training leave and in charge of financial regulations related to professionalisation measures funds.

### AT THE PROFESSIONAL BRANCH LEVEL

The *Commissions paritaires nationales de l'emploi* -CPNE [National Joint employment Commission] are cooperative authorities between management representatives and labour-unions. It is created in each branch by national professional agreement.

It promotes training issues when employment policies and policies governing Individual Training Leave are created.

The *Organismes paritaires collecteurs agréés - OPCA* [ Approved Joint Collecting Bodies], which are managed by social partners, collect funds and the companies' mandatory contributions within the framework of their continuing vocational training plan (CVT).

#### THE ROLE OF SOCIAL PARTNERS IN TRAINING JOB SEEKERS

A portion of unemployment insurance funds is not allocated directly to the unemployed, but rather to managing employment and training policies. This is the case for the training that is part of personalised action plans for job seekers receiving *-allocation d'aide au retour à l'emploi-formation - ARE -* [ back-to-work training funds].

These funds are managed jointly by management and labour representatives, at the national level by Unédic, and locally by Pole emploi. The new unemployment insurance agreement concluded by the labour organisations and approved by the state took effect in January 2006 and includes important provisions for the training of job seekers. Its deadline was 31<sup>st</sup> December, 2008. The new one was signed in January 2009.

The new National Interprofessional Agreement concluded on January 7th, 2009 gives a portion of the CVET collected fund to training policies to job seekers in order to train a job seeker before he/she started a new job (POE - *preparation opérationnel à l'emploi* - Operational preparation for employment).

TABLE: MAIN ACTIONS AND BODIES OF THE SOCIAL PARTNERS		
	ACTION LEVEL	
ROLE	NATIONAL	REGIONAL
DECISION- MAKING	National joint Committee for vocational training (interprofessional) National joint commission for employment (sectoral) Negotiation on sectoral or interprofessional agreements Observatories for qualification and professions	Regional observatory of branch
CONSULTATIVE	Consultative professional commission (education)	Regional coordination council for employment and vocational training
MANAGING	Directory of OPCA* and Unédic (and Pole emploi)	Directory of OPCA

\* OPCA: approved Joint collecting Bodies

## 4. INITIAL VOCATIONAL EDUCATION AND TRAINING

### 4.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

TABLE 1: STRUCTURE OF FRENCH VOCATIONAL DIPLOMAS	
ISCED 3C	Certificat d'Aptitudes Professionnelles - CAP (Professional Skills Certificate) and Brevet d'Etudes Professionnelles - BEP (Professional Studies Certificate)
ISCED 3B	Brevet professionnel - BP (Vocational Certificate) Brevet de technicien - BT (Technician's Certificate) Baccalauréat Professionnel - BAC Pro (Vocational Baccalaureate)
ISCED 5B	Brevet de Technicien Supérieur - BTS (Higher Technician's Certificate) Diplôme Universitaire de technologie - DUT (University Technological Diploma) Diplôme National de Technologie Spécialisé - DNST (Specialised National Technology Diploma) Diplôme d'Etudes Universitaire en Sciences et Techniques - DEUST (University Scientific and Technical Studies Diploma)
ISCED 5A	Licence Professionnelle (Vocational Licence) Master's, Engineering Diploma

Technological education prepares specifically for higher vocational education.

Vocational education trains students to attain a professional qualification (certified by a diploma).

In France, the school system is under the responsibility of the Ministry of national education, (*Ministre de l'éducation nationale*). Initial education is free of charge in State schools.

School is compulsory between the ages of 6 and 16 but most children go to nursery from the age of three.

#### PUBLIC PRE-PRIMARY OR NURSERY SCHOOLS

Public pre-primary or nursery schools are under the responsibility of the Ministry of national education and are free of charge. At private schools, attended by 1.5% of children, parents pay some school fees.

Nursery school corresponds to the initial education phase. As a general rule, children are grouped by age into three sections: small section (3-year olds), medium section (4-year-olds) and big section (5-years-olds). The main educational points of the activities contribute to the child's overall development and as a preparation for primary school. 85,3 % of children are trained in state schools.

#### PRIMARY SCHOOL

At six, they enter to primary school for five years and no later than the age of twelve they enter lower secondary school (*collèges*).



At 6 years old, they begin primary school for 5 years before leaving to go to the junior high school at 11 or 12.

Curricula are national and compulsory for all teachers and pupils. Since 1990, competencies set for pupils are organised according to educational stages.

Assessment tools are provided for teaching staff who thereby have national references to measure the progress of all pupils and better identify those encountering problems.

On entering primary school (CP (cours préparatoire - first class) and CE1 (cours élémentaire 1ère année - second class) of the basic learning stage), as well as studying French and mathematics, priorities at primary school, there are foreign languages, activities for finding out about the world, artistic activities (visual arts and music) as well as the history of the arts, physical education and sports and in some schools a regional language.

During the further learning stage (CE2 (cours élémentaire 2ème année - third class), CM1 (cours moyen 1ère année - fourth class) and CM2 (cours moyen 2ème année - fifth class), literature, history and geography, experimental science and technology become more clearly defined. Information and communication technologies are tools used for various school activities whose ownership to the computing and internet first level certificate (B2i - brevet, informatique, internet).

## SECONDARY SCHOOL

Junior high school is the secondary level establishment which takes in all pupils leaving primary school with no examination. All pupils are offered a school place. Its primary goal is to ensure that pupils achieve, as a minimum, a command of the common core of knowledge and competencies.

The four years (*sixième* (year 7) - *cinquième* (year 8) - *quatrième* (year 9) - *troisième* (year 10)) or compulsory education at junior high school are organised in three stages.

At the end of year 10, pupils take the *diplôme national du brevet* (national junior high school certificate) which evaluates the knowledge and competencies learned in junior high school and certifies a command of the common core of knowledge and competencies. A large proportion is given over to continuous assessment and there are three written tests in French, mathematics and history-geography-civic education.

On leaving year 10 in the junior high school, two paths are open to pupils

1. The general and technological path which leads onto higher education. Students join a class in *seconde* (year 11) of a *lycée général et technologique* (general and technological high school). This class constitutes the determining stage. It is undertaken by all students intending to do general or technological studies. At the end of this year, students enter the final stage made up of the year 12 and year 13 classes leading to the general or technological baccalauréats.

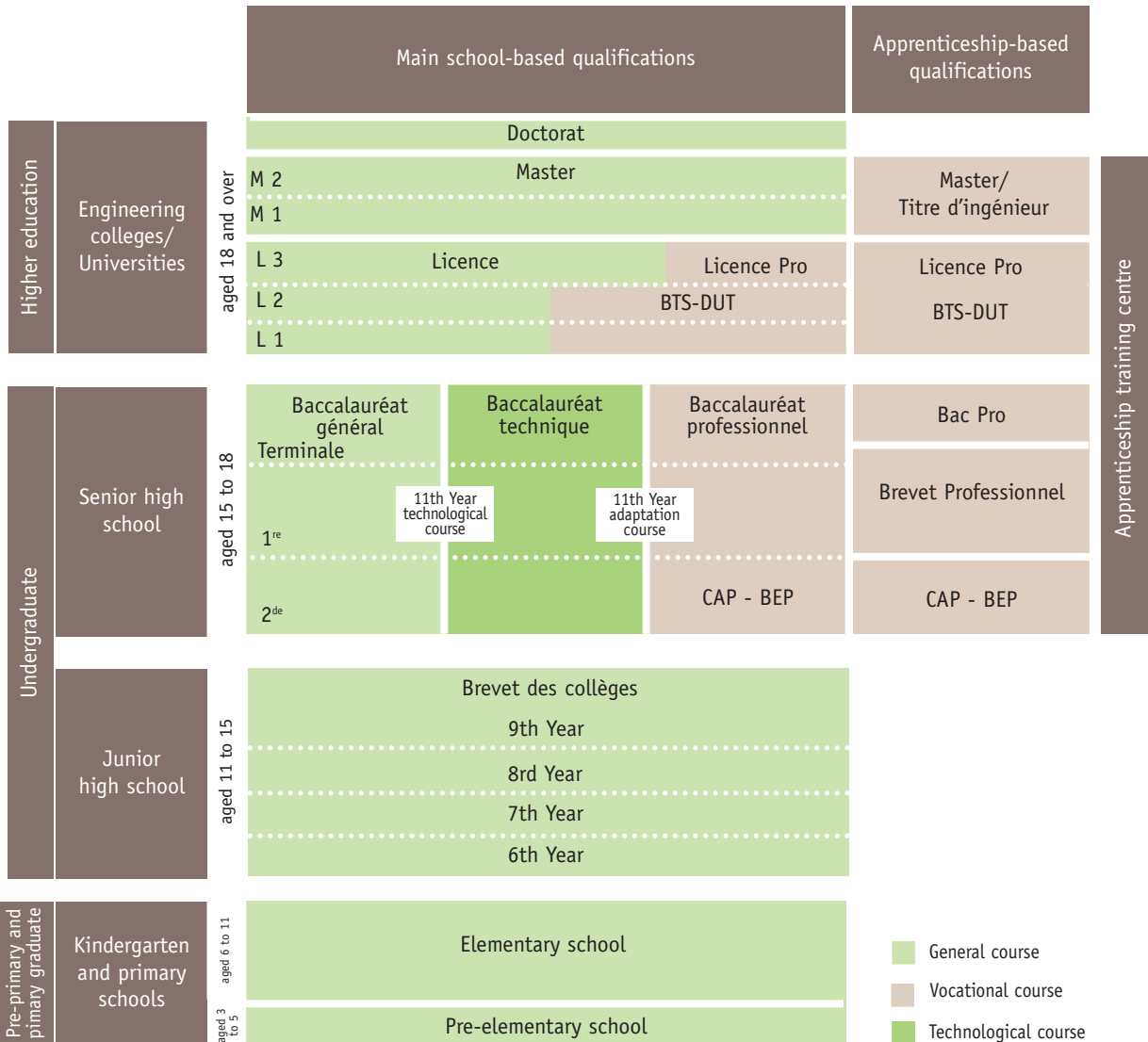
2. The vocational path which allows entry to the world of work or a continuation of studies. As pupils in vocational high schools (*lycée professionnel*), students join a year 11 class to study for the vocational baccalauréat (*bac professionnel*) (three years of study since the 2009 school year) or their first year of study for the vocational aptitude certificate (*certificat d'aptitude professionnelle*) which requires two years of study.



Via an apprenticeship, young people can study for these same vocational diplomas through alternance training in an apprentice's training centre (CFA) and in a company.

Please find the diagram of the French education system below.

# A simplified diagram of the French education system



- General course
- Vocational course
- Technological course

Bac Pro	Baccalauréat professionnel	Secondary vocational diploma
	Baccalauréat général	High school general diploma
	Baccalauréat technique	High school technical diploma
B.E.P.	Brevet d'enseignement professionnel	Professional studies Certificate
B.T.S.	Brevet de technicien supérieur	Higher Technician's certificate
C.A.P.	Certificat d'aptitude professionnelle	Professional skills certificate
D.U.T.	Diplôme universitaire technique	Technical university degree
Licence Pro	Licence Professionnelle	Vocational Bachelor Degree
	Licence	Bachelor degree

## 4.2 IVET AT LOWER SECONDARY LEVEL

This level does not lead to a vocational qualification. There is no professional education at the lower secondary level. However, there are programmes aimed at initiating students in different work sectors. They are called "itinéraires de découvertes" (discovery pathways). Pupils spend about 10% of their education in companies.

## 4.3 IVET AT UPPER SECONDARY LEVEL (SCHOOL-BASED AND ALTERNANCE)

On leaving year 10 in the junior high school, two paths are open; 1- The general and technological path which leads onto higher education, 2 - the vocational path which enables entry to professional life or a continuation of studies.

### THE GENERAL AND TECHNOLOGICAL PATH

The general and technological path is pursued in the general and technological high schools (*lycées*) by studying for one of the three general *baccalauréats*: economic and social (ES), literature (L) or scientific (S) and/or one of the seven series of the technological *baccalauréats* or vocational training certificates (*brevet de technicien*).

At the end of the general and technological path, students can decide to embark on long (e.g. at university) or short studies. They may join a higher vocational section (*section de techniciens supérieurs* - STS) for a two-year study programme leading to an advanced vocational certificate (*brevet de technicien supérieur* - BTS) or in technological university institutes (*Instituts universitaires technologiques* - IUT) to a technological university diploma (*diplôme universitaire technologique* - DUT).

### THE VOCATIONAL PATH

The vocational path offers non-academic education linked to businesses and their professions. It enables vocational competencies to be acquired as well as knowledge and expertise in a vocational field.

Studies for vocational examinations can all be undertaken within the school system in vocational high schools (*lycée professionnel* - LP), or through apprenticeships.

As school pupils, in vocational high schools (*lycée professionnel*), students join a year 11 class to study for the vocational baccalauréat (*bac professionnel*) in three years or their first year of study for the vocational aptitude certificate (*certificat d'aptitude professionnelle* - CAP) in two years. Through an apprenticeship, young people can study for these same vocational diplomas with alternance training in an apprentice's training centre (*centre de formation d'apprentis* - CFA) and in a company.

Since the start of the 2009 school year, the vocational path has been revised. This revision aims to promote the raising of young people's qualification in the vocational path, to improve their ability to get a foot on the professional ladder and make short higher educational studies more accessible for them.

The main measure consists of changing the duration of the study programme for taking the vocational baccalauréat and bringing it into step with the general and technological baccalauréats. It will henceforward be in three years following on from the year 10 class instead of four years as previously.

At the end of their final year, the students take the vocational baccalauréat, a national examination which allows them to obtain, as for the other baccalauréats, the end of secondary school studies diploma and gain their first step towards higher education. An intermediate certificate (CAP - (*certificat d'aptitude professionnelle* - vocational aptitude certificate) or BEP - (*brevet d'études professionnel* - vocational studies certificate) is taken during the study programme in order to encourage students to stay within the education system.

For greater flexibility, permeability is made possible:

- between two paths, in both directions,
- between the two stages of the vocational path, CAP and vocational baccalauréat,
- between training as school pupils and apprenticeship status.

#### VOCATIONAL DIPLOMAS: PARTICIPANTS, PROCESSES AND METHODS

Diplomas issued by the Ministry of National Education are national and are worth the same whether they are acquired in initial education (school or apprenticeship), in in-service training or by a validation of professional experience.

The Ministry of National Education creates and manages the diplomas centrally.

Regionally, the regional education authorities (académies) organise the national examinations. A panel appointed by the chief education officer (recteur) checks the results of the tests, finalises the proposals for marks obtained and, for each candidate, proposes to the administrative authority (the chief education officer), the award of the national diploma. The panel is made up of professionals and teachers.

#### THE DESIGN OF THE VOCATIONAL DIPLOMAS

Professionals contribute with the State to the design of the diplomas within consultative professional commissions (CPC). These national bodies are the designated place for the mandatory consultation of the social partners for all vocational diplomas (from the CAP to the BTS). The CPCs are made up of 4 colleges: employers, employees, public authorities and qualified persons. Their members give an opinion on the timeliness of the creation, renovation or abolition of a diploma.

Currently 14 in number, the CPCs correspond to the major sectors of economic activity and they follow changes in the employment market.

Moreover, businesses host young people in training, with a different degree of involvement according to whether they are students or apprentices.

They take part in the certification process: the tests which involve professional practice are corrected by the teachers and representatives from businesses. The diploma is issued by a final panel on which business members also sit.

They also take part in the funding of initial and in-service vocational training.

## OBTAINING VOCATIONAL DIPLOMAS

In the case of initial and in-service training, candidates, depending on their status, taken examinations either through external tests (one-off written, oral and practical tests), generally organised in June, or through internal tests (CCF - tests during training).

Moreover, any person who has worked for at least three years is able to obtain all or part of a diploma or certificate for a vocational purpose by validating what they have acquired through vocational and personal experience. An individual procedure, this validation request for what has been acquired through experience (validation des acquis de l'expérience - VAE) is based on an evaluation by a panel of a candidate file and, if necessary, a supplementary interview. The panel which is sovereign, awards all or part of the diploma.

## EDUCATION PROGRAMMES

The education programmes present a combination of vocational and general competencies and knowledge indispensable for high-quality vocational training. In the vocational field, these are the competencies for the profession in question (techniques, technical and scientific knowledge, expertise, attitudes and behaviour). In the field of general competencies, these are knowledge and expertise which range from literature to science and the arts which constitute the common core for all training whether this is general or vocational.

The goal is to give the students the competencies and associated knowledge necessary for the award of the diploma in question but also to enable them to acquire a basic general education that will make their later vocational development easier.

## CLASSIFICATION OF DIPLOMAS

The national vocational diplomas are classified by level:

FRENCH CLASSIFICATION	LEVEL OF TRAINING	ISCED* EQUIVALENT CLASSIFICATION
LEVEL 5	second stage short vocational diploma (such as the CAP - vocational aptitude certificate)	3c
LEVEL 4	baccalauréat or vocational certificate (BP) or Mention Complémentaire (MC - additional diploma)	3
LEVEL 3	baccalauréat + 2 years type of diploma (such as BTS (higher vocational certificate) or DUT (university technological diploma))	5B
LEVEL 2	bachelor's degree type diploma (such as licence professionnelle - vocational degree)	6
LEVEL 1	master's type degree (such as an engineering diploma)	6

*\* International Standard Classification of Education (ISCED) created by UNESCO. A vocational diploma is a type of certificate for which the general framework is defined by decree.*

## THE TEACHING ORGANISATION OF INITIAL VOCATIONAL TRAINING

Education given for the vocational path includes many points in common with those of the technical and general paths: further study of the same general subjects and the same preparation for their role as citizens.

However, the professional purpose entails using specific methods and means, in particular alternance training. This is a training arrangement characterised by periods of training shared between education establishments and companies.

Alternance training programmes are an integral part of the vocational training of young people, as school pupils or apprentices, of which it is a key element by promoting the acquisition of competencies and associated knowledge and making a foothold on the career ladder easier.

## THE ORGANISATION OF EDUCATION UNDER THE SCHOOL STATUS

For students under the school status, training takes place mainly in the teaching establishment (LP - professional lycée or LP agricole - agricultural lycée) and includes compulsory training periods in a professional environment.

The organisation and content of vocational education are specific. **All the vocational diplomas apart from the mention complémentaire- additional diploma include:**

- general education: French, history-geography, mathematics, physical science, a foreign language, applied art, physical education and sport. Moreover, "Prevention, Health and Environment" education has been introduced since the beginning of the 2009 school year.
- theoretical and practical teaching defined specifically for each professional specialism, in terms of competencies and knowledge to be acquired.
- project activities: in CAP, the multi-disciplinary project of a vocational nature (PPCP) consists of the whole or partial completion of a product or a service. The place given to general education is important. It is a preferred means of assisting students in acquiring working and study methods, developing their initiative, team work, a sense of organisation, responsibility, strengthening professionalisation and motivation. For a vocational baccalauréat, the project activities are also compulsory but may take on various forms (PPCP, a specific general education project, vocational education, artistic and cultural education etc).
- training periods in a vocational environment (PFMP): all the professional training includes a training period in a professional environment (business or other organisation) for better preparing young people for employment, formalised by an agreement relating to training in a professional environment signed by the hosting organisation, the school and the student. The duration of these periods varies depending on the type of diploma and the specialism: 12 to 16 weeks for the CAP, at least 12 weeks for the mention complémentaire (additional diploma) and 22 weeks for the vocational baccalauréat. The PFMPs undergo evaluation (carried out jointly with the company) which is taken into account for the award of the diploma.
- a specific organisation of the timetable: the total training time, including the time spent in the company varies according to the diploma (around 2,300 hours for the CAP over a 2-year learning stage; nearly 3,500 hours for the vocational baccalauréat over a 3-year learning stage).

- a specific education and learning approach, organising the acquisition of vocational competencies from the theoretical and practical education given in school, the project activities and situations experienced during training in the professional environment (*période de formation en milieu professionnel* - PFMP).

2008-2009 YEAR							
INITIAL EDUCATION (5,4,3,2,1 LEVELS OF TRAINING)	UNDER THE EDUCATIONAL AUSPICES OF THE MINISTRIES						GRAND TOTAL
	NATIONAL EDUCATION	AGRICULTURE	TOTAL	NATIONAL EDUCATION	AGRICULTURE	TOTAL	
	PUPILS AND STUDENTS			APPRENTICES			
INITIAL VOCATIONAL TRAINING IN SECONDARY EDUCATION	703,090	93,183	796,273	305,361	27,127	332,488	1,128,761
INITIAL GENERAL AND TECHNOLOGICAL EDUCATION IN SECONDARY EDUCATION	1,446,866	26,898	1,473,764			0	1,473,764
INITIAL GENERAL AND TECHNOLOGICAL EDUCATION IN SECONDARY EDUCATION	2,149,956	120,081	2,270,037	305,361	27,127	332,488	2,602,525
% INITIAL VOCATIONAL / VOCATIONAL TRAINING, GENERAL AND TECHNOLOGICAL EDUCATION IN SECONDARY EDUCATION							43%
SOURCES: DEPP OF THE MINISTRY OF NATIONAL EDUCATION INDICATORS AND STATISTICS ON EDUCATION AND TRAINING "RERS 2009" NOTE OF 15TH JUNE 2009 ABOUT THE "INITIAL LEARNING RESULTS IN 2008-2009"							

#### 4.4 APPRENTICESHIP TRAINING

"The apprenticeship contract is a particular type of employment contract made between an apprentice and an employer. The employer undertakes, apart from the payment of a salary, to provide the apprentice with complete vocational training, given in part within the company and in part in an apprentice training centre or apprenticeship department of an education establishment. In return, the apprentice undertakes for his training, to work for this employer for the duration of the contract and to do this training course" (article L. 6221-10 of the labour Code)

Apprenticeship contracts are mainly aimed at young people under 26 in initial training. They enable diplomas or certificates listed in the national directory of vocational certificates to be obtained which range from the vocational aptitude certificate (level 5 in the 1969 French nomenclature, equivalent to level 3 of the European certification framework) to diplomas awarded by universities or '*grandes écoles*' (selective universities) (level 7 or 8 of the EQF).

This contract, that may be entered into with an employer from the private or public sector (local authorities, hospitals, the armed services etc), is for a period of between one (apart from exemptions) to three years depending on the duration of the training stage being studied for and the apprentice's initial qualification. In 2006, 72.7% of apprenticeship contracts signed, are for a period of between one and two years, 15.2 are shorter than a year (Source: DARES). It may be modulated according to the initial skill level of the youngsters.

Apprentices are aged between 16 (end of compulsory education) and 25. These age limits may however be brought forward (in particular where the first stage of secondary education has been completed) or put back in certain cases (disabled workers and creators of companies for example).

The theoretical training period in an apprentices' training centre (CFA) (managed by a local chamber of commerce, a professional sector etc), apprenticeship department (in vocational high-school) or in an apprentices' training unit (in higher education) cover around 25% of the duration of the contract (a minimum of 400 hours per year). 51.5 % of CFA are private, 32.8 of CFA are controlled by chamber of commerce and industry or of Agriculture, 12.5 by public school or university. CFAs are subject to the educational supervision of the State (*Ministère de l'éducation nationale*) and the technical and financial supervision of the State or the regional authorities.

Training is mainly funded through an apprentice tax paid by all businesses. An employer may, moreover, benefit from exemptions from payroll contributions, consideration paid by the *département* council and other financial incentives according to the case and the economic situation in the apprenticeship market.

The period of practical training in the company is carried out under the responsibility of an apprentice supervisor who fulfils the role of tutor and has the teaching and vocational competencies required by the law. In the event of the employer or apprentice supervisor not complying with their obligations, the apprenticeship contract may be suspended or even terminated by the labour inspectorate.

Apprentices are paid from between 25% to 78% of the minimum salary according to their age and progress in the training stage.

On February 2007, 8 months after leaving a CFA, 70% of the apprentices (with all types of qualifications) were in employment, 65.3% were in unassisted employment, 3.7% were in assisted employment, 3 % were involved in training periods, 24.2 % were jobseekers. (Source: Direction de l'évaluation et de la prospective (DEP). Ministère de l'éducation nationale, de l'enseignement supérieur et de la recherche, RERS 2007)

#### **4.5 OTHER YOUTH PROGRAMMES AND ALTERNATIVE PATHWAYS**

Some programmes are specifically tailored to facilitate the integration of young people aged 16 to 25, without or with inadequate qualifications on the labour market. The aim is to help them to get a job.



For the last 20 years or so, considering the high level of unemployment for young people, alternative job-study programmes have been organised. Those are organised either as part of a work contract, or as part of an internship. In the former case, the young people have employee status, while in the latter, they are interns in vocational training.

Alternative job studies fulfil three priorities:

- offer a remedy to unemployment amongst young people with few or low qualifications;
- foster their entry in the job market;
- enhance their vocational profile (job suitability, access to qualifications).

Until September 2004, three different programmes were offered to young people, depending on their needs. In 2002, 186 600 young persons were hired through these contracts.

As of October 2004, a new contract - the "professionalisation contract" has replaced the three previous contracts.

Once the professionalisation contract is signed, the employer has to provide to the young person a job for the specified time (from 6 months up to 24 months) and training that will help him to gain a "recognised vocational qualification": vocational studies diploma, nationally recognised or certifications recognised by sectors.

The general, vocational or technological courses must account at least 15% of the total contract time. This percentage may be adjusted up to 25 % upon agreement of the work sectors.

#### 4.6 VOCATIONAL EDUCATION AND TRAINING AT POST-SECONDARY (NON TERTIARY) LEVEL

Post secondary (non tertiary) level is offered to youngsters after the baccalaureat and lasts for 2 years.

Senior technical sections in *lycées* offer courses over a two-year period in the *brevet de technicien supérieur* (BTS - Higher Technician's certificate), which is designed to give access to employment.

In addition, technology university institutes attached to universities also offer two-year courses to obtain a professional qualification called the *diplôme universitaire de technologie* (DUT - University Technological Diploma).

30% of the total time is dedicated during the first year to general subjects, 33% during the second year. Otherwise work experience schemes lasting from 4 to 6 weeks are part of the curricula.

#### 4.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

TABLE 1 - PARTICIPATION RATES IN HE BY PROGRAMME ORIENTATION - 2006						
TOTAL ISCED5_6	ISCED5A	%	ISCED5B	%	ISCED6	%
2201201	1595742	72	535628	24	69831	3

Source: Eurostat

Higher education is possible in universities, public or private higher colleges, some of which are called *grandes écoles*.

Universities accept students without any selection process - except for medical, dental and pharmaceutical disciplines and technological university institutes. The entry requirements are the *baccalauréat*, or the *diplôme d'accès aux études universitaires* - DAEU [Access to University Studies Diploma] or an equivalent qualification.

Studies are split into semesters and course units for which the student is awarded credits.

A degree is awarded to students who obtain 180 credits, normally over a period of three years.

300 credits are needed to obtain a masters degree - or 120, more than needed for a first degree, over two additional years study.

There is a professional master degree leading to employment, and research masters which permit following a doctorate over a three-year period.

According to the Bologna process, France began to adapt the diplomas on 3 levels (licence, master and doctorate). There is also a vocational licence leading to employment, and research masters which permit following a doctorate over a three-year period.

Technology university institutes attached to universities have a student selection process and prepare them in two years for a *diplôme universitaire de technologie* -DUT [Technological university diploma] designed to provide entry into working life.

Students who graduated *DUT* can study for a further one-year period to obtain a new qualification created in 1999 under the Bologna process to build a European higher education area.

University enrolment rights are limited and some students can obtain a financial assistance in the form of grants based on social criteria, university criteria or of interest-free loans on trust. There are also establishments supervised by the various ministries which have selective process and provide higher education.

These establishments offer short forms of education: in technology, business and paramedical disciplines or a high level long-term education: political institutes, engineering schools, business and management schools, veterinary schools etc.

Private establishments must be issued with a legal declaration of opening. These establishments are highly diversified and have in common a rigorous selective process.

Entry to the most prestigious higher education colleges, known as "grandes écoles" is by competition prepared in two years in *Classes préparatoires aux grandes écoles* - CPGE [preparatory classes].

## 5. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

### 5.1 FORMAL EDUCATION

#### 5.1.1 GENERAL BACKGROUND (ADMINISTRATIVE STRUCTURE AND FINANCING)

##### OBJECTIVES

Continuing vocational education and training “is intended to help workers adapt to changing techniques and working conditions and foster their upward social mobility by opening them to the various levels of the economy, society and culture” (Labour code art L.6311-1). CVET is open to any individual who has exited the initial training system to enter the job market. CVET concerns people already in the work force (staff in both the private and the public sectors, non-salaried workers) and those about to enter the work force (job-seekers).

CVET aims to:

- make it easier to adapt to changes in working techniques and conditions;
- maintain or improve adult's vocational qualification;
- assist adult's social or professional promotion.

Regional development plans of training (plans régionaux de développement de la formation PRDF) would coordinate all the training activities in the region.

##### FUNDING

*There's a co-reponsability for funding.*

*Companies finance the training for the employees*

*State and regional councils finance the training for unemployed and vulnerable people (see theme 9).*

##### COORDINATION

Different tools of coordination between vocational training and labor market exist at regional level.

The Regional Coordinating Committees for Employment and Vocational Training (*comités de coordination régionaux de l'emploi et de la formation professionnelle* - CCREFP), created by the law of social modernization of 17 January 2002, are four regional forums bringing together all stakeholders on the scope of training including the partners representing the economic sector. Regional Observatories for job and training (*Observatoires régionaux emploi-formation* OREF) were established by the contract plans with the regions since 1989. They bring together different services in a region: regional council, departments, services of the National Institute of Statistics and Economic Studies, the Ministry of Education, some chambers of commerce and social partners. Their role is to collect data on employment and training for a prospective analysis of trades and qualifications in each region.

Furthermore, the social partners have set up joint bodies at the national level, the branches and at the regional level to harmonize, coordinate and regulate the mechanisms of vocational training:

- The Joint National Vocational Training Committee (*Comité paritaire national de la formation professionnelle* CPNFP), created by the Agreement of 3 July 1991, ensures regular monitoring of the inter-national agreement on employee access to training throughout life;
- Joint National Employment Commissions (*commissions paritaires nationales de l'emploi* CPNE) contribute in each branch or cross-sectors to the definition of training policy (definition of policies and priorities);
- The joint inter-regional employment commissions (*commissions paritaires interprofessionnelles régionales de l'emploi* Copire) perform the same role at the regional level in cooperation with the CPNE.

### ASSESSMENT AND CONTROL

The programmes and measures that receive State funding (employment ministry's budget, ANCSEC) are monitored and evaluated by the relevant managing and co-ordinating bodies.

The *Offices Pôle emploi*, employer-employee organisations that manage the unemployment insurance system within each region and for the training programmes that they finance, have set up an evaluation system based more specifically on how successfully the unemployed are re-oriented into new fields. In addition, in cooperation with the National Association for Adult Training - AFPA, they perform quality controls to ensure that the training offered is indeed achieving the stated objectives.

Insofar as they are responsible for the training policies that they have set up, the regions also perform quantitative and qualitative monitoring.

The diversity of financing options for adult continuing vocational education and training (CVET) makes it particularly difficult to perform a global assessment, as each measure (State, regional, company-based) is monitored by the government authority or financial sponsor who implements it.

A number of statistics are gathered and monitored by the Ministries of Education and Labour and by CEREQ and INSEE. They provide a basis for evaluating adult continuing vocational education and training.

The "Training 2000" survey, which was conducted in March 2000 by CEREQ, INSEE, the Ministry of Labour and the Department of Education, provides data concerning employee perceptions of training. "*Enquête formation continue 2000*" - CEREQ - INSEE).

As regards training for the unemployed, 9.8% of job seekers received training at the end of 2006, 632 000 job seekers received training in 2006 (source: *La formation professionnelle des demandeurs d'emploi* in 2006, DARES, 2008).

According to the authors of the study, the evaluation of training received was based on two main criteria: the return to employment and the quality and stability of the new job found. This type of evaluation is difficult to conduct. Indeed, groups that received the same training would have to be compared with "control" groups (individuals who did not receive training and who have similar characteristics) This type of comparison is obviously not feasible.

### 5.1.2 MAJOR CHARACTERISTICS OF FORMAL CVET

In France, except for specific groups (disabled, illiteracy), there is no training program at the national level.

By against, at the regional level, regions are developing their training program through the Regional Development of Vocational Training - *Programme régional de développement de la formation professionnelle*- Prdfp.

#### THE MAIN ACCESS PROCEDURES FOR TRAINING AND QUALIFICATION PROGRAMMES

Access to individual training is conditional upon the applicant's situation and the specific training and qualification problems that they may encounter. The social partners and the State have designed and established a number of different programmes, which fall into one of two categories: training for jobseekers and training for active workers (private sector employees, civil servants and the self-employed).

Training for jobseekers comes in two main shapes: (a) training sessions (or traineeships), and (b) special work contracts that integrate training (such as alternating job-study training programmes for first-time jobseekers under age 26 or for long term jobseekers).

(a) On the one hand, they can take part in training sessions, free of charge thanks to funds from public authorities or Unedic which is an organisation managed by the social partners;

(b) On the other hand, special work contracts as "*contrat de professionnalisation*" or "*contrat initiative emploi*" organise a practical training in firms and a theoretical one with a training provider. During this contract, the employee receives a percentage of the legal minimum wage. The State finances exemptions from national social insurance contributions granted to companies (same advantages as for the apprenticeship contract).

Training for active workers may be:

- chosen by the employer as part of the enterprise's "training plan";
- chosen by the employee and taken in the form of "training leave", the most widespread version of the latter being Individual Training Leave (*congé individuel de formation* - CIF);
- negotiated between the employee and the enterprise, individual training right benefit (*droit individuel de formation* - DIF). This third category is new, settled by the law of May 4th, 2004. One important component of this law states that vocational training may take part partially or entirely outside working hours, with a specific allowance.

In France, the CVT is different depending on the private sector and the public one.

#### ACCESS TO TRAINING FOR PRIVATE-SECTOR EMPLOYEES

In the private sector, CVT is managed by both enterprises and the social partners. Its main characteristic is the fundamental distinction between the training plan, which is established at the company's initiative, and the individual training leave, which is taken at the employee's initiative. In addition to these two major components, the system also includes other, less common programs but especially a third main entryway created in 2004: the individual training right (*droit individuel de formation* - DIF) negotiated between the employee and the employer.

French employers are not required to train their employees, but they are legally obligated (a strong incentive) to contribute with funds to continuing vocational training. The

financial contribution of enterprises to the development of CVT is actually the final sum of a number of smaller contributions.

The law states that mandatory contributions to CVT development must be equal to 1.6% of total payroll in companies with 10 employees or more, and 0.55% of payroll for enterprises of less than 10 employees (see theme 10). It should be noted that certain business sectors have set mandatory contribution levels at a rate higher than the legal minimum, through a joint agreement. The enterprise may decide to fulfil its obligation by paying all or part of its mandatory contribution - to a special body: an approved employer-employee collecting organisation (*organisme paritaire collecteur agréé* - OPCA), which has authority at the trade or professional segment level. There also exist OPCAs with interprofessional powers.

## COMPANY TRAINING PLANS

Establishing a training plan is one way in which employers may fulfil their legal obligations. The training plan may be made up of all training and skills surveys conducted for employees (with the exception of Individual Training Leave) in order to further the company's own development objectives. These training programs are provided under the employer's authority and at the employer's expense (maintaining salaries, training costs, etc.). Training provided as part of company training plans tends to be short-term (40 hours on average) and does not tend to result in the employee obtaining formal qualifications.

An employee taking part in training under the training plan is considered “on assignment”, since training is seen as one way of executing a work contract. Therefore, the employee continues to receive remuneration throughout the duration of the time spent in training.

Over the last ten years, initiatives launched to enhance workers' skills foresee that training may, under certain conditions, take place during non-working hours. This system was reaffirmed by the national interprofessional agreement reached by the social partners on 5th December 2003. It provided that this time (training during the non-working hours) does not exceed 80 hours per year and per employee. In this situation, the employer must pay the employee participating in training a subsidy that shall be equal to 50% of his net salary.

## INDIVIDUAL TRAINING LEAVE

Employees with a certain level of seniority in their company or professional branch are eligible to take time off work through the Individual Training Leave program (*congé individuel de formation* or CIF). The length of leave taken corresponds to the length of the training program and is legally limited to one year for continuing training or to 1,200 hours for periodic training schedules. Except in particular cases provided by the law, an employer cannot refuse an employee's request for training as part of the Individual Training Leave program. The state approved joint collecting organisations (OPCA) are responsible for the implementation and funding of this program. There are particular clauses governing the use of Individual Training Leave by employees with temporary employment contracts and for temporary workers.

Training programs under the Individual Training Leave program are most often long programs resulting in formal qualifications (754 hours on average in 2007), which contrasts sharply with training carried out as part of company training plans.

## INDIVIDUAL TRAINING RIGHT BENEFIT

Set up by the social partners' agreement on 5th December 2003, and ratified by the law of 4th May 2004, Individual training right (*droit individuel à la formation* - DIF) is based on employee's initiative and negotiated with his or her employer.

Any working employee holding an open-term contract shall be entitled to 20 hours of training per year (or 120 hours over a six-year period) to take part in training as described in the enterprise's training plan. Employees holding a fixed-term contract may be eligible for this plan, under certain conditions.

## ACCESS TO TRAINING FOR PUBLIC-SECTOR EMPLOYEES

Training is set up for civil servants at the national and local levels through a policy agreed upon by all of the parties involved, including the administration and employee representatives.

The training programmes can be initiated either by the employer or by the employees (training leave).

The system of CVT for public sector employees have been reformed by two laws in 2006 (laws of "*modernisation de la fonction publique*" of February 2<sup>nd</sup>, 2007 and of February 19<sup>th</sup> 2007 "*relative à la fonction publique territoriale*").

Changes consist in:

- introducing the training plans, established at the administration initiative;
- introducing the individual training right (*droit individuel à la formation* - DIF): Any working employee holding an open-term contract shall be entitled to 20 hours of training per year (or 120 hours over a six-year period) to take part in training. Training can be followed outside working hours;
- Introducing the validation of prior learning. Any person can have experience acquired over a period of at least three years validated.

Like private-sector enterprises, the administration, the local governments and the public establishments are required to pay a contribution to fund training for their civil servants. Special organisations are in charge of collecting the funds, in certain cases: this is true with civil service at the local level (towns, regions and departments) and civil servants working in hospitals.

As concerns State civil servants, the rate of contribution is negotiated between the Ministry for Civil Service and the trade organisations that exist within that sector. A three-year framework agreement establishes the minimum contribution thresholds applicable to each administrative department, under the training plan and the training leave system.

## 5.2 NON-FORMAL EDUCATION

In France there is no specific program related to non-formal education. Prescribers training are the same: state, regions, employment centre, and business. They have the ability to schedule non-formal training, but they will not be identified as such and there is no specific statistics to separate the skill training from non-qualifying. The status of a probationer does not depend on formal or non formal



Nevertheless, France created a system for accrediting and validating non-formal/informal learning. This system was established in 2002: validation of prior learning.

Under this system, each individual can ask to have his previous experience recognised. Any person taking part in the active world - whether a jobseeker, an employee or a volunteer worker - can have experience acquired over a period of at least three years validated, in order to gain partial or full exemption from coursework required for a diploma, certification or qualification certificate awarded by a professional branch. This qualification method carries the same dignity and weight as do traditional schooling or university studies, apprenticeships or CVET.

The law of 22 July 1992 on validation of professional experience introduced a system of dispensations for credits leading to qualifications where such are awarded by the Education and Agriculture Ministries. These conditions have been extended to cover all certifications recognised at national level and included in the national directory of certifications (see section 8.03) as a result of the social modernisation law of 17 January 2002.

The social modernisation law states that any person with a least three years' paid or voluntary experience may be granted part or all of a professional certification from the national certifications directory (diplomas, degrees or certificates) on the basis of his/her experience.

This competency-evaluation procedure is organised by the authorities, ministries or other bodies with responsibility for awarding certifications. The evaluation may be conducted based on the contents of the application or on a real or simulated work situation. The validation is decided by a board composed of teachers and professionals.

For secondary-level qualifications, dispensations or examination postponements are authorised by Ministries, which, in the regions, are responsible for organising examinations.

Concerning higher education, individual universities examine candidates' entry applications.

### **5.3 MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET**

In order to facilitate access to training for the unemployed, different measures have been put in place. Some, such as the state or regionally approved internships that provide trainees with a stipend, concern all job seekers. Job seekers receiving back-to-work benefits (*allocation d'aide au retour à l'emploi* or *ARE*) may participate in training programs and continue to receive benefits within the limits of the law. Industrial partners run the office that manages unemployment insurance funds (*Pôle emploi*), which is in charge of managing and distributing unemployment benefits. Furthermore, job seekers facing difficulties related to retraining for a new occupation may conduct an in-depth skills survey in order to better focus their professional goals and establish a strategy for re-entering the workforce. In addition, jobseekers can also request an "In-depth skills review" (BCAs). The review is intended to help jobseekers with trouble moving in a new direction on the job market to refocus their vocational plan and define a new pathway for their return to employment. *Pôle emploi* estimates that 153 129 BCAs were carried out in 2004.

The job seeker who is required training by *Pôle emploi* is entitled to use the AER Training (AREF) and the training aid. The gross amount of the allowance is equivalent to the amount of the AER paid to the person seeking employment. *Pôle emploi* may prescribe any



training relevant to the determined reclassification. However, only certain courses are eligible for training aid.

The number of first entries in AER Training during the year 2007 amounted to almost 184 054, an increase of 8.6% compared to 2006. During 2007, 594 000 job seekers came into training.

The Employer groupings for integrating and qualification (GEIQ) play a major role in re-integrating jobseekers on the job market. GEIQ is a grouping of employers intended to help mainstream and secure qualifications for disadvantaged people, through a pathway based on a work contract based on alternating job-study training programmes.

Employees working under a fixed-term contract enjoy an individual entitlement to vocational training, in the form of individual training leave (CIF) and/or skills review leave (CBC). Similar rights exist for temporary workers. This right is usually exercised when a work relationship ceases.

The State's action focuses on unemployment resulting from exclusion, and covers long-term jobseekers, either older or disabled, whether socially or physically. These actions are part of employment policy.

Law No. 2005-102, dated 5th February 2005 on the equality of rights and chances, on the participation and the citizenship of the disabled people, recognises that "it is the State's duty" to provide education, training and vocational guidance for minors and adults with sensory, physical or mental handicaps. Although vocational training for the handicapped must be carried out, in large part, in specialised establishments, it can also be offered in regular working or training settings. The disabled people have access to all employee training programs (training plans, individual training leave) and programs for job seekers (internships and assisted employment contracts). Nevertheless, in order to compensate for the disadvantage this population faces in terms of social and professional integration, public authorities have implemented specific training-related measures (professional rehabilitation programs, professional rehabilitation contracts, etc.). Benefits from the Fund Management Association for the Professional Integration of Handicapped Persons (AGEFIPH), which runs back-to-work and professional support programs for the handicapped, may be received in addition to state benefits.

Legal immigrants also have access to all training programs open to workers with French nationality. In addition to benefits available to all, the ANCSEC runs specific programs including training and professional integration programs (language training and social integration programs that facilitate access to training and employment).

The other target groups are:

- Illiterates - Actions in the fight against illiteracy The "fight against illiteracy" of the program IRILL (Insert, reintegration and the fight against illiteracy) involved, as in 2006, approximately 28 000 people in 2007. The audience is predominantly female recipient (62%). Those under 25 years old represent 28% of trainees. The vast majority of persons are unemployed (85%). The average duration of courses is 100 hours;
- Inmates. In 2007, the "detainees" IRILL program has enabled 10 300 inmates to follow a course, they were 10 700 in 2006. Only 9% of trainees are women and 35% of trainees were under 25 years old. The average duration of courses is 200 hours.

(source: loi de finances pour 2009)

Because of low skills levels or poorly suited qualifications, young jobseekers aged 16 to 25 years old with difficulty in finding a job sign a special work contract including training. This may be either an apprenticeship contract, or a professionalisation contract (see chap 4).

**TABLE 1: RESPONSIBILITIES, TARGET GROUPS AND FUNDING FOR TRAINING FOR THE UNEMPLOYED AND OTHERS VULNERABLE TO EXCLUSION**

	STATE	STATE	REGION	UNEDIC
<b>OBJECTIVES</b>	Fostering re-entry into the job market and/or social and professional mainstreaming.	Depends on the guidelines set out at the national level	Set each year in the annual agreement and given concrete form in the PRDFP (see 0502)	Funding for initiatives in response to identified needs, which must be fulfilled before an individual can be hired; offering, through programmes to improve vocational skills, a response to needs for qualifications identified at the local level or in sectors recognised as buoyant, by the trade branches, at the national or regional level.
<b>BENEFICIARIES</b>	Long-term jobseekers aged 50 and above, receiving RMI or other minimum social aids, some freed inmates, people with serious difficulties finding a job, due to their age, family situation or social standing, etc.	Depends on which fund is covering the training (State funds, ANCSEC, see 0502)	Any young person between ages 16 and 25, any adult looking for a job.	Jobseekers receiving aids and covered by the personalized project for the employment access.
<b>STATUS</b>	Employees working under special contracts or receiving VET.	Jobless VET participants, AREF recipients, active workers.	Young people: employees (apprenticeship and alternating job-study training for first-time jobseekers, or VET trainees. Adults: VT participant.	Jobseekers

	STATE	STATE	REGION	UNEDIC
REMUNERATION	Salary (minimum wage or salary equal to that of job held) or statutory remuneration for VET participants (if approved training programme).	Statutory remuneration for VET participants, salary, (minimum wage or salary equal to that of job held) where active workers are involved.	Young people: with salary status, remuneration to be equal to set percentage of minimum wage. Adults: statutory remuneration for VET participant (if approved training programme)	AREF (subsidy replacing aid provided to the unemployed)
FUNDING SOURCES	State budget, Exemption from industrial (employer) taxes on certain contracts funded by grants	State budget, ANCSEC, labour Ministry budget, subventions	FRAFP, subsidies Exemption from industrial (employer) taxes by State (apprenticeship contract, alternating job-study contract).	Unedic funds activated (managed jointly)

## 6. TRAINING VET TEACHERS AND TRAINERS

### 6.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

#### 6.1.1 TEACHING AND TRAINING OCCUPATIONS IN VET

Various types of teachers and trainers correspond to the various streams and systems of the French vocational training system, and their recruitment, training and career paths differ according to the relevant activity.

The terminology applicable to the French context is:

- The teacher (or lecturer) is an educator working in the formal education system: the school (primary and secondary school) and university environment, whatever the level of teaching concerned;
- The apprentice master is an employee responsible for training a young apprentice within the company.
- The tutor is an employee responsible for training a new employee, especially those who are beneficiaries of special work contract within the company.

#### 6.1.2 RESPONSIBLE BODIES

*The Ministry of national education is responsible of the teachers in IVET. The Ministry finances initial and continuing training.*

*The ministry in charge of employment is responsible of regulating of teachers and tutors professions in CVET. But the market is free, so each training provider defines its own regulations for initial and continuing training of its teachers and facilitators.*

#### 6.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

None

### 6.2 TYPES OF TEACHERS AND TRAINERS IN IVET

#### 6.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

For the most part (90%), teachers are civil servants, and their status and rank is determined by national entrance examinations for admission to the profession and regulated by the state. Teachers then teach the same discipline throughout their career. There are two categories of teachers:

- Teachers in mainstream education. Their entrance examination is based on academic knowledge in a particular discipline (such as history, mathematics, French, etc.);
- Teachers in vocational and technical education. Their entrance examination is based on their professional knowledge and on previous professional experience in the relevant trade (accounting, hotel management, cabinet-making, etc.).

## TEACHERS AND TRAINERS IN APPRENTICESHIP

Teachers are often ex-tradesmen and tradeswomen, experts in the field they are teaching (baker, engineer), they may be employed on a contract (full- or part-time) in the Apprentice Training Centre, or they may be self-employed.

They must have a certificate of “non-opposition to teaching”, issued by a national apprenticeship inspector.

The regions are responsible for apprenticeship and they establish and fund teacher training programmes for Apprentice Training Centres, especially in relation to the management of placements in the workplace. These training plans are developed at the regional level, and vary from region to region, depending on the objectives and priorities determined by the regions.

### 6.2.2 PRE-SERVICE AND IN-SERVICE TRAINING OF IVET TEACHERS AND TRAINERS

#### INITIAL TRAINING

Most teachers are trained in the University Teacher Training Institutes (IUFM), as well as by distance learning (CNED) or in one of the four ‘*écoles normales supérieures*’ (ENS) or in certain universities or private institutions.

The minimum level of qualification required before taking the vocational and technical education entrance examination is Bac + 3, although Bac + 5 is preferred. A university doctorate is the equivalent of Bac + 8, and is sufficient for teaching at a University.

Training at IUFM may last two years: The first year covers preparation for the external or internal recruitment examination, with admission based on case file and interview.

If successful in the examination, the second year covers, alternately, professional, theoretical and practical training, at the end of which the student teacher receives a certificate and becomes a civil servant.

#### IN SERVICE CONTINUING TRAINING FOR TEACHERS RELATES TO ACADEMIC SKILLS

It can take part in “Summer Universities” (one or two week seminars) arranged at national level by the Ministry and in training courses organised in each academy by the IUFMs (University Teacher Training Institutes). Since 1998, the IUFMs who have signed a contract of agreed objectives with the rector organise the continuing training of teachers, by means of internships of specific sessions, 5 days a year throughout their time in service.

It is possible to take a sabbatical for training, but this is rarely used.

#### PRE-SERVICE TRAINING FOR IVET TRAINERS AND OTHER LEARNING FACILITATORS

There are few trainers who have initial training (scarcely 10%) and they are mainly selected on the basis of specific qualifications that are suffering from a shortage of qualified teachers.

Professionals are therefore contracted in areas such as accounting or civil engineering, as well as in the arts, applied arts and design.

Very often they come directly from their area of activity, with no prior trainer training before they take up their posts.

## THE APPRENTICE MASTER

The status of “apprentice master” is not governed by law, and no specific training or qualification process is required (including the title of “confirmed apprentice master” created in 1997). It is a function performed by the employer (in a very small company), which is secondary to his/her usual occupation, or else by an employee appointed by the employer. The apprentice master is chosen from volunteers among the qualified employees, according to their diplomas, professional experience, and a level of qualification at least equivalent to that for which the apprentice is being prepared. He/she is directly responsible for the apprentice’s training, and provides a link to the apprentice training centre. He/she must be at least 18 years old, and must provide full character references.

## 6.3 TYPES OF TEACHERS AND TRAINERS IN CVET

### 6.3.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN CVET

The trainer is a professional engaged in vocational training activities, inside or outside the company and, in general, in the private training market. More precisely, he/she is an educator of adults.

Other players are involved in the training process: consultants, training managers in training centres or within a company, tutors within a company, and other “facilitators”. Their status is not covered by the regulations, and is primarily a question of private law.

There is no national regulation governing the status of trainers or other training professionals. A large majority of trainers are private contractors, working full- or part-time. They are selected on the basis of their qualifications and/or skills and professional experience in a particular sector.

### 6.3.2 PRE-SERVICE AND IN-SERVICE TRAINING OF CVET TEACHERS AND TRAINERS

Trainer is the generic term for anyone involved in continuing training. Many of them do not have a specific teacher/trainer diploma.

The trainer is a teacher who operates in the field of continuing training. He/she trains young people and adults who have left the school or university system, in a training centre or in the workplace. There are very few trainers who only work with young people: the relevant centers tend to mix the user groups for training, and bring people together according to their level of training rather than their age.

Many of them work as casual trainers in companies or training centers on the basis of the expertise they are able to provide due to their principal activity.

## INITIAL TRAINING

Since there is no specific status for the trainer except for that provided by the AFPA, (Association for adults vocational training, the main operator of the French ministry in charge of employment), there is no specific initial training for trainers in continuing training. Bodies or enterprises who employ them, may nonetheless arrange specific training.

For example, AFPA arranges basic 4 to 12 week modules, for all its trainers, to enable them to learn to teach their own subject area, using reference bases.

The major private training networks, profit- or non-profit making, also have an internal training facility that aims to provide both familiarity with the culture of the institution as well the attainment of specific skills.

Certain large companies arrange internal training for their trainers, focusing more on specific professional teaching aspects to supplement their technical expertise.

#### TYPES OF TEACHERS AND TRAINERS IN CVET

TABLE 1: DIFFERENT TYPES OF TEACHERS AND TRAINERS IN CVET				
PLACE OF WORK	TYPE OF TRAINERS	RECRUITMENT	TRAINING	TRAINING
			INITIAL	CONTINUING
PRIVATE TRAINING CENTRES OR COMPANIES	Training manager For advice, consultant, expert, coach Trainer, expert in the subject	Recruited on the university bases of graduation and professional experience Recruited on the basis of professional experience and knowledge. Many of them work are casual trainers	Non compulsory Training takes place either inside the company or in private or public training centers.	Non compulsory Many packages available organised by regional authorities
MINISTRY OF EDUCATION GRETA	Civil servant trainers (non-tendered) temporary trainers	Recruitment through competitive exam+ previous professional experience Professional experience	Governed by IUFM (see table 1)	Proposed and Funding by Ministry of education
MINISTRY OF AGRICULTURE	Qualified agricultural teachers or casual staff	Recruitment through competitive exam	Governed by training providers of the Ministry	Proposed and Funding by Ministry of agriculture
AFPA (ASSOCIATION FOR ADULT VOCATIONAL TRAINING)	Trainers	Experimented professionals specialized in a specific sector	Compulsory	Interne
SEMI-PUBLIC CENTRES CHAMBERS OF COMMERCE AND INDUSTRY AND CHAMBERS OF TRADE	Trainers	Experimented professionals, specialized in a specific sector or general issue	Either compulsory or non compulsory, depending on courses	Proposed and Funding by consular chambers

## CONTINUING TRAINING

It is difficult to provide a national overview of the continuing training available for trainers: the major institutions that dispose of a national trainers' network (Education and Agriculture ministries, the AFPA, Chambers of Commerce and Industry and Chambers of Trade, private education federations, large companies, private adult training networks) fund a national programme for training of trainers for their own staff. These programmes involve only the staff of these institutions. They are often supplemented by training courses organised at the regional level, for adaptation or development of trainers according to local needs.

## TUTORS IN THE WORKPLACE (PROFESSIONALIZATION CONTRACTS)

The function of tutor does not have any equivalent in law, and requires no training or qualification. It is a function carried out by an employee appointed by the employer that is secondary to his/her usual occupation. The tutor is chosen from volunteers among the qualified employees, according to their diplomas, professional experience and a level of qualification at least equivalent to that for which the apprentice is being prepared.

However, given the vital role played by tutors in the quality of alternating training, the public authorities strongly encourage employers to send tutors for training: tutor training can then be financed by joint collecting bodies, up to a limit of 40 hours. This training mainly consists of providing an understanding of the regulations governing alternating training, and providing the basis for the development of a training programme and its evaluation.



## 7. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

France has implemented a number of programmes to anticipate needs in the areas of qualifications and skills:

- The General Planning Commission carries out studies to gauge developments in trade areas and qualifications. A “Trade and Qualification Forecasting Study” was delivered to the Prime Minister in December 2002. It deals with the short- and medium-term changes in labour resources in France, as well as with the impact of ICTs on work methods and professional mobility;
- Additional forecasting studies are carried out in each broad business sector and occupational category, from time to time, at the request of the Ministry of Education.
- The Foresight Study Contracts developed by the public authorities in late 1988 and renamed “Forecasting Study Contracts” in 1993, help provide an overview of the economic, technological and social changes that a given sector might undergo. In 2005, these contracts disappeared and have been replaced by the EDEC (development agreement for the employment and the skills - *engagement de développement de l'emploi et des compétences*).

### 7.1 SYSTEMS AND MECHANISMS FOR THE ANTICIPATION OF SKILL NEEDS (IN SECTORS, OCCUPATIONS, EDUCATION LEVEL)

#### TOOLS FOR THE SECTORS AND COMPANIES

Various programs are implemented by the State for anticipation of skill:

The employment-contract policy expertise is a key tool of the employment policy of the state and aims to advance and support the consequences of economic, social and demographic information on employment and skills. It was renovated in 2006 with the creation of **EDEC** - *engagements de développement de l'emploi et des compétences* (development commitments of employment and skills).

The EDEC spend the contractual nature of this public policy based on dialogue with social partners (trade associations and unions of employees).

The EDEC constitute thereby one of the incentive schemes available from the State to assist industries and enterprises (especially SMEs) to engage in efforts to anticipate change and prevention of risks of inadequate staff to use.

The EDEC support the development of management skills and ages in firms and industries and help structure the social partners' initiatives in this area.

The contracts of prospective studies (**CEP**: *contrat d'études prospectives*).

The CEP allows the State and social partners to establish jointly a diagnosis on the state sector and possible actions. Their cost is shared between the partners.

The CEP is based on several principles:

- A contract between the social partners and the State
- A state funding of 50% expenditure

- operators are selected jointly by the social partners and the State. In 2006, the CEP has mainly concerned the following professional areas: mutual janitors, pharmacies, construction, chemical industry, entertainment, customer service centers, supermarkets.

Among employers, anticipation is also done through the “**GPEC** - gestion provisionnelle des emplois et compétences” (projected management of jobs and skills) managing proactive and preventive human resources that includes the skill requirements, depending on environmental constraints and strategic choices company.

Parliament has chosen to encourage businesses to commit themselves in a process of GPEC.

The Law for Social Cohesion of January 18, 2005, created a three-year obligation to negotiate for companies and groups of 300 or more employees and the community-scale groups (more than one thousand employees in Europe).

This obligation to initiate negotiations addressed several issues including the development of tools in order to anticipate changes in job and skills and to support employees.

Companies wishing to develop a plan for management of jobs and skills, may have a mechanism to support the design of this plan. It creates profiles, Trades repositories employment data on changes in jobs and training required. This device is eligible for two grants from the State which may be supplemented by co-financing from the SEF.

The State may also conclude conventions designed to prepare businesses to the challenges of GPEC with professional organizations or trade or any body representing or leading a network of businesses.

GPEC agreement may be preceded by a CEP.

## THE OBSERVATORIES

Regionally, the **Regional Observatories for job and training** (OREF: Observatoires régionaux emploi-formation) were established by the planning contracts concluded with the regions since 1989. They gather different services in a region: regional council, government departments, the institute's services of National Statistics and Economic Studies, services of chambers of the Ministry of national Education and sometimes social partners. Their role is to collect data on employment and training for prospective analysis trades and skills in each region.

The law of May 4, 2004 requires professional sectors to develop Observatories looking trades and skills to national competence regional or territorial legislation to help companies define their training policies and employees to develop a career plan.

The **observatories of professions and qualifications** (*observatoires des Métiers et des Qualifications*) were created by the law of May, the 4th 2004. These observatories are managed by the sector organisations (social partners) to produce diagnostics on employment and training and forecast the future needs in their own sector.

These provide support to decision makers (state, region, branches ...) and houses of employment and training on issues of economic and employment changes. More specifically, the anticipation of employment needs and skills by institutional, territorial and professional, to guide their actions, requires prospective efforts by relying on means of specific expertise.

## 7.2 PRACTICES TO MATCH VET PROVISION WITH SKILL NEEDS

### THE ROLE OF CPC - *COMMISSIONS PROFESSIONNELLES CONSULTATIVES*

The main ministries that award vocational diplomas or certificates have set up advisory vocational commissions, in charge of looking into how new certifications can be created or how the existing ones can be revised. These commissions call upon the advice of professionals, while also basing their work on forecasting studies carried out in their respective sectors.

The *Commissions Professionnelles Consultatives* - CPCs - [The advisory vocational commissions] bring together all of the industrial partners from a given sector to create new certifications or revise existing ones.

The CPCs are composed of four collegiate bodies: employers, employees, public authorities and qualified eminent figures.

The diploma design or the revision process includes the following elements:

- An analysis phase, during which studies are undertaken to determine whether it would be appropriate to create a new diploma or revise existing ones;
- The elaboration of reference guidelines on the trade activities, intended as a 5-year forecast on the main activities involved in jobs that are likely to be performed by the future diploma-holders.

### ROLE OF CPNE *COMMISSIONS PARITAIRE NATIONALE DE L'EMPLOI*

The joint committees of national employment (CPNE *commission paritaire nationale de l'emploi*) is a joint consultative bodies created by the representatives of employers and unions of employees in professional sectors.

They define the professional qualifications or preparations for the degree of technological education and they define their view, to be developed under the contract and periods of professionalization. Thus, the training received under a contract of professionalism can lead to a qualification on a list established by the National Joint Committee on Employment of a professional branch.

The CQP (certificat de qualification professionnelle) are created within CPNE.

The CQP are qualifications that demonstrate by an individual is sufficiently skilled for a qualification identified by a professional branch. They are associated with a coefficient of remunerations in the collective agreement.

Obtaining a CQP certifies that the holder may exercise a professional activity in a work situation and with a precise degree of responsibility. Issued in their own names by the various professions to meet their specific needs, CQP are valuable only in class or grouping of industries that created them. There are about six hundred and forty in more than eighty professional branches.

## 8. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

### 8.1 STRATEGY AND PROVISION

The issue of guidance is currently central to the political concerns. In 2008, France chose this thematic as the Common Market issue for the French Presidency of the European Union. It leads to a European resolution aiming at well including guidance in training and education strategies.

On the other hand, guidance is also a major cause of concern in current debates around the reform related to guidance and lifelong training. The bill establishes a right to be trained and guided: each person has at his disposal the right to be informed, counselled and accompanied in the field of vocational guidance (see 8.3).

France's situation for what concerns information, guidance and counselling is characterised by a great deal of variety and complexity in the services offered to its users.

The large number of information, guidance and counselling services varies according to the different types of groups targeted (school-aged students, young people, adults, the unemployment, women, the handicapped), the types of services offered (individual counselling, skills reviews, group or individual services, training, information), the qualification levels of the practitioners (counsellors, psychologists, teachers, informers, social workers) the type of status held by the structure (public, private, associative, commercial, professional), and the type of funding used (national, local, joint employer-employee organisations, enterprises, users).

Nonetheless, even though the State currently tends to delegate, outsource and entrust other parties (the semi-public sector, the associations and even the private sector) with some of these actions, it still handles the bulk of information, guidance and counselling activities and plays a large role in their funding.

The stake in the governance of the guidance arises today because State and regional councils have responsibilities shared in these matters. The State keeps a competence of common law in the information, guidance and counselling of the school young people, students, job-seekers (*Pôle Emploi*).

However, the law of 2004 arranges that the region "defines the priorities relative to the information, guidance and counselling". Since then, the Regions have been recognized to be invested with a mission of coordination of the information, guidance and counselling

Two of the Ministries are particularly involved, namely those in charge, respectively, of education and employment. The services of the Ministry of National Education are targeted mainly towards the school-aged population (students of lower and upper secondary schools as well as university students). Its activities take place inside schools, but also in information and guidance centres (CIO). The services are offered mainly by specialists - psychologist-guidance counsellors - but are also handled by non-specialists, namely the students' main teachers. In addition, the Ministry is responsible for a major organisation in charge of producing information on studies and professions - the National Office for Information on Instruction and Professions (ONISEP).

The services offered by the Ministry of employment are concerned more with adults actively seeking work, entry into a new field, mobility or training. Its activities are delivered through the national Body for Employment (*Pôle Emploi*). Their 1800 agencies

cover the whole country and are staffed with employment counsellors. In addition, this Ministry is responsible for an organisation that provides information on continuing training: Centre pour le Développement de l'information sur la formation permanente (Centre INFFO).

Alongside the two Ministries, a large number of public and semi-public organisations, private organisations and associations of all kinds have come into being over the last twenty years. The standing reception, information and guidance centres (*Permanence d'Accueil d'Information et d'Orientation* - PAIO), and the local missions (*Missions Locales* MLs) for young people between ages 16 and 25 with difficulties entering the mainstream and the job market were set up by the public authorities. Other organisations include the inter-institutional skills review centres (*Centre Interinstitutionnel Bilan de Compétences* CIBCs) for employees and job-seekers looking to define their career or training development plan, funded partially by the State; and the private organisations, like "*L'Etudiant*", which informs secondary school and university students.

Employer organisations play a minor but growing role in the information and counselling landscape. They participate indirectly in the schemes through the levies they pay to the various unemployment subsidy funds, as well as through funding for continuing training, the apprenticeship tax and the leave time granted to employees who wish to undergo skills review or benefit from training to foster mobility.

Consular organisations also play a role: these include the chambers of commerce and industry, the chambers of trade (craftsmen), the chambers of agriculture, and the private enterprises that build up information and counselling services. Some of the more noteworthy organisations include the Paris Chamber of Commerce and Industry's guidance service, the national information and vocational guidance bureaux (BIOPs) and centres that assist in decision-making on alternating work-study programmes and apprenticeships (CAD).

Employee labour organisations play a very limited role in organising and funding information, guidance and counselling services. They act only as an advisory body on career management and establishment of salary levels for the professionals involved in guidance.

France has at its disposal indicators on the organisation of structures (movement of entries, of exit, rate of placing...) but these indicators are broken down and they focus more on the success of people than on the efficiency of guidance systems. There is not an assessment of practices and of their impact at a macro-economical level.

## 8.2 TARGET GROUPS AND MODES OF DELIVERY

- Information and guidance centres (*Centre d'Information et d'Orientation* CIOs) mainly address students in lower and upper secondary schools, as well as university students, but are also open to adults;
- The National Body for Employment (*Pôle Emploi*) is open to adults, regardless of whether they are job-seekers or employed;
- The local missions (*Missions Locales* MLs) and the (*Permanence d'Accueil, d'Information et d'Orientation* PAIOs) are qualified to assist young people from 16 to 25, who have left the school system without qualifications or with obsolete qualifications.

For the purposes of the French employment market, "adults" are defined as those who are above age 26 and who have exited the initial training system.

Public employment services, with Pôle Emploi as its centrepiece, are by far the main provider of information services for adults. Pôle Emploi has modernised over the last five years in order to standardise its range of services, move closer to fulfilling its "customers'" requirements, and approach enterprises to present customer profiles (in particular to assist job-seekers with no qualifications).

Larger continuing training organisations might include guidance, counselling and work placements all in one. For instance, the National Conservatory for Arts and Trades (*Conservatoire Nationale des Arts et Métiers CNAM*), which operates as a public educational service and, most of all, the National Association for Adult Vocational Training (*Agence pour la Formation Professionnelle des Adultes AFPA*), are both considered part of public labour services, and work psychologists can offer people applying for vocational training sessions a situational review at one of the organisations before guiding them towards a given direction. The situation of AFPA is nevertheless going to evolve because the bill of guidance and vocational training foresees the transfer of its staff to Pôle Emploi

The employer-employee structures that manage insurance funds for training, in particular the Individual Training Leave Management Fund (*Fonds pour la gestion du congé individuel de formation FONGECIF*), provides guidance services, inform their members of their rights and advise them on the steps to take.

France's system stands out in that it has developed a special service offers for managers, run by the Association for Managerial Employment (*Agence Pour l'Emploi des Cadres APEC*), a joint employer-employee association, that has 45 centres throughout the country: the association offers counselling, personal reviews, assistance in re-entering the job market, information, a journal, and online services, to name but a few.

Some associations, like Retravailler (re-entering the job market), originally founded to help female job-seekers offer help through guidance and market-entry techniques.

A more marginal initiative is that of the Information and Orientation (*CIOs - Centres d'Information et d'Orientation*) Centres and Information and Documentation Centres for Young People (*Centre d'Information de Documentation de la Jeunesse CIDJs*), which are also open to adults looking for information or counselling.

Experiments of limited geographical scope, bringing together services from several institutions on a "walk-in" basis are currently developing: these include special "houses" offering information on continuing training and employment (MIFE) and Paris' Trade Metropolis (*Cité des métiers*), an information and counselling area run by professionals in guidance for students and workers, training, employment and entrepreneurship (AFPA, ANPE, CIBC, CIO, etc.). Paris' *Cité des métiers* is based on the network concept which, though difficult to implement within the French environment, especially taking into account how many different players are involved, seems to be better suited to reality than a "single-counter" system.

The law on social cohesion of January 18th 2005, created the "Maison de l'Emploi" (employment's houses are similar to the job centres in Great Britain). These centers are located in a local area (region or department) and as well as the Cité des métiers, bring together services from several institutions on a "one stop shop" basis. In the same place, young people and adults, employees and unemployed people can find guidance and counselling with Pole emploi, Missions locales, OPCA, local authorities representatives, and so on.

Commonly-used methods:

- Tests, questionnaires;

- Trade forums;
- Guidance groups;
- Individual interviews;
- Resource centers: centre d'information et d'orientation (CIO - information and guidance centre), documentation and information centres (CDI) (in schools), information and documentation centers for young people and youth information stands (Point Information Jeunesse- PIJ), (Service Universitaire Information et d'Orientation - SCUJO);
- Training sessions in the workplace;
- Assistance from local figures (on a case-by-case basis). Some local authorities can create specific services to help people with difficulties, especially for social inclusion.

Finally, State, regional authorities and social partners wished to create a national portal on guidance to help everyone to find information on IVET and CVET. The main guidance organisations were involved in this project ([www.orientation-formation.fr](http://www.orientation-formation.fr))

The implementation of a global approach on the quality of guidance services is complicated by the multiplicity of structures and decision makers. For ten years or so, some local authorities have carried out actions for a better coordination of the services: leading of the local players, sharing together practices, developing of a common culture. At a national level, the bill on guidance and vocational training establishes a national certification of training organisms subject to be involved in mission of public service related to information and vocational guidance. The criteria and processes of certification remain to be defined.

### 8.3 GUIDANCE AND COUNSELLING PERSONNEL

Out of the 30 000 positions held by people responsible for guidance and counselling in France, 5 000 are statutorily psychologists.

The other counselling professionals have varying professional backgrounds.

In addition to the work carried out by personnel specialising in guidance counselling, occasional services are provided by people whose main job is not in this area. These can be professors, socio-cultural personnel, specialised instructors, etc. Most of them have not received specific training in counselling. Lastly, volunteer workers from associations can also offer their services.

In France, three main types of training in guidance counselling professions can be distinguished:

- Higher full-time university instruction that is specific to a single profession: training for psychologist-guidance counsellors who wish to work in public guidance services;
- Higher alternating instruction specific to a single profession: this is the type of training offered to counsellors who wish to work at the National Body for Employment;
- University training that leads to employment opportunities in the field of guidance for workers and human resources, as in the *Diplôme d'études supérieures spécialisées* (Advanced Specialised Studies Diploma): Psychology and vocational guidance practices, offered by *Institut National d'Etudes sur le travail et l'orientation professionnelle I-NETOP*). Research is also part of the coursework for the *Diplôme d'études approfondies DEA* (In-Depth Studies Diploma): the psychology of work and transitions, offered at *Conservatoire National des Arts et Métiers CNAM/INETOP*, and integrated into the

Multi-Partner Doctoral School "Enterprises, Labour and Employment" (CNAM/Université de Marne-la-Vallée). This *Diplôme d'Etudes Approfondies (DEA)* can lead to a Doctorate in Psychology.

Alongside these three forms of instruction, there exist continuing training actions and tutorial-based training programmes, or training offered by public organisations like AFPA, an association that operates under the Ministry of Labour or the Centre Académique de Formation Continue CAFOCs (the Ministry for National Education's Academic Centre for Continuing Training) or private organisations.



## 9. FINANCING: INVESTMENT IN HUMAN RESOURCES

### 9.1 FUNDING FOR INITIAL VOCATIONAL EDUCATION AND TRAINING

This type of training is funded by the State, and in particular the Ministry for national education, higher education and research, as well as by the local administrative units, as part of the decentralisation process.

*The State* remains responsible for:

- determining the various training tracks, establishing national programmes, and the organisation and content of what is taught;
- establishing and granting national diplomas and granting university-level degrees and titles;
- recruiting and managing teaching staff;
- allocating resources earmarked for education;
- monitoring and evaluating educational policies with a view to ensuring that the educational system is consistent.

The State is responsible for the remuneration of teachers and other educational and guidance staff. However, it is the local authorities that are now responsible for investment and operations.

*The Regions*, with regard to higher secondary education establishments in particular (high schools and regional special education schools or *EREA*s, for example), are responsible for:

- use of the facilities by trainees, food services, housing, and general and technical maintenance, with the exception of the guidance and supervision of students for establishments under regional responsibility;
- recruiting and managing technicians, and service staff;
- building, renovating, expanding, performing major repairs, equipment, and operations for establishments under regional responsibility.

The regions contribute to functioning costs in secondary schools, agricultural secondary schools and special education institutions. They can also give investment grants to help private technical instruction (technological and vocational secondary schools).

#### IVET UNDER SPECIAL EMPLOYMENT CONTRACTS: APPRENTICESHIP AND ALTERNATING WORK-STUDY PROGRAMMES

The French system offers young people under the age of 26 two possible employment contract-based training paths. The organisation and operation of continuing vocational training for young people aged 16 to 25 were transferred to the regions. The coordination and organisation of apprenticeship programmes is also the responsibility of the regions.

#### APPRENTICESHIP

The apprenticeship track is considered a form of initial vocational training and apprenticeship is considered employment. Funding for apprenticeship is covered by the apprenticeship tax (0.5 % of the gross annual bill paid by the enterprises), the State

(through exemptions from labour charges), as well as by the Regions (through grants for hiring the apprentices, and for operational expenses of the training centres - CFA).

## ALTERNATING WORK-STUDY PROGRAMMES

Alternating training programmes, so-called "alternating" work contract, (professionalization contracts) are financed by companies, the regions, and the State (exemption from mandatory payroll taxes). These contracts, based on alternating periods of work and study, are considered a form of continuing vocational training.

## 9.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

### 9.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

#### PUBLIC SUPPORT FOR EMPLOYEE TRAINING

##### State-funded grants

The State has set up a grant system to support the objectives set out in its employment policy. Such actions are designed, in particular, to develop consulting to trade branches on the developments in particular trades and qualifications and to promote training in enterprises with fewer than 250 employees (*Engagement de Développement de l'Emploi et des Compétences*, EDEC - Commitment to expand employment and skills, and furthermore, council and training). In that case, it defines specific criteria or priority actions to that end.

##### Region-funded grants

Since 1983, the decentralisation process has been shifting general powers over CVET to the Regions. As a result, alongside the public grants given for training within enterprises, which can be funded jointly by the State and the region (EDEC), the Regions have sovereign powers over special grants to enterprises (e.g., specific measures to fight illiteracy, grants for job-seekers in training programmes through language vouchers, partial coverage of training costs, scholarships, loans at zero interest rates, etc.).

#### TRAINING OF PUBLIC-SECTOR EMPLOYEES

The state is responsible for the training of public-sector employees. The state must adopt a coordinated vocational training and career development programme similar to policies adopted by private-sector companies that takes into account the specific nature of public service.

Like companies from the private sector, public administration offices are required to set aside resources to fund training for their employees.

TABLE: EXPENDITURE FOR CONTINUING TRAINING OF NATIONAL CIVIL SERVANTS IN 2006 ( MILLION OF EUR)	
MINISTRY EMPLOYEES	2 970
OF WHICH MINISTRY OF ARMY	760
OF WHICH NATIONAL EDUCATION	1018
WORKERS IN LOCAL ADMINISTRATIVE UNITS	1 870
HOSPITAL EMPLOYEES (NON-MEDICAL)	653

Sources: DARES - Budget Plan for 2009 - Ministry of Employment

In order to finance the training intended to the state civil service, the State must spend each year to finance the training:

- a contribution equal to 3.8% of payroll for the training plan
- a contribution of 0.20% of payroll to leave training.

For the training of their staff, local governments must contribute a minimum of 1% of payroll. This fee is paid to the National Center for Public Service (CNFPT).

Hospitals must pay at least 2.1% of their payroll for the training plan. Since the law of social modernization of January 2002, they must pay 0.20% of payroll to the Management Committee of vocational training leave.

Furthermore, an additional contribution of public health was established. It funds studies for professional advancement of their staff.

The rate of contribution was set at 0.20% of payroll in 2007, 0.40% in 2008 and 0.60% in 2009.

### 9.2.2 FUNDING FOR CVT IN ENTERPRISES

Corporate funding for training is covered by:

- the mandatory financial contribution required from enterprises;
- partial or full collection of the said contribution by organisations established and run by the social partners;
- the State and the Regions, through the public grants they offer;
- the employees themselves, as they can be asked to contribute to funding their own training.

Where private sector enterprises are concerned, the amount of the contribution and the calculation methods used vary depending on the type of enterprise involved and its staffing levels. The law requires that companies:

- with less than 10 employees have to pay 0.55 % of the gross annual wage bill (MSB);
- with 10 to 19 employees 1.05%,
- and with a minimum of 20 employees, 1.60%.

In 2006, the average contribution rate for enterprises amounted to 2.96% of total gross payroll.

It should be noted that certain business sectors have set mandatory contribution levels at a rate higher than the legal minimum, through a joint agreement. The enterprise may decide to fulfil its obligation by paying all or part of its mandatory contribution to a special body: an approved joint collecting organisation (*organisme paritaire collecteur agréé* - OPCA), which has authority at the trade or professional segment level. There also exist OPCAs with interprofessional powers (see detailed thematic analysis on financing VET).

The financial participation of companies with more than ten employees is divided as follows:

- one payment toward financing the training plan;
- one payment intended to cover alternating work-study (professionalization) and the individual training right (*droit individuel de formation* DIF; see theme 5);
- one payment intended to fund individual training leaves.

As regards the financial participation of companies with fewer than ten employees, it is divided into:

- one payment to fund the training plan;
- one payment intended to cover alternating work-study (professionalization) and the individual training right (*droit individuel de formation* DIF; see session 5).

TABLE 1: DEVELOPMENTS IN SPENDING FOR PRIVATE-SECTOR ENTERPRISES (IN MILLIONS OF EUROS)						
YEARS	2001	2002	2003	2004	2005	2006
FUNDING	9 700	9 691	9 929	10 060	10 529	11 180

Sources: DARES - Budget Plan for 2009, Ministry of Employment

### 9.3 FUNDING FOR TRAINING FOR UNEMPLOYED PEOPLE AND OTHER GROUPS EXCLUDED FROM THE LABOUR MARKET

A large number of training actions have been set up by the public authorities (with funding from the State and/or the Regions - see 1002), and the social partners who manage the unemployment insurance scheme (Unédic - *Union nationale pour l'emploi dans l'industrie et le commerce* - National Union for Employment in Industry and Trade at the national level and by *Pole emploi* at the local level) in order to foster re-entry into the job market for job-seekers.

#### TRAINING FOR JOB-SEEKERS

The UNEDIC (the National Union for Employment in Business and Industry) agreement dated of 19 february 2009 relative to the return to employment and to the unemployment benefits, was signed by labour, management, and government representatives. It established a national inter-professional unemployment benefit system designed to promote the return to work of the involuntarily unemployed.

Job-seekers who are eligible for unemployment insurance, receive subsidies in the form of remuneration. If they decide to participate in training, a special subsidy (*allocation de retour à l'emploi-formation* - AREF) is offered to them during the training period. The said subsidy is funded by the unemployment insurance scheme (UNEDIC).

Lastly, a flat remuneration is paid to job-seekers who are not eligible for the conventional unemployment insurance programme, when they participate in State- or regionally-funded training programmes or are eligible for measures funded by the Fond National de l'Emploi (FNE - national fund of the employment). The FNE finances a set of supporting measures established by the Ministry of Labour (and of employment) to facilitate the employment (or the return to). It participates in the financing of the vocational training but also the short time working, the early retirement, or still the reduction in working hours.

TABLE 1: STRUCTURE OF EXPENDITURE FOR JOB-SEEKERS IN 2006 (M EUR)	
STATE	1,930
REGIONS	1,590
UNEDIC	1,060

Sources: DARES - Budget Plan for 2009 -Ministry of Employment

Relations between management and labour representatives via *UNEDIC* and the state take the form of the co-financing of remuneration and social protection for training participants. The partnership between management and labour representatives and government authorities is also visible through the state and regional regulation of training programmes eligible for *AREF* benefits. Training costs (registration fees, transport, lodging) may be covered by the state or the regions as part of this programme.

#### MAINSTREAMING SYSTEMS THAT INCLUDE A TRAINING PERIOD

Mainstreaming systems that include a training period have been set up as part of employment policy. These systems include on-the-job training in companies or special employment contracts. These programmes are financed mainly by the state (FNE).

The law dated 18 January 2005, known as the “programming for social cohesion” law, simplified measures designed to promote the entry of job-seekers into mainstream employment. The following types of special employment contracts are now available: “*contrat d’avenir*”, “*contrat d’accompagnement dans l’emploi*” and “*contrat initiative emploi*”.

#### PROFESSIONALIZATION CONTRACT

The social partners have also created an alternating work-contract which is funded by the companies’ contribution, as well as the State (through exemptions from labour charges, plus financial aids). The professionalization contract is available to job seekers aged 26 and over and young people trying to enter the job market (see 1002). The goal of this type of contract is for the employee to obtain a recognised (by the concerned professional branch) qualification or diploma. The contract is for a six to twelve-month period, which may be extended to 24 months in the event of a professional branch agreement for persons who have left the educational system with no recognised qualification or if the nature of the qualification requires a longer training period. The length of the training component is set at 15% of the term of the contract with a ceiling of 150 hours. These minimum levels may be increased through branch agreements.

## PROGRAMMES TARGETING SPECIFIC GROUPS

These actions are intended to foster access to training and qualification for certain groups, namely the handicapped, the illiterate, inmates and refugees.

Such actions are funded by the State, the Regions and the ESF as well as public institutions, private and public educational institutions, volunteer organisations, professional organisations, labour unions, family organisations, and companies.

### TRAINING FOR THE HANDICAPPED

Law number 2002-73 dated 17 January 2002, known as the “social modernisation law,” established education, training, and career guidance for physically and mentally handicapped minors and adults as a “national obligation” (Article L. 114-1 of the Social and Family Action Code).

In 2006, 29 346 disabled people took part to a training financed by the State - FNE- (11 037 people), the regions - specific subsidies- (8 579 people), AFPA -subsidies from State- and AGEFIPH (*association de gestion du fonds pour l'insertion professionnelle des personnes handicapées*)- a public organisation for the employment of the disabled people which gives subsidies to disabled people (to cover transport, housing's fundings during the trainings) or firms (ie: to fit out the workstation) - (9 730 people).

### TRAINING FOR PRISON INMATES

Literacy programmes are the main form of training offered to prison inmates. The “prison” component of the Mainstreaming, Return to Employment, and Literacy Programme (*Programme insertion, réinsertion et lutte contre l'illettrisme - IRILL*) provides financing for training for prison inmates and, more generally, anyone in the court system. The funding comes from both Education and Justice ministries. The goal is to provide special consideration to the needs of the prisoners. Some 25% of all prison inmates are illiterate and more than 50% have completed only primary-level education.

In 2006, 10 300 prison inmates benefitted from training.

### RETRAINING PROGRAMMES FOR EMPLOYEES MADE REDUNDANT

The law dated 18 January 2005, known as the “social cohesion” law, established a new system designed to provide employees with support in the event that they are made redundant.

For companies with fewer than 1000 employees, the employer must offer each employee to be made redundant, personalised retraining services once the employment contract has been terminated. These include mental health services, career orientation and guidance, an assessment of the employee's skills, and training designed to facilitate the return to employment. The employee is considered a vocational training participant for the duration of the personalised retraining programme.

## 9.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

### SECTORAL TRAINING FUNDS

#### THE OPCA *ORGANISMES PARITAIRES COLLECTEURS AGRÉES* (JOINT COLLECTING BODIES)

Social partners create and manage joint bodies. These organizations collect, mutualise and affect the amounts paid by companies under their obligation to finance vocational training.

Contributions by companies allow including the OPCA finance:

- Support for training costs; - Fees and research training;
- Information costs, education and counseling;
- Management costs.

Money collected by OPCA are shared: the right to ask for funds is not based on the amount of money paid. The company will pay its contribution to OPCA can obtain from that organization funding exceeds the funds disbursed.

#### THE FPSPP- FONDS PARITAIRE DE SECURISATION DES PARCOURS PROFESSIONNELS

Fund Joint career security (FPSPP Fonds paritaire de sécurisation des parcours professionnels) must replace the current single Equalization Fund (Fonds unique de péréquation- FUP).

Funds should be raised by a share of the legal obligations of companies.

It aims to ensure the qualification or requalification of employees or applicants for employment, for appropriate actions for individuals and their professional projects. The FPSPP ensures financial equalization between OPCA and OPACIF. It will finance operations for the qualification and requalification of employees and job seekers. These actions are supported by the OPCA and OPACIF and co-financed by FPSPP. These actions are likely to be cofinanced with one or several partners, including for example the State, employment center, regions, and any other partners including the European Social Fund.

It receives and manages:

- a part of the amounts collected as contributions of OPCA
- Excess fees paid by companies under the professional and individual training leave, established by the OPCA,
- Other resources provided by its statutes.

### TAX INCENTIVES

Business participation in CVET is a tax liability for employers. Indeed, if the expenditure incurred by the employer is not sufficient in terms of the amount of contributions due, it must make a payment to the Treasury equal to the difference found.

## LEARNING ACCOUNTS AND VOUCHERS

All regional councils are responsible of the implementation of vocational training especially for unemployed people. Some of them created specific vouchers for foreign languages training, courses in computing, etc. The conditions of access and the amounts vary.

## SAVING SCHEMES AND LOANS

There are no specific saving schemes and loans for training.

Nevertheless, people can ask a consumer loan to finance their own training.



## 10. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

### 10.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

#### 10.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

N/A

#### 10.1.2 VET LEVELS IN THE NATIONAL EDUCATIONAL SYSTEM

National classification levels set by the National Statistical Commission of the Vocational Training and Social Promotion (*Commission statistique nationale de la formation professionnelle et de la promotion sociale*)

FRENCH LEVELS	EDUCATION LEVELS	FRENCH VOCATIONAL DIPLOMA	ISCED LEVELS
LEVEL VI	output junior secondary level (6th, 5th, 4th)		ISCED 1: Primary Education ISCED 2: first cycle of secondary education and pre-training in one year
LEVEL VA	exits 3rd Overall, 3rd and 4th of technological level and the second short cycle before the year end		ISCED 2: first cycle of secondary education
LEVEL V	output of the final year of professional and short cycles of schooling dropouts of second round long before the final class	second stage short vocational diploma (such as the CAP - vocational aptitude certificate)	ISCED 3: second cycle of secondary education
LEVEL IV	classes output terminal of the second long cycle of enrollment and dropouts and a post before reaching the level III	baccalauréat or vocational certificate (BP) or Mention Complémentaire (MC - additional diploma)	ISCED 3: second cycle of secondary education
FRENCH LEVELS	EDUCATION LEVELS	FRENCH VOCATIONAL DIPLOMA	ISCED LEVELS
LEVEL III	exits with a diploma level Bac + 2 years (DUT, BTS, DEUG, schools training health or social ...)	baccalauréat + 2 years type of diploma (such as BTS (higher vocational certificate) or DUT (university technological diploma))	ISCED 5: higher education and graduate
LEVELS II AND I	outputs with a second degree or postgraduate university degree or Great school	bachelor's degree type diploma (such as licence professionnelle - vocational degree)	ISCED 6: Higher education postgraduate (doctoral research)

## **10.2 FIELDS OF EDUCATION AND TRAINING**

N/A

## **10.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS**

N/A

## 11. AUTHORS, SOURCES, BIBLIOGRAPHY, ACRONYMS AND ABBREVIATIONS

### 11.1 AUTHORS

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The documentalist is Stéphane Hérault.

The Assistant is Radija Némili.

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## **LA CONSTRUCTION DE L'EUROPE DE LA COMPETENCE: REFLEXIONS A PARTIR DE L'EXPERIENCE FRANÇAISE**

Annie Boudier; Jean-Louis Kirsch

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## **ETUDE SUR LA FAISABILITE D'UN SYSTEME ECVET POUR LES APPRENTIS (PHASE TEST): ECVET CONNEXION: RAPPORT FINAL A LA COMMISSION EUROPEENNE, DGEAC - DIRECTION GENERALE EDUCATION ET CULTURE**

Didier Gelibert; ANFA - Association nationale pour la formation automobile; Richard Maniak; MENESR - Ministère de l'Education nationale, de l'Enseignement Supérieur et de la Recherche

Bruxelles: Commission européenne, 2007, 165 p.

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## **ETUDE SUR LA MISE EN ŒUVRE ET LE DEVELOPPEMENT D'UN SYSTEME ECVET POUR LA FORMATION PROFESSIONNELLE CONTINUE: ECVET REFLECTOR: RAPPORT FINAL**

FBB. Forschungsdinstitut Betriebliche Bildung; BIBB. Bundesinstitut für Berufsbildung

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#### **CREDITS D'APPRENTISSAGE EUROPEENS POUR LA FORMATION ET L'ENSEIGNEMENT PROFESSIONNELS (ECVET)**

Annie Boudier; Jean-Louis Kirsch

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#### **APPROCHES EUROPEENNES DES SYSTEMES (DE TRANSFERT) D'UNITES CAPITALISABLES POUR LA FEP: EVALUATION DE L'APPLICABILITE DES SYSTEMES D'UNITES CAPITALISABLES EXISTANTS A UN SYSTEME EUROPEEN (DE TRANSFERT) D'UNITES CAPITALISABLES POUR LA FORMATION ET L'ENSEIGNEMENT PROFESSIONNELS (SYSTEME ECVET)**

Isabelle Le Mouillour; CEDEFOP. Centre Européen pour le Développement de la Formation Professionnelle

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### **11.3 LIST OF ACRONYMS AND ABBREVIATIONS**

AFPA- Association de formation pour les Adultes - Association for Adult Vocational Training

ANCSEC - agence nationale pour la cohésion sociale et l'égalité des chances - National agency for the social cohesion and the equality of opportunity

ANI - Accord national interprofessionnel - National Interprofessional Agreement

ARE - allocation d'aide au retour à l'emploi - back-to-work allocation

B2i - Brevet informatique et internet - computer and internet certificate

Bac - Baccalauréats - higher secondary school diploma for economic and social (ES), literature (L) or scientific (S) studies

BEP - Brevet d'Etudes Professionnelles - Professional Studies Certificate

BP - Brevet professionnel - Vocational Certificate

BT - Brevet de technicien - Technician's Certificate

BTS - Brevet de Technicien Supérieur - Higher Technician's Certificate

CAP - Certificat d'Aptitudes professionnelles - Professional Skills Certificate

CCREFP - comité de coordination régionale de l'emploi et de la formation professionnelle - Regional Coordinating Committee for Employment and Vocational Training

CEP - Contrats d'études prospectives - contracts Prospective Studies

CEREQ - centre d'études et de recherche pour l'emploi et la qualification - Center of studies and research for the employment and the qualification

CESR - Conseil économique et social régional - Economic and Social Regional council

CFA - Centre de formation d'apprentis - apprentice's training center

CNESER - conseil national de l'enseignement supérieur et de la recherche - National Higher Education and Research Council

CP - cours préparatoire - first class

CPC - Commission professionnelle consultative - Professional Consultative Commission

CPGE - Classes préparatoires aux grandes écoles - preparatory classes

CPN - Commission pédagogique nationale - National Pedagogical Commission

CPNE - Commissions paritaires nationales de l'emploi - National Joint employment Commission

CPNFP - Comité paritaire national de la formation professionnelle - The Joint National Vocational Training Committee

CPNFP - Comité paritaire national pour la formation professionnelle - National Joint Committee for Vocational training

DAEU - Diplôme d'Accès aux Etudes Universitaires - diploma to access to university's education

DARES - Direction de l'animation, des études, de la recherche et de la statistique - Direction of the animation, the studies, the research and the statistics

DIE - Dépense intérieure de l'Education - Domestic Expenditure on Education

DEP - Direction de l'évaluation et de la prospective - Direction of the assessment and the prospective

DEUST - Diplôme d'Etudes Universitaire en Sciences et Techniques - University Scientific and Technical Studies Diploma

DOM - Département d'Outre-Mer - Over sea department

DNST - Diplôme National de Technologie Spécialisé - Specialised National Technology Diploma

DUT - Diplôme Universitaire de technologie - Technological University Diploma

ENIC-NARIC - European Network of Information Centres - National Academic Recognition Information Centres - Centre national d'informations sur la reconnaissance académique et professionnelle des diplômes

FISO - Fonds d'investissement social -social investment fund

FPC - Formation professionnelle Continue- Continual Vocational Training

FPSP - Fonds paritaire de sécurisation des parcours professionnels - career security joint fund

FUP - Fonds unique de péréquation - Unique fund of equalization fund

INSEE - Institut national de la statistique et des études économiques - the National Institute of Statistics and Economic Studies

IUT - Institut universitaire technologique - technological university institute

Licence Professionnelle - Vocational Licence

LP - lycée professionnel - vocational high schools

MC - Mention Complémentaire - additional diploma

Opc - Organismes paritaires collecteurs agréés - Approved Joint Collecting Bodies

OREF - Observatoires régionaux emploi-formation - regional Observatories for job and training

PIB - Produit intérieur brut -GDP - Growth Domestic Products

POE - Préparation opérationnel à l'emploi - Operational preparation for employment

PRDFP - Plan régional de développement de la formation professionnelle - regional plan for developing the vocational training

RNCP - répertoire national des certifications professionnelles - National Directory of professional certifications

STS - section de techniciens supérieurs - higher vocational section

VAE - validation des acquis de l'expérience - The Validation of non-formal and informal learning