



France

VET in Europe - Country Report

2010

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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. VET in times of crisis
4. Legislative and Institutional framework - provision of learning opportunities
5. Initial vocational education and training
6. Continuing vocational education and training for adults
7. Training VET teachers and trainers
8. Matching VET provision with labour market needs
9. Guidance and counselling for learning, career and employment
10. Financing - investment in human resources
11. National VET statistics - allocation of programmes

This overview has been prepared in 2010 and its reference year is 2009. 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.

Regions 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 rate (23.3% of the BIT's meaning); The result of the crisis is a steep decline in the French economy. Source: Insee, *Équôte emploi* (Employment survey)

TABLE 1: ILO UNEMPLOYMENT RATE IN FRANCE SEASONALLY ADJUSTED, QUARTERLY AVERAGE - METROPOLITAN FRANCE

	ILO unemployment rate (%)		Change points		Thousands
	2010T1	2010T2 (p)*	A quarter	one year	2010T2 (p)*
All	9.5	9.3	-0.2	0.2	2 624
15-24 years old	23.3	23.3	0.0	-0.5	632
25-49 ans old	8.6	8.4	-0.2	0.2	1 543
50 years or more	6.6	6.1	-0.5	0.2	450

* (p) = provisional

Field: Metropolitan France, household population, persons 15 years and more

Source: INSEE, Employment survey

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 2009, the total population of France amounted to 64.35 million. There's a slow increase for several years.

TABLE 2: TOTAL POPULATION (ON 1ST OF JANUARY), 2003, 2006, 2009 AND 2010

geo\time	2003	2006	2009	2010 (forecast)
EU 27	486 647 831	493 226 936	499 723 520(p)	501 259 840
FR	61 864 088	63 229 443	64 350 759	64 709 480

Source of Data: Eurostat (Demographic Statistics); Date of extraction: 02 May 2010

Description: The inhabitants of a given area on 1 January of the year in question (or, in some cases, on 31 December of the previous year). The population is based on data from the most recent census adjusted by the components of population change produced since the last census, or based on population registers

Last update: 15.04.2010

Link to data:

<http://epp.eurostat.ec.europa.eu/tgm/table.do?tab=table&init=1&plugin=1&language=en&pcode=tps00001>

Original label: [tps00001] - Total population; Further selection: none

Link

to

metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/demo_pop_esms.htm

General Disclaimer of the EC: http://europa.eu/geninfo/legal_notices_en.htm

If population trends remain, the total population of metropolitan France would amount to 66.1 in 2025. The population would increase with a slower and slower rhythm. In 2050, about one out of three person would be more than 60 years old, (one on five in 2005). The proportions of young people and persons of active ages would decrease. On January 1st, 2050, France would amount to seven persons of 60 or more years old for 10 inhabitants from 20 to 59 years old. This ratio would have almost doubled in 45 years.

Source : INSEE

TABLE 3: PROJECTED POPULATION IN 2050 BY AGE GROUPS IN %					
	Population January 1st (In millions)	Less than 20	20 years to 59 years	60 years to 74 years	75 years and more
2015	63,7	24,0	51,4	15,5	9,1
2020	65,0	23,7	50,1	17,1	9,1
2025	66,1	23,1	49,0	17,4	10,5
2030	67,2	22,6	48,1	17,3	12,0
2035	68,2	22,2	47,2	17,3	13,3
2040	69,0	22,1	46,9	16,7	14,3
2045	69,6	22,0	46,4	16,6	15,0
2050	70,0	21,9	46,2	16,3	15,6

Field : France métropolitaine

Source : Insee, projections de population 2005-2050.

OLDER WORKERS

Improving the employment rate of older workers is for France a central concern. National Government and social partners have worked together to reach this aim.

Since the law of social security funding (2009), a penalty of 1% is imposed on the payroll of companies with 50 employees and more, if they did not conclude an agreement or a plan of action in favor of older employees.

The duration of agreements or action plans should not exceed three years and will address at least three areas of action:

- Recruitment of older employees in the company,
- Anticipation of changing careers,
- Improvement working conditions and prevention of situations of hardship,
- Development of skills and qualifications and access to training,
- Planning for career and transition between work and retirement,
- Transmission of knowledge and skills development and tutoring.

The Law of 24 November 2009 on vocational guidance and training also provides features aimed directly at senior employees:

- Creation of second-party career interview (after 45 years old), to allow the employee to anticipate the second part of his professional life
 - Implementation of financial incentives when the tutors are senior citizens, for example through training alternating contracts.
- (see § 3.2.3 National Action Plan for Employment)

In 2008, in the commercial sector, the majority of employers believe that older employees are an asset to the collective work (experience, knowledge, corporate memory and complementarity between teams). The increase of the share of employees aged 50 and over in the coming years, raises fewer concerns than in 2001. The expressed reservations mainly relate to salary costs and to a lesser extent to productivity.¹

In 2009 in France, 56.9% of persons aged 50 to 64 are active, employed or unemployed. The support given to early retirement during the period 2004 to 2008, has been shifted in 2009 to support the participation rates of 50-64 years in employment.²

IMMIGRATION

Since 18th century, France is a country with a long-standing history of immigration.

However, the current flows of immigration in France are less important than in some other European countries (five times less than in Spain, three times less than in Italy and twice less than in the United Kingdom). The flows of immigration increased between 1990 and 2003. It has decreased since 2004.

Source: INED

Between 1990 and 2003, the number of immigrants has increased (19%). After several years of residency, a substantial number of immigrants have been able to acquire French nationality. In 2005, this was the case with 2 millions people, that is to say 40% of immigrants.

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.

In 2007, migrants account for approximately 71000 persons, a decreasing number compared to previous year. Migrants represent about a fifth of the total increase of the population, which is mainly due to the natural increase.

The state finances training related to the hosting of foreign workers (civic education, French language courses, etc.).

¹ Source: DARES, *L'opinion des employeurs sur les seniors : les craintes liées au vieillissement s'atténuent, (rating employers on older: age-related fears subside), Analyses September 2010 • N° 055*

² Source : DARES, *Analyses, EMPLOI ET CHÔMAGE DES 50-64 ANS EN 2009, JUIN 2010 • N° 039 - Commentaire DARES*

The French Office of the immigration and the integration (Office Français de l'Immigration et de l'Intégration - Ofii) is a public body. It is in charge of the welcoming of the foreigner people who " hold, for the first time, a french residence permit and for those who intend to stay in France on the long term, to accompany them in a process of integration in the French society during the first five years of their residence in France."

Created by the law of March 25th, 2009, the OFII has replaced the national Agency for immigration and welcoming foreigner people (Agence nationale de l'accueil des étrangers et des migrations - ANAEM) as well as part of the actions led by the Agency for the social cohesion and the equality of opportunity (l'Agence pour la cohésion sociale et l'égalité des chances ACSE). Ofii provides a part of the linguistic training.

The 2010 State budget law has officialised the transfer of the management and the financing of the first welcoming and the accompaniment of the political asylum seekers to the Ofii.

Source : PLF pour 2011 (site du sénat)

1.3 ECONOMY AND LABOUR MARKET INDICATORS

In 2009, gross domestic product fell 2.6% on average, after +0.2% in 2008 and +2.4% in 2007. Adjusted for working days, the decline was slightly less (- 2.5%). Begun in spring 2008, the contraction accelerated in late 2008 and first quarter 2009.

Source: Les comptes de la Nation en 2009, INSEE, No. 1294 - May 2010

ECONOMIC COMPOSITION BY SECTORS

The proportion of employed persons in the business and other services sector and non marketed services 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. (Cf table 3)

TABLE 4: EMPLOYED PERSONS AGED 15+ BY ECONOMIC SECTOR OF ACTIVITY (IN THOUSANDS AND AS % OF TOTAL EMPLOYMENT), 2009

geo	PRIMARY SECTOR AND UTILITIES		MANUFACTURING		CONSTRUCTION		DISTRIBUTION AND TRANSPORT		BUSINESS AND OTHER SERVICES		NON MARKETED SERVICES	
	persons	%	persons	%	persons	%	persons	%	persons	%	persons	%
EU 27	15 192.8	7.0	35 068.2	16.1	17 290.9	7.9	57 470.5	26.4	38 557.9	17.7	53 201.2	24.4
FR	1 153.6	4.5	3 509.1	13.7	1 870.6	7.3	6 412.4	24.9	5 004.9	19.5	7 648.9	29.8

Source: Eurostat (Labour Force Survey); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Employment persons aged 15+ by economic sector of activity (NACE rev2) in thousands and as % of total employment

Eurostat table: *lfsa_egan2-Employment by sex, age groups and economic activity (from 2008, NACE rev.2) (1000)*

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_egan2&lang=en

Further selections: year=2009, sex=total, age=15+, all sectors selected

Link to metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

EMPLOYMENT RATE

TABLE 5:EMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009

	TIME	2003			2006			2009		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	25.1(i)	66.1(i)	41.9 (i)	24.8	66.9	43.5	22.8	64.1	43.3
	3-4	47.2 (i)	79.1 (i)	54.9 (i)	48.1	80.5	57.9	46.3	80.5	59.5
	5-6	62.0 (i)	88.0 (i)	72.4 (i)	60.5	88.5	74.2	58.4	88.2	74.5
	NO A.	14.9 (i)	72.6 (i)	39.1 (i)	5.1	76.0	5.6	5.5	75.6	63.9
	TOTAL	36.0 (i)	77.4 (i)	51.5 (i)	36.6	79.1	54.4	35.2	78.8	56.5
FR	0-2	16.1	70.6	45.1	15.2	70.3	45.1	15.2	69.5	44.3
	3-4	44.5	83.6	57.3	40.5	84.1	56.9	40.9	83.9	56.8
	5-6	47.9	87.2	70.8	46.5	87.4	67.4	50.3	88.6	67.4
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	30.9	80.9	53.5	30.2	81.6	53.2	31.4	82.4	53.4

Source: Eurostat (Labour Force Survey); Extracted on 30-04-2010; Last update: 23-04-2010

Description: Employment rates represent the number of employed persons as percentage of the total population. Specific rates are calculated by age groups and educational level

No A.: No answer

Eurostat original label: *lfsa_ergaed-Employment rates by sex, age groups and highest level of education attained (%)*

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_ergaed&lang=en

Further selection: time=2003, 2006, 2009; age=15-24, 25-49,50-64, 15-64, ISCED=0-2, 3-4,5-6, not answer; sex=total

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

SEX= Total; INDICATORS= OBS_FLAG

UNEMPLOYMENT RATES

The unemployment rate in France increased by 2.1 percentage points since the beginning of the global crisis. This increase is lower than that observed on average in OECD countries between December 2007 and May 2010 (2.8 percentage points). However, France was already in a relatively unfavorable situation in comparison with the other countries, and today, 9.9% of the workforce is unemployed (1.3% higher unemployment than the OECD average).³

The unemployment rate of young people under 25 years has increased from 17.4 in 2003 to 22.6 in 2009, it remains higher than the EU average rate (19.7 in 2009).

TABLE 6. UNEMPLOYMENT RATES BY AGE GROUPS AND HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2003, 2006 AND 2009

	TIME	2003			2006			2009		
GEO	ISCED / AGE	15-24	25-49	50-64	15-24	25-49	50-64	15-24	25-49	50-64
EU 27	0-2	20.2 (i)	11.6 (i)	7.2 (i)	21.2	11.2	7.5	25.9	14.8	9.1
	3-4	17.7 (i)	8.4 (i)	7.7 (i)	15.4	7.3	6.9	16.9	7.5	6.2
	5-6	12.0 (i)	4.8 (i)	3.7 (i)	13.4	4.3	3.6	15.4	4.8	3.4
	NO A.	13.9 (i)	7.8 (i)	7.4 (i)	20.1	:	:	22.0	7.5	:
	TOTAL	18.0 (i)	8.3 (i)	6.6 (i)	17.2	7.3	6.3	19.7	8.2	6.3
FR	0-2	25.6	12.5	7.0	32.9	13.0	7.5	36.3	14.1	7.8
	3-4	14.4	7.2	5.8	18.4	7.1	5.0	20.4	7.5	5.6
	5-6	13.2	5.7	3.5	14.7	5.1	5.2	12.2	5.2	4.2
	NO A.	:	:	:	:	:	:	:	:	:
	TOTAL	17.4	8.2	5.8	21.4	7.8	6.0	22.6	8.0	6.1

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 23-04-2010

³ Source: *Perspectives de l'emploi de l'OCDE 2010 : Faire face à la crise de l'emploi, Perspectives de l'Emploi 2010 – La situation de la France*

Source: *Employment Outlook, OECD 2010: Confronting the crisis in employment, Employment Outlook 2010 - The situation in France*

Description: unemployment rates represent the number of unemployed persons as percentage of the active population (employed + unemployed)

Eurostat original label: lfsa_urgaed-Unemployment rates by sex, age groups and highest level of education attained (%)

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsa_urgaed&lang=en

Further selection: time=2003, 2006, 2009; age=15-24,25-49,50-64, 15-64, ISCED=low, medium, high, not answer; sex=total

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsq_esms.htm

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.

Nevertheless, since 2001, the share of Total public expenditure on education as % of GDP, at secondary level of education (ISCED 2-4), has seeing sustained decline, from 2.88 % in 2001 to 2,63 in 2006.

TABLE 7: TOTAL PUBLIC EXPENDITURE ON EDUCATION AS % OF GDP, AT SECONDARY LEVEL OF EDUCATION (ISCED 2-4), 2001-2006						
GEO	2001	2002	2003	2004	2005	2006
EU27	2.27 (s)	2.32 (s)	2.35 (s)	2.29 (s)	2.25 (s)	2.23 (s)
FR	2.88	2.86	2.82	2.75	2.67	2.63

Source: Eurostat (UOE); extracted on: 04-05-2010; Last update: 13-01-2010

Description: Total public expenditure on education, at ISCED level 2-3-4, by programme orientation (million PPS, % of GDP, % of public expenditure)

Original Eurostat table: educ_figdp-Expenditure on education as % of GDP or public expenditure

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_figdp&lang=en

Further selections: INDIC_ED=Total public expenditure on education as % of GDP, at secondary level of education (ISCED 2-4)

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

INDIC_ED= Total public expenditure on education as % of GDP, at secondary level of education (ISCED 2-4)

1.4 EDUCATIONAL ATTAINMENT OF POPULATION

In 2002, early school leavers represented 13.4% of the population aged 18-24. This proportion has declined continually over the last years (down to 11.8% in 2008).

TABLE 8: EARLY SCHOOL LEAVERS (%), 2002-2008							
GEO/ TIME	2002	2003	2004	2005	2006	2007	2008
EU 27	17.0	16.6 (b)	16.1	15.8	15.5	15.1	14.9
FR	13.4	13.2 (b)	12.8	12.2	12.4	12.6	11.8

Source of data Eurostat (LFS); Extracted: 30-04-2010; Last update 26-04-2010

Description: Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training

Eurostat original label: lfsi_edu_a-Youth education, lifelong learning, early school leavers - Annual data

Link to data http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en

Further selections: indic_em=Early school-leavers - Percentage of the population aged 18-24 with at most lower secondary education and not in further education or training

Link to metadata http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsi_edu_a_esms.htm

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

Nevertheless, concerning the evolution of access rate at the level of high school diploma, an important progress has been made during the last years. The evolution of the access rate at this level is characterized by three phases. A slow progression between the 50s and the mid eighties (from 10 % to 35 %). A stronger increase since 1984, due to the creation of vocational high school diploma (baccalauréat professionnel), but also due to the increasing number of students in final year of general high school. Since 1994, the rate of annual access is around 63 %.

In the autumn 2009, the difference between boys and girls access rate is about 10 points, (70,0 % for girls and 59,1 % for boys). This difference is more significant for general series (11,2 points) than for vocational series (2,2 points).

Source : Repères et références statistiques sur les enseignements, la formation et la recherche- édition RERS 2010

As said before, we can notice that the number of women graduated is higher than that of men, for the general high school level.

TABLE 9 A: GRADUATES AT ISCED LEVEL 3 AND LEVEL 4 BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION AND SEX (NUMBERS), 2005 AND 2007

Year		2005						2007					
geo	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
FR	F	:	:	:	:	:	:	241 775	:	242 489	3 351	:	4 625
	M	:	:	:	:	:	:	187 320	:	259 102	2 231	:	1 543
	T	:	:	:	:	:	:	429 095	:	501 591	5 582	:	6 168
EU 27*	F	1 015 169	108 171	984 823	22 749	0	215 435	1 298 881	98 757	1 176 169	25 386	0	212 113
	M	743 694	157 951	1 157 304	22 432	0	189 312	965 600	134 924	1 374 844	23 488	0	177 657
	T	1 758 863	266 122	2 142 128	45 182	0	404 747	2 264 481	233 681	2 551 014	48 874	0	389 770

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total – calculated by Cedefop;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

Eurostat original label: educ_grad2-Graduates in ISCED 3 and 4 by age and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad2&lang=en

Further selections: Level=ISCED 3 general, ISCED 3 prevocational, ISCED 3 vocational, ISCED 4 general, ISCED 4 prevocational, ISCED4 vocational, sex =Total, male, female, age =total

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

The rate of women graduated remains much higher than that of men

TABLE 9 B: GRADUATES AT ISCED LEVEL 5 AND LEVEL 6 BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, 1ST/2ND STAGE AND SEX (NUMBERS), 2005, 2007

Year		2005						2007					
geo	S	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC	3 GEN	3 PV	3 VOC	4 GEN	4 PV	4 VOC
FR	F	:	:	:	:	:	:	15826	6108	11447			34312
	M	:	:	:	:	:	:	9	9	1	4850	4450	9
	T	:	:	:	:	:	:	12876	5358	90048	1210	6200	27980
EU 27*	F	11896	8752	40302		3906	19938	11148	3974	33215		4073	18918
	M	46	6	6	7709	8	99	03	31	4	4448	6	03
	T	87611	6956	27099		5096	14394	79238	2492	20711		5070	13041
		3	7	4	3441	3	16	1	18	7	3715	0	18
	T	21136	1570	67799	1115	9252	34944	19601	6544	54516		9344	32646
		14	93	0	0	5	81	32	80	6	8163	2	01

Source: Eurostat (UOE Data collection); Extracted: 01-05-2010; Last update: 13-01-2010

* Available total;

S= sex; M=males; F=females; T= total; GEN=general; PV=pre-vocational; VOC=vocational

Eurostat original label: educ_grad2-Graduates in ISCED 3 and 4 by age and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_grad4&lang=en

Further selections: Level=ISCED 5a first degrees, 5a second degree, 5b first qualification, 5b second qualification, 5-6 combined, sex =Total, male, female, age =total

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

The trend is an almost stability of the youth education attainment rate. The rate of women remains much higher than that of men.

TABLE 10: YOUTH EDUCATION ATTAINMENT LEVEL BY SEX (%), 2002, 2005, 2008									
time	2002			2005			2008		
geo	T	F	M	T	F	M	T	F	M
EU 27	76.7	79.3	74.0	77.5	80.2	74.8	78.5	81.3	75.6
FR	81.7	82.8	80.5	83.4	85.5	81.2	83.4	85.7	81.0

Source: Eurostat (LFS); Extracted: 30-04-2010; Last update: 26-04-2010

Description: Youth education attainment level - Percentage of the population aged 20 to 24 having completed at least upper secondary education

Eurostat original label: *lfsi_edu_a-Youth education, lifelong learning, early school leavers - Annual data*

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en

Further selections: *sex=total, male, female, indic:em=youth education attainment total, youth education attainment male, youth education attainment female*

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsi_edu_a_esms.htm

There is a sharp increase of the rate of participation in lifelong learning-adult in education for both men and women, between 2002 and 2005 (2.7% to 7.1%), moving closer to the European rate (8.7%). But this is not really significant cause of a change of calculation.

The rate of lifelong learning-Adult participation in education and training of women remains higher than that of men.

TABLE 11: LIFELONG LEARNING-ADULT PARTICIPATION IN EDUCATION AND TRAINING BY SEX (%), 2002, 2005, 2008									
time	2002			2005			2008		
geo	T	F	M	T	F	M	T	F	M
EU 27	7.2	7.8	6.6	9.8	10.5	9.0	9.5	10.4	8.7
FR	2.7	3.0	2.4	7.1	7.2	7.0	7.3	7.6	6.9

Source: Eurostat (LFS); Extracted on: 30-04-2010; Last update: 26-04-2010

Description: Life-long learning (adult participation in education and training) - Percentage of the population aged 25-64 participating in education and training over the four weeks prior to the survey

Eurostat original label: *lfsi_edu_a-Youth education, lifelong learning, early school leavers - Annual data*

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=lfsi_edu_a&lang=en
Further selections: sex=total, male, female, indicator=lifelong learning total, lifelong learning male, lifelong learning female, year =2002, 2005, 2008
Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/lfsi_edu_a_esms.htm

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 is not possible to access the higher education without a high school diploma. There is only one exception: the, Diplôme d'Accès aux Etudes Universitaires (DAEU diploma to access to universities) which gives the same rights as the high school diploma, in particular in terms of access to the higher education.

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. In addition, any person engaged in the workforce has the right to validate the non-formal and informal learning including professional competences and voluntary activities.

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

The **law of November, 24th 2009 concerning the lifelong guidance and training**, in eight titles and 62 articles, marks a new stage of reform of the French system of continuing vocational training.

It introduces the *portability of the individual right to training* (portabilité du Droit Individuel à la Formation - DIF). The “portability” of the individual right to training is the ability to use this right after the end of the work contract, during an unemployment period or the new job. The DIF can be financed by the OPCA (see §10.4). It gives the employee the choice to use this training rights, when he/she wants. This DIF is now linked to the person and not only depending on the employer decision.

It brings new changes to the *training plan*. The training plan includes now two categories of training courses instead of three :

- courses concerning the adaptation of the employee in his/her function, and the evolution or the preservation of employment in the company (company-specific training);
- courses concerning development of his/her skills.

It develops the "vocational stage assessment" (le Bilan d'étape professionnel), the "second-party career interview" (l'entretien de seconde partie de carrière) or the "guidance and training passport" (le passeport orientation formation):

- Since the law of 2009, the “*vocational stage assessment*” has a legal existence. Its purposes, from a diagnosis carried out jointly by the employee and his employer, are to allow employees to assess their abilities and professional skills. It is a right for any employee with at least two years of seniority in the same company, on his request. It allows also the employer to define the training objectives of the employee. Modalities of implementation and financing will be specified by interprofessionnal national agreement (accord national interprofessionnel - ANI).
- The *second-party career interview* concerns employees in the year following their forty-fifth anniversary in companies with at least 50 employees. It is different from annual appraisal, and from skill audit, and aims to prevent discriminatory practices

related to age in career development. It allows the employee to anticipate the second part of his professional life.

- The *guidance and training passport* contains informations about guidance, training followed by the employee and competences. The guidance and training passport training was created by the social partners in 2003. It is already set up in several professional sectors.

Besides, the law of 2009 :

- addresses the needs of career security by establishing a joint fund dedicated to training for job seekers and low skilled employees, the *Fonds paritaire de sécurisation des parcours professionnels* (Joint Fund for professional career security – FPSPP, see § 10-4) ;
- replaces the “Plan regional de developpement de la formation professionnelle” (PRDF) by the "**Contracts** of the regional plan for the training development" (CPRDF) - see § 4.5 ;
- provokes the reduction of the number of Approved joint collecting bodies (Opca) by assigning them new conditions to exist - see § 10-4.

2.1.2 POLICY DEVELOPMENT IN THE MAIN VET POLICY AREAS

GOVERNANCE AND FUNDING

The main change is the creation of the Joint Fund for professional career security (Fonds paritaire de sécurisation des parcours professionnels – FPSPP, see § 10-4).

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 levels.

Since 2009 and for the very first time, training and guidance are associated in a global vision: LL Learning & Guidance (LLL&G).

One of the objectives of the law of 24 November 2009 concerning the LLL&G, is to define the content of the mission of public service of information and guidance. This law is developing guidance tools, such the "vocational stage assessment", the " second-party career interview " or the "guidance and training passport" - see § 2.1.1.

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 for the success of all students.

Training is impacted by technological progress. This impact was reflected in the training programmes, training techniques but also teachers' and trainers' competences. They must implement these programmes and teach differently in new environments such as Digital Work spaces. In order to prove that teachers have mastered the technological progress, the C2i (certificat informatique et internet - IT and Internet Certificate) was introduced to certify that they have the skills to teach in the context of new information technologies and communication.

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. (see § 8.1)

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.

The work carried out at the sectoral level is especially the result of joint sector observatories. Some ministries have also set up observatories: public service, health and social work.

The National Agreement of 5 December 2003 on employee access to vocational LLL, modified by a national agreement of 5 October 2009, provides that each branch has to set up a prospective observatory for occupations and qualifications (*observatoire prospectif des métiers et des qualifications - OPMQ*). These observatories are intended to provide prospective monitoring on the evolution of occupations at national, regional, European and international level if possible to anticipate their transformation, the emergence of new jobs, or even their disappearance.

The results of the studies of the quantitative and qualitative evolution of jobs, realized by the National Joint employment Commission (The Commissions paritaires nationales de l'emploi –CPNE) are given to the employers, the employees, the representative institutions of the staff, the competent bodies of the professional sector, the Opca, to facilitate their mission assisting the counselling and the accompaniment of the individual projects.

Locally, the Director of Pôle Emploi – National Employment Agency - 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

The VET fundings

Social partners, national government, and other stakeholders, noticed a strong deficit in qualification levels with a large number of persons without any qualification or having a low level of qualification. These persons were the first victims of the crisis.

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.

To reach this aim, they created at first time (beginning of 2009), an emergency fund (see chapter 3). Then, the law of 24 November 2009 created the FPSPP, see § 10.4.

Moreover, the law of 24 November 2009 concerning the LL Learning & Guidance, has an impact on the organization of " approved joint collecting body" (OPCA). Indeed, the number of Opca has been gradually reduced – see § 10.4.

A right to guidance

In addition, the law 2009 established a right to guidance. This right enables each person to be accompanied in its guidance. A public service for guidance is implemented following the pattern of public service employment. It is therefore necessary to coordinate actions and policies for guidance. Thus, a delegate responsible for Information and Guidance - *Délégué à l'Information et à l'Orientation* – (DIO) has been appointed. Its mission is to define, articulate and coordinate policies and actions in the field of guidance. A dematerialized services will be set up, in order to give people access to information and facilitate the exercise of their right to guidance defined by the law. Actually discussions focus on the issue of governance of this dematerialized services.

Finally, the law establishes labeling guidance facilities. Thus the state and regions are facing the issue of labeling structures Reception, Information and Guidance (Accueil, Information et Orientation, AIO). These goals are aiming at the quality of reception, information and guidance of the public, and are part of a broader policy of quality assurance system. The issue of quality is based on the national labeling organizations likely to participate in the mission of public service of information and guidance for youth and adult, criteria and procedures for labeling remaining to be defined.

Seniors inclusion

On the other hand, the law emphasizes on supporting the senior in connection with the maturing process of the population and the lengthening of working period. And a reflection is conducted on the senior and actions are undertaken to enable the transmission of the particular knowledge of senior citizens in business by developing mentoring schemes, development of more appropriate training. The challenge is to maintain and develop skills to enable older people to ensure their employability, to stay in their jobs or to change jobs.

In 2008, 36% of businesses with more than 20 employees, with employees aged 50 and over reported that the population pyramid was part of their management tools (25% in 2001). Even if they have the obligation to negotiate every three years since 2005, quarter of the establishments belonging to a company or a group of more than 300 employees had discussed or concluded a management agreement of jobs and skills (GPEC) at the end of 2008.

Sources : DARES Analyses SEPTEMBRE 2010 • N° 054

2.2 THE LATEST DEVELOPMENTS IN THE FIELD OF EUROPEAN TOOLS

France has set up a national agency for the implementation LLL program.

Nearly 7600 Europass Mobility were issued in France in 2008 (8,182 in 2007 and 4,368 in 2006).

Source : Budget Plan for 2010 –Ministry of Employment

The guidance and training passport modified by the law of November 24th, 2009 will be harmonized with the European model of EUROPASS.

The first evaluation of the Europass initiative gave the following results: the Europass initiative achieved its objective as a tool promoting the mobility of citizens; it meets citizens' needs in making their skills and qualifications more easily understandable and acceptable in a context of learning on the job market.

European mobility under the Erasmus program has increased by 9% from 25,942 in 2007/2008 to 28,283 in 2008/2009. The three first host countries for Erasmus students from France are Spain, the United Kingdom and Germany. Mobility in the Scandinavian countries is still rising. Mobility of placements is growing rapidly (*Source : Agence Europe-Education-Formation France - LLL programme French agency*).

In 2009, 360 mobility projects were funded in France and concern Europe countries thanks to Leonardo programme (331 in 2008):

- 2,473 French trainees left to take a work placement (from 2 weeks to 6 months) in another EU country
- 2,754 young people in initial vocational training in the school have received training (from 2 weeks to 6 months)
- 1,317 persons on the labor market went on a course (from 2 weeks to 9 months)
- 636 vocational education and training have received practical training exchange between professionals (1-6 weeks)

The Leonardo da Vinci programme enables the recipient to receive a lump-sum of residence which contributes to the cost of language and cultural preparation and management fees (*Source : Budget Plan for 2010 –Ministry of Employment*).

Moreover, a methodological frame, ECVET-European Credit System for Vocational Education and Training, is conceived for the professional education and training, to describe certifications in terms of "units".

Concerning the implementation, the OPCA of automobile sector, the French National Association for Automobile Training (Association Nationale de Formation Automobile – ANFA), the Chamber of Commerce in Paris and the French Ministry of National Education form a support team, working together for the benefit of the ECVET European network.

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

- It establishes the guidelines of comparability of certificates for a diploma (s) obtained (s) abroad;
- It informs foreign people on how to pursue a regulated profession in France;
- It provides information on the procedure of recognition of French diplomas abroad.

Since 1 September 2009, the ENIC-NARIC France has been issuing, when studying a case permits, certificates of comparability to a degree obtained abroad.

3. VET IN TIMES OF CRISIS

3.1 OVERVIEW

MAIN ECONOMIC SECTORS AFFECTED BY THE CRISIS

Since the beginning of the wide-world economic crisis, the unemployment rate in France has increased by 2.1 percentage points. This increase is lower than that observed on average in the countries of the OECD between December 2007 and May 2010 (2.8 percentage points). However, overall 9.9% of the active population is unemployed, i.e. 1.3% more than the OECD average.

Source: OECD Employment Outlook 2010: Moving Beyond the Jobs Crisis, Employment Outlook 2010 – How does FRANCE compare?

It can be seen that the crisis is having a strong impact on employment which is unequally affected depending on the type of contract, sector of activity or geographical area.

Thus, the number of job vacancies collected by the Employment Centre 'Pôle Emploi' fell by 20% between October 2008 and September 2009. This decrease is particularly marked for open-ended employment contracts which make up 31% of the offers and whose number has fallen by 27%. Fixed-term contracts (for less than and more than a month) have fallen respectively by 17% and 16%.

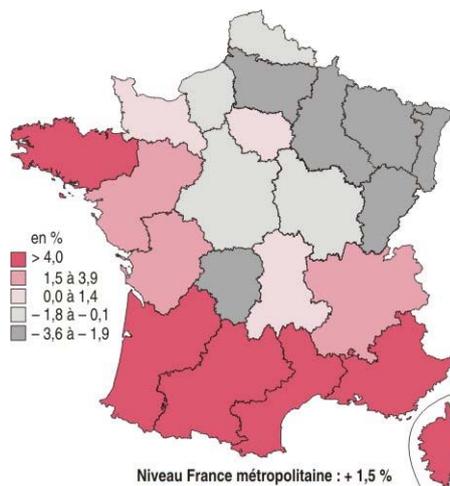
Source: 'Les secteurs inégaux face à la crise' (Non-uniform effect of the crisis) by the studies, appraisals and international affairs departments of Pôle emploi, March 2010.

The regions are affected to varying degrees by the crisis, in particular attributable to their specialisation (industrial or tertiary).

The North-East regions (Franche-Comté, Lorraine, Picardie, Champagne-Ardenne, Bourgogne) are those that have lost the most jobs due to the crisis: a loss of over 5% between the beginning of 2008 and the end of 2009, compared with 3.6% nationally. The industrial regions remain the most exposed.

Conversely, the Southern regions (Languedoc-Roussillon, Midi-Pyrénées, Provence- Alpes - Côte d'Azur and Aquitaine) have least suffered from the crisis (2% to 3% job losses). Their specialisation in the tertiary sector has a protective effect.

FIG. 1: PRIVATE SECTOR EMPLOYMENT TREND BETWEEN 2002 AND 2006*



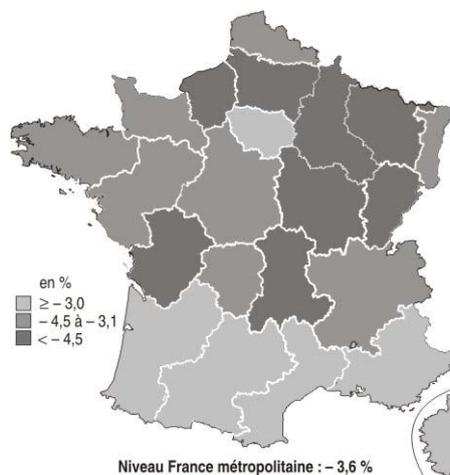
In %: Metropolitan France Level: + 1.5%

Overall trend of salaried employment between the 3rd quarter of 2002 and the 3rd quarter of 2006.

Field: employees excluding agriculture and non-market sectors.

Source: Insee, employment estimates.

FIG 2: PRIVATE SECTOR SALARIED EMPLOYMENT TREND BETWEEN THE START OF 2008 AND END OF 2009*



In %: Metropolitan France Level: -3.6%

Overall trend of salaried employment between the 1st quarter of 2008 and the 4th quarter of 2009.

Field: employees excluding agriculture and non-market sectors.

Source: Insee, employment estimates.

TABLE 12: OVERALL CHANGES IN PRIVATE SECTOR SALARIED EMPLOYMENT BY MAJOR SECTOR IN METROPOLITAN FRANCE (IN %)		
	From 2002 to 2006	From start to end of 2008
Commerce	2.0	-2.0
Construction	10.5	-3.4
Industry	-8.5	-6.8
For-profit services	4.4	-0.8
Salaried for-profit employment excluding temps	1.1	-2.6
Temping	12.0	-26.8
For-profit salaried employment	1.5	-3.6
Field: employees excluding agriculture and non-market sectors.		
<i>Source: Insee, employment estimates.</i>		

Source: INSEE; Les conséquences de la crise sur l'emploi dans les régions (The consequences of the crisis on employment in the regions) Stève Lacroix, Regional, local and urban statistics department published 18 May 2010

GROUPS HIT MOST

The sections of the population most affected by and most exposed to unemployment are women, young people and temporary workers.

The unemployment rate for men is increasing faster (a 2.8-percentage-point increase reaching 9.8%) than that of women (a 2.2-percentage-point increase reaching 10.3%), but the female unemployment rate remains higher.

The youth unemployment rate has increased more than that of the overall population. This rate was 2.3 times higher than the total unemployment rate in 2007; this proportion reached 2.5 in 2009.

Temporary workers have suffered the effects of the crisis much more than permanent workers. The number of temporary workers fell between the first quarter of 2008 and the first quarter of 2009 (294,000 fewer jobs).

Source: Series of updated statistics published by the ILO for the Ministers of Labour and Employment of the G20 Member Countries.

3.2 EFFECTS OF THE CRISIS ON VET AND CORRESPONDING MEASURES

3.2.1 TRENDS IN LEARNERS' BEHAVIOUR

We have no figures that measure the effects of the crisis on learners' behaviour in relation to training, following the measures implemented by the public authorities and business sector. We present a survey illustrating the relationship the French have with training during an economic crisis. The findings however cannot be used to extrapolate a general rule.

According to a survey carried out in June 2009, the French (82%) believe that in-service training does not protect them from the crisis. **80% of them state that they are unable to do a training course leading to a diploma and 70% to undertake a competencies review.** In 2009, one French employee in three undertook training (three days maximum in 67% of cases). For 38% of French employees, in-service training allows people to take a new direction towards more profitable activities or to learn to manage the effects of the crisis. Although the idea of carrying out several professions during one's career is now well-entrenched, 75% of the French consider that career reorientation is still a difficult issue to bring up within companies.

Source: CCIP survey: "La formation continue face à la crise : regards croisés France/Danemark" (In-service training and the economic crisis: A comparison of France/Denmark) June 2009

3.2.2. TRENDS IN ENTERPRISES' BEHAVIOUR

Some companies use vocational training during periods of under-activity. Since the public authorities have developed financial incentives to help maintain continued employment and cushion the effects of the crisis, mechanisms have been set up as well as practical assistance for companies. Some have taken advantage of these to train their employees on short-time working to help them to maintain and/or improve their qualifications. These employees are paid an allowance, e.g. through the use of the individual training right benefit (DIF). (Please see § 6.1.2)

The economic crisis has weakened small businesses. Two thirds of small and very small businesses questioned in a survey believe that vocational training is a relevant tool for assisting employees during a period of economic crisis. This response is especially positive for companies with over 50 employees (nearly 80%) and in the services sector (70%). For 41% of companies in difficulty, short-time working and staff cuts are the main measures used or that will be used.

Organisations with over 200 employees have a fuller approach to the crisis: most have implemented / or would be interested in setting up strategic workforce planning (GPEC) (52% compared with 21% in the other small businesses).

Source: Perspectives (prospects) 2010: employment and training in small and medium-sized businesses, special issue, training and the economic crisis: perception of small businesses, AGEFOS PME. Training insurance fund for employees of small and medium-sized businesses, Paris: AGEFOS PME, December 2009, 33 p.

3.2.3. MEASURES TAKEN AT GOVERNANCE LEVELS (NATIONAL, REGIONAL, LOCAL)

Each VET player has tried to take action quickly to offset the predictable effects of the crisis. However this economic situation has also brought the various players together to act in unison quickly and strengthen the effect of their action.

MEASURES TAKEN BY THE STATE

To combat the crisis, a serie of measures has been taken by the State. These measures have been aimed in particular at supporting economic activity and employment. The following are the main measures.

Various actions and measures have been triggered by the crisis, some of them are as follows.

Measures as a response to the crisis

The **Plan for the relaunch of the economy** (plan de relance de l'économie) was implemented at the end of 2008. The measures focus on three objectives: maintaining jobs, stimulating job creation and supporting access to employment.

- Long-Term Short-Time Working (activité partielle de longue durée - APLD) in force since May 1st 2009 aims to encourage companies to organize training for their employees during periods of inactivity and preventing redundancies in periods of economic crisis. It is co-funded by the State and Unédic (unemployment compensation fund). Employees in short-time working are paid at least 90% of their salary during the training.
- The "Bounce back for jobs" plan (Plan "rebond pour l'emploi" in force since 1st June 2010) is aimed at enabling job seekers no longer entitled to unemployment benefit payments to find long-term employment, by offering "bounce back contracts" (funded by the State), paid qualifying training courses and exceptional financial assistance for getting back into work.

The **Emergency Plan for Youth Employment** (plan d'urgence pour l'emploi des jeunes), includes assistance for companies with fewer than 50 employees when hiring additional apprentices, a bonus for hiring young trainees on open-ended contracts, assistance for hiring young people under 26 years old on a professionalisation contract and assistance for hiring apprentices for employers with 11 or more employees.

The **social investment fund** (Fonds d'investissement social – FISO) is the first to be specifically created to offset the effects of the crisis. Set up in April 2009, it is aimed to coordinate the State and social partners' efforts in promoting employment and vocational training. It supports measures such as the APLD (activité partielle de longue durée), the professionalisation contracts, the CTP (contrat de transition professionnelle) and the CRP (convention de reclassement personnalisé).

A **Joint Fund for professional career security** (Fonds paritaire de sécurisation des parcours professionnels – FPSPP) was created by the National Inter-professional Agreement (ANI) of 7 January 2009 and resumed by the law of 24 November 2009. It really fonctions for mid-2010. Its purpose is to direct the funds for vocational training to those people who are greatly in need of assistance: the unemployed and less qualified workers. (See § 10.4.)

Measures accelerated by the crisis

Several measures have been setting up before and have been accelerated by the crisis.

Specific work contracts (called “contrats aidés”), the objective of which is to facilitate access and return to employment for those part of the population most of which lost the contact with employment, have been renewed in 2010.

Moreover, the unique contract of social inclusion (Contrat Unique d’Insertion – CUI) is set up since January 1st, 2010. It includes all the former assisted contracts which existed up to now and repealed by the CUI.

MEASURES TAKEN BY THE REGIONAL AUTHORITIES

All regions have been affected by the economic crisis. In order to try to offset its effects, they quickly have taken particular measures with different policy or strategic choices depending on their economic and demographic situation. However there are two major focus areas:

- ***economic development aids***, as creation of specific funds (i.e.: agreements signed with social partners, strengthening of the existing provisions by increasing financial participation to certain funds)
- ***jobs and training measures*** to help companies for maintaining the employees in the employment (ex: measures aiming at specific public) (the initiatives taken by the Regional Council with assistance for jobs and training, mainly targeting companies in difficulty and workers' jobs).

The European Social Fund (ESF) by co-financing the measures implemented at the national and regional levels is a partner in facing the economic crisis. The funds, 85% of which are assigned at the regional level, allow initiatives developed to preserve jobs. The ESF also provides support for all local authorities. The ESF, a structural policy tool which showed its usefulness before the recession, has adapted during the recession (contribution to funds, a simplification in the provisions for obtaining funding) and will continue to be useful after the recession.

MEASURES TAKEN BY THE SOCIAL PARTNERS

The social partners have signed two ANI (national inter-professional agreements), one on 7 January 2009 on the development of life-long vocational training, professionalisation and career security and the second on 8 July 2009 on HR management of the consequences of the economic crisis on employment. They have created a web site jointly to support employment "Les liens vers l'emploi" (Links to employment). Source: site « www.liens-vers-emploi.fr »

MEASURES BASED ON THE COORDINATION OF THE ACTORS

A greater coordination between the training bodies, training information providers and financiers (State, Regional Councils, social partners, companies, public employment service etc) has been observed to mobilise available funds and optimise their use. This is reflected, in particular, by the setting-up of the emergency employment plan by social investment fund (Fiso - see § 3.2.3).

Example of cooperation:

- A State-Region-Social Partners Charter in the Limousin (french administrative region) in 2009
- a framework-agreement signed by the State and the National centre for automotive professions (ANFA) in 2010,
- an amendment extending a sectoral agreement (until 30 June 2011) setting-up a series of exceptional measures signed by the UIMM (professional social partner the Metallurgy Industry) and three trade unions
- a partnership between an OPCA (joint training management body) and a chamber of commerce in Lozère in 2010 set up to develop skills and in particular strategic workforce planning.

3.3 LONGER TERM CONSEQUENCES AND FUTURE RESPONSES

It appears that the measures taken by the public authorities in respect of vocational training to try to offset the effects of the economic crisis, by preserving jobs, encouraging training and, creating specific funds for those sections of the population the most exposed to it are one-off measures in response to a specific context. They have been taken using existing mechanisms aimed at facilitating access to training.

4. HISTORICAL BACKGROUND, LEGISLATIVE AND INSTITUTIONAL FRAMEWORK

4.1 HISTORICAL BACKGROUND

TABLE 13: THE MAIN LAWS FOR IVET	
Law Ferry of June 16, 1881	Absolute Free education in primary schools
Laws of 28 March 1882 and October 30, 1886	Compulsory primary education for boys and girls, and the principle of secularism
Law Goblet of October 30, 1886	secularization of public school staff and general organization of the primary school
Astier law of July 25, 1919	Organization for Technical Education and major industrial and commercial rules defining apprenticeship

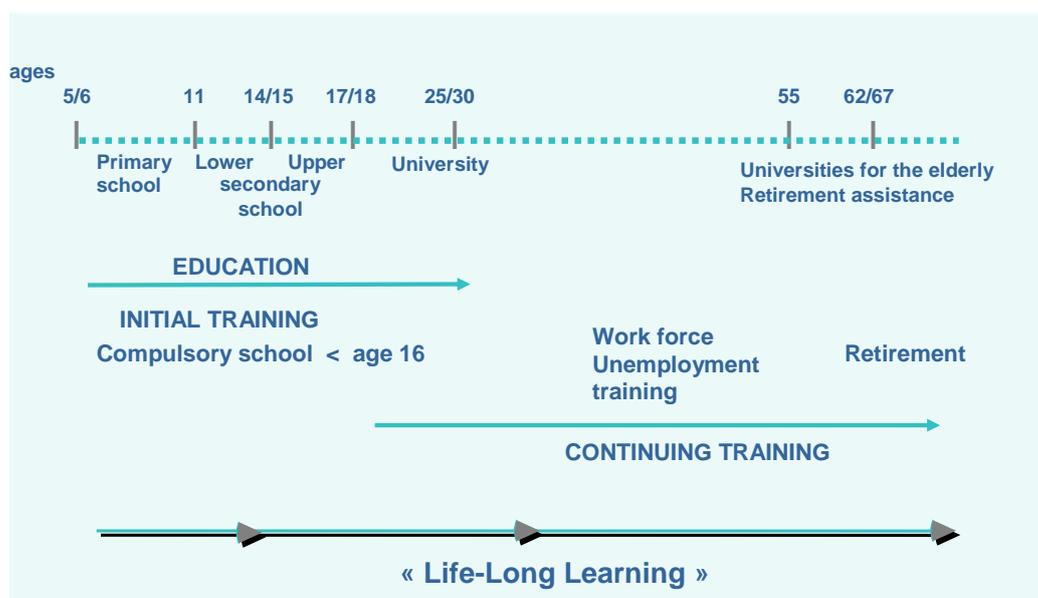
THE MAIN LAWS FOR IVET		THE MAIN LAWS FOR CVET	
<p>Preamble Constitution of the Fifth Republic in 1958 "the nation guarantees equal access for children and adults to instruction, vocational training and culture." Reaffirmation of the principles of equality of opportunity, right to vocational training and the obligation for the State to organize public education on the principles of secularism and freedom</p>			
<p>Debré law of 31 December 1959 on promoting social cohesion Definition of relations between state and private schools. Training centers offer evening classes: the promotion is a reward for individual effort in training.</p>			
<p>Law Faure of 12 November 1968 and Savary Act of January 26, 1984</p>	<p>Organization of higher education in three cycles, Defining the autonomy of institutions of higher education.</p>	<p>Law of December 30, 1966</p>	<p>Adult Education is a public service The state has competence in the field of continuing training</p>
		<p>Grenelle agreements of 1968</p>	<p>bargaining on vocational training</p>
<p>Law Delors of July 16, 1971 (ANI following the 9 July 1970 establishes the legitimacy basis of the social partners to regulate the system of training and bringing vocational training in labor law) Organization of technological education. Principle of the right to continuing training. Obligation for firms to funding continuing training. Principle of private financing of training and creates a market for training and</p>			

establishes the right to training on working time				
Decentralization laws (22 July 1983, January 25, 1985, August 13, 2004) Transfer to municipalities, counties and regions operating expenses and equipment of school buildings. Primary, and lower and upper secondary schools are public institutions				
Law on guidance of July 10, 1989	Education is a national priority. Reorganization of school rhythms and cycles of learning			
Quinquennial law of 20 December 1993 on work, employment and vocational training Decentralization of qualification of young people 16 to 25 years				
Law of April 23, 2005 Guidance and Agenda for the Future	3 pillars of better enforcing the values of the Republic, better organize and teachers, better manage the educational system		Law of July 17, 1978	amendment of the Labour Code provisions on industrial promotion, training leave and pay for trainees of vocational training clarification of the relationship between the training plan and training leave.

Sources: Ministry of Education website: www.education.gouv.fr

Other website : <http://www.vie-publique.fr/politiques-publiques/formation-professionnelle-continue>

FIG 3: FRENCH LLL SYSTEM (OVERVIEW)



4.2 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 27th, 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.
- The law n° 2005-380 of April 23rd, 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.

- The law of August 10th, 2007 on the freedoms and responsibilities of universities, states especially the spread of autonomy to all universities within five years after the publication of the law.

The boards of directors is divided by 2 (30 people instead of 60) and more open to outside persons (7 or 8).

Universities have a "competence bloc" expanded budgetary and human resources management.

The law provides that universities have the opportunity to regroup themselves after a vote by absolute majority.

The role of the state is redefined and its relations with each university are based on a multiannual contract of establishment.

An active student orientation is set up with a procedure of pre-registration for entry into first year university, but students will be free to enroll in the school of their choice.

The law provides for the establishment in each university of a "help desk for the vocational inclusion of students" in order to "assist students in their search for internships and first jobs."

Moreover, it provides that a "mediator of Education and Higher Education, mediators and their corresponding academic receive complaints concerning the operation of the public service.

- The law of November 24th, 2009 has generalized the personal notebook of skills (livret personnel de compétences) to all the junior high schools. It underlines the acquisition of the knowledge and the key competences (competences clés), during the compulsory school.
- In September 2009, the "baccalauréat professionnel" (Bac Pro - vocational high school diploma) was reformed.

The main changes are:

- Preparation of the Bac Pro, after the lower secondary education, in 3 years instead of 4
- Two degrees instead of three (disappearance of B.E.P):
 - an intermediate diploma during training (certificat d'aptitudes professionnels - C.A.P)
 - the baccalauréat at the end of the higher secondary school
- Creation of a new pathway between the first year of higher secondary school and the second year of C.A.P

Sources :

Note de service n°2009 – 018 du 23/01/2009 (BO spécial n°2 du 12/02/2009)

Décret n°2009-145 du 10/02/2009 relatif au baccalauréat professionnel

Décret n°2009-146 du 10/02/2009 relatif au BEP

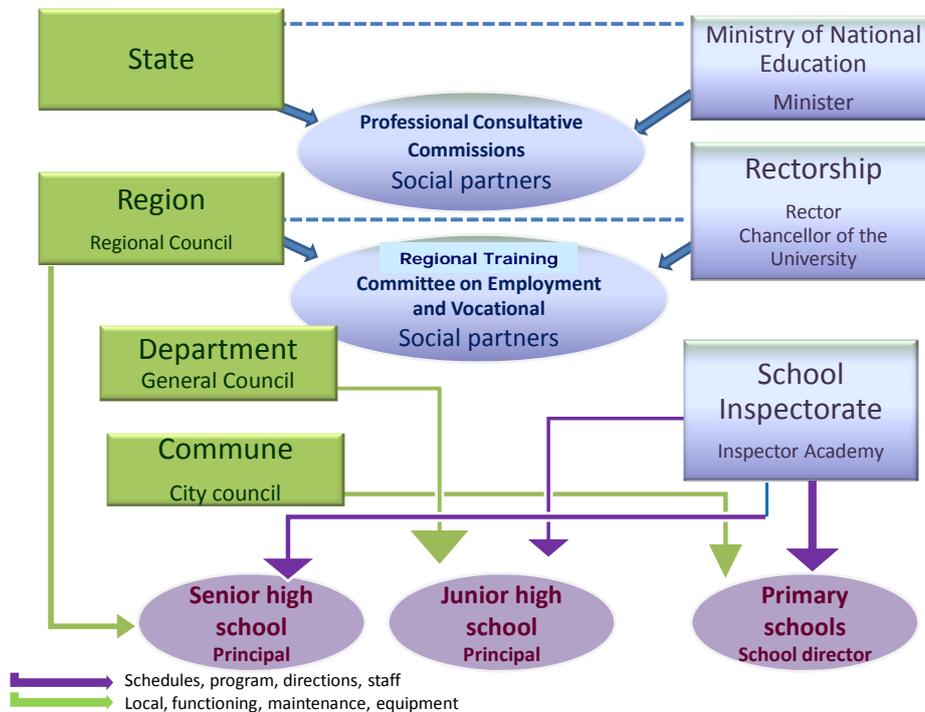
Décret n°2009-147 du 10/02/2009 relatif au CAP

The "baccalauréat professionnel" can be prepared in 75 specialities and can be obtained via:

- the higher secondary school (IVET)
- apprenticeship
- continuing vocational training
- or validation of non-formal and informal learning (VAE), after three years of professional employment in a level at least equal to that of a skilled worker or employee in a professional field related to the purpose of the diploma.

4.3 INSTITUTIONAL FRAMEWORK FOR IVET AND ORGANIGRAM

FIG. 4 - ORGANIGRAM



Source : Académie de Limoges

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 for this education level.

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 13th, 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: “regional plan for developing the vocational training” (*Plan régional de développement de la formation professionnelle*) which concerns both initial and continuing 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.

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 régional) Its opinions carry mandatory on almost all areas of the region, including the regional development of vocational training (PRDFP).

4.4 - 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 14: THE MOST RECENT LAWS RELATED TO VOCATIONAL TRAINING	
JULY 17TH, 2001	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.
NOVEMBER 16TH, 2001	This anti-discrimination law protects employees against all forms of discrimination affecting training (i.e.: access to recruitment procedures or in-company training)
JANUARY 17TH, 2002	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.
MAY 4TH, 2004	The law reforms the French VET for the employees of the private sector.
AUGUST 13RD 2004	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.
NOVEMBER 29TH, 2009	The law concerning to the lifelong guidance and training.

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

THE AGREEMENTS

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

RECENT INTERPROFESSIONAL AGREEMENTS

In 2009, at the interprofessional level, the number of inter-trade agreements has doubled compared to 2008: 53 texts at local, regional and national level, against 26. 34 amendments to previous agreements and 19 new agreements were concluded, of which 11 are national in scope. It is the case of January 7, 2009 agreement on the development of vocational LLL, professionalization and career security and of the 8 July 2009 agreement on the social management of the consequences of the economic crisis on employment.

The 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 training right for employees (DIF); (see § 2.1.1)
- 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.

Most of the provisions of this agreement have been integrated in the law of 24 November 2009 concerning the life-long guidance and training.

Thus, the law defines the resources used to create a measure for securing careers for the groups most isolated from employment. The principles laid down by the social partners in 2008 are included.

FORMER INTERPROFESSIONAL AGREEMENTS

The “five-year law” dated December 20th, 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 17th, 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.

4.5 INSTITUTIONAL FRAMEWORK: CVET

THE STATE (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 continuing vocational training. However, the law relative to the liberties and to the local responsibilities of August 13th, 2004, established the Vocational Lifelong Learning National Council (*Conseil national de la formation professionnelle tout au long de la vie* CNFPTLV). It provides the possibility of dialogue between State, social partners and representatives of the regional councils. It's a public body, depending on and financing by the Prime Minister, but the CNFPTLV is independant and can express negative opinions on the texts sent for consultation by the State.

- 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, and on use of funds;
- controlling the good using of these funds.

The evaluation of training devices is a concern shared by those involved in vocational training. The law of 24 November 2009 on the guidance and training brought the realization of a review and evaluation by the CNFPTLV. Now, each year, this structure will also establish a balance, by employment area and region of the training activities which were conducted by all agencies providing such actions. This assessment is based on evaluations submitted by each regionally Regional Coordinating Committee on Employment and Vocational Training *comité de coordination régional de l'emploi et de la formation professionnelle* (CCREFP – see below).

Pôle Emploi – the National Employment Agency is an institution affiliated with the State for placement of job seekers and funding their training.

THE REGIONS

The regional Council

Since 1982, the 26 regional authorities (regional council) have the full competences to implement the CVET policies, on their own territories.

They establish their own continuing vocational training policies. Each region draws up a regional training development plan (PRDF – see below the CPRDF) 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 consultive meetings with management representatives and trade-unions, among other organisations.

Since the Law of January, 2002, they can be help by the Regional Coordinating Committee on Employment and Vocational Training (*comité de coordination régional de l'emploi et de la formation professionnelle* - CCREFP). This body has to develop the dialogue between the various regional actors, to provide a better coordination of the policies concerning professional training and employment.

The law of 24 November 2009 defines the rules for policy coordination of the different actors of vocational training, strengthening the control of the fundings by the state and creates new penalties for the non-respect of CVET rules.

The regional contract for the development of vocational training (CPRDF)

The law of 24 November 2009 changed the plan (PRDF) in contract (CPRDF).

From 1st June 2011, State and each regional council will conclude for a period of six years, a regional contract for the development of vocational training - *contrat de plan régional de développement de la formation professionnelle* (CPRDF). Annual conventions are planned for implementation and clarification of information.

The objective of the CPRDF and the actors remains the same than the PRDF. But now, this programming tool of the regional policies concerning training is a document **signed** by :

- the president of the Regional Council after consultation of local authorities and adoption by the Regional Council,
- the representative of the State in the region in the name of the State
- and the regional representative of the ministry of national education.

Before the reform, the Regional Council had a flexibility about the duration of its plan (in practice voted for three to seven years). From June 1st, 2011, the PRDFP will become a contract and must be adopted for a duration of six years. Exceptionnaly, the first CPRDF will be concluded for a duration of three years to be in phasis with the next election of the representatives of the regional council (June 2014).

The CPRDF is elaborated by the Region within the Regional Coordinating of the Comitee on Employment and vocational training (CCREFP) on the basis of documents presented by:

- Chairman of the Regional Council;
- The prefect of region;
- The academic authority;
- The social partners.

THE SOCIAL PARTNERS (SP)

The social partners are main actors in the field of the French VET. They have different kinds of actions or role.

The social partners' authorities

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
- Joint Fund for professional career security (Fonds paritaire de sécurisation des parcours professionnels– FPSPP), under the law of 24 November 2009. The FPSPP is a fund for financing training (see § 10.4) but also a national authority coordinating the actions of the OPCA and especially the Fongecif.

At national level, SP manage “Unédic” and by this way a part of the fundings for unemployed people training. The new unemployment insurance agreement concluded by the labour organisations and approved by the state took effect in 2010 and includes important provisions

for the training of job seekers (National Interprofessional Agreement concluded on January 7th, 2009 – see chapter 10).

At the professional or economic sectors' level, SP manage :

- the Commissions paritaires nationales de l'emploi -CPNE [National Joint employment Commission]. Created in each sector by a national professional agreement, each CPNE is a cooperative authority between management representatives and labour-unions. They define annual training policies but can also create sectoral certification called “certificat de qualification professionnelle” ou CQP.
- the Organismes paritaires collecteurs agréés - OPCA [Approved Joint Collecting Bodies], which collect funds and the companies' mandatory contributions within the framework of their continuing vocational training plan (CVT) see § 10.4.
- the prospective observatories of occupations and qualifications (observatoire prospectif des métiers et des qualifications - see §2-1-2). Each economic sector has his own observatory.

Negotiation of agreements

At a national level, the social partners negotiate and sign many agreements as the National Agreement, l'Accord national interprofessionnel ANI of 11 January 2008 on the modernization of the labor market and the national interprofessional agreement ANI of 14 November 2008 on the management of jobs and skills.

The negotiation of sectoral agreements is an important achievement of the social partners. Within the professional sectors, social partners should prioritize some measures as the individual right to training (droit individuel à la formation DIF) or the goals for professionalization of shares offered to employees.

Consultative role

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 Vocational Lifelong learning National Council (CNFPTLV).

They sit in a set of committee for training :

- the professional consultative commissions *commissions professionnelles consultatives* (CPC) of the various departments that create diplomas and degrees of technological and vocational education;
- the National Education Committee for the creation of degrees awarded by polytechnics (Level Isced III);
- the National Commission of expertise for professional licenses ;
- the National Council of Higher Education and Research for all degrees of higher education.

They sit in a set of committee for employment

- the Board of Directors of National Body for Employment (Pole emploi) includes representatives of social partners and the state.

the National Employment Board Conseil National de l'Emploi (CNE) was created in 2008. It is chaired by the Minister for Employment and composed of social partners, state officials, representatives of local and qualified individuals. This Council is responsible for the strategic management of employment policies and ensure the overall coherence of the system.

5. INITIAL VOCATIONAL EDUCATION AND TRAINING

5.1 BACKGROUND TO THE INITIAL VOCATIONAL EDUCATION AND TRAINING SYSTEM AND DIAGRAM OF THE EDUCATION AND TRAINING SYSTEM

TABLE 16: STRUCTURE OF FRENCH VOCATIONAL DIPLOMAS	
ISCED 3C	Certificat d'Aptitudes Professionnelles - CAP (Professional Skills 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 (from pre-elementary school until at least the end of lower secondary school or the age of 16 years) 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, and some of them can be in initial training until 25 or 30 years old, if they decide to prepare a doctorate..

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 belongs 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 6 years old, they begin primary school for 5 years before leaving to go to the junior high school at the age of 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 (see below).

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 lower 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)) are compulsory education at junior high school.

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 general and technological high schools, 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.

Both paths give access to higher education.

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.

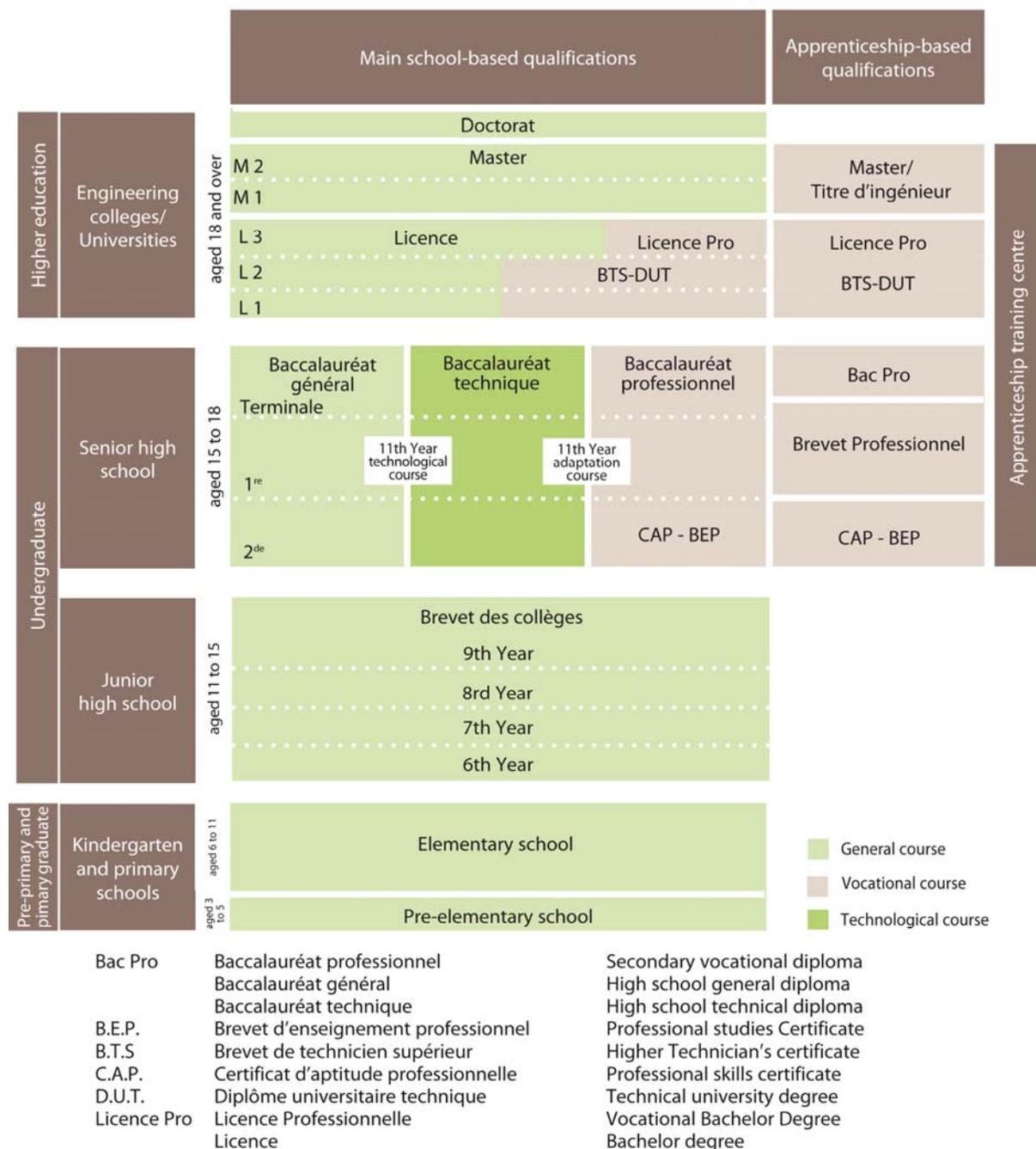
At the end of their final year, the students take the vocational baccalauréat, a national examination which allows them to obtain, as for the other baccalauréats, the end of secondary

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.

FIG. 5: DIAGRAM OF THE FRENCH EDUCATION SYSTEM



5.2 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 initiating students in different work sectors. They are called "itinéraires de découvertes" (discovery pathways). Pupils spend about 10% of their education in companies.

TABLE 17: STUDENTS ENROLLED IN LOWER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007							
GEO	Total isced2	isced2gen (num)	isce2 gen (%)	isced2pv (num)	isce2pv (%)	isced2voc (num)	isced2 voc (%)
EU 27	22 283 865	21 716 207	97.5	291 250	1.3	276 408	1.2
FR	3 253 426	3 241 253	99.6	121 73	0.4	: (-)	:

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 2 by programme orientation (values and share of the total)

Source of data: Eurostat (Unesco-Eurostat-OECD Data collection on education and training systems)

Eurostat original label: educ_enr1lad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr1lad&lang=en

Further selections: Full time/part time=total, sex=total, isced level = isced2gen, isced 2 prevocational, isced 2 vocational

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

Additional notes: Totals and Percentages are Cedefop's calculations

5.3 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 including higher education..

TABLE 18: STUDENTS ENROLLED IN UPPER SECONDARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007							
GEO	Total isced3	isced3gen (num)	isced3 gen (%)	isced3pv (num)	isce3pv (%)	isced3voc (num)	isced3 voc (%)
EU 27	22 085 482	1 079 847	48.5	1 130 868	5.1	10 234 767	46.3
FR	2 703 520	1 519 529	56.2	: (-)	:	1 183 991	43.8

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 3 by programme orientation (values and share of the total)

Eurostat original label: educ_enr11ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr11ad&lang=en

Further selections: Full time/part time=total, sex=total, isced level = isced3gen, isced 3 prevocational, isced 3 vocational

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

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 continuing 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.

Businesses 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 (as well as the continuing training), people, depending on their status, take 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)**	3B
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 Mention Complémentaire is a national diploma which aims at giving to his(her) holder a specialized qualification. The access to the training is offered to people already holders of a first diploma of the professional or technological training. The examination contains necessarily three professional tests.*

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. 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

For young people at school, training takes place mainly in the teaching establishment (LP - professional secondary school or LP agricole - agricultural secondary school) and includes compulsory training periods in a professional environment (work-based learning).

The organisation and content of vocational education are specific. **All the vocational diplomas (CAP and BP) 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).

TABLE 19: INITIAL LEARNING RESULTS IN 2008-2009							
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"

5.4 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. 6221-1 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 (CAP) (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).

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

TABLE 20: PROFESSIONALIZATION CONTRACTS 2007 - 2010

	2007	2008	2009	2010
Numbers of new professionalization contracts	170 500	179 000	146 000	152 000
Variation in %		+ 2 %	- 18 %	+ 7.7 %

Source : Dares, Analyses n° 047, juillet 2010

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.

5.6 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.

TABLE 21: STUDENTS ENROLLED IN POST SECONDARY NON TERTIARY EDUCATION BY PROGRAMME ORIENTATION (VALUES AND SHARE OF THE TOTAL), 2007					
GEO	TOTAL ISCED4	ISCED4GEN (NUM)	ISCE4 GEN (%)	ISCED4VOC (NUM)	ISCED4 (%)
EU 27	1 516 312	174 028	11.5	1 342 284 (s)	88.5
FR	41 202	17 082	41.5	24120	58.5

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010;

Description: Students at ISCED level 4 by programme orientation (values and share of the total)
Eurostat original label: educ_enr11ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr11ad&lang=en

Further selections: Full time/part time=total, sex=total, isced level = isced4gen, isced 4 prevocational, Isced 4 vocational

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

5.7 VOCATIONAL EDUCATION AND TRAINING AT TERTIARY LEVEL

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- see § 1.5] or an equivalent qualification. It's not possible to access to high education with a CAP, BP or a "mention complémentaire".

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].

TABLE 22: STUDENTS AT ISCED LEVEL 5 BY PROGRAMME DESTINATION (VALUES AND SHARE OF THE TOTAL) AND AT ISCED LEVEL 6 (VALUES), 2007						
GEO	TOTAL ISCED5	ISCED5A (NUM)	ISCED 5A (%)	ISCED5B (NUM)	ISCED 5B (%)	TOTAL ISCED 6
EU 27	18 359 029	15 893 156	86.6	2 465 873	13.4	525 809
FR	2 107 884	1 567 977	74.4	539 907	25.6	71 621

Source: Eurostat (UOE); Extracted on: 30-04-2010; Last update: 19-02-2010

Description: Students at ISCED level 5 by programme destination (values and share of the total) and at ISCED level 6

Additional note: Totals and percentage are Cedefop's calculation

Eurostat original label: educ_enr11ad-Students by ISCED level, study intensity (full-time, part-time) and sex

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=educ_enr11ad&lang=en

Further selections: Full time/part time=total, sex=total, isced level =isced5a, isced 5b, isced6

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/educ_esms.htm

6. CONTINUING VOCATIONAL EDUCATION AND TRAINING FOR ADULTS

6.1 FORMAL EDUCATION

6.1.1 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.

The 24th November 2009 law related to lifelong guidance and vocational training has two main objectives :

- Due to the 150 000 leaving school people without qualification or with a low level of qualification this law enables people to obtain one level of qualification
- In order to improve the articulation between the policies of the various actors occurring in the field of the CVET, this law is based on a coordinated national strategy

FUNDING(SEE CHAPTER 10)

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

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 fora 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 sectors 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.

For all these bodies - see § 4.5.

ASSESSMENT AND CONTROL

The programmes and measures that receive State funding (employment ministry's budget, national agency for the social cohesion and the equality of opportunity (Agence nationale pour la cohésion sociale et l'égalité des chances _ACSE) established by the Law of March 31st, 2006 for the equality of opportunity (please see 1.2)) are monitored and evaluated by the relevant managing and co-ordinating bodies. Among others, there are:

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

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 Centres d'études et de recherches sur les qualifications - CEREQ and Institut National de la statistique et des études économiques - INSEE. They provide a basis for evaluating adult continuing vocational education and training.

About three fourth of job seekers find again a job different from their previous one but according to their qualification or profession. 37% of people find again a job in a profession requiring more/another qualification, and therefore a retraining. The trainings attended by job seekers are longer and often lead to a diploma, a certification or a qualification different from

those attended by employees (37% against 16%). The job seekers have more difficulty to access training than employees (32% against 44%).

Source : *Formation professionnelle : l'accès des demandeurs d'emploi*, publié le 15.02.2010
<http://www.vie-publique.fr/th/glossaire/service-public.html>

6.1.2 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 24th November 2009 law related to guidance and lifelong vocational training provides that the Regional contract for the development of vocational training – contract de plan régional de développement de la formation professionnelle (CPRDF) will replace the regional training development plan (PRDF – Plan régional de développement de la formation).

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); The 24th November 2009 law related to lifelong guidance and vocational training gives the opportunity to an employee to follow a CIF – individual training leave - outside of working hours, in parallel with his work.
- 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. The 24th November 2009 law related to guidance and lifelong vocational training provides the use of the DIF after the working contract breaking off.

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 obliged (a strong incentive) to contribute with funds to continuing vocational training. The financial contribution of enterprises to the development of CVT is actually the sum of several contributions. (see 10.2)

The law states that mandatory contributions to CVT development must be equal to 1.6% of total payroll in companies with 20 employees or more, and 0.55% of payroll for enterprises of less than 10 employees and 1.05% of payroll for companies with 10 to 19 employees. 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.(see 10.4)

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.

Since the Law of 24th November 2009 the training plan includes two categories training courses instead of three.

- The actions concerning the adaptation of the employee in his function, the evolution or to the preservation in the employment in the company
- The actions concerning development of his skills

INDIVIDUAL TRAINING LEAVE

The labour code organise the Individual Training Leave program (congé individuel de formation or CIF).for the employees with a certain level of seniority in their company or professional branch (they have to prove a working duration of 24 months as an employee). 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. During the CIF, the employee may receive an allowance which is paid by the employer who obtains the refund by the OPCA. 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 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.

Out of 69 905 requests for financing CIF recorded in 2008, 59 965 have reached a final decision and 68% of them have been accepted.

The 24th November 2009 law related to guidance and lifelong vocational training gives the opportunity to an employee to follow a CIF outside of working hours. Its goal is to expand the access of employees to training initiated by themselves. The OPCA can finance the training but in this case there is no allowance.

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 except in case of working contract breaking off.

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 and even if he already has participated in training as part of company plan. Employees holding a fixed-term contract may be eligible for this plan, under certain conditions.

Employees under a limited-time contract can also benefit from this right under specific conditions.

In all companies, whatever its size is, DIF is more and more used: 21,2% of the companies resorted to it in year 2008 against 18,1% in 2007. The access rates have been raised moderately from 5,1% to 5,7%. The average duration of training in the framework of the DIF remains stable around 20 hours whereas the hours capitalized are more and more increased.

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. Public sector employers can organise a training plan and employees can obtain a “congé professionnel” (professional leave is quite similar from CIF). 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 2nd, 2007 and of February 19th 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.

We notice that participation rate in formal education and training is very less important in France than in Europe, on average and according to ISCED levels.

TABLE 23A: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	Total
EU 27	2.5	5.7	12.2	6.3
FR	0.4 (p)	1.3 (p)	4 (p)	1.7 (p)

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained

Eurostat original label: trng_aes_102-Participation rate in education and training by highest level of education attained

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en

Further selections: typetra = formal, ISCED = 0-2, 3-5, 5-6, total

Link to metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm

UNIT = Percentage of total

We notice that the participation rate in formal education and training is very less important in France than in Europe.

TABLE 23 B: PARTICIPATION RATE IN FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	6,2	6,4	6,3	6,3
FR	1,6 (p)	2,1 (p)	1,7 (p)	2,2 (p)

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represent the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status

Eurostat original label: trng_aes_103-Participation rate in education and training by labour status

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en

Further selections: typetraai=formal, wstatus=employed, inactive, unemployed, total

Link to metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm

UNIT=Percentage of total

6.2 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 type of education and training.

Nevertheless, France created 2 systems for accrediting and validating non-formal/informal learning (Validation des acquis de l'expérience –VAE).

The first one is to obtain an access to high education (validation of prior learning) and the second one to obtain totally or partially a diploma.

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 (Répertoire National des Certifications Professionnelles - RNCP).

The social modernisation law of 17 January 2002, 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.

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.

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.

We notice that participation rate in non-formal education and training is more important in France than in Europe, on average and according ISCED.

TABLE 24 A: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY HIGHEST LEVEL OF EDUCATION ATTAINED (%), 2007				
ISCED97/ GEO	0-2	3-4	5-6	TOTAL
EU 27	16.3	33.3	52.8	32.7
FR	18.8 (p)	33.5 (p)	54.8 (p)	34.1 (p)

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in non formal education and training in the 12 months prior to the survey. Specific rates are calculated by highest level of education attained

Eurostat original label: trng_aes_102-Participation rate in education and training by highest level of education attained

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_102&lang=en

Further selections: typetraï=non formal, ISCED=0-2, 3-5, 5-6, total

Link to metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm

UNIT=Percentage of total

We notice that participation rate in non formal education and training increases more and more in France than in Europe, on average and according each labour status. Most of the expenses concern employees. The number of VAE employees' applications is the most important.

TABLE 24 B: PARTICIPATION RATE IN NON FORMAL EDUCATION AND TRAINING BY LABOUR STATUS (%), 2007				
WSTATUS / GEO	EMPLOYMENT	INACTIVE POPULATION	TOTAL	UNEMPLOYMENT
EU 27	40.5	13.2	32.7	20.4
FR	41.6 (p)	10.8 (p)	34.1 (p)	26.8 (p)

Source of data: Eurostat (AES); Extracted on: 03-05-2010; Last update: 13-01-2010

Description: The indicator represents the share of people (aged 25-64) that participated in formal education and training in the 12 months prior to the survey. Specific rates are calculated by labour status. Specific rates are calculated by labour status.

Eurostat original label: trng_aes_103-Participation rate in education and training by labour status

Link to data:

http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_aes_103&lang=en

Further selections: typetraî=formal, wstatus employed, inactive, unemployed, total

Link to metadata:

http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_aes_esms.htm

UNIT=Percentage of total

The skills audit (BDC – Bilan de compétences) can help employees and job-seekers looking to define their career or training development plan. The skills audit allows the persons to define a professional project and, if necessary, a project of training. To reach this purpose, the implemented actions of skills audit aim to analyze the professional and personal skills of the person as well as his capacities and motivations.

In 2007, 194 000 skills audit were realized among which 32,5 % (63 000) by the network of the inter-institutional centres of skills audit (Centre Interinstitutionnel de Bilan de Compétences CIBC).

Sources: Dares, Premières synthèses - October, 09, n°40-4.

Both of these measures (VAE and Bilan de compétences – BDC) can be implementing by the employee (leave) or by the employer (training plan).

The leave represents a discontinuous period of 24 hours during which the employee realizes the audit or prepare the file of his demand of VAE. During this period, the employee receive an allowance from the OPCA.

6.3 MEASURES TO HELP JOB-SEEKERS AND PEOPLE VULNERABLE TO EXCLUSION FROM THE LABOUR MARKET

In order to facilitate access to training for the unemployed people, different measures have been set put by the state and regional council.

Measures for all the unemployed people

➤ *The allowances*

Job seekers receiving back-to-work benefits (allocation d'aide au retour à l'emploi - 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.

The job seeker who is required training by Pôle emploi is entitled to use the ARE Training (AREF) and the training aid. The gross amount of the allowance is equivalent to the amount of the ARE 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 AREF during the year 2008 amounted to almost 191 285, with an increase of 3,9 % compared to the 8,6% raise in 2007 which is the highest rise during the period.

Finally, if the person does not fill the conditions of perception of AREF, the person can maybe claim to the payment training of National Body for Employment (Pole Emploi), (Rémunération Formation de Pôle Emploi RFPE) in certain specific situations

➤ *The accompaniment measures towards the employment*

Operational preparation for job (Préparation Opérationnelle à l'emploi - POE) allows job seekers to acquire the skills needed to respond to obtain a job. It has been introduced by the Law of 24 November 2009 and managed by for July 2010. (Please see 6.1.2)

In addition, jobseekers can also request an "In-depth skills audit" (Bilan de competences Approfondi - BCAs). The audit is intended to help jobseekers to refocus their vocational plan and define a new pathway for their return to employment.

The BCA is suggested by Pôle Emploi through the personal project to acces to job (Projet Personnalisé d'Accès à l'Emploi – PPAE). In order to accompany the return back to employment, every job seeker is required to participate to a PPAE, provides by National Body for Employment (Pole Emploi).

➤ *The specific work contracts*

Contrat de Transition Professionnelle - CTP, Convention de Reclassement Personnalisée - CRP, Contrat unique d'insertion – CUI

For the CTP and CRP - see 3.2.3

Moreover, the unique contract of social inclusion (Contrat Unique d'Insertion – CUI) is set up since January 1st, 2010. It includes all the former assisted contracts which existed up to now and repealed by the CUI. The contracts of insertion-undeclared income minimum of activity (Contrat d'insertion – Revenu minimum d'activité - CI-RMA) and the contract of future (Contrat d'avenir - CAV) were repealed by the law of December 1st, 2008 .

The Employer groupings for integrating and qualification (Groupements d'employeurs pour l'insertion et la 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.

Measures for Fixed term contract employees

Employees working under a fixed-term contract enjoy an individual entitlement to vocational training, in the form of individual training leave (CIF – 6.1.2) and/or skills review leave (CBC – 6.2). Similar rights exist for temporary workers. This right is usually exercised when a work relationship ceases.

Measures for disabled people

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 as well.

The disabled people have access to all employee training programs (company training plans, individual training leave - CIF) 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 disabled Persons (association pour la gestion de l'emploi, de la formation et de l'insertion des personnes handicapées - AGEFIPH), which runs back-to-work and professional support programs for the handicapped, may be received in addition to state benefits.

Measures for immigrants

Legal immigrants also have access to all training programs open to workers with French nationality. In addition to benefits available to all, French Office of the immigration and the integration (Ofii _Office Français de l'Immigration et de l'Intégration) provides a part of the linguistic training initiatives taken in charge previously by ANAEM. (see § 1.2)

Measures for other target groups

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 approximately 22 000 people in 2008. The audience is predominantly female recipient (63%). Those under 25 years old represent 31% of trainees. The majority of them are unemployed (65%).
- Inmates. The programs are on line with a logic of building a training pathway according the experience, the acquired knowledge and the needs. Most of the people have no diploma, 26% of them have difficulties to read (these figures are based on the illiteracy tests filled in when entering into jail), 16% of them are illiterate. In 2008, training programs implemented has enabled 12 000 inmates to follow a course, they were 10 300 in 2007. Only 11% of trainees are women and 27% of them are under 25.
- People with no qualification or with insufficient qualification : the programs of access to key competences according European terms can be financed either by Regional Councils or by State Government and sometimes is co-financed by both in partenership with the National Agency fighting against illiteracy (ANLCI : www.anlci.gouv.fr)
- Young jobseekers aged 16 to 25 years old with difficulty in finding a job, because of low skills levels or poorly suited qualifications, sign a special work contract including training. This may be either an apprenticeship contract, or a professionalisation contract.

Schools of second chance – Ecoles de la 2ème chance E2C

The E2C concept is in line with the principles presented in 1995 in the white book of the European Commission: "Fighting against exclusion by investing in intelligence and enable individual to build his own qualification".

E2C propose to young people tailored training pathways aiming at bringing to standard the general competences, particularly according to the general terms of the base of knowledge and skills, and the implementation of a vocational project from alternance training in company.

Bearing in mind a reinforced partnership with Regions, by 2010, the government would like to propose to 12 000 people insufficiently qualified their entry into E2C. In order to reach this objective, the State Government commits itself to be a partner of this network schools: the government will take part in funding at the same level as the regional collectivities, that is to say up to one third.

7. TRAINING VET TEACHERS AND TRAINERS

7.1 TYPES OF TEACHER AND TRAINER OCCUPATIONS IN VET

7.1.1 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 trainer. There are several usual expressions to denominate trainers " casual trainers, speakers, presenters " which can correspond to a secondary or unique activity.
- The apprentice master is an employee directly responsible for training a young apprentice within the company. In relation with the Apprenticeship Training Centre (Centre de Formation d'Apprentis - CFA), the apprentice master's mission is to contribute to the acquisition by the apprentice of skills corresponding to the qualification and to the diploma.
- The tutor is an employee responsible for training a new employee, especially those who are beneficiaries of special work contract within the company. The tutor is not compulsory to accompany the employees in a period of professionalization. It is sometimes useful and necessary. Grants of Opcv are planned for companies.

NB : The apprenticeship is a part of initial training or education, but the apprentice signed also a work contract depending on the labour code. For these reasons, the regulation and fundings (including apprentice's master) depend partly on IVET and partly on CVET. In the opposite the tutor only depends on the CVET.

7.1.2 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.

The 2009 reform does not define precisely the rules regarding the minimum training level necessary for the professionals of this branch because of the overdiversification of training professions. Thanks to the law, more transparency for the beneficiaries (private individuals and companies) becomes possible. Therefore, the program, the training objectives and a trainers' list mentioning their respective diplomas must be conveyed to the trainees before the registration to a training.

Each training centre is free to define the rules regarding training policy of their trainers. Nevertheless, frames of skills' references exist. Defined by the collective agreement of private centres, they enable to split up the competences regarding trainers' professions into 3 sets: the educational process, the environment and the delegations granted to trainers.

7.1.3 RECENT REFORMS TO VET TEACHER/TRAINER TRAINING

None

7.2 TYPES OF TEACHERS AND TRAINERS IN IVET

7.2.1 TYPES OF TEACHERS, TRAINERS AND TRAINING FACILITATORS IN IVET

TEACHERS AND TRAINERS IN SCHOOL-BASED 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 apprentice master is an employee directly responsible for practical training of the apprentice within the company. (see 7.1)

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.

INITIAL TRAINING

➤ *Teachers*

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 + 5 (admission criteria to IUFM). A university doctorate is the equivalent of Bac + 8, and is sufficient for teaching at a University.

Since 2010, it is necessary to reach a Master's degree (Bac + 5) or to be registered in second year of Master's degree (M2) to teach or to insure educational functions. From the second year of license, some university propose modules of raising awareness and pre-professionalization or courses intended for the jobs by the education.

- Primary schools teachers (pre-elementary and elementary schools)
- The professors of the second degree who teach either in junior high schools and senior high schools (undergraduate), or in the technological high schools, or in the apprenticeship training center;
- The provisors

It exists specific for every category of staffs (Aggregation, CAPES, CAPEPS, CAPET, CAPLP, CPE).

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.

➤ *Trainers*

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.

➤ *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.

The title of “confirmed apprentice master”

The exercise of the function of apprentice master is not subordinated to the title of “confirmed apprentice master”.

This title recognises the investment of “confirmed apprentice master” in the supervision and the training of the apprentices.

This title is attributed, on certain conditions, by chambers of agriculture, chambers of commerce and industry and professional associations, after conclusion of an agreement with the State.

CONTINUING TRAINING

The mission of IUFM is threefold :

- They prepare to the complementary certificates necessary to intercede with disabled students ;
- They organise training of teachers and trainers ;
- They take part to the training offer related to teachers and trainers.

Henceforth integrated as internal schools of universities, IUFM work with universities on the new plans of the studies modified by the reform.

Source : <http://www.iufm.education.fr/devenir-ens/formation.html>

IN SERVICE CONTINUING TRAINING FOR TEACHERS RELATES TO ACADEMIC SKILLS

The in-service training of teachers 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..

7.3 TYPES OF TEACHERS AND TRAINERS IN CVET

7.3.1 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.

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 new employee is being prepared.

The mission’s tutor is to welcome, to help, to inform and to guide the beneficiary of the professionalization contract, during the duration of this contract. He insures the connection with the training service, implements the actions of professionalization and participates in the evaluation and the follow-up of the professionalization.

The employer allows him to have time to fulfill his functions.

Tutor is not compulsory to accompany the employees in a “professionalization contract”. It is often useful and necessary. Grants of Opca are planned for companies. (see 7.3.2)

7.3.2 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 centres 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

➤ *Trainer*

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.

➤ **Tutor**

No specific training or qualification is required. 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.

The 24th November 2009 law fosters developing tutoring. It authorizes the financing in the companies of a part of the tutor wage, from the funding of continuing training (particularly from the training plan).

Moreover, 3 times a year, the collective bargaining in each branch must include tutoring developing and enhancing tutor role, particularly in the case of employees over 55.

TABLE 25: 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	Public bodies managed by the Ministry of Education	Proposed and Funded 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 Funded by Ministry of agriculture
AFPA (ASSOCIATION FOR ADULT VOCATIONAL TRAINING)	Trainers	Experimented professionals specialized in a specific sector	Compulsory	Intern
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 Funded 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.

8. MATCHING VET PROVISION WITH LABOUR MARKET NEEDS

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

Various programs are implemented by the State for anticipation of skill needs.

DEVELOPMENT COMMITMENTS OF EMPLOYMENT AND SKILLS (EDEC - ENGAGEMENTS DE DÉVELOPPEMENT DE L'EMPLOI ET DES COMPÉTENCES)

The employment-contract policy expertise is a key tool of the employment policy of the state and aims to anticipate and support the consequences of economic, social and demographic information on employment and skills. It was renewed 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 professional or interprofessional organizations can implement with the State, in a contractual frame, the EDEC to anticipate and accompany these evolutions.

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

Established on the social dialog and the partnership, EDEC bases on two additional dimensions:

- the first one covering the contracts of prospective studies (*Les contrats d'études prospectives* - CEP)
- the second one covering the deployment of the action (*les Action de développement de l'emploi et des compétences* - ADEC)

THE CONTRACTS OF PROSPECTIVE STUDIES (CEP: CONTRAT D'ÉTUDES PROSPECTIVES)

The CEP allows the State and social partners to establish jointly a diagnosis of a private economic sector and possible actions. Their cost is variable according to their purpose and 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.

Contracts of prospective studies are mobilized by the State and the social partners, in connection with the joint national committees of employment (CPNE commission paritaire nationale de l'emploi) (CPNE) (see § 4.5).

In 2006, the CEP has mainly concerned the following professional areas: mutual janitors, pharmacies, construction, chemical industry, entertainment, customer service centers, supermarkets.

The realization of contracts of prospective studies in the territorial plan is encouraged; the progress of the territorial contract of prospective studies confirmed in 2008.

In 2008, CEP mainly concerned the following professional sectors: the sector of the mutual insurance, the chemical industries, the mass-market retailing, the businesses by the sport, Telecommunications and the smart cards.

THE ACTIONS OF EMPLOYMENT AND SKILL'S DEVELOPMENT (LES ACTIONS DE DEVELOPPEMENT DE L'EMPLOI ET DES COMPETENCES - ADEC)

The ADEC aims to enable employees (and not employees :farmers, craftsmen,...), to adapt, to increase and to validate their skills and to strengthen their employability either, in the company or outside the company or outside the sector which employs them. The prior beneficiaries are the employees weakened by the evolutions of the employment: employees of first levels of qualification, experimented employees arriving the second part of their career (45 years and more), people employed in companies of less than 250 employees.

Beyond the actions developping the skills by the training, the State implement diversified actions by branches and companies: the accompaniment of the internal and external mobilities within the company and business sector, the assistance for company taking over, the support for the transfer of the skills or of the Validation of non-formal and informal learning- Validation des Acquis de l'Expérience - VAE ...

The ADEC is concluded at the national or regional level with professional or interprofessional organizations and not with companies. They are multiannual agreements. In the regional level, they can accompany territorial projects concerned by active partners labour pools and networks of companies (poles of competitiveness). Their implementation looks for the cooperation with regions with a measure of autonomy, in particular with regional councils.

The ADEC are coordinated and their impact are assessed on a regular basis. The financial intervention of the State concerns the spending of :

- the engineering (conception and experiment),
- the accompaniment (information and communication),
- the implementation of these actions (including the costs of earnings for the concerned employees in case of difficulties met by companies).

The ADEC was mainly concluded in the regional level, in application of national agreements framing or on the basis of local initiatives.

In 2008, the ADEC concerned diversified sectors such as: branches of industry in crisis (as the textile, leather clothes, the metal industry, the automobile sector, ...), sectors of services in development and in professionalization (cleaning sector and its annex services, help services at home...)

The ADEC benefited for approximately 100 000 salaried or active people. The trend is :

- to intensify targetting small, medium sized companies and very small ones,
- to focus on actions strengthening the employability and make mobility more easy for employees (among which the senior employees).

In 2008, the financed action had for objective to benefit:

- 76 % of recipients of first level of qualification,
- 82 % of recipients belonging to companies of less than 250 employees,
- 32 % of employees aged 45 and more.

The realizations 2008 in the course of consolidation should show a slightly decreasing result of the objective aiming at the experimented employees but to confirm the achievement of two other objectives.

Source : Budget Plan for 2010 –Ministry of Employment

GPEC - GESTION PROVISIONNELLE DES EMPLOIS ET COMPETENCES

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 GPEC 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 ESF.

The agreement signed between the State and the company determines the amount and the part of the financial participation of the State in relation with the cost of intervention of the consulting firm as well as its duration, which cannot exceed 12 months. It mentions a number of employees potentially concerned by the plan of GPEC. It plans a meeting of balance assessment, 6 months after its term, between the profitable companies and the signatory authority.

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 occupations and skills in each region.

These provide support to decision makers (state, region, branches ...) and guidance and counselling bodies, on issues of economic and employment changes. More specifically, the anticipation of employment's and skills' needs to guide the actions of the institutional, territorial and professional stakeholders, requires prospective tools based on means of specific expertise.

- 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 occupations 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 diagnosis on employment and training and forecast the future needs in their own sector.

The ANI of 5th december, 2003 strengthens the role of the CPNE, asked to examine periodically the qualitative and quantitative evolution of employments and qualifications in their professional field and to determine priorities in training. Observatories have to help them there.

Finally the observatory can have a national, regional or territorial competence with possibility of formal delegations in an OPCA at the territorial level.

In addition of partnerships with public structures, some observatories of branches want to collaborate with the OREF. In these case, this partnership can consist in :

- provision of services from the OREF on behalf of the observatories,
- analysis by the branches of data supplied by the OREF.

The links between the two networks, namely the observatories of economic sectors and the Oref remain to be improved. At a regional level, the joint inter-regional employment commissions (*commissions paritaires interprofessionnelles régionales de l'emploi - COPIRE*) could play a role in this prospect in so far as it awards a place to social dialog, bearing in mind the implementation of a joint regional policy of training and employment.

8.2 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 CPCs, 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 body created by the representatives of employers and unions of employees in professional sectors.

They define the professional qualifications as CQP, 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 that 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.

IMPACT OF NEW BUSINESS ACTIVITY ON THE TRAINING

Different sectors are evolving and impacting training requirements. There is an evolution of training programmes including in trades and green sector of the economy and social solidarity.

THE GREEN SECTOR

on the greening of the economy, the ability of trainers to learn new technics is an important issue to pass environmental standards. The training of trainers is essential.

Several issues should be taken into account:

- The updating of the training standards to ensure the adaptation of training content to sustainable development;
- Adaptation of training content, programs, possible creation of new qualifications, training teachers and trainers, development of initial and continuing training for careers green ...
- Strengthening the link with the labor market should identify sectors and businesses impacted by the "greening" of the economy ...

- The funding of some important projects and innovation.

Example: Programme FEEBAT

FEEBAT programme (Training for energy efficiency in buildings) seeks information and professional training of contractors in the building energy renovation of existing buildings.

9. GUIDANCE AND COUNSELLING FOR LEARNING, CAREER AND EMPLOYMENT

9.1 STRATEGY AND PROVISION

The issue of guidance is currently central to the political concerns. In 2008, France chose this theme 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 Law of 24 November 2009 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.

The law of 24 November 2009 establishes a national public service about guidance and more specifically creates a right to be informed on occupations and qualifications thanks to a digital service guidance and the appointment of a *Délégué à l'Information et à l'Orientation – DIO* (delegate to the information and the guidance).

On 23 June 2010, the DIO has been appointed by the Prime Minister and has been in charge, according to the Law of 24 November 2009, of :

- Proposing priorities for national information policy and guidance and counselling;;
- Establishing quality standards for the exercise of public service mission of information and guidance;
- Evaluating national and regional policies on information and vocational guidance. He/she supports the implementation and coordination of information policy and guidance at regional and local levels.

On August 31, 2010, the Prime Minister has sent his letter of assignment to the DIO.

France's situation regarding 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 unemployed, 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),
- the type of funding used (national, local, joint employer-employee organisations, enterprises, users).

Nonetheless, even though the State currently tends to delegate and to 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 (National Body for Employment *Pole Emploi*).

However, the law of 2004 arranges that the regions "define 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 audit centres (*Centre Interinstitutionnel Bilan de Compétences* CIBCs) for employees and job-seekers looking for defining 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 bureaus (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.

9.2 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 provide 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 has evolved because the Law of 24th november 2009 foresaw the transfer of its staff to Pôle Emploi. Since 1st April 2010, 913 employees of AFPA, serving the orientation of job seekers are integrated into National Agency for Employment (Pole Emploi). The job seekers will receive support at two levels: an initial agency orientation, followed by a provision of vocational guidance conducted by staff from the AFPA in National Agency for Employment (Pole 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*), provide 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 National Agency for Employment (*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)

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 Law of 24 november 2009 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.

9.3 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 leading to 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 (Pole Emploi);
- University training that leads to employment opportunities in the field of guidance for workers and human resources, as in the *Master Professionnel* : 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 *Master Recherche* : 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 Master 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.

QUALITY ASSURANCE

The issue of quality is based on the implementation of a national labellisation of guidance and counseling providers. Indeed, in order to participate in the mission of general interest information and vocational guidance for youth and adult, criteria and qualification purposes remain yet to be defined.

However, steps of progress leading to the signing of quality charters are also implemented by some training funding bodies.

National quality initiative for CIBC

Thus, CIBC is engaged in a national approach to quality label and to harmonize their practices, their organization, their work. A national framework has been created for this purpose. This concerns all CIBC and is also addressed to other agencies, with the agreement of the national federation, like CIBC and become part of a dynamic network.

<http://www.cibc.net>

A quality initiative supported by the development of a guide for professional guidance

The “Pôle Rhône-Alpes de l’orientation” (PRAO – regional organisation giving information and guidance), encourages professional counsellors to improve the quality of their organization and the services rendered and makes available a calendar reminder of key principles to guide their actions. This document is from the Guide to indicators that the agency has developed within a European project with its partners, entitled "Improving the quality of training" (AQOR, 2007-2010) ", its purpose was to improve the quality of systems, services and professional practices in the field of guidance.

<http://www.prao.org>

10. FINANCING: INVESTMENT IN HUMAN RESOURCES

TABLE 26: OVERALL SPENDING BY FINANCIER FINAL (INCLUDING INVESTMENT)

	<i>2007 EUR million</i>	in % of the total	Developments 2007/1999 (in%)
Companies	11 977	42	32.4
State	4 261	15	-18.0
Regional authorities	4 246	15	109.5
Other local authorities	53	< 1	85.2
Other public administration and Unédic	1 299	5	2.1
<i>For other public administration</i>		<i>1</i>	
<i>For Unedic</i>		<i>4</i>	
Households	1 091	4	42.8
TOTAL (excluding public office for their own staff)	22 927	81	25.0
Public administration for their own employees	5 490	19	24.8
TOTAL (including public administration for their own staff)	28 417	100	25.0

Champ: France

Source : Budget plan for 2010, Dares

10.1 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 depending on the numbers of pupils;

- monitoring and evaluating educational policies with a view to ensuring that the educational system is consistent.

TABLE 27: THE FINANCING OF EDUCATION ACTIVITIES AND THE PURCHASING OF GOODS AND SERVICES LINKED TO EDUCATION IN 2008 - TOTAL EXPENDITURES (CURRENT EXPENDITURES PLUS CAPITAL) OF FINANCIAL CONTRIBUTORS (PROVISIONAL ASSESSMENT)

metropolitan France + DOM) (in millions of euros)

		Ministry of National Education	Other ministries	Total - State
Academic education	Primary education	18 329	82	18 412
	Secondary education	30 335	1 361	31 696
	Tertiary education	13 957	1 560	15 517
	Non-academic education	509	1 796	2 305
Total of domestic education expenditure		63 131	4 799	67 930
Non-core activity	Catering, Lodging	1 669	212	1 880
	Medical services in school	429		429
	Guidance	303		303
	General Administration	2 417	330	2 746
Purchasing of goods and services	School transport	1		1
	School supplies, and books			
	Dressing, private lessons			
Total of domestic education expenditure		67 948	5 341	73 289

Source : Repères et références statistiques - édition 2010 **Budget, coûts et financement**

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 Etablissements Régionaux d'Enseignement Adapté *EREAs*, 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).

APPRENTICESHIP

The apprenticeship track is considered as 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).

In 2008, 61% of funds granted by the regional authorities for apprenticeship, relate to the running expenditures, that includes subsidies to the apprenticeship centers (CFA), transportation assistance, lodging, and catering and other support measures. Subsidies paid to employers of apprentices account for 30% of these regional funds.

Source : Budget Plan for 2010 –Ministry of Employment

ALTERNATING WORK-STUDY PROGRAMMES- PROFESSIONALIZATION CONTRACTS

Alternating training programmes, so-called "alternating" work contract, (professionalization contracts) are financed by the companies, the regions, and the State (exemption from mandatory payroll taxes). These contracts, based on alternating periods of work and study, are considered as a form of continuing vocational training (please see 10.3).

10.2 FUNDING FOR CONTINUING VOCATIONAL EDUCATION AND TRAINING, AND ADULT LEARNING

10.2.1 FUNDING FOR PUBLICLY PROVIDED CVET

PUBLIC SUPPORT FOR EMPLOYEE TRAINING

State-funded grants

In 2007, the total State's spending for its policy of vocational training amounted to 4.3 billion euros (excluding spending for public-sector employee's training). It accounts for 7% less than in 2006. It is strongly impacted by the gradual transfer of funds to regional authorities of subsidized training implemented by the Association de Formation pour Adultes - the National Adult Vocational Training Association– Afpa :

- 35% were spent for apprenticeship;
- 15% for youth employability, 28% for employed people;
- 21% for job seekers.

Source : Budget Plan for 2010 –Ministry of Employment

The State has set up a grant system to support the objectives related to 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 purpose.

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 offered 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.).

Since 2002, the various stages of decentralization have resulted in the transfer of state funding to the regional councils and in particular for:

- subsidies to employers of apprentices.
- Health and social training programmes.
- Training activities and actions related to training undertaken by the National Association for Vocational Training (AFPA)
- Management of the arts and cultural training

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.

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 training:leaves (CIF – Congé Individuel Formation, individual training leave, CVAE - Congé Validation des Acquis de l'Expérience, leave for Validation of non-formal and informal learning and CBC Congé Bilan de Compétences, leave for skills audit).

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 – centre national de la fonction publique territoriale).

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 an additional 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.

TABLE 28: TRAINING EXPENDITURE BY GOVERNMENT (IN MILLIONS OF EUROS) FOR PUBLIC-SECTOR EMPLOYEE'S IVET AND CVET, IN 2006 AND 2007

	Initial training		Continuing training		Total	
	Expenditures	% of payroll	Expenditures	% of payroll	Expenditures	% of payroll
All the ministries excluding National Education						
2006	784	3.6	945	4.3	1 729	7.9
2007	802	3.5	993	4.3	1 795	7.8
Evolution in %	2.3		5.1		3.8	
Ministry of Education						
2006	1 234	3.2	1 018	2.6	2 251	5.8
2007	1 115	2.9	1 139	2.9	2 254	5.8
Evolution in %	-9.6		11.9		0.1	
All ministries						
2006	2 018	3.3	1 963	3.3	3 981	6.6
2007	1 917	3.1	2 132	3.5	4 049 *	6.6
Evolution in %	-5.0		8.6		1.7	

* In 2007, expenditure for both IVET and CVET, in the public service of the state were slightly over 4 billion euros. They represent 6.6% of payroll: 3.1% initial training and 3.5% for continuing training. Outside Education, training expenditures increase of 5% and represent 4.3% of payroll.

Source: DGAFP, bureau des statistiques, des études et de l'évaluation, statistics office, research and evaluation.

10.2.2 FUNDING FOR CVET IN ENTERPRISES

Corporate funding for training is covered by:

- the mandatory financial contribution required from enterprises;
- partial or full collection of this contribution by OPCA;
- 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.

Rates of the mandatory legal contributions

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 (MSAB);
- with 10 to 19 employees 1.05%,
- and with a minimum of 20 employees, 1.60%.

It should be noticed 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.

Division of the mandatory legal contributions

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 § 6. 1.2);
- one payment intended to fund individual training leaves (CIF).

In regards to the financial participation of companies with fewer than ten employees, it is divided into only 2 parts:

- one payment to fund the training plan (0,40 %) ;
- one payment intended (0,15 %) to cover alternating work-study (professionalization) and the individual training right (droit individuel de formation DIF; see § 6.1.2)

The employers of less than 10 employees have to pay at least 0,55 % of their gross annual payroll in the same approved equal collection body.

These companies are not subjected to the contribution intended for the financing of the individual training leave, leave for the Validation of non-formal and informal learning and leave of skills audit. This contribution concerns only the companies of 20 employees and more.

Use of the mandatory legal contributions

All companies have an obligation to participate in the annual funding of continuing vocational training of employees. Firms participation in CVET is a requirement of a fiscal nature.

In most of the cases, enterprise use their budget to finance the training for the employees (training, skills audit, the Validation of non-formal and informal learning). But they don't use this budget give the money to the State which can use it as he wants.

Indeed, if the expenditure incurred by the employer is insufficient in comparison with the amount of participation due, or if they don't pay this contribution to a OPCA, firms must it make a payment and deferred to the "Trésor public" (State funds) equal to the shortfall.

Some data of the funding of training by firms

The rate of contributions which are paid by the firms is a minimum. As said before, the legal obligation for companies with 20 employees and more, is 1.6% of their gross annual payroll (MSAB), but the average attendance rate is above 3% of the MSAB.

However, due to mandatory sectoral contribution levels, the actual financial contribution to vocational training for enterprises with 10 or more employees amounted to 2.92% in 2007, an increase compared to 2006 (2.88%). This evolution is due to firms with 50 to 2,000 employees. After a decline in participation rates in small firms in 2005, largely due to changes in the tax obligation incumbent upon them, their level of participation has stabilized.

With 12 billion euros spent in 2007 (7% more compared to 2006) companies hire 42% of total expenditure. The vast majority of their expenditure (83%) is for their employees. The remaining funds almost equally apprenticeship and other training for young persons.

The funding that business participation in the effort of training increases with firm size is correct. The weight of large companies (more than 2000 employees) in the overall expenditure is very high: 39.1% against 1.7% for firms with 10 to 19 employees. This confirms the dominance of large companies in the effort of training.

Source : Budget Plan for 2010 -Ministry of Employment

TABLE 29: COST OF CVT COURSES AS % OF TOTAL LABOUR COST (ALL ENTERPRISES), 1999 AND 2005								
STAFF	10-49	10-49	50 - 249	50 - 249	250 +	250 +	TOTAL	TOTAL
TIME	2005	1999	2005	1999	2005	1999	2005	1999
EU 27	1.1		1.4		1.9		1.6	
EU 25	1.1	1.5	1.4	2.4	1.9	2.4	1.6	2.2
FR	1.6	1.1	2	1.8	2.8	3.0	2.3	2.4

Source: Eurostat (CVTS2 and CVTS3); Extracted on: 30-04-2010; Last update: 19-03-2010
 Description: The indicator represents the Cost of CVT courses as % of total labour cost. Calculations are related to all enterprises participating in the survey (staff 10+) regardless of having carried out CVT courses or not.

CVTS 2:

Eurostat original label: *trng_cost01s-Cost of CVT courses as % of total labour cost (all enterprises), by type of cost and size class*

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_cost01s&lang=en

Further selections: size class=10 to 49, 50 to 249, 250+, total, typecost=total costs

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/EN/trng_cvts_esms.htm

CVTS 3:

Eurostat original label: *trng_cvts3_54-Cost of CVT courses as % of total labour cost (all enterprises), by type of cost and size class*

Link to data: http://appsso.eurostat.ec.europa.eu/nui/show.do?dataset=trng_cvts3_54&lang=en

Further selections: size class=10 to 49, 50 to 249, 250+, total, typecost=total costs

Link to metadata: http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/trng_cvts_esms.htm

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

FINANCIAL MECHANISMS FOR JOB-SEEKERS

UNEMPLOYMENT INSURANCE SCHEME

NATIONAL EMPLOYMENT FUND

A flat remuneration is paid to job-seekers who are not eligible for the conventional unemployment insurance scheme, 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 employment). 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.

FONDS PARITAIRE DE SECURISATION DES PARCOURS PROFESSIONNELS (JOINT FUND FOR PROFESSIONAL CAREER SECURITY) - FPSPP

Based on the observation caused by the partitioning approach "status", the social partners created the Fonds paritaire de sécurisation des parcours professionnels (Joint Fund for professional career security) – FPSPP. The fund may receive some percentage of resources the compulsory participation of employers in vocational training, further provided by the State and the possibility of matching contribution by the Regions. *The* Fund resources can help to finance vocational training contributing to the qualification and requalification of employees and job seekers (through, inter alia, shares of readiness for employment open to job seekers to access a job identified the benefit of audiences whose characteristics are determined by the framework agreement with the state and the *Fund*.

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). In parallel of the apprenticeship contract which depends on IVET, the professionalization contract is available to job seekers aged 26 and over and young people trying to enter the job market. 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.

Apprenticeship and professionalization contracts have been growing digital in 2008 (+5%), despite unfavorable market conditions. Structural data (population, type of business,

education levels on entry, types of degrees offered) in both cases have changed a little. There is a tendency to decrease the duration of apprenticeships, a slight increase in levels of diploma prepared. The duration of contracts of professionalization is also in decline, the sectors of activity change little, with however a slight increase in the industry. Despite steady growth since 2005, the device difficult to recruit those most in need and the proportion of job seekers aged 45 and over remain relatively low.

Source : Budget Plan for 2010 -Ministry of Employment

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 DISABLED PEOPLE

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 in a training financed by the State – FNE- (11 037 people), the regions – specifics 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).

The training of disabled people is funded:

- by the state, which took over in 2008, 11 264 training activities within the Centres Vocational Rehabilitation (centres de rééducation professionnelle) against 11 037 in 2007. The AFPA has hosted 9,103 individuals with disabilities under its program of subsidized activity (SAP) by the State against 8156 in 2007. In addition, 3850 training were also funded by the state, excluding Vocational Reeducation Centre and AFPA.

- by regional councils for 8579 students in 2008 against 8114 in 2007. Regional Councils have funded in 2008, 2330 training under the Vocational Reeducation Centre said regionalized in 2007 against 2351.

By AGEFIPH, under the agreement AFPA - AGEFIPH for 1712 trainees in 2008 compared to 1605 in 2007 (AFPA). Moreover, the number of contracts awarded by AGEFIPH amounts to 2022 for learning and 1705 for training contracts. (Source AGEFIPH).

Source : Budget Plan for 2010 -Ministry of Employment

The state government has financed 11 264 training programmes in the framework of the Centre de Rééducation Professionnelle - Vocational Reeducation Centre. The National Adult Vocational Training Association (Association de Formation pour Adultes - Afpa) has trained

9 103 disabled people in the framework of its program of subsidized activity - PAS - Programme d'activité subventionnée. Moreover, 3 850 training programs have also been funded by the State government, without taking into account Vocational Reeducation Centre and AFPA. The Regional Councils (except the so-called regionalised Vocational Reeducation Centre) have financed 8 579 trainees in 2008 as well as 2 330 trainings in the framework of regionalised Vocational Reeducation Centre. As agreed by the AFPA convention, AGEFIPH has taken in charge 1 712 trainees in 2008 comparing to 1 605 in 2007 (source AFPA).

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.

As such, the regional department for labor, employment and vocational training (DTREFP) implement with interregional directions of Prison Services (DISP) and the regional employment center an action plan to promote access of detainees to training (refresher / knowledge base, pre-qualifying and qualifying training, distance learning, individualized training, preparation for release ...) to facilitate the return to the employment of these public .

Source : *Budget Plan for 2010 –Ministry of Employment*

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

10.4 GENERAL FUNDING ARRANGEMENTS AND MECHANISMS

SECTORAL TRAINING FUNDS : THE OPCA *ORGANISMES PARITAIRES COLLECTEURS AGRÉES* (APPROVED JOINT COLLECTING BODIES)

OPCAs collect, mutualise and affect the contributions paid by companies under their obligation to finance vocational training (see § 10.2.2).

In 1996, four kinds of approval are distributed between two categories of approved joint collecting bodies: OPCA and “OPCA approved only to collect the contribution for the individual training leave (CIF), the OPACIF.

Contributions collected by the OPCA can finance:

- Support for training costs asked by the firms ;
- Fees and research training;
- Information costs, education and counseling;
- Management costs.

When the OPCA received the contributions of the firms, they are considered as their property. Money collected by OPCA are shared: the right to ask for funds is not based on the amount of money paid. The company who paid its contribution to an OPCA, can obtain funding more or less equal to the funds disbursed.

The number of OPCA not authoritatively reduced by law, but new tasks are assigned to collectors, and amenities are actually reviewed (no later than January 1, 2012).

THE FONDS PARITAIRE DE SÉCURISATION DES PARCOURS PROFESSIONNELS (JOINT FUND FOR PROFESSIONAL CAREER SECURITY) – FPSPP

The FPSPP replaces the single Equalization Fund (Fonds unique de péréquation- FUP).

Within the framework of the orientations defined by the CPNFP (see § 4.5), the FPSPP:

- ensures financial equalization between OPCA and OPACIF,
- 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.

For this last purpose, the FPSPP :

- Concluded, in the conditions defined by the CPNFP with the State and Regions, or quite other partner in particular Pole employment, agreements having in particular for object to determine the modalities of participation or cofinancing of the actions contributing to the qualification and to the requalification of the employees and the job-seekers,
- Defines the technical modalities, in accordance with the orientations of the CPNFP, for implementation of the mechanisms of cofinancing of the actions contributing to the qualification and to the requalification of the employees and for the job-seekers,
- Defines the procedures to be followed by the employees to benefit from the coverage in accordance with the CIF and from actions of qualification and from requalification of the employees and from the applicants of employment stakes in work within the framework of the present agreement.

The objective set by the social partners in the Accord National Interprofessionnel of January 7th, 2009 is to double the number of employees accessing the course of a year of training, or

500,000 additional employees and increased a thirds of job seekers in receipt of training in any one year, or 200,000 people.

To realize these missions, the FPSPP receives and manages:

- a share of the legal obligations of companies. These sums collected in accordance with the contributions of the OPCA will finance the qualification and the requalification of the employees and the job-seekers,
- The surpluses of the sums paid by companies in accordance with the professionalization and the personal leave for training, noticed by the OPCA and the competent OPACIF, according to the regulations in force,
- Other resources planned 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.

11. NATIONAL VET STATISTICS - ALLOCATION OF PROGRAMMES

11.1 CLASSIFICATION OF NATIONAL VET PROGRAMMES

11.1.1 MAIN CRITERIA USED TO ALLOCATE VET PROGRAMMES

N/A

11.1.2 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 lower 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
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	bachelor's degree type diploma (such as licence professionnelle	ISCED 6: Higher education postgraduate (doctoral research)

	Grandes Ecoles	- vocational degree)	
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11.2 FIELDS OF EDUCATION AND TRAINING

N/A

11.3 LINKS BETWEEN NATIONAL QUALIFICATIONS AND INTERNATIONAL QUALIFICATIONS OR CLASSIFICATIONS

France has integrated most of the tools for training in place at European level. The National Commission for Vocational Qualifications (commission nationale des certifications professionnelles - CNCV) has played a significant role in the implementation in France of several tools or European concepts such as the European Qualifications Framework (EQF), transparency of qualifications.

The Social Modernization Act of 17 January 2002 established the CNCV. It is composed of ministry officials, representatives of regions, social partners, representatives of consular chambers, and qualified individuals. Its mission is to identify the supply of professional certifications and make available this information to the public (internet portal of the national directory of vocational certifications, RNCV). The qualifications recorded in the directory are recognized throughout the national territory., The law degrees and professional titles issued in the name of the state are stored/listed automatically in this directory. Other qualifications are registered on request after review and advice of the Commission nationale des certifications professionnelles CNCV.

This directory also addresses the implementation of the transparency of qualifications driven by the EU through a competence-based approach and a breakdown of qualifications in units of instruction and referring to jobs that may be occupied by the owner. The description is based on the Europass framework.

CNCV is the national point of coordination for "EQF", it is responsible for work on the mapping between certification levels of the French system and the levels provided by the European Qualifications Framework.

Concerning "ECVET", its development was entrusted to the agency "Formation France Europe Education" (2E2F). It has chosen to continue their involvement in the joint work with the Member States on transparency of qualifications and testing of ECVET.

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The documentalist is Stéphane Hérout.

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12.3 LIST OF ACRONYMS AND ABBREVIATIONS

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

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

AGEFIPH - Association pour la gestion de l'emploi, de la formation et de l'insertion des personnes handicapées - Association for the Professional Integration of disabled Persons

ANACT - Agence nationale pour l'amélioration des conditions de travail - national agency for work-conditions Improvement

ANAEM - Agence nationale de l'accueil des étrangers et des migrations - Agency for immigration and welcoming foreigner people

ANI - Accord national interprofessionnel - National Interprofessional Agreement

ANLCI - Agence nationale de lutte contre l'illétrisme - National Agency fighting against illiteracy

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

AREF - allocation d'aide au retour à l'emploi-formation - allocation for returning to employment-training

ARF. Association des Régions de France - French regions association

B2i - Brevet informatique et internet - IT 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

C2i - certificat informatique et internet - IT and Internet Certificate

CAP - Certificat d'Aptitudes professionnelles - Professional Skills Certificate

CAS - Centre d'analyse stratégique - Strategic analysis centre

CCIP - Chambre de Commerce et d'Industrie de Paris - trade and industry chamber of Paris

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 recherches sur les qualifications - Center of studies and research for the qualification

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

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

CIBC - Centre Interinstitutionnel de Bilan de Compétences - inter-institutional skills audit centres

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

CNFPTLV - Conseil national de la formation professionnelle tout au long de la vie - National Council of Vocational LLL

CP - cours préparatoire - first class

CPC - Commission professionnelle consultative - Professional Consultative Commission

CNCP - Commission nationale des certifications professionnelles - National Commission for Vocational Qualifications

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 pour la formation professionnelle - National Joint Committee for Vocational training

CPRDF - Contrat de Plan régional de développement de la formation professionnelle - regional plan's contract for developing the vocational training

CTP - contrat de transition professionnelle - professional transition contract

CRP - convention de reclassement personnalisé - personalized placement agreement

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

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

DIO - Délégué à l'information et à l'orientation - delegate for information and guidance

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

FNE - Fonds national pour l'emploi - national fund for employment

FPC - Formation professionnelle Continue- Continual Vocational Training

FPSP - Fonds paritaire de sécurisation des parcours professionnels - Joint Fund for professional career security

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

GPEC - Gestion prévisionnelle des emplois et des compétences - strategic workforce planning

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

IUFM - Institut universitaire pour la formation des maîtres - University Teacher Training Institutes

IUT - Institut universitaire technologique - technological university institute

Licence Professionnelle - Vocational Licence

LP - lycée professionnel - vocational high schools

MC - Mention Complémentaire - additional diploma

Ofii - Office Français de l'Immigration et de l'Intégration - The French Office of the immigration and the integration

Opca - Organismes paritaires collecteurs agréés - Approved Joint Collecting Bodies

OPMQ - Observatoire prospectif des métiers et des qualifications - Prospective observatory for occupations and qualifications

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