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policies and systems

Progress towards the medium-term deliverables
of the Riga conclusions

Country chapter

FRANCE

Developments in vocational education and training policy
in 2015-19

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Introduction

In June 2015, the ministers in charge of vocational education and training in the EU Member States, the candidate countries and the European Economic Area countries, convened in Riga, agreed on objectives for vocational education and training (VET) policies for 2015-20 ⁽¹⁾.

Cedefop has been entrusted with monitoring the countries' policies implemented towards reaching these objectives.

This country chapter is part of the monitoring process. It was drafted based on input from the national ReferNet team. It presents an overview of the major policy developments that have taken place in the country in 2015-19, in the areas covered by the Riga medium-term deliverables (MTDs).

The country chapter is structured as follows:

- (a) the introductory section Aspects of vocational education and training context in 2015 briefly sketches the VET context in the country in 2015, highlighting selected figures and major policy initiatives that were just being adopted or started at that time. This introductory section is targeted at setting a baseline to put in perspective the policy choices and developments that have taken place since the beginning of the Riga cycle;
- (b) five thematic chapters then follow, devoted to the five respective MTDs outlined in the Riga conclusions. Each thematic chapter also begins with a 2015 baseline, more specifically addressing the MTD-related topics. The baseline is followed by the presentation of the major policy developments in the MTD since 2015;
- (c) the country chapter ends with a conclusion summarising the main lines of the 2015-19 policy developments and highlighting possible priorities for the future.

This country chapter is part of the information which the European Commission used to prepare the European Semester exercises ⁽²⁾ in 2017-19. The chapter also informs the work of Cedefop and the European Training

(1) *Riga conclusions 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-20, as a result of the review of short-term deliverables defined in the 2010 Bruges communiqué:*

https://www.izm.gov.lv/images/RigaConclusions_2015.pdf

(2) European Semester: https://ec.europa.eu/info/business-economy-euro/economic-and-fiscal-policy-coordination/eu-economic-governance-monitoring-prevention-correction/european-semester_en

Foundation (ETF) in preparing a joint monitoring report on the implementation of the Riga conclusions. Both the joint report and the country chapter are aimed at informing the work of EU Member States' Directors General for Vocational Training (DGVTs) and Advisory Committee for Vocational Training (ACVT) on taking stock of the outcomes of the Riga conclusions and preparing the next steps for the EU VET policy for the next few years.

Aspects of vocational education and training context in 2015

At the beginning of the reporting period, the proportion of upper secondary students enrolled in vocational education and training (VET) programmes in France was below the EU average (42.7% in 2014 compared to 48% in the EU) (Cedefop, 2017c, p. 65); and 41% in 2015 compared to 47% in the EU ⁽³⁾. 25.8% of upper secondary IVET students were following work-based programmes in 2014, against 34% in the EU. The employment rate of recent upper secondary education graduates was lower than the EU average (66.9% in 2014) (European Commission, 2016) compared to 70.8% in the EU); for VET graduates only, the rate was 61.6% in 2015 (European Commission, 2016), compared to the EU average of 73%. Adult participation in lifelong learning was high, however: 18.6% in 2015 compared to 10.7% in the EU (Cedefop, 2017c, p. 65).

VET policy in the country was faced with the challenges of bringing VET institutions and enterprises closer, and increasing the attractiveness of VET. A National Economy – Education Council was set up in 2013 to conduct forward-thinking reflection about how education and the economic world cooperate and the economic relevance of education. Trades and qualifications campuses were also created in 2013 ⁽⁴⁾, aiming to coordinate, at a local level, the work of secondary and higher VET institutions and businesses in given economic sectors. A Law on VET, Employment and Social democracy was adopted in 2014; it also contained provisions to update the apprenticeship system.

Table 1. **Framework data: score on VET indicators in France and in the EU: 2010-15**

Indicator label	2010		2015 (*)		Trend in 2011-15 (per year)			
	FR ^f	EU ^f	Yr	FR ^f	EU ^f	Range	FR	EU
Access, attractiveness and flexibility								
IVET students as % of all upper secondary students	A	A	'14	42.7 ^b	48.0 ^b _{E1}	'13-'14	▪ -0.3	▪ -0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14	25.8 ^b	34.0 ^b _{E2}	'13-'14	▪ -1.4	▪ 0.1
IVET students with direct access to tertiary education as % of all upper secondary IVET			'14	62.2	69.2 ^{E3}	'13-'14	▪ 1.2	▪ -1.4

⁽³⁾ Eurostat, data for 2015.

⁽⁴⁾ http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=71776

Indicator label	2010		2015 (*)			Trend in 2011-15 (per year)		
	FR ^f	EU ^f	Yr	FR ^f	EU ^f	Range	FR	EU
Employees participating in CVT courses (%)	45.0	38.0 ^e	'10	45.0	38.0 ^e			
Employees participating in on-the-job training (%)	14.0	20.0 ^e	'10	14.0	20.0 ^e			
Adults in lifelong learning (%)			'15	18.6 ^b	10.7 ^b	'14-'15	▬ 0.2	▬ -0.1
Enterprises providing training (%)	76.0	66.0 ^e	'10	76.0	66.0 ^e			
Female IVET students as % of all female upper secondary students	A	A	'14	37.8 ^b	42.7 ^b _{E1}	'13-'14	▬ 0.2	▬ -1.0
Employees of small firms participating in CVT courses (%)	27.0	25.0 ^e	'10	27.0	25.0 ^e			
Young VET graduates in further education and training (%)			'15	40.3 ^b	33.0 ^b	'14-'15	▬ 0.4	▬ -0.3
Older adults in lifelong learning (%)		5.3	'15	13.9 ^b	6.9	'14-'15	▬ 0.2	▬ 0.1
Low-educated adults in lifelong learning (%)			'15	7.7 ^b _C	4.3 ^b _C	'13-'15	↘ -0.2	↘ -0.1
Unemployed adults in lifelong learning (%)			'15	14.7 ^b	9.5 ^b	'14-'15	▬ 0.2	▬ -0.3
Individuals who wanted to participate in training but did not (%)	13.8 ^B	9.5 ^e _B	'11	13.8	9.5 ^e			
Job-related non-formal education and training (%)	74.9 ^B	80.2 ^e _B	'11	74.9	80.2 ^e			
Skill development and labour market relevance								
IVET public expenditure (% of GDP)			'13	0.48 ^b	0.56 ^b _{E4}			
IVET public expenditure per student (1000 PPS units)			'13	10.3 ^b	6.4 ^b _{E5}			
Enterprise expenditure on CVT courses as % of total labour cost	1.6	0.8 ^e	'10	1.6	0.8 ^e			
Average number of foreign languages learned in IVET			'14	1.3 ^b	1.0 ^b _{E6}	'13-'14	▬ 0.0	▬ 0.0
STEM graduates from upper secondary IVET (% of total)	A	A	'14	26.6 ^b	30.0 ^b _{E7}	'13-'14	▬ -1.1	▬ -0.4
Short-cycle VET graduates as % of first time tertiary education graduates			'14		9.3 ^{E8}			
Innovative enterprises with supportive training practices (%)	60.3	41.5 ^{E9}	'12	57.9	41.6 ^{E9}	'10-'12	▬ -1.2	▬ 0.0
Employment rate for IVET graduates (20-34 year-olds)			'15	70.4 ^b	77.2 ^b	'14-'15	▬ -3.1	▬ 0.3
Employment premium for IVET graduates (over general stream)			'15	-0.9 ^b	5.3 ^b	'14-'15	▬ -2.6	▬ -1.0
Employment premium for IVET graduates (over low-educated)			'15	24.1 ^b	23.7 ^b	'14-'15	▬ 1.0	▬ -0.1
Workers helped to improve their work by training (%)			'15	76.1	83.7			
Workers with skills matched to their duties (%)	59.9	55.2	'15	56.2	57.3	'10-'15	▬ -0.7	▬ 0.4
Overall transitions and labour market trends								
Early leavers from education and training (%)		13.9	'15	9.3 ^b _C	11.0 ^C	'13-'15	↘ -0.2	↘ -0.5
30-34 year-olds with tertiary attainment (%)		33.8	'15	45.1 ^b _C	38.7 ^C	'13-'15	↗ 0.6	↗ 0.8
NEET rate for 18-24 year-olds (%)		16.6	'15	16.3 ^b	15.8	'14-'15	▬ 1.2	▬ -0.7

Indicator label	2010		2015 (*)			Trend in 2011-15 (per year)		
	FR ^f	EU ^f	Yr	FR ^f	EU ^f	Range	FR	EU
Unemployment rate for 20-34 year-olds (%)		13.1	'15	14.9 ^b	12.9	'14-'15	▪ 0.1	▪ -1.2
Employment rate of recent graduates (%)		77.4	'15	72.3 ^b	76.9 ^c	'13-'15	↘ -2.0	↗ 0.7
Adults with lower level of educational attainment (%)		27.3	'15	22.5 ^b	23.5 ^c	'13-'15	↘ -1.2	↘ -0.7
Employment rate for 20-64 year-olds (%)		68.6	'15	69.5 ^b	70.0	'13-'15	→ 0.0	↗ 0.8
Employment rate for 20-64 year-olds with lower level of educational attainment (%)		53.4	'15	51.3 ^b	52.6 ^c	'13-'15	↘ -1.2	↗ 0.6
Medium/high-qualified employment in 2020 (% of total)			'16	83.7 ^d	82.8 ^d			

(*) The data in this column are the data available in 2016. Where 2015 data were not available, data from previous years were used.

(A) UOE back reconstruction of 2010 values based on ISCED 2011 not yet available.

(B) AES 2011, used as proxy for 2010 baseline.

(C) 2014 b flags in Eurostat online tables ignored on the basis of other relevant Eurostat metadata.

(D) Forecast made in 2016. (E1) Based on 28 countries; partial information for NL.

(E2) Based on 25 countries (missing: ES, PL, RO); partial information for NL.

(E3) Based on 27 countries (missing: NL); partial information for EL, IT.

(E4) Based on 19 countries (missing: BE, DK, IE, EL, FR, HR, IT, PT, SK).

(E5) Based on 21 countries (missing: DK, IE, EL, FR, HR, IT, PT).

(E6) Partial information for NL.

(E7) Based on 25 countries (missing: IT, HR, UK).

(E8) Based on 23 countries (missing: BE, CY, FR, IE, UK).

(E9) Based on 22 countries (missing: DE, IE, EL, NL, SI, UK).

(b) Break after 2010, therefore baseline data not included.

(u) Eurostat: 'low reliability'.

(z) Eurostat: 'not applicable'.

(e) Eurostat: 'estimated'.

NB: EU refers to EU-28, unless otherwise specified. Arrows ↗ or ↘ signal a positive or negative trend based on more than two data points and of magnitude 0.1 per year or more. Trends based on more than two data points but of smaller magnitude are indicated by →; trends based on two points only are marked ▪. Trends are estimated by means of regression models.

Source: Cedefop (2017c).

CHAPTER 1.

MTD 1 – All forms of work-based learning with special attention to apprenticeships

1.1. Baseline 2015

At the beginning of the reporting period, initial VET from secondary to higher education was accessible both through full-time education and through alternance/apprenticeship. Work-based learning elements were included in all school-based IVET programmes leading to a vocational qualification. At lower secondary level, vocational courses preparing pupils for apprenticeship were offered. In upper-secondary VET, undergoing an in-company internship was mandatory. Vocational baccalaureate students could also, since 2009, manage fictive companies and create business start-ups, supervised by a teacher and a professional counsellor. In 2013, the status of student-entrepreneur was created to support students intending to set up their own business, and entrepreneurship was added to the curriculum.

Apprenticeship was in place, in the form of settings that modernised centuries-old tradition rooted in the Middle-Ages ⁽⁵⁾. Apprenticeship programmes were offered for all qualifications registered in the National directory of professional qualifications (RNCP) ⁽⁶⁾. The directory included all formal VET qualifications as well as vocational certificates developed by sectors ⁽⁷⁾. Apprenticeship was accessible to young people aged between 16 and 25. The apprentice had to sign an apprenticeship contract of one to three years (duration depending on the qualification) ⁽⁸⁾. Apprentices had the status and rights of an employee and would receive a salary. A *Maître d'apprentissage* ⁽⁹⁾ would

⁽⁵⁾ ReferNet France (2014). *Apprenticeship-type schemes and structured work-based learning programmes* – France. Cedefop ReferNet thematic perspectives: <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/apprenticeship-type-schemes-and-structured-work-based-17>

⁽⁶⁾ Répertoire national des certifications professionnelles <http://www.rncp.cncp.gouv.fr/>

⁽⁷⁾ Certificat de qualification professionnelle – CQP. <http://www.cncp.gouv.fr/enregistrementsur-demande/certificat-de-qualification-professionnelle-cree-par-les-branches>

⁽⁸⁾ <https://www.service-public.fr/particuliers/vosdroits/F2918>

⁽⁹⁾ Apprenticeship mentor

supervise the apprenticeship. Training would take place mainly at the workplace (60-75%) and for the rest in an apprentice training center ⁽¹⁰⁾.

The apprenticeship training system was governed by the State (legislation), the regional councils (policy setting) and the social partners (management of the apprentice training centers). The system was co-funded by the State (exempting enterprises from the employer tax for the amount of apprentices' salaries), Regions (apprenticeship subsidies) and companies (apprenticeship tax).

Continuing vocational training programmes were accessible to all adults, whether employed, jobseekers, or inactive. A range of providers were at play, including education institutions, AFPA (the national agency for CVET) ⁽¹¹⁾, and more than 75 000 private training providers, offering programmes to 20 million learners per year. Depending on the learner's individual situation, the training could be self-organised or, most often, organised by the employer, the social partners, or the national agency for employment (Cedefop ReferNet France, 2014).

The policy for work-based learning in VET was faced with the challenge of bringing closer VET institutions and enterprises. There was still not a sufficient number of apprenticeship places for the least qualified (European Commission, 2015). In 2014, the Law on VET, Employment and Social democracy ⁽¹²⁾ introduced subsidies for micro-enterprises (fewer than 11 employees) that recruited apprentices. The same year, the national EAfA commitments included a number of measures such as creating career paths for apprentices also at regional level and setting up a clear apprentice status including social rights as well as strengthening the capacity of apprentice training centres (Centre de formation d'apprentis - CFA). An 'Apprenticeship-relaunch plan' was also initiated, oriented to developing apprenticeship also in the public sector, with a target of 60 000 apprentices. The plan was supported by national advertising campaigns.

⁽¹⁰⁾ Minimum 800 hours for the two-year CAP programme and at least 1 850 hours for the three-year vocational baccalaureate. See also: *Centre de formation des apprentis* (CFA):

⁽¹¹⁾ Agence nationale pour la formation professionnelle des adultes (AFPA).

⁽¹²⁾ Loi No 2014-288 du 5 mars 2014 relative à la formation professionnelle, à l'emploi et à la démocratie sociale. *JORF*, 6 mars 2014, p. 52.
<https://www.legifrance.gouv.fr/eli/loi/2014/3/5/ETSX1400015L/jo/texte>

1.2. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area are multidimensional ⁽¹³⁾:

- (a) on apprenticeship;
 - (i) raise its profile,
 - (ii) increase its quality, and learners' mobility and choice,
 - (iii) increase the number of apprentices, in both secondary and higher education, and train staff how to address apprenticeship;
 - (iv) update the rules for funding apprenticeships;
- (b) making the status of interns more protective, and streamlining access to information on internship offers at regional level;
- (c) setting up preparatory sessions for students entering VET programmes before their first workplace experience;
- (d) fostering cooperation between higher education and economic sectors to match supply and demand for qualifications more effectively, and expanding the *Trades and qualifications campuses* initiative;
- (e) supporting the creation of innovative SMEs;
- (f) supporting work-based learning and making it a tool to address long-term unemployment.

1.3. Main actions taken in 2015-19

1.3.1. Apprenticeship

1.3.1.1. Reform of the apprenticeship system

The Law for the freedom to choose one's professional future ⁽¹⁴⁾ was promulgated on 5 September 2018. Its main provisions regarding apprenticeship and work-based learning include:

⁽¹³⁾ According to a survey by Cedefop among Directors General for VET in early 2016.

⁽¹⁴⁾ *Loi pour la liberté de choisir son avenir professionnel*. Sources :

(a) in French:

The 2018 Bill – article published on the website of the Ministry of Labour in June 2018: <https://travail-emploi.gouv.fr/grands-dossiers/loi-pour-la-liberte-de-choisir-son-avenir-professionnel/article/formation-professionnelle-ce-va-que-va-changer-la-loi-liberte-de-choisir-son>

The file on *Transformation de l'apprentissage*, available on the website of the Ministry of Labour: <https://travail-emploi.gouv.fr/grands-dossiers/loi-pour-la-liberte-de-choisir-son-avenir-professionnel/article/apprentissage-ce-va-que-va>

- (a) the opening of new apprentice training centres (CFA) no longer requires administrative approval (previously issued by the regions). Sectors and businesses have therefore more room to create apprenticeship centres. Public funding allocated to CFAs will be based on the number of apprenticeship contracts they have signed;
- (b) the conditions applicable to apprenticeship contracts have been simplified: the age limit for entering apprenticeship has been extended to 29 years of age (as opposed to 25 previously); the minimum duration of a contract has been reduced to 6 months (as opposed to one year previously); entry into an apprenticeship programme is now possible at any time of the year; international mobility of apprentices is facilitated, for instance, through the newly-added possibility to suspend contracts during mobility;
- (c) additional financial support for apprentices is introduced: a EUR 30 increase in monthly remuneration for apprentices under age 20; and EUR 500 allocation to apprentices preparing for their driving licence;
- (d) the financial support to SMEs offering training to young VET learners will be simplified in the form of a single allocation;

This reform had been initiated in October 2017 ⁽¹⁵⁾. Its overall intention is to make the most of apprenticeship, regarded as an excellence training pathway, to ensure educational success and professional integration, in the respective interests of all at once: young people, businesses, local territories, and national economic and social development.

Regarding more specifically the mobility issue, 15 000 young apprentices will be given the opportunity to take part in an *Erasmus Pro* mobility in Europe as of

[changer-la-loi-liberte-de-choisir-son-avenir](#) E-bulletin of the 2018 training reform published by Centre Inffo:

<https://reforme.centre-inffo.fr/>

The 2018 Law for the freedom to choose one's professional future (legislation).

https://www.legifrance.gouv.fr/affichTexte.do;jsessionid=A6446FA6AF9D1ED55743DC8A12894157.tplgfr36s_2?cidTexte=JORFTEXT000037367660&categorieLien=id

(b) in English:

The 2018 Bill in 10 key points (August 2018): https://travail-emploi.gouv.fr/IMG/pdf/act_for_the_freedom_to_choose.pdf

⁽¹⁵⁾ *Transformation de l'apprentissage*. For more information:

http://travail-emploi.gouv.fr/IMG/pdf/dp_apprentissageevdef2-_09022018.pdf

http://www.gouvernement.fr/sites/default/files/document/document/2017/10/feuille_d_e_route_apprentissage_-_formation_professionnelle_-_assurance_chomage.pdf

http://www.actualite-de-la-formation.fr/IMG/pdf/document_d_orientation.pdf

http://cache.media.education.gouv.fr/file/2016/05/6/2016-059_apprentissage_en_eple_636056.pdf

the school year 2022-23. A special representative in charge of the development of *Erasmus Pro* for apprenticeship training was appointed by the Employment Minister in July 2017, with particular responsibility for developing the mobility of apprentices, and for preparing a practical guide to mobility and a dedicated application within the framework of the Franco-German agenda ⁽¹⁶⁾. A user's guide for young people on apprenticeship and professionalisation contracts – *Guide du routard pour la mobilité des alternants* – was published in September 2018 ⁽¹⁷⁾. In November 2018, the *Erasmus+* National Agency (Erasmus+ France Education and training) published a guide on *Skills of mobility referents in apprentice training centres*. The guide presents the role, tasks and competences of the referents who promote the implementation of international mobility projects for apprentices; it also specifies conditions for success ⁽¹⁸⁾.

Apprentice mobility was also enshrined in the Labour Code ⁽¹⁹⁾. New legal provisions have come into force, aimed at removing obstacles to long-term mobility in Europe for apprentices and trainees in alternance training schemes: recent laws reforming the Labour Code (March 2018) and vocational education and training (September 2018) include measures that apply to all young people under the apprenticeship contract (*contrat d'apprentissage*) and the professional development contract (*contrat de professionnalisation*) ⁽²⁰⁾.

Social partners have been involved in the design of the reform, along with regional authorities, chambers of commerce and experts. Stakeholder consultation lasted from November 2017 to January 2018. Efficient funding was looked for ⁽²¹⁾. The reform increases the role of sectors in the funding the apprenticeship system. Sectors now also play a greater role in the design of vocational degrees, training guidelines and examination rules, thus further

⁽¹⁶⁾ <https://travail-emploi.gouv.fr/actualites/l-actualite-du-ministere/article/decryptage-5-cles-possibles-pour-davantage-de-mobilite-des-apprentis-en-erasmus>

⁽¹⁷⁾ <https://orientactuel.centre-inffo.fr/?article1546>

⁽¹⁸⁾ http://www.agence-erasmus.fr/docs/2731_2731_guide_cfa_final-2.pdf

⁽¹⁹⁾ Article 14. Law 2017-1340 of 15 September 2017. Joint Committee text: <http://www.assemblee-nationale.fr/15/pdf/ta-commission/r0626-a0.pdf>; <https://www.legifrance.gouv.fr/affichCode.do?idSectionTA=LEGISCTA000036760676&cidTexte=LEGITEXT000006072050&dateTexte=20180623>

⁽²⁰⁾ ReferNet France (2018). *Supporting mobility for young people in alternance training schemes: a revised legislative framework*. National news on VET, 15.11.2018. <http://www.cedefop.europa.eu/en/news-and-press/news/france-supporting-mobility-young-people-alternance-training-schemes-revised-legislative-framework>

⁽²¹⁾ A single tax to finance apprenticeship (as opposed to two currently); introduction of the number of apprenticeship contracts signed as a criterion for the funding of apprentice training centres, so as to encourage the development of apprenticeships.

supporting the learning outcomes approach. Ex-ante evaluation was carried out⁽²²⁾ and outlined a range of possible benefits, including increased permeability and flexibility (through bringing closer formal education and apprenticeship); supporting diversity in education; and increasing labour market relevance and attractiveness of apprenticeship.

Among the issues encountered is the reluctance of the regions to lose their power as regards the steering of the vocational apprenticeship system; they lose jurisdiction over shaping the geographic distribution of apprentice training centres. Whereas the regions were previously empowered to regulate the opening of CFAs, sectors or businesses may, from now on, decide to set up one. However, the regions still have some financial leverage 'when territorial development and economic development needs so require'. The main provisions of the law came into effect on 1st January 2019.

1.3.1.2. *Attracting learners to apprenticeship*

The *Parcours d'avenir* (Pathways for the future)⁽²³⁾ measure, announced in 2015, has been in place in all lower secondary education schools since September 2015. It aims to provide learners with information and guidance on their future education and career options, including apprenticeship, and to provide individualised support for forward planning. A particular focus is placed on apprenticeship.

The Law for the freedom to choose one's professional future creates a preparatory vocational course for students in their final year of lower secondary school. While continuing to gain common core knowledge, skills and culture, those who so wish will be able, in parallel, to attend this course to prepare for upper secondary VET. The law also gives the regions new powers in terms of guidance: they now have the responsibility 'to organise information actions on professions and related training, develop the related documentation, and

⁽²²⁾ Ministry of Education (2016). *Developpement de l'apprentissage dans les etablissement publics locaux d'enseignement. Rapport 2016-059* [Developping apprenticeship in local public educational institutions]. July 2016. <http://www.education.gouv.fr/cid107046/developpement-de-l-apprentissage-dans-les-etablissements-publics-locaux-d-enseignement.html>

See also: <http://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/rapport-concertation-apprentissage-30-01-2018.pdf>

⁽²³⁾ <http://www.education.gouv.fr/cid83948/le-parcours-avenir.html>

circulate it to pupils and their families, higher-education students and apprentices in schools and universities' (24).

A National Ambassador for Apprenticeship was appointed by the Ministry of Employment in June 2015. His mission is to attract large companies to become further involved in apprenticeship, and disseminate best practices in relation to apprenticeship. The National Ambassador is supported by a network of regional ambassadors for apprenticeship.

Information documents from ONISEP (25), containing information about apprenticeship, are provided to all students at the end of lower and upper secondary education. On the ONISEP website, a section dedicated to apprenticeship provides users with resources (26). Also, each website of the Ministry of Education includes information specifically relating to apprenticeship (27).

The Ministry of Labour and the Ministry of National Education and Youth have, since October 2018, been jointly organising apprenticeship days to find contracts for those young people who have stated their desire to enter apprenticeship (28).

1.3.1.3. *Sensitising teachers and counsellors*

A French-German pilot project to support the mobility of young apprentices was launched in November 2015 and involved 50 young apprentices working in 11 participating large enterprises (29). The main aim was to raise awareness about apprenticeship among education and counselling staff in charge of school pupils.

(24) <https://reforme.centre-info.fr/conseil-en-evolution-professionnelle-cep/conseil-en-evolution-professionnelle-cep-lessentiel/congres-regions-de-france-lorientation-une-nouvelle-competence-pour-la-region/>

(25) Office national d'information sur les enseignements et les professions (ONISEP): the National Office for Information on Curricula and Professions.

(26) <http://www.onisep.fr/voie-pro/Lyceen/En-apprentissage/Trouver-un-contrat-d-apprentissage> and <http://www.onisep.fr/Choisir-mes-etudes/College/Orientation-au-college/Inscription-en-CFA-mode-d-emploi>

(27) The number of pupils applying for joining the apprenticeship pathway is on the increase. In July 2018 as compared to July 2017, the number of pupils wishing to enter apprenticeship had increased by 45.1%. The number of those selecting apprenticeship as their first choice had increased by 40.5%.

(28) http://cache.media.eduscol.education.fr/file/lycee_pro_2018/92/2/fiche_rencontres_d_e_l_apprentissage_1028922.pdf

(29) Allianz, Michelin, Danone, Bosch, BASF, L'Oréal, Siemens, BNP Paribas, ENGIE, Airbus and Safran.

The initiative was supplemented by an online continuous professional development course for teachers and school guidance counsellors ⁽³⁰⁾.

A practical guide for the implementation of the *Parcours d'avenir* measure has been circulated to the heads of institutions. It emphasises the importance of raising awareness of alternance training, whether in vocational high school or apprenticeship, and suggests avenues for action and concrete resources for developing it ⁽³¹⁾.

1.3.1.4. *Developing apprenticeship in the public sector*

A 2015 circular set the conditions for apprenticeship contracts in the non-industrial and non-commercial public sector. In addition to the overall target of setting up 500 000 apprenticeships by 2017, specific targets were set to create 10 000 apprenticeships in the public sector: 4 000 starting in September 2015, with a further 6 000 by September 2016. A practical guide for human resources services has been issued. The objectives have been achieved: 4 420 and 8 300 recruitments in 2015 and 2016 respectively were recorded, as reported by the Ministry of Education in February 2017. Law of 8 August 2016 made apprenticeship one of the regular gateways for public sector recruitment.

The apprenticeship campaign continued in 2018 in State Public Service. The Ministries' full involvement in implementing the Apprenticeship development plan has brought about a significant increase in the number of apprentices. The number of apprenticeship contracts has increased by 115% since 2014, making for more than 9 400 apprentices in September 2018 ⁽³²⁾.

1.3.2. Work-based learning in school-based VET

Circular No 2016-055 of 29 March 2016 ⁽³³⁾ set the principles for developing and improving the work-based component of VET programmes, including content, planning, follow-up and assessment of work placements. Circular No 2016-053 of 29 March 2016 ⁽³⁴⁾ provided for the organisation of work-based training periods (objectives, teaching methods, support, assessment) for upper secondary vocational programmes. A circular published in March 2017 ⁽³⁵⁾ set the principles

⁽³⁰⁾ <https://magistere.education.fr/>

⁽³¹⁾ https://cache.media.eduscol.education.fr/file/Orientation/46/8/2016_09_13_PARCOURS-AVENIR_628468.pdf

⁽³²⁾ www.fonction-publique.gouv.fr/score/lapprentissage

⁽³³⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100538

⁽³⁴⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100542

⁽³⁵⁾ http://circulaires.legifrance.gouv.fr/pdf/2017/03/cir_41945.pdf

for organising work-based training periods in agricultural training programmes and for the advanced agricultural technician diploma.

1.3.3. Internships

Following a 2015 circular from the Ministry of Education, internship hubs (*pôles de stages*) ⁽³⁶⁾ have been rolled out in every region to organise schools and businesses into networks, supporting students in finding work placements. More than 350 local hubs have been set up, specialised, in some cases, by economic sector. These local internship hubs are each managed by a facilitator and coordinated at regional level ⁽³⁷⁾. Practical tools can be found online ⁽³⁸⁾.

1.3.4. Increasing the effectiveness and quality of work placements

Since September 2016, courses have been put in place in all secondary schools to prepare students before going on work placement ⁽³⁹⁾. To support the quality of work placements, various steps have been taken at regional level: train teachers; strengthen school/business relationships; involve practice experts in teaching and evaluation ⁽⁴⁰⁾; and include young people on youth voluntary service in internship hubs (*pôles de stages*).

1.3.5. Exploring new ways for apprenticeship and work-based learning

In April 2015, the Ministry of Employment and the Foundation to Fight Exclusion (*Fondation Agir Contre l'Exclusion*, FACE) set up the Foundation for Innovation in Apprenticeship (*Fondation Innovations pour les Apprentissages*, FIPA). FIPA's objectives include: support developing all forms of work-based learning in companies; propose innovative solutions to issues such as increasing apprentices' mobility; provide digital resources to support apprenticeships; and introduce apprenticeship in occupations where it does not yet exist.

⁽³⁶⁾ Ministry of Education, Circular No 2015-035 of 25 February 2015.
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=86521

⁽³⁷⁾ For more information: <http://www.education.gouv.fr/cid105424/les-poles-de-stages.html>

⁽³⁸⁾ <http://eduscol.education.fr/cid99207/que-sont-les-poles-de-stages.html>
<https://lyceens.monstageenligne.fr/>

⁽³⁹⁾ Ministry of Education, Circular No 2016-058 of 13 April 2016:
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100720

⁽⁴⁰⁾ http://www.education.gouv.fr/pid25535/bulletin_officiel.html&cid_bo=89301

Also, following the *Law on the freedom to choose one's professional future*, and based on a pilot carried out from 2015 to 2018 ⁽⁴¹⁾, a 2018 decree ⁽⁴²⁾ set out the conditions for training actions in work situations (*Action de formation en situation de travail*, Afest):

- (a) prior analysis of the work activity in order to adapt it for pedagogical purposes, where necessary;
- (b) prior appointment of a trainer able to perform a tutoring function;
- (c) implementation of reflective phases, distinct from the work situations; these are intended to use the lessons learned from the work situation for pedagogical purposes, so that those involved can identify and analyse any gaps between expectations, achievements and outcomes, in order to consolidate and explicitly set out what has been learned;
- (d) evaluation of the learning outcomes to conclude the action.

1.3.6. Bringing education and the economy closer

The first Trades and qualifications campus (*Campus des métiers et des qualifications*) was inaugurated in 2014. The campuses bring together secondary and higher VET institutions, companies, apprenticeship centres, and research centres working in a given economic sector, along with regional economy and authorities ⁽⁴³⁾. In the reporting period, the initiative was further extended through labelling 95 campuses covering 12 growth and job-creating sectors ⁽⁴⁴⁾.

⁽⁴¹⁾ The experiment was an initiative of the Ministry of Labour. It involved the social partners; the National Employment, Training and Vocational Guidance Council (Conseil national de l'emploi, de la formation et de l'orientation professionnelles – CNEFOP); the National Agency for the Improvement of Working Conditions (Agence nationale pour l'amélioration des conditions de travail – ANACT); and training funds (*Organismes Paritaires Collecteurs Agréés*, OPCAs). It consisted of developing training actions in work situations (*Action de formation en situation de travail* – AFEST) targeted at low-skilled employees in SMEs. 21 projects involving 11 OPCAs and 50 companies were implemented. Results were presented in a report published in July 2018:

<https://travail-emploi.gouv.fr/ministere/documentation-et-publications-officielles/rapports/article/rapport-l-experimentation-relative-aux-actions-de-formation-en-situation-de>.

⁽⁴²⁾ Decree n° 2018-1330 of 28 December 2018.

⁽⁴³⁾ As part of the 2013 Law to reform school, 8 July 2013.

⁽⁴⁴⁾ Food and food-processing; chemistry and biotechnologies; creation, design, audiovisual; infrastructures, construction, eco-construction; materials, innovative materials; mobility, aeronautics, terrestrial and maritime transport; digital, telecommunications; business services, logistics; innovative services, mechatronics; tourism, gastronomy; energy transition, eco-industry; personal care services, well-being. <http://www.education.gouv.fr/cid79563/les-campus-des-metiers-et-des-qualifications.html>

Information campaigns were held, and support material developed ⁽⁴⁵⁾. In February 2017, a new call for applications was launched to ensure the creation of campuses in all regions and economic sectors, taking care to include the European and international dimension of programmes to allow for the involvement of Erasmus+ projects.

On 28 May 2018, the Minister of National Education and Youth announced a new generation of campuses. The national terms of reference ⁽⁴⁶⁾ for awarding or renewing the label Trades and qualifications campus (*Campus des métiers et des qualifications*) were published on 13 December 2018 ⁽⁴⁷⁾. A new 'excellence' sub-category is introduced, with more demanding criteria.

A circular of 2 December 2015 from the Ministry of Education announced 12 measures aimed at developing relationships between businesses and education through career guidance and work-based training for young people. They include work placements and measures to help pupils gain a better understanding of the world of work. School staff will have more opportunities to interact with the business world through courses for head teachers and continuous professional development modules on entrepreneurship. Internship hubs also contribute to this cooperation.

New agreements between the Ministry of Education and sector organisations have been signed to encourage the provision of vocational training courses for young people, especially drop-outs. Training modules in new job search techniques geared at teachers are being instituted ⁽⁴⁸⁾.

⁽⁴⁵⁾ Published jointly by the Ministry of Education, the Ministry of Employment, Vocational Education and Social Dialogue and the Ministry of Economy (2017). *Campus des métiers et des qualifications: enjeux, mise en œuvre et pilotage* [Guide on the Trades and Qualifications Campuses: challenges, implementation and monitoring]. http://cache.media.education.gouv.fr/file/02_-_fevrier/09/3/Guide_Campus_des_metiers_et_des_qualifications_fevrier_2017_716093.pdf

Ministry of Education (2017). *Campus des métiers et des qualifications: livret des bonnes pratiques* [Guide on the Trades and Qualifications Campuses: good practice booklet]. http://cache.media.education.gouv.fr/file/02_-_fevrier/09/9/Livret_des_bonnes_pratiques_Campus_des_metiers_et_des_qualifications_fevrier_2017_716099.pdf

⁽⁴⁶⁾ http://cache.media.education.gouv.fr/file/Voie_pro/15/1/Cahier_des_charges_CMQ_1052151.pdf

⁽⁴⁷⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=136698

⁽⁴⁸⁾ <http://eduscol.education.fr/pid31668/l-offre-stages-courts-cerpep.html>⁽⁴⁹⁾ Decree No 2015-790 of 30 June 2015.

CHAPTER 2.

MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET

2.1. Baseline 2015

The National council for employment, vocational training and career guidance (*Conseil national de l'emploi, de la formation et de l'orientation professionnelle* – CNEFOP) was appointed as the quality assurance national reference point (QANRP) in 2014. At the beginning of the reporting period, a national quality assurance approach was in place. It applied to initial vocational education and training (IVET), continuing vocational education and training (CVET) and related work-based learning. Regions had set up additional rules and used to conduct quantitative and qualitative monitoring.

Guidelines and quality standards were in use at provider level to promote a culture of continuous improvement. Indicators and methodologies had been devised for internal and external evaluation. In 2011-13, a Leonardo da Vinci project led by the Ministry of Education had developed a self-evaluation approach for IVET schools. Piloting had been completed and self-evaluation was being developed in IVET schools.

The 2014 Law on VET, Employment and Social democracy included several quality assurance measures related to CVET. Quality standards for providers were incorporated in legislation and used as a condition for accreditation and funding. Providers were required to report on their performance. Quality controls were also carried out in the area of employment training. In 2015, a decree ⁽⁴⁹⁾ on continuous professional training defined six criteria for ensuring the quality of training financed by public funds, and launched a label for providers that meet these criteria.

Yearly statistics on graduates' entry into the labour market were available. Graduates' (including VET) first job entry and first three years after leaving education were surveyed, allowing for analysis of career pathways (individual and cohorts). Data on the employability of school graduates and apprentices

⁽⁴⁹⁾ Decree No 2015-790 of 30 June 2015.

were collected. A yearly study was carried out on the rate of return to employment for jobseekers who had completed their training. Based on this information and trade-specific needs, vocational qualifications to be delivered by the Ministry of Education would be designed in connection with the economic world in the framework of professional advisory commissions.

By 2015, France had a coherent and comprehensive forecasting mechanism in place, at both national and regional levels. Research reports and studies were produced, in particular by the Centre for Strategic Analysis and the Centre for Research on Qualifications (Céreq). The mechanism covered a range of aspects including macro-economic and labour market trends, the demand-supply match by occupational group, skill needs projections, and training needs at regional and sectoral levels. Forward-looking Management of Jobs and Skills ⁽⁵⁰⁾ had been in place since 2005 in companies with more than 300 employees, enabling them to anticipate and address the impact of labour market changes on their future skill needs.

2.2. Quality assurance mechanisms in line with the EQAVET recommendation ⁽⁵¹⁾ in 2015-19

For 2016-20, the country has several priorities in this matter: increase quality in continuing vocational training; further expand self-evaluation in secondary VET; and set up a new quality label for education districts (*académies*) and schools which develop VET programmes for adults.

An online guide, *Qualéduc* ⁽⁵²⁾, was made available to education institutions and inspectorate bodies in April 2016 to help them develop a quality assurance system based on continuous improvement. By March 2017, 25 out of the 30 existing education districts (*académies*) had been involved in *Qualéduc*. Two national conferences were organised in 2016 to promote the use of this tool among schools and inspectorate bodies. It was then complemented with sections to guide on how to adapt the management and steering of education institutions

⁽⁵⁰⁾ Gestion prévisionnelle des emplois et des compétences, GPEC.

⁽⁵¹⁾ EQAVET stands for European quality assurance in vocational education and training; Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European quality assurance reference framework for vocational education and training: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0001.01.ENG

⁽⁵²⁾ https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0001.01.ENG

to accommodate the needs of people with disabilities, and on handling and supporting this specific target group. In September 2017, a European project *Qualéduc Mobilité* was launched to promote European mobility of staff to support the acquisition by staff of mobility culture and skills.

A circular of August 2016 ⁽⁵³⁾ updated the rules for awarding the *Lycée des métiers* (vocational high school) label, which has existed since 2001. The circular stipulates the criteria and procedures for VET providers to be awarded the label for five years. Providers applying to obtain or renew their label must have defined and set up an organisational structure that meets quality criteria in line with the *Qualéduc* tool.

A 2017 decree ⁽⁵⁴⁾ introduced the *Eduform* quality label for CVET providers. The label is granted for three years, based on a decision by the Minister for National Education following proposals from a national certification commission.

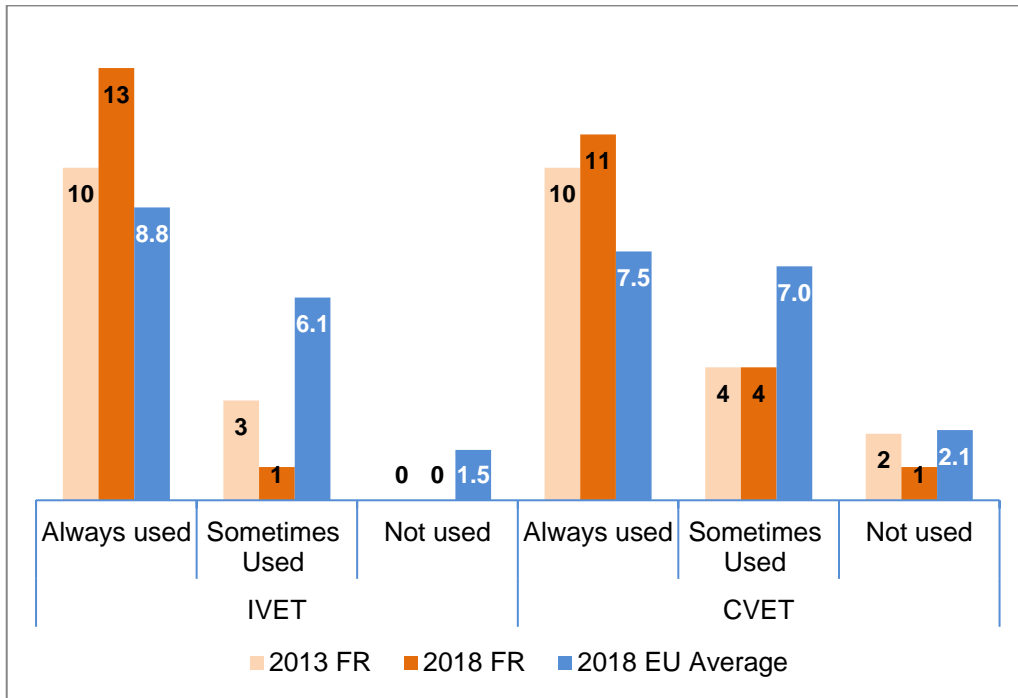
Following a request of the Ministry of Employment, the CNEFOP (National Council for Employment, Vocational Training and Career Guidance) developed a self-assessment tool in 2016 to support quality in apprentice training centres (*Centres de formation d'apprentis*, CFA). The tool is expected to help tackle apprentice drop-out rates, reduce early breaches of apprenticeship contracts, and enable training centres to question their own practices and design improvement plans.

France is above the EU average for IVET and CVET for the systematic use ('always used') of EQAVET indicators to monitor the VET system. Most EQAVET indicators are used, including those on the share of accredited VET providers, the destination of VET learners on completion of their training, the utilisation of skills acquired at the workplace, and mechanisms used to identify training needs at the workplace.

⁽⁵³⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=105729

⁽⁵⁴⁾ Decree No 2017-239 of 24 February 2017.

Figure 1. Use of EQAVET indicators



Key: Of the 17 indicators suggested by the 2009 EQAVET recommendation, 10 were 'always used' in IVET in 2013 in France, compared to 13 in 2018 and 8.8 in the EU on average in 2018.

NB: In 2018, no reply was provided for the use of three indicators in IVET and one in CVET. Similarly, no information was provided in 2013 for the use of four indicators in IVET and one in CVET. The EU average was calculated based on available information for 31 out of 35 VET systems

Source: Cedefop calculations based on EQAVET Secretariat surveys for 2013 and 2018 data.

The QANRP received funding for the period 2017-19 to prepare a report on the impact of various levers that influence the quality of vocational training, as a first review of the implementation of the decree of 30 June 2015 on the quality of apprenticeships.

The 2018 Law for the freedom to choose one's professional future introduces a quality certification for VET providers. The certification will be awarded by a nationally accredited body. Certification will be a condition for access to public procurement and training funds purchase ⁽⁵⁵⁾. A reference framework including quality criteria, indicators and verification methods is being set.

⁽⁵⁵⁾ <http://www.cnefop.gouv.fr/qualite/liste-des-certifications-et-labels-generalistes-du-cnefop.html>

2.3. Continuous information and feedback loops in initial VET

The 2016 Labour Law ⁽⁵⁶⁾ created new obligations in terms of information to be provided by training institutions and apprentice training centres. It is now mandatory for them to provide information on participation and completion rates as well as the destination and employment rates of their graduates. These data will be aggregated at education district level and will be broken down according to school-based and apprenticeship pathways ⁽⁵⁷⁾. The aim is to foster the development of employment-conducive training. A joint effort initiated by the Ministries of Labour and Education will make it possible to have, from 2021 onwards, detailed data on young people's professional integration rates by matching individual data on young people enrolled in schools with data on employment.

The move also allows for downsizing training courses with poor employment prospects. For instance, the vocational baccalaureate in management-administration, overly developed when put in perspective with the actual prospects for accessing an EQF Level 4 administrative job, will undergo a 50% staff cut by 2022. Based on analysis of territorial needs, carried out by regions and professional sectors, the course programmes removed will gradually be replaced by programmes better suited to professional integration and further education. This transformation will come along with an ambitious support and redeployment plan for the teachers affected.

2.4. Continuous information and feedback loops in continuing VET

For 2016-20, the country has several priorities in this matter: set up a new quality label for education districts (*académies*) and schools which develop VET programmes for adults; improve the shared assessment of VET policies; provide data on the new tools introduced by the 2014 Law on VET, employment and social democracy; and improve the visibility of VET supply.

⁽⁵⁶⁾ Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths.

⁽⁵⁷⁾ <http://www.education.gouv.fr/cid116934/constituer-son-orientation-dans-la-voie-professionnelle-en-connaissant-les-niveaux-d-insertion-dans-le-monde-du-travail.html&xtmc=donneacutesinsertionprofessionnelle&xtnp=1&xtr=10>

A number of studies and reports have been produced during the reporting period analysing VET provision and making recommendations for its improvement. CNEFOP, for instance, published in 2016 a report evaluating the initiatives *Compte personnel de formation* (personal training account) and *Conseil en évolution professionnelle* (career transition counselling), which supported 732 000 people in 2015. A report on quality approaches in VET was also published in January 2018 ⁽⁵⁸⁾.

⁽⁵⁸⁾ <http://www.education.gouv.fr/cid116934/construire-son-orientation-dans-la-voie-professionnelle-en-connaissant-les-niveaux-d-insertion-dans-le-monde-du-travail.html&xtmc=donneacutesinsertionprofessionnelle&xtnp=1&xtr=10>

CHAPTER 3.

MTD 3 – Access to VET and qualifications for all through more flexible/permeable systems, guidance and validation of non-formal and informal learning

3.1. Baseline 2015

At the beginning of the reporting period, the overall objective in the MTD at large was to increase the level of adult literacy and numeracy, one of the lowest in the EU for those with poor qualifications and for older age groups ⁽⁵⁹⁾. Despite the country's efforts to reform all sectors and levels of education and training, and despite a below EU average early school leaving rate, significant regional disparities remained (European Commission, 2015). VET policy in the country was also faced with the challenge of increasing the attractiveness of VET.

Measures to widen access of under-represented groups, to reduce drop-outs and to increase employability had been rolled out in the 2013 higher education reform. Measures to further tackle early school leaving had also been taken, in particular the Decree 2014/1453 enabling each early leaver between 16 and 25 and without a qualification to either re-enter a general education track or enter an apprenticeship or internship to obtain a qualification.

The *Right to training*, a flagship measure of the 2014 Law on VET, Employment and Social democracy, aimed to ease access to training for jobseekers and employees. The personal training account had been introduced in January 2015.

The right to career guidance and advice had been established in 2009. Piloting of Youth Guarantee schemes had started in 2013 at the regional level ⁽⁶⁰⁾. A national qualifications framework (*Répertoire national des certifications professionnelles* – RNCP) was in place, as well as a system for the validation of non-formal and informal learning (*validation des acquis de l'expérience*).

⁽⁵⁹⁾ OECD (2013b). *OECD Survey of adult skills (PIAAC)*. <http://www.oecd.org/site/piaac/>

⁽⁶⁰⁾ <http://www.cedefop.europa.eu/en/news-and-press/news/france-youth-guarantee-brings-new-benefits-vulnerable-youth-neets>

3.2. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area are threefold:

- (a) for young people: to ensure that, step by step, IVET learners acquire vocational qualifications;
- (b) for adults: to put in place mechanisms for recognising skill sets that can be acquired and certified separately, leading, incrementally, to learners obtaining a full degree or qualification;
- (c) overall:
 - giving open access to training courses through digital technology for all;
 - creating and promoting innovative training;
 - entitling those aged 16 to 25, who left education and training without any diploma or qualification, to re-enrol through VET;
 - setting up a 'right to repeat the class' for those students who failed the qualification exam.

3.3. Main actions taken in 2015-19

3.3.1. Modernising IVET

The transformation of the vocational high school, which began in 2018, aims to improve the link between apprenticeship and the academic path. It is a systemic transformation (covering content and pedagogy, organisation of pathways, evolution of the training offer) in order to make vocational education more effective and more attractive, aiming to involve VET further in preparing learners for promising future jobs, especially in digital technology and the energy transition. Measures include:

- (a) degrees created or revamped in response to economic changes, energy transition issues and the digital revolution;
- (b) a EUR 50 million call for projects issued in autumn 2018 as part of the Investments for the future plan, in order to support the creation of new-generation Trades and qualification campuses (*Campus des métiers et des qualifications*);
- (c) extending the optional transnational mobility unit to all vocational degrees;
- (d) setting up, within the Ministry of National Education and Youth, a steering committee dedicated to Transforming the vocational learning pathway, and providing support (resources, methodology, coordination) to players on the ground during the implementation process.

Regions, social partners, sectors and teacher organisations were involved. Emphasis is placed on excellence and innovation.

3.3.2. Reinforcing access for all to lifelong learning

In relation to MTD 3, the 2018 Law for the freedom to choose one's professional future ⁽⁶¹⁾ provides for:

- (a) the creation of the agency France Compétences; continuing training in France is a shared responsibility between the State, the regions and the social partners. The new agency brings together these three stakeholders. It will be in charge of regulating the quality and the price of the training supply, and handling funding discrepancies across sectors.
- (b) reforming funding mechanisms; establishing a 'dis-intermediated' training system

Companies' contributions to continuing training, previously paid to OPCAs, will from now on be paid to the URSSAF, a network in charge of collecting social security contributions on behalf of the State since 1960. The 20 existing OPCAs will be replaced by 11 skills operators (*Opérateurs de compétences*, OPCOs) organised by professional sector. The skills operators will support SMEs in anticipating skill needs and developing competence development plans (*plans de développement des compétences*) for their employees. OPCOs will also be responsible for developing apprenticeship.

Changes in funding mechanisms also affect the personal training account scheme (*Compte personnel de formation*, CPF), in place since 2015 ⁽⁶²⁾. From 2019 onwards, the account will be credited in euros and no longer in hours: EUR 500 (EUR 800 for the low-qualified) per year per person (up to EUR 5 000

⁽⁶¹⁾ *Loi pour la liberté de choisir son avenir professionnel*. See Section 1.3.1.1.

⁽⁶²⁾ The personal training account (*Compte personnel de formation*, CPF) was introduced in 2015. The account lists the number of vocational training hours to which a person is entitled, based on his/her time in employment or in looking for work. For full-time employees, a maximum of 150 hours in total (24 hours per year of work up to 120 hours, then 12 hours per year of work) can be accumulated. The account is attached to the person throughout his/her professional life from the age of 16 (15 for apprentices) until retirement. The 2016 Labour Law has extended the scope of the CPF from employees and jobseekers to the self-employed and freelance professionals. The law has also brought together the CPF and the citizen's commitment account (*Compte d'engagement citoyen*, which attaches value to voluntary activities), into a single personal activity account (*Compte personnel d'activité*, CPA). The CPA shows all the rights that the individual has acquired, such as the right to access support services for securing career paths or easing geographical professional mobility. <https://www.moncompteactivite.gouv.fr/cpa-public/>

or 8 000 over a period of 10 years). Account holders will directly enrol in a CPF-funded training course listed in a dedicated digital application (forthcoming). The cost of the course will be paid to training providers directly by a public body (*Caisse des dépôts et consignations*).

Developing career advice and guidance services for people in employment and jobseekers, using the recently established career transition counselling (*Conseil en évolution professionnelle*, CEP) ⁽⁶³⁾.

Ensuring efficient funding was clearly an objective of the changes in the funding mechanisms. Stakeholders were involved in the reform. The social partners, previously part of OPCAs' boards, expressed reservations about this aspect of the reform.

3.3.3. Permeability and flexibility

3.3.3.1. Right to repeat a class upon failing an exam

A circular from the Education Ministry ⁽⁶⁴⁾ issued in October 2016 introduced the right for all learners who fail an exam in vocational, general, or technical education to repeat the class and study for the exam again in their former school.

3.3.3.2. Bridges between academic path/apprenticeship

Ongoing reforms of the vocational pathway intend to allow for better articulation between apprenticeship and academic pathways through ensuring provision of apprenticeship training in all high schools and developing mixed pathways.

3.3.3.3. Transition from lower secondary education to upper secondary VET

A circular from the Ministry of Education issued in March 2016 ⁽⁶⁵⁾ allows students who made a wrong choice of VET programme to change their mind and move to another programme, whether in VET or general or technological education.

3.3.3.4. Transition from upper secondary VET to higher technological education

A new scheme ⁽⁶⁶⁾ for progression from upper secondary VET to tertiary technological education is being piloted, from September 2017, for three years in

⁽⁶³⁾ <http://www.mon-cep.org/>

⁽⁶⁴⁾ <https://www.legifrance.gouv.fr/eli/decret/2015/10/26/MENE1518430D/jo>

⁽⁶⁵⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100542

⁽⁶⁶⁾ Circular concerning the autumn term 2017, No 2017-045 of 9 March 2017: http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=113978

three education districts (*académies*) ⁽⁶⁷⁾. The aim is to allow students who obtained the *baccalauréat* (high school diploma) in vocational education to pursue their studies in higher technological education (in *Section de technicien supérieur*, STS). Previously, admission to higher technological education was preferably granted to holders of the *baccalauréat* obtained in technological education. Admission to higher technological education is also normally based on selection by the higher technological education institution, whereas in the pilot ⁽⁶⁸⁾ the responsibility for the admission decision will be transferred to the student's vocational high school. This means the admission process is being changed from a selection process to an orientation/guidance process. The overall intention is to support students who had achieved a sufficient standard, certified by the teaching team in the final school year, to continue further study.

More young vocational baccalaureate holders applied to enter a higher technical section (*Section de technicien supérieur*, STS) in 2018: +8.4% compared to 2017. Those who received at least one offer for admission to an STS programme were 28% more than in 2017.

An additional 2 000 places in STSs will be created every year until 2022, the target being to reach a stock of 10 000 places by 2021. In 2018, the Ministry of Education has announced the future creation of bridging classes where vocational baccalaureate graduates that cannot be allowed to join the STSs can prepare in one year for joining them later on.

Additional information and guidance ⁽⁶⁹⁾ tools have also been put in place to ease transition from secondary education (including VET) to higher education ⁽⁷⁰⁾.

The Law on student guidance and success, known as the 'ORE' ⁽⁷¹⁾, promulgated in March 2018, changed the rules for university access for all baccalaureate holders. Its aim is to reduce the failure rate in the first year of study. This law gives universities the right to set prerequisites in terms of

Law No 2017-86 of 27 January 2017 relative to equality and citizenship:
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000033934948&dateTexte=20170331>

⁽⁶⁷⁾ Brittany, Burgundy-Franche-Comté and Hauts-de-France.

⁽⁶⁸⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=132135

⁽⁶⁹⁾ <http://www.monorientationenligne.fr/qr/index.php>

⁽⁷⁰⁾ <http://www.enseignementsup-recherche.gouv.fr/cid122054/le-plan-etudiants-accompagner-chacun-vers-la-reussite.html>

⁽⁷¹⁾ Student Guidance and Success Act (loi orientation et réussite des étudiants, ORE): <https://www.legifrance.gouv.fr/eli/loi/2018/3/8/ESRX1730554L/jo/texte>

competences and knowledge for admission to programmes. Applicants who do not fulfil the requirements may be offered support.

3.3.3.5. *Developing skill sets in adult education*

Three decrees issued in 2016 ⁽⁷²⁾ reorganised vocational diplomas by dividing them into skills sets. An adult candidate who has successfully completed training relating to a particular skills set will receive the corresponding certificate. The change already applies to the professional skills certificate (*Certificat d'aptitude professionnelle*, CAP), the vocational baccalaureate (since 2016) and the higher technician's certificate (*Brevet de technicien supérieur*, BTS, since 2017). Work is also in progress to include other qualifications with a high number of adult applicants ⁽⁷³⁾. It will become mandatory to organise all vocational qualifications by skills sets, defined as homogeneous and consistent sets of competences contributing to the autonomous exercise of a professional activity and suited for assessment and validation ⁽⁷⁴⁾.

3.3.4. **Transparency, recognition, validation**

3.3.4.1. *National qualifications framework* ⁽⁷⁵⁾

A first generation national qualifications framework was put in place in 2002. It is fully set up and operational. It covers all vocationally and professionally oriented qualifications, including all higher education qualifications with a vocational and professional orientation and purpose. It includes a growing number of qualifications awarded by social partners, sectors and enterprises and has been supported by a validation system. More than 10 000 qualifications are covered by

⁽⁷²⁾ Decrees No 2016-771 and 2016-772 of 10 June 2016; No 2016-1037 of 28 July 2016:

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032676985&categorieLien=id>

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032676900&categorieLien=id>

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032948965&categorieLien=id>

⁽⁷³⁾ Report 2015-078 prepared for the Ministry of Education by the General Inspection of National Education: *Introduction des blocs de compétences dans les diplômes professionnels [Introduction of skills sets in vocational diplomas]*:

http://cache.media.enseignementsup-recherche.gouv.fr/file/2015/27/0/2015-078_blocs_competences_541270.pdf

⁽⁷⁴⁾ https://www.legifrance.gouv.fr/eli/loi/2018/9/5/2018-771/jo/article_31

⁽⁷⁵⁾ Cedefop (2017a).

the framework. The framework was linked to the European qualifications framework (EQF) in 2010 but has not yet been linked to the qualifications framework in the European higher education area (QF-EHEA). In the reporting period, work was carried out to adapt the current five-level structure of the French framework to the eight-level structure of the EQF. Article 31 of the 2018 Law for the freedom to choose one's professional future introduced a new 'vocational qualifications framework', which establishes the correspondence between the national five-level structure and the EQF levels.

3.3.4.2. *Validation* ⁽⁷⁶⁾

A national validation strategy was agreed and set up in 2002. The validation system is well established and quite advanced. There are three main types of validation: giving access to education (no diploma associated); validating any part of non-formal or informal learning acquired at work (diplomas issued are the same as formal qualifications); and validating prior learning in formal settings (other studies, study abroad). All VET qualifications included in the national register of vocational qualifications (*Repertoire national des certifications professionnelles*, RNCP) must be obtainable through the validation of non-formal and informal learning; the same requirement applies to any new qualifications to be included in the national register. Explicit quality assurance criteria and mechanisms are in place. The three 2016 decrees on skills sets stipulate that the certification of skills sets also applies in the validation process ⁽⁷⁷⁾.

3.3.5. Training, reskilling and upskilling vulnerable groups, jobseekers and employees

3.3.5.1. *Grand investment plan: Building a skills society*

On 25 September 2017, the government announced a EUR 57 billion five-year investment plan ⁽⁷⁸⁾, of which EUR 15 billion is dedicated to 'building a skills society' ⁽⁷⁹⁾. The training activities to be funded will be oriented towards

⁽⁷⁶⁾ Mathou (2016).

⁽⁷⁷⁾ Circular No 2016-133 of 4 October 2016 on methods of delivery of certification of skills sets:
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=106428

⁽⁷⁸⁾ Grand plan d'investissement

⁽⁷⁹⁾ Edifier une société de compétences. For more information :

- http://www.gouvernement.fr/sites/default/files/document/document/2017/09/rapport_de_m._jean_pisani-ferry_-_le_grand_plan_dinvestissement_2018-2022.pdf
- http://circulaire.legifrance.gouv.fr/pdf/2018/01/cir_42879.pdf

supporting the employability of the low-skilled unemployed and of young people, including drop-outs, and promoting innovative approaches to the training of teaching staff. The objective is to foster access to employment for two million people, mainly those socially excluded, and prepare them for the challenges of the future. Stakeholders are involved: the regions, CNEFOP and CREFOPs ⁽⁸⁰⁾. The plan is currently in its initial phase. State-regions agreements are being concluded.

A strand of the Grand investment plan, the Investment in skills plan (*Plan d'investissement dans les compétences*, PIC) is structured along three lines:

- (a) better analysing skills needs with focus on training policies and guiding people better. In 2018, a call for projects targeted at sectors resulted in selecting ten projects to addressing businesses' recruitment needs better;
- (b) financing new training pathways and support means towards sound employment. In 2018, 148 000 training actions for young people and low-qualified job-seekers were funded through State-regions agreements. Calls for projects were launched, including '10Knum' (to fund more than 10 000 training courses in digital trades) and '10Kvert' (for trades in relation to the ecological transition);
- (c) innovating and transforming through experimenting. In 2018, three calls for proposals were launched, aiming to promote:
 - (i) most innovative approaches to social and professional inclusion;
 - projects to foster the professional integration of refugees;
 - apprenticeship preparatory courses, to secure success in apprenticeships.

3.3.5.2. *Training for jobseekers*

A plan to create 500 000 training places for jobseekers (*Plan 500 000 formations pour demandeurs d'emploi*) was launched in January 2016 ⁽⁸¹⁾. It included the provision of VET to people in long-term unemployment and training tailored for those unemployed aiming to set up or take over a business. The final total of

- <https://www.legifrance.gouv.fr/eli/decret/2017/11/3/MTRX1730912D/jo/texte>
⁽⁸⁰⁾ The National and Regional councils for employment, training and vocational guidance (*Conseil national et Conseils régionaux de l'emploi, de la formation et de l'orientation professionnelles*)

⁽⁸¹⁾ Press release of the Ministry of Education:
http://travail-emploi.gouv.fr/IMG/pdf/cp_-_plan_500_000_formations_supplementaires_-_07_12_2016.pdf

beneficiaries in 2016 was 945 000. The plan was continued in 2017 ⁽⁸²⁾ and was extended in first semester 2017 with 200 000 additional training courses targeted at jobseekers. Two assessment reports on the 500 000 plan were published: one by the Technical Committee in charge of assessing the plan ⁽⁸³⁾, and another one by the Court of Auditors ⁽⁸⁴⁾.

The 'higher school' for digital technology (*Grande école du numérique*) ⁽⁸⁵⁾ was created in 2015 in the form of a nationwide network of training programmes preparing people for new IT occupations. Existing programmes are assessed and selected before inclusion in the network. Target groups include priority jobseekers: young people not in employment, education or training (NEET) (50 %), women (30 %), young people with no adequate qualifications, and residents of priority disadvantaged urban areas. Public and local authorities, social partners and companies participate in the network steering group. After two calls for proposals in 2015 and 2016, the network contained about 270 programmes in 2017. In December 2018, upon conclusion of the 3rd labelling call, 347 new training courses in digital trades were added to the catalogue, making a total of 750 training courses offered across France. A quality label is awarded. Funding is ensured through the future investment programme.

The professionalisation contract (*Contrat de professionnalisation*) is a work contract in which 15% to 25% of the contract's duration is devoted to training. It is targeted at low-qualified young people (16-25) and jobseekers aged 26+. It was extended to people in long-term unemployment in 2015 in the form of the *Second chance* mechanism ⁽⁸⁶⁾ and lasts up to 24 months (instead of 12), with the possibility of more than 25% of the contract duration devoted to training. The

⁽⁸²⁾ Information published on the Governments' webpage about its decision to carry on the plan: www.gouvernement.fr/argumentaire/formation-l-etat-compte-prolonger-le-plan-500-000-formations-jusqu-a-mi-2017-0

Instruction from Ministry of Employment, No DGEFP/MPFQ/2017/37 of 31 January 2017, to carry on the plan to the first semester 2017: http://la-formation-en-continu.errefom.fr/sites/default/files/instruction_dgefp_plan_500_000%2031%2001%202017.pdf

⁽⁸³⁾ Assessment report on the 500 000 additional training courses plan, December 2017: https://dares.travail-emploi.gouv.fr/IMG/pdf/rapport_plan_500_000_vf.pdf

⁽⁸⁴⁾ Report on the training for jobseekers, May 2018: <https://www.ccomptes.fr/sites/default/files/2018-07/20180704-formation-demandeurs-d-emploi.pdf>

⁽⁸⁵⁾ <https://www.grandecolenumerique.fr/wp-content/uploads/2017/02/20170207-kesako-gen.pdf>

⁽⁸⁶⁾ The Industrial Relations and Employment Act (Law No 2015-994 of 17 August 2015).

2018 *Law for the freedom to choose one's professional future* promotes more individualisation and employer needs relevance in the contract. Mechanisms will be piloted to figure out how to increase cooperation between stakeholders (employer, funder, trainee) on defining the skills to be acquired.

Within the framework of a 2016 partnership agreement between the State and the regions to support employment and social inclusion ⁽⁸⁷⁾, the government, in 2017, started to pilot measures to extend access to apprenticeship to jobseekers up to the age of 30 (instead of 26) who need further specialisation or a career shift. Nine regions volunteered for the experiment, which will run until December 2019 ⁽⁸⁸⁾. However, the 2018 *Law for the freedom to choose one's professional future* has already set to 29 the age limit for entering apprenticeship.

3.3.5.3. *Training opportunities for low-qualified young people, early school leavers and NEETS*

Within the framework of the 2016 partnership agreement between the State and the regions to support employment and social inclusion (Section 3.3.5.2), a strategy was set out to extend the range of qualifications that can be gained through apprenticeship. The aim is to offer more training and qualification opportunities to NEETs and low-qualified young people (EQF levels 3-4). At least 11 sectors have expressed interest in the approach, including the construction, temporary work, metalwork, plastics and do-it-yourself sectors ⁽⁸⁹⁾.

Following the 2016 Labour Law ⁽⁹⁰⁾, young people who left education and training without any qualifications are also entitled to traineeships, which gives

⁽⁸⁷⁾ The development is part of the actions under the State/region partnership: *Partenariat Etat-Regions: ensemble pour l'emploi* [Working together for employment] 30 March 2016.

⁽⁸⁸⁾ Order of 17 January 2017 of the Ministry of Employment, vocational education and social dialogue:

<https://www.legifrance.gouv.fr/eli/arrete/2017/1/17/ETSD1636816A/jo/texte>

List of the nine regions: Decrees No 2016-1998 of 30 December 2016 and No 2017-255 of 20 March 2017:

https://www.legifrance.gouv.fr/affichTexte.do;jsessionid=23968B23DF5E657AEB5117C1D8E76ADB.tpdila10v_3?cidTexte=JORFTEXT000033749370&dateTexte=20170329

⁽⁸⁹⁾ State-region partnership agreement on *Working together for employment* as presented to the press on 30 March 2013: http://www.najat-vallaud-belkacem.com/wp-content/uploads/2016/03/20160330-DP-PARTENARIAT-ETAT-REGION_Final.pdf

⁽⁹⁰⁾ Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths.

them the right to a period of training that leads to a qualification. Funding is ensured by regional authorities ⁽⁹¹⁾.

Since 1 January 2017, the Youth guarantee, which was piloted at local level from 2013, is available across the country and enshrined in the French labour code. It is targeted at the less qualified young people (16-25) not in education, employment or training (NEETs) at risk of exclusion from the labour market.

3.3.5.4. *Training opportunities for young people from priority disadvantaged urban areas*

The 2015 *Success in apprenticeship* initiative (*Réussite apprentissage*) supports apprenticeship programmes for young people from prioritised disadvantaged urban areas under-represented among apprentices. Programmes last 12 months and include guidance. A total of 142 projects have been put in place in 20 regions, most of them involving the local youth employment and social integration centres (*Missions locales*) in partnership with apprentice training centres (*Centre de formation d'apprentis*, CFA). The 2018 Law for the freedom to choose one's professional future sets up a mechanism to support those target group members who wish to enter an apprenticeship, with a view to improving employability.

Students are strongly encouraged to become familiar with the vocational world in all its diversity. In the school year 2018-19, 30 000 internships (15 000 in the public sector and 15 000 in the private sector) were offered to students in their final year of lower secondary school in the high-priority education network (*Réseau d'éducation prioritaire renforcée – REP+*) ⁽⁹²⁾.

3.3.5.5. *Upskilling people in employment or returning to employment*

Since 2015, within the framework of the *Future investments* programme (*Investissements d'avenir*) ⁽⁹³⁾, the General Commission for Investment (Commissariat Général à l'Investissement, CGI) together with the Ministry of Employment have been setting up innovative and partnership-based projects, aimed at upskilling people in employment or those returning to work, and at the same time improving enterprises' competitiveness, especially SMEs. The total

⁽⁹¹⁾ Article 39 of Law No 2016-1088 of 8 August 2016, amending article L. 6323-7 of the Labour Code:

https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=6836620F37C296634ED40E4366DBB7D7.tpdila18v_1?idArticle=LEGIARTI000033023542&cidTexte=LEGITEXT000006072050&categorieLien=id&dateTexte=20170101

⁽⁹²⁾ <https://www.monstagedetroisieme.fr/>

⁽⁹³⁾ <http://travail-emploi.gouv.fr/archives/archives-presse/archives-communiqués-de-presse/article/investissements-d-avenir-6-premiers-projets-d-avenir-selectionnes>

funding for the scheme amounts to EUR 126 million. A range of similar national programmes has been launched within the framework of the Investment in skills plan (*Plan investissement dans les compétences*) for 2018-22. The plan (Section 3.3.5.1) is aimed at training one million low-skilled or unskilled job seekers and one million young people remote from the labour market, and preparing them particularly for jobs in relation to the ecological and digital transition ⁽⁹⁴⁾.

3.3.6. Creating new qualification opportunities

Within the framework of the 2016 State-regions partnership agreement ⁽⁹⁵⁾, 500 new training courses ⁽⁹⁶⁾ are offered in VET upper secondary schools (*lycées professionnels*) from September 2017. The new offer is driven by local skills needs ⁽⁹⁷⁾, the need for new skills, emerging jobs (digitalisation of professions, ecological transition), and labour shortages in sectors: in the industrial sector (welding, aeronautic, boiler-making, naval mechatronics); in the tourism sector (hotels and restaurants); and in the trade sector (food-related professions). Almost 70 % of these new training courses lead to national diplomas that can be achieved in VET secondary schools ⁽⁹⁸⁾. More than one in five training programmes are open to apprenticeships or combined school-based / apprenticeship pathways. The initiative is expected to raise the attractiveness of VET and unpopular professions. On completing an initial diploma, students have the choice to continue with a second training programme leading to additional qualification ⁽⁹⁹⁾, either through specialisation or training in a related occupation ⁽¹⁰⁰⁾.

⁽⁹⁴⁾ <https://travail-emploi.gouv.fr/grands-dossiers/plan-d-investissement-competences/>

⁽⁹⁵⁾ State-region partnership agreement on *Working together for employment* as presented to the press on 30 March 2013: http://www.najat-vallaud-belkacem.com/wp-content/uploads/2016/03/20160330-DP-PARTENARIAT-ETAT-REGION_Final.pdf

⁽⁹⁶⁾ <http://www.education.gouv.fr/cid113797/500-nouvelles-formations-professionnelles-pour-les-metiers-d-avenir.html>

⁽⁹⁷⁾ Specific cartography undertaken with the regions in charge of the training map, integrating the results of studies carried out a national and regional level.

⁽⁹⁸⁾ *Certificat d'aptitude professionnelle* (CAP) [professional skills certificate], *baccalauréat professionnel* [vocational baccalaureate], *Brevet de technicien supérieur* [advanced technician's certificate]

⁽⁹⁹⁾ Additional diploma, professional qualification in post-diploma apprenticeship, *formation complémentaire d'initiative locale* [local initiative additional training]; *certificat d'aptitude professionnelles* (CAP) [professional skills certificate], or *baccalauréat professionnel* [vocational baccalaureate].

⁽¹⁰⁰⁾ http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=113978

CHAPTER 4.

MTD 4 – Key competences in both IVET and CVET

4.1. Baseline 2015

In 2015, VET – including apprenticeships – offered key competences in the general part of vocational programmes (e.g. French, history, geography and civic education, mathematics, a modern foreign language). Key competences were defined (syllabi) and examined nationally ⁽¹⁰¹⁾. The challenges were many however. In 2013, 13% of employees, 21% of the unemployed, and 37% of the inactive had poor writing skills. Illiteracy also prolonged the job-seeking process: around 1/3 of the unemployed with literacy issues had been looking for a job for over two years ⁽¹⁰²⁾.

A recent survey ⁽¹⁰³⁾ showed that, compared with general education graduates, those who completed VET programmes felt they had:

(a) stronger (ranged by priority):

- sense of initiative and entrepreneurship;
- ability to be creative;
- digital skills;

(d) weaker:

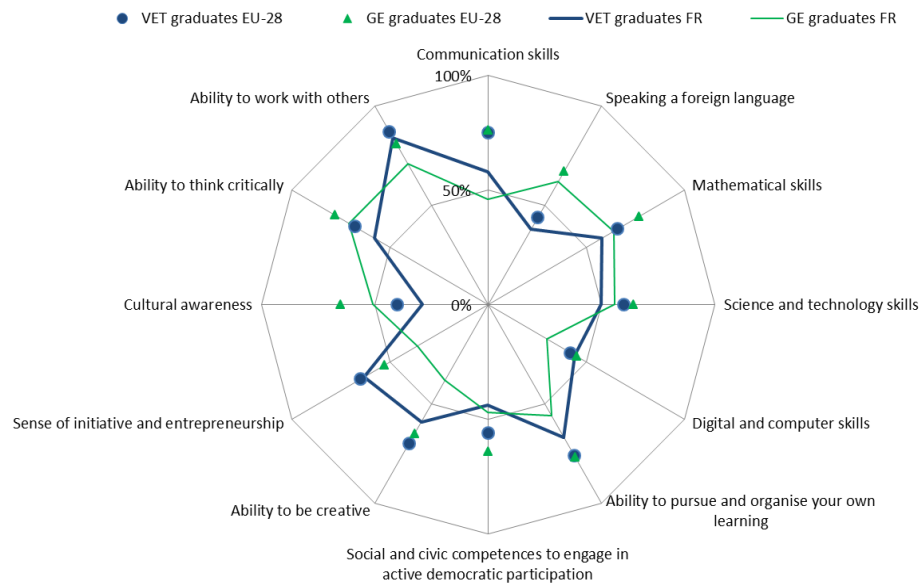
- foreign language speaking;
- cultural awareness;
- ability to think critically (Figure 2).

⁽¹⁰¹⁾ For more information on key competences in VET see: [Centre Inffo \(2016\). Key competences in vocational education and training – France. Cedefop ReferNet thematic perspectives series.](#)

⁽¹⁰²⁾ For more information on key competences in VET see [Centre Inffo \(2016\). Key competences in vocational education and training – France. Cedefop ReferNet thematic perspectives series.](#)

⁽¹⁰³⁾ See Cedefop (2017b).

Figure 2. Self-evaluation of acquired skills in general education and VET in 2016



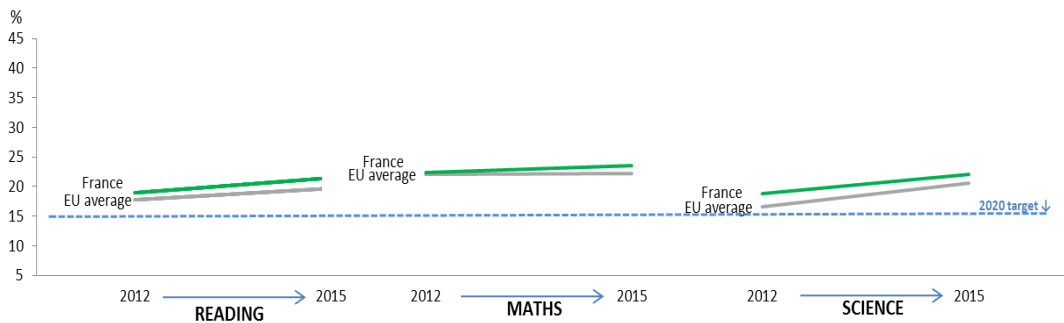
NB: GE stands for general education.

Respondents who attended upper secondary education. Interviewees were asked in summer 2016 about their overall experience in upper secondary education. Aggregated data do not take account of different types and sectors of VET and the age groups of respondents.

Source: Cedefop (2017b).

The context of key competences in 2015 was mainly characterised by an increasing share of young low achievers in reading, maths and science compared with 2012 (Figure 3). The share of low achievers in France was slightly higher than in the EU on average, where the trend is similar.

Figure 3. Share of 15-year-olds with low achievement in reading, maths and science



NB: Low achievement means failing Level 2 on the PISA scale.

Source: OECD (PISA 2012 and 2015).

As VET enrolled 41 % of all upper secondary learners in the country ⁽¹⁰⁴⁾, this trend was likely to be reflected in the key competences trained for in VET programmes.

4.2. Key competences addressed in the reporting period

Table 2 outlines the key competences in initial and continuing VET that were addressed in the reporting period. A description of policies is provided in the following sections.

Table 2. **Key competences addressed in 2015-19**

	IVET	CVET
Country language(s) and literacy		YES
Foreign languages		YES
Digital competence	YES	YES
Maths		
Science		
Technology		
Social and civic competences		
Learning to learn		
Financial literacy		
Entrepreneurship competence		
Cultural awareness and expression		
Key competences as a package		YES

NB: The list derives from the 2006 EU key competences framework for lifelong learning; it has been restructured and expanded with additional competences that can be considered key.

Source: Cedefop based on ReferNet input

4.3. Key competences in initial VET

The Ministry of National Education and the Ministry for Higher Education and Research have set up a reference framework for digital skills, inspired by the European digital competence framework, and applicable from primary school up

⁽¹⁰⁴⁾ Calculated from Eurostat table educ_uoe_enrs04 (2015 data).

to university. The reference framework is intended to serve for regular student self-assessment during and after compulsory schooling ⁽¹⁰⁵⁾.

In 2016-17, a 'common base of knowledge, competences and culture' to be acquired by all learners was defined. The common base includes languages for thinking and communicating; methods and tools for learning; education for the individual and the citizen; natural systems and technical systems; representations of the world and human activity.

Recent moves to enhance the acquisition of professional competences, basic skills (reading, writing, maths) and key competences (learning to learn, the innovative spirit and creativity, language skills, entrepreneurship) include:

- (a) positioning tests at the start of upper secondary school ⁽¹⁰⁶⁾;
- (b) general education curricula revamped to interconnect better with vocational teaching ⁽¹⁰⁷⁾;
- (c) training hours dedicated to consolidating basic competences, providing personalised support, and putting together a 'study guidance project' ⁽¹⁰⁸⁾.

4.4. Key competences in continuing VET

For 2016-20, the country's priorities in this area are to:

- (a) develop, within the institutions for adult education (*Groupements d'établissements*, Greta), training specifically targeted at the acquisition of key competences during courses leading up to diplomas, certifications, professionalising courses or special certifications such as the diploma of language proficiency (*Diplôme de compétences en langues*, DCL) or the CléA certificate, which attests to the holder's vocational knowledge and skills;
- (b) update the existing language proficiency diploma (*diplôme de compétences en langues*, DCL) ;
- (c) address the issue of illiteracy.

⁽¹⁰⁵⁾ http://cache.media.education.gouv.fr/file/08_-_Aout/36/1/DP-LUDOVIA_987361.pdf

⁽¹⁰⁶⁾ http://cache.media.eduscol.education.fr/file/lycee_pro_2018/35/8/Evaluation_2nd_infogA4_juillet_2018_988358.pdf

⁽¹⁰⁷⁾ http://cache.media.eduscol.education.fr/file/lycee_pro_2018/51/5/Renovation_des_programmes_d_enseignements_generaux_de_la_voie_professionnelle_1051515.pdf

⁽¹⁰⁸⁾ <http://eduscol.education.fr/cid133260/transformer-le-lycee-professionnel.html>
http://cache.media.eduscol.education.fr/file/lycee_pro_2018/92/4/grille_horaire_eleve_en_baccalaureat_professionnel_1028924.pdf

In 2015, the national cross-sector jobs and training committee ⁽¹⁰⁹⁾ introduced the CléA certificate ⁽¹¹⁰⁾ for adults willing to certify their key competences for employability and for access to further learning. A nationwide publicity campaign and a call for training projects towards this qualification were organised. By February 2019, approximately 27 000 CléA certifications had been issued.

In 2016, the national agency for literacy (*Agence nationale de lutte contre l'illettrisme, ANLCI*) developed a key competences framework for work situations ⁽¹¹¹⁾. The framework proposes a list of key competences, which can be used to describe work situations and to design training programmes. In order to improve the training available to illiterate persons wishing to earn the CléA certification upon completion of their training course, the agency has put together a correspondence chart between the two frameworks.

Since 2016, immigrants may sign an integration contract (*Contrat d'intégration républicaine*) ⁽¹¹²⁾ through which they commit to following State civic and linguistic training programmes. Knowledge of French at A2 level is a precondition for obtaining a residence permit.

An interministerial working group on French language for social cohesion (*Délégation interministérielle à la langue française pour la cohésion sociale*) was established in 2017. It contributed to the Government's major undertakings (e.g the Investment in skills plan), mobilised national-level players in connection with the issue of illiteracy and digital illiteracy, coordinated initiatives across the territories, and carried out awareness-raising initiatives aimed at the general public. It was targeted at groups having difficulties in learning French ⁽¹¹³⁾. The working group was closed in February 2019.

In June 2017, within the framework of the European agenda for adult education and training (Council of the European Union, 2011) coordinated in France by the *Erasmus+* France Education and Training Agency, a methodology was tested for the identification and assessment of 12 cross-cutting competences

⁽¹⁰⁹⁾ *Comité interprofessionnel pour l'emploi et la formation, COPANEF.*

⁽¹¹⁰⁾ *Certificat de connaissances et de compétences professionnelles, CléA :*
<https://www.certificat-clea.fr/>

⁽¹¹¹⁾ <http://www.anlci.gouv.fr/Mediatheque/Entreprises/Entreprise/Referentiel-des-competences-cles-en-situation-professionnelle-RCCSP>

⁽¹¹²⁾ <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032164264&categorieLien=id>

⁽¹¹³⁾ <https://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/194000077.pdf>

in professional context ⁽¹¹⁴⁾. A guide has been distributed to companies, training institutions, guidance and social integration organisations ⁽¹¹⁵⁾. The guide is also used by Pôle Emploi (the public employment service) and serves as the foundation for the work of the Ministry of Higher Education on the recognition of competences gained by students outside degree programmes (KA3 Extrasup). The methodology is used by a range of stakeholders ⁽¹¹⁶⁾.

In 2017, the PIX platform ⁽¹¹⁷⁾ was established as a free online public service used to assess, develop, and certify digital competences, intended for secondary and university students in initial training as well as workers. The platform can also be used by employers or trainers to map out the various levels of digital proficiency in a company or group, and implement training actions accordingly. Active workers can use Pix certification to leverage their digital competences throughout life, whether gained on their own, in a professional environment or through training. At regular intervals, and particularly when planning a career development change, individuals can have their digital competences evaluated in light of the most recent technological developments and demonstrate their new capabilities. Since 2017, 200 000 individual Pix accounts have been created and more than 13 million tests have been taken. Nearly 20 000 certifications have been issued.

⁽¹¹⁴⁾ http://www.agence-erasmus.fr/docs/2496_2496_aefa-guide-competences-juin-2017.pdf

⁽¹¹⁵⁾ <http://www.agence-erasmus.fr/page/experimentations-de-terrain>

⁽¹¹⁶⁾ Including the Directorate-General for the Civil Service and Public Administration (*Direction Générale de la Fonction et de l'Administration Publique* – DGFAP); the National Centre of the Territorial Public Service (*Centre National de la Fonction Publique Territoriale* – CNFPT); the Prefecture of Provence-Alpes-Côte d'Azur; the Seine-Saint-Denis Departmental Council; the Vinci Group; the Federation of social inclusion enterprises (*Fédération des Entreprises d'insertion*); vocational high schools; and La Poste Group.

⁽¹¹⁷⁾ <https://pix.fr/>

CHAPTER 5.

MTD 5 – Systematic initial and continuing professional development of VET teachers and trainers

5.1. Baseline 2015

At the beginning of the reporting period, four categories of teachers and trainers were at play in VET:

- (a) VET school teachers;
- (b) apprenticeship general courses teachers;
- (c) apprenticeship technical, theoretical and practical courses teachers;
- (d) in-company trainers (nationally referred to as apprenticeship mentors).

5.1.1. Access to VET school teaching: entry requirements and initial training

National examinations (CAPLP) were in place for those wishing to become a VET teacher ⁽¹¹⁸⁾. To take part in this competition, candidates had to demonstrate:

- (a) either a qualification at master level 2 in the subject to be taught, whether general subjects (such as modern languages-humanities, mathematics), ‘technical’ subjects (economics, management), or vocational subjects (woodwork, floristry);
- (b) or a teacher qualification usually at master level (for general subject teachers) and at least five years of professional experience in the relevant profession.

Successful candidates were appointed as ‘trainee VET teachers’ and would carry out a part-time traineeship for one year ⁽¹¹⁹⁾. During the year, they would also attend theoretical courses and training in education colleges and would finally undergo evaluation by a jury. Education colleges, which were accredited by the education ministry, provided various master-level training courses in teaching disciplines, pedagogical approaches, use of digital technology, and practical placements.

⁽¹¹⁸⁾ Decree No 92-1189, 1992.

⁽¹¹⁹⁾ Law No 0165, 2013.

There was also an internal procedure for people already having the status of civil servants and wishing to become VET teachers.

Education institutions could also hire, on a contract basis, professionals who had significant vocational experience and knowledge.

Although each apprentice training centre (*Centres de formation d'apprentis*, CFA) had its own recruitment procedure and requirements, there were general prerequisites in terms of qualifications and years of professional experience in the relevant specialty. CFAs could also provide their staff with training in apprenticeship supervision or pedagogy.

5.1.2. In-company trainers: entry requirements and initial training

For each apprenticeship contract, an in-company trainer (nationally referred to as apprenticeship mentor, *maître d'apprentissage*) had to be appointed. The professional appointed was responsible for training the apprentice and taking on the role of apprenticeship mentor, in cooperation with the CFA. S/he had to have the vocational skills required to guarantee a high level of training ⁽¹²⁰⁾:

- (a) a relevant qualification and at least two years of relevant professional experience;
- (b) or at least three years of relevant professional experience.

In order for a professional to become a certified apprenticeship mentor, s/he had to have:

- (a) at least five years of relevant professional experience;
- (b) at least two years of experience as a mentor (particularly as an apprenticeship mentor);
- (c) and tutoring and teaching skills and expertise.

The apprenticeship mentor certification could be awarded by chambers or juries appointed by the employer or employee organisations.

5.1.3. VET school teachers: main lines for CPD

Continuing training was not compulsory. Every year, the education ministry would prepare a national training plan (PNF), which set out guidelines, priorities and a training offer for the continuing training of state education staff. The training provision (also following a blended mode) would include courses for teachers, trainers, executive managers, and schools inspectorate, as well as support sessions for implementing education reforms and policy.

⁽¹²⁰⁾ Decree No 1540, 2009.

At regional level, *académies*' training plans (PAF) were designed to provide support, meeting as closely as possible staff needs (such as 'helping learners acquire key competences', 'helping learners acquire career management skills', 'support to disabled learners', 'using suitable tools and methods in planning a mini-enterprise learning project' (Cedefop, 2015)). PAF development was based on collection and analysis of training needs and on national training priorities.

The Centre for Studies and Research on Partnerships with Businesses and Professions (Cerpep) used to offer continuing training in cooperation with enterprises and other organisations. Training in this framework aimed to update teaching methods and could take the form of:

- (a) a short-term (one to five days) training placement for teachers and other education staff at an enterprise, public organisation, foundation;
- (b) 'themed days' with partners from the business community;
- (c) 'tailor-made placements', which teachers themselves would find in the labour market.

There were no specific provisions on continuing training for CFA trainers, as each centre had specific regulations.

5.1.4. In-company trainers: main lines for CPD

Employers had to provide apprenticeship mentors with short-term training (usually one day) to enable them to perform their tasks properly. Companies were subsidised for their expenses.

5.2. Initial training for teaching/ training staff in VET schools 2015-19

For 2016-20, the country's priority in this area is to review the initial training of teachers.

A scheme called *Students as apprentice teachers (Étudiants apprentis-professeurs)* was introduced in the 2015-16 school year, replacing the similar scheme *Future jobs for teachers*. The scheme is designed for students from disadvantaged backgrounds who are at the start of their university studies and aiming to become teachers. Participants are offered teaching opportunities with actual classes under the supervision of tutor-teachers, which will include observation time, collaboration with the tutor, and teaching practice as gradual training for the teaching profession. The scheme is intended to enable students from disadvantaged backgrounds to be better prepared for the competitive

teacher examination (*Concours d'accès au corps des professeurs de lycée professionnel, CAPLP*).

Teacher training was one of the major challenges to be addressed in the Ministry of Education and Youth's Social Agenda 2018-19 ⁽¹²¹⁾. The reform of human resources policy in education follows a logic of support to teams and staff, empowerment and fulfilment, valuing commitment and merit, and reinforcing quality for student success. Initial teacher training will be more professionalised in relation to higher education. The bill For a school of trust, debated in Parliament as of February 2019, commits to reforming teacher training so that teachers benefit from training of equal quality throughout the country, mainly devoted to fundamental disciplinary knowledge and knowledge of the values of the Republic, based on research work and knowledge of the most effective teaching methods. Continuing training will be stepped up. The quality of continuous training adapted as closely as possible to the needs of staff is a priority of the priority education policy and its reference base. Consistent with these provisions and with a view to combining training, classroom practice and collective work, in-situ support has been given priority.

5.3. Initial training for trainers in enterprises 2015-19

The 2015 circular addressing the introduction of apprenticeships into the non-industrial and non-commercial public sector ⁽¹²²⁾ required that keen and available apprenticeship mentors should be appointed and that they:

- (a) were familiarised with the apprentice recruitment procedure;
- (b) were offered prior training on the expectations for the role;
- (c) learned about the role's responsibilities during their working time;
- (d) developed exchanges among them.

To increase the number of apprenticeship mentors, initiatives are in place within professional sectors to demonstrate the merits of their role. For example, in the craft industry, a national competition to enhance the value of apprenticeship mentors has been established. The first competition took place in 2015 and a second was organised in 2016.

⁽¹²¹⁾ <http://www.education.gouv.fr/cid136900/ecole-de-la-confiance-le-projet-de-loi-presente-en-conseil-des-ministres.html&xtmc=projetdeloieacutecoledelaconfiance&xtnp=1&xtr=1>

⁽¹²²⁾ https://www.fonction-publique.gouv.fr/files/files/textes_de_reference/2015/C_20150408_0003.pdf

The government has chosen to refer to the sectors (now responsible for developing apprenticeship) the task of defining the conditions for becoming apprenticeship mentor. In the absence of a sectoral agreement, the mentor must:

- (a) either hold a diploma or degree corresponding to the purpose of the qualification which the apprentice is preparing for, and at least of the same level, and have two years of professional experience in relation to that qualification;
- (b) or have at least three years of professional experience relevant to the qualification.

5.4. CPD for teaching/training staff in VET schools 2015-19

A December 2015 circular created more opportunities for school staff to work with the business world, including courses for head teachers and CPD modules on entrepreneurship. It also contributed to the CPD of VET school teachers.

The June 2015 quality assurance decree was rolled out for the first time in January 2017. It requires training bodies to be able to demonstrate that staff in charge of training have a professional qualification and are engaged in continuing training ⁽¹²³⁾.

One of the main lines of the 2018/19 national training plan was to support the education teams involved in the transformation of the vocational path, based on tools and resources available online at the national Eduscol website ⁽¹²⁴⁾, training days, vade mecum by theme, online and distance training modules.

Within the framework of the *Erasmus+ Qualéduc mobilités* project (2017-19), 105 VET staff from the education ministry and eighteen education districts (*académies*) are to take part in study visits organised across the five countries involved in the project ⁽¹²⁵⁾.

5.5. CPD for trainers in enterprises 2015-19

For 2016-20, the country's priority in this area is to professionalise mentors.

⁽¹²³⁾ <https://www.data-dock.fr/documents/indicateurs.pdf>

⁽¹²⁴⁾ <http://eduscol.education.fr/cid133260/transformer-le-lycee-professionnel.html#lien1>

⁽¹²⁵⁾ <http://eduscol.education.fr/cid119908/quaeduc-mobilites.html>

The apprenticeship mentor activity is recognised under the citizen's commitment account (*Compte d'engagement citoyen*, CEC), which is created within the personal activity account (*Compte personnel d'activité*, CPA). The aim of the CEC is to draw up a list of all voluntary activities undertaken by an individual and to aid the recognition of the skills acquired through these activities. It enables individuals to increase their rights to funded training. The apprenticeship mentor activity is recognised under the CEC when it has been carried out for at least six months.

Social partners and sector associations are, in some cases, involved in managing the training and funding of apprenticeship mentors. For example, representatives of the plastics industry signed an agreement on 25 March 2015, emphasising the importance of apprenticeship mentors and volunteer tutors and that training for the latter should be encouraged. The agreement provided for updating their workload and the way it is organised. The post of apprenticeship mentor will also be covered by the plastics sector's classification grid.

The 2018 Law for the freedom to choose one's professional future supports apprenticeship mentors to access certification via training or validation.

Statistical overview: 2019 update

Table 3 updates the figures that were provided in Table 1. Although Table 1 may contain data for 2015, these are not systematically repeated here. In some cases, not repeating is due to breaks in time series, which prevent comparability. In other cases, values differ due to methodological changes.

Table 3. **Score on VET indicators in France and in the EU: 2015, last available year and recent change**

Indicator label	2015				Last available year				Recent change			
	FR	f	EU	f	Yr	FR	f	EU	f	Range	FR	EU
Access, attractiveness and flexibility												
IVET students as % of all upper secondary students	41.5		47.3	ce	'17	39.9		47.8	ce	'15-'17	-1.6	0.5
IVET work-based students as % of all upper secondary IVET	24.7		28.3	ce	'17	24.1		27.9	ce	'15-'17	-0.6	-0.5
IVET students with direct access to tertiary education as % of all upper secondary IVET	62.4		68.1	ce	'17	62.7		68.6	ce	'15-'17	0.3	0.4
Workers participating in CVT courses (%)	48.3		40.8		'15	48.3		40.8				
Workers participating in on-the-job training (%)	32		34		'15	32		34				
Adults in lifelong learning (%)	18.6		10.7		'18	18.6		11.1		'15-'18		0.4
Enterprises providing training (%)	78.9		72.6		'15	78.9		72.6				
Female IVET students as % of all female upper secondary students	36.5		42	ce	'17	34.6		42.7	ce	'15-'17	-1.9	0.7
Employees of small firms participating in CVT courses (%)	27.4		30		'15	27.4		30				
Young VET graduates in further education and training (%)	40.3		33		'18	36.7		33		'15-'18	-3.6	0
Older adults in lifelong learning (%)	13.8		6.9		'18	14.5		7.3		'15-'18	0.6	0.4
Low-educated adults in lifelong learning (%)	7.7		4.3		'18	7.1		4.3		'15-'18	-0.6	0
Unemployed adults in lifelong learning (%)	14.7		9.5		'18	14.3		10.7		'15-'18	-0.4	1.2
Individuals who wanted to participate in training but did not (%)					'16	11.4		11.4				
Job-related non-formal education and training (%)					'16	73.5		79.4				

Indicator label	2015				Last available year				Recent change			
	FR	f	EU	f	Yr	FR	f	EU	f	Range	FR	EU
Skill development and labour market relevance												
IVET public expenditure (% of GDP)	0.5		0.5	ce	'16	0.5		0.5	ce	'15-'16	0	0
IVET public expenditure per student (1000 PPS units)	9.8		7.1	ce	'16	9.6		7.4	ce	'15-'16	-0.2	0.3
Enterprise expenditure on CVT courses as % of total labour cost	1.4		0.9		'15	1.4		0.9				
Average number of foreign languages learned in IVET	1.3		1	ce	'17	1.3	d	1	ce	'15-'17		0
STEM graduates from upper secondary IVET (% of total)	28.1		29.2	ce	'17	28.4		29.1	ce	'15-'17	0.3	0
Short-cycle VET graduates as % of first time tertiary education graduates					'17	45.1		14.3	b ce	'15-'17		
Innovative enterprises with supportive training practices (%)					'16	53.9		37.7				
Employment rate for IVET graduates (20-34 year-olds)	70.5		77.2		'18	74		80.5		'15-'18	3.5	3.3
Employment premium for IVET graduates (over general stream)	-0.4		5.4		'18	5.7		6.6		'15-'18	6.1	1.2
Employment premium for IVET graduates (over low-educated)	24.3		23.7		'18	28.6		23.3		'15-'18	4.3	-0.4
Workers helped to improve their work by training (%)	76.1		83.7		'15	76.1		83.7				
Workers with skills matched to their duties (%)	55.9		57		'15	55.9		57				
Overall transitions and labour market trends												
Early leavers from education and training (%)	9.2		11		'18	8.9		10.6		'15-'18	-0.3	-0.4
30-34 year-olds with tertiary attainment (%)	45		38.7		'18	46.2		40.7		'15-'18	1.2	2
NEET rate for 18-24 year-olds (%)	16.3		15.8		'18	15.2		13.7		'15-'18	-1.1	-2.1
Unemployment rate for 20-34 year-olds (%)	15		12.9		'18	12.9		9.4		'15-'18	-2	-3.5
Employment rate of recent graduates (%)	70.9		75.9		'18	76.1		80.6		'15-'18	5.2	4.7
Adults with lower level of educational attainment (%)	22.5		23.5		'18	20.6		21.9		'15-'18	-1.9	-1.6
Employment rate for 20-64 year-olds (%)	69.5		70		'18	71.3		73.1		'15-'18	1.8	3.1
Employment rate for 20-64 year-olds with lower level of educational attainment (%)	51.4		52.6		'18	52.2		56.1		'15-'18	0.8	3.5
Medium/high-qualified employment in 2030 (% of total)					'18	88.8	D	85.8	D			

EU refers to EU-28, unless otherwise specified.
(D) Forecast made in 2018.
(ce) Cedefop estimate based on available country data
(b) Eurostat: 'break in time series'.

(u) Eurostat: 'low reliability'.
(z) Eurostat: 'not applicable'.
(e) Eurostat: 'estimated'.
(d) Eurostat: 'definition differs'.

Source: Cedefop, 2020.

In 2017, 39.9% of all upper secondary students in France were enrolled in IVET. This percentage is eight points below the EU average. It appears that the percentage of upper secondary students in IVET is lower by 1.6 points compared to the situation in the country in 2015.

In 2017, 24.1% of all upper secondary IVET students were enrolled in a work-based learning setting, which is slightly lower (0.6 points less) than in 2015. In contrast the EU average is 27.9%.

In 2018, 18.6% of adults participated in lifelong learning activities, the same percentage as in 2015. The EU average is 11.1%.

In 2018, the employment rate for IVET graduates (20-34 years old) was 74 %. It appears that the employment rate for IVET graduates (20-34 years old) is higher by 3.5 points compared to the situation in the country in 2015. The EU average is 80.5%.

Conclusion

Since 2015, France has developed a wide range of actions to reinforce its apprenticeship, work-based learning and internship systems, and boost education-economy cooperation. Measures have been taken to enhance quality assurance mechanisms and further expand the information system that guides the development of initial and continuing VET. Major steps have been taken to ensure access for all to VET and VET qualifications (in particular through the *Personal training account* initiative), make the transition through and from VET more flexible, and offer a wealth of training opportunities to groups in need. Reform of the national qualifications framework has been initiated, and the validation mechanism further developed. Strong initiatives have also been taken to support further development of key competences as well as the initial and continuing training of VET school teachers and the continuous professional development of in-company trainers.

Changes in 2017-18 had taken place in MTDs 1 and 3. In MTD 1, reform of the apprenticeship system had been initiated in October 2017 (Section 1.3.1.1.), targeted at more flexibility, quality, accessibility and attractiveness. In MTD 3, an investment plan to fund training targeted at low-skilled young people and the unemployed had been launched (Section 3.3.2). The *Law for the freedom to choose one's professional future* was under legislative process in 2018, intended to bring major changes in VET and apprenticeship.

Compared to 2015-17, the main changes in 2018 have taken place in MTDs 1, 3 and 4. Effecting MTDs 1 and 3, the Law for the freedom to choose one's professional future, promulgated on 5 September 2018, simplified the running of apprentice training centres and the conditions for undergoing apprenticeship (Section 1.3.1.1) and provided for reinforcing access for all to lifelong learning (Section 3.3.2). In MTD 3, measures were also taken to involve VET further in preparing learners for future jobs in digital technology and the energy transition (Section 3.3.1). In MTD 4, a free public platform accessible for all, to assess one's digital competences and get these certified, was launched (Section 4.4).

The actions carried out show that the main lines of the Riga conclusions and the country's policy priorities for 2016-20 are being addressed.

Acronyms

AFPA	<i>Agence nationale pour la formation professionnelle des adultes</i> (national agency for CVET)
BTS	<i>brevet de technicien supérieur</i> (higher technician's certificate)
CAP	<i>certificat d'aptitude professionnelle</i> (professional skills certificate)
CEC	<i>compte engagement citoyen</i> (citizen's commitment account)
CFA	<i>centre de formation d'apprentis</i> (apprentice training centre)
CVET	continuing vocational education and training
CNEFOP	<i>Conseil national de l'emploi, de la formation et de l'orientation professionnelle</i> (national council for employment, vocational training and career guidance)
CDP	continuing professional development
DGVT	Directors General for Vocational Training
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
IVET	initial vocational education and training
MTD	medium-term deliverable
NEET	young people not in employment, education or training
RNCP	<i>repertoire national des certifications professionnelles</i> (national register of vocational qualifications)
PNF	<i>Plan national de formation</i> (national training plan)
QANRP	quality assurance national reference point
QF-EHEA	qualifications frameworks in the European higher education area
RNCP	National directory of professional qualifications
STS	<i>section de technicien supérieur</i> (higher technological education)
VET	vocational education and training

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