



# Developments in vocational education and training policy in 2015–17

## FRANCE



Cedefop monitoring and analysis of VET policies

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policy in 2015-17**

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## 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 <sup>(1)</sup>. 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, p. 9) compared to 70.8% in the EU); for VET graduates only, the rate was 61.6% in 2015 (European Commission, 2016, p. 8), 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. Campuses of professions and qualifications were also created in 2013, 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.

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<sup>(1)</sup> Eurostat, data for 2015.

Table 1. Framework data: score on VET indicators in France and in the EU: 2010, last available year and recent trend

Indicator label	2010		Last available year			Recent trend (per year)		
	FR <sup>f</sup>	EU <sup>f</sup>	Yr	FR <sup>f</sup>	EU <sup>f</sup>	Range	FR	EU
<b>Access, attractiveness and flexibility</b>								
IVET students as % of all upper secondary students	A	A	'14	42.7 <sup>b</sup>	48.0 <sup>b</sup> <sub>E1</sub>	'13-'14	▪ -0.3	▪ -0.9
IVET work-based students as % of all upper secondary IVET	A	A	'14	25.8 <sup>b</sup>	34.0 <sup>b</sup> <sub>E2</sub>	'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 <sup>E3</sup>	'13-'14	▪ 1.2	▪ -1.4
Employees participating in CVT courses (%)	45.0	38.0 <sup>e</sup>	'10	45.0	38.0 <sup>e</sup>			
Employees participating in on-the-job training (%)	14.0	20.0 <sup>e</sup>	'10	14.0	20.0 <sup>e</sup>			
Adults in lifelong learning (%)			'15	18.6 <sup>b</sup>	10.7 <sup>b</sup>	'14-'15	▪ 0.2	▪ -0.1
Enterprises providing training (%)	76.0	66.0 <sup>e</sup>	'10	76.0	66.0 <sup>e</sup>			
Female IVET students as % of all female upper secondary students	A	A	'14	37.8 <sup>b</sup>	42.7 <sup>b</sup> <sub>E1</sub>	'13-'14	▪ 0.2	▪ -1.0
Employees of small firms participating in CVT courses (%)	27.0	25.0 <sup>e</sup>	'10	27.0	25.0 <sup>e</sup>			
Young VET graduates in further education and training (%)			'15	40.3 <sup>b</sup>	33.0 <sup>b</sup>	'14-'15	▪ 0.4	▪ -0.3
Older adults in lifelong learning (%)		5.3	'15	13.9 <sup>b</sup>	6.9	'14-'15	▪ 0.2	▪ 0.1
Low-educated adults in lifelong learning (%)			'15	7.7 <sup>c</sup>	4.3 <sup>b</sup> <sub>C</sub>	'13-'15	↘ -0.2	↘ -0.1
Unemployed adults in lifelong learning (%)			'15	14.7 <sup>b</sup>	9.5 <sup>b</sup>	'14-'15	▪ 0.2	▪ -0.3
Individuals who wanted to participate in training but did not (%)	13.8 <sup>B</sup>	9.5 <sup>B</sup>	'11	13.8	9.5 <sup>e</sup>			
Job-related non-formal education and training (%)	74.9 <sup>B</sup>	80.2 <sup>B</sup>	'11	74.9	80.2 <sup>e</sup>			
<b>Skill development and labour market relevance</b>								
IVET public expenditure (% of GDP)			'13	0.48 <sup>b</sup>	0.56 <sup>b</sup> <sub>E4</sub>			
IVET public expenditure per student (1000 PPS units)			'13	10.3 <sup>b</sup>	6.4 <sup>b</sup> <sub>E5</sub>			
Enterprise expenditure on CVT courses as % of total labour cost	1.6	0.8 <sup>e</sup>	'10	1.6	0.8 <sup>e</sup>			
Average number of foreign languages learned in IVET			'14	1.3 <sup>b</sup>	1.0 <sup>b</sup> <sub>E6</sub>	'13-'14	▪ 0.0	▪ 0.0
STEM graduates from upper secondary IVET (% of total)	A	A	'14	26.6 <sup>b</sup>	30.0 <sup>b</sup> <sub>E7</sub>	'13-'14	▪ -1.1	▪ -0.4
Short-cycle VET graduates as % of first time tertiary education graduates			'14		9.3 <sup>E8</sup>			
Innovative enterprises with supportive training practices (%)	60.3	41.5 <sup>E9</sup>	'12	57.9	41.6 <sup>E9</sup>	'10-'12	▪ -1.2	▪ 0.0
Employment rate for IVET graduates (20-34 year-olds)			'15	70.4 <sup>b</sup>	77.2 <sup>b</sup>	'14-'15	▪ -3.1	▪ 0.3
Employment premium for IVET graduates (over general stream)			'15	-0.9 <sup>b</sup>	5.3 <sup>b</sup>	'14-'15	▪ -2.6	▪ -1.0
Employment premium for IVET graduates (over low-educated)			'15	24.1 <sup>b</sup>	23.7 <sup>b</sup>	'14-'15	▪ 1.0	▪ -0.1

Indicator label	2010		Last available year			Recent trend (per year)		
	FR <sup>f</sup>	EU <sup>f</sup>	Yr	FR <sup>f</sup>	EU <sup>f</sup>	Range	FR	EU
Workers helped to improve their work by training (%)			'15	76.1 <sup>b</sup>	83.7 <sup>c</sup>			
Workers with skills matched to their duties (%)	59.9	55.2	'15	56.2 <sup>b</sup>	57.3 <sup>c</sup>	'10-'15	▪ -0.7	▪ 0.4
<b>Overall transitions and labour market trends</b>								
Early leavers from education and training (%)		13.9	'15	9.3 <sup>b</sup>	11.0 <sup>c</sup>	'13-'15	↘ -0.2	↘ -0.5
30-34 year-olds with tertiary attainment (%)		33.8	'15	45.1 <sup>b</sup>	38.7 <sup>c</sup>	'13-'15	↗ 0.6	↗ 0.8
NEET rate for 18-24 year-olds (%)		16.6	'15	16.3 <sup>b</sup>	15.8 <sup>c</sup>	'14-'15	▪ 1.2	▪ -0.7
Unemployment rate for 20-34 year-olds (%)		13.1	'15	14.9 <sup>b</sup>	12.9 <sup>c</sup>	'14-'15	▪ 0.1	▪ -1.2
Employment rate of recent graduates (%)		77.4	'15	72.3 <sup>b</sup>	76.9 <sup>c</sup>	'13-'15	↘ -2.0	↗ 0.7
Adults with lower level of educational attainment (%)		27.3	'15	22.5 <sup>b</sup>	23.5 <sup>c</sup>	'13-'15	↘ -1.2	↘ -0.7
Employment rate for 20-64 year-olds (%)		68.6	'15	69.5 <sup>b</sup>	70.0 <sup>c</sup>	'13-'15	→ 0.0	↗ 0.8
Employment rate for 20-64 year-olds with lower level of educational attainment (%)		53.4	'15	51.3 <sup>b</sup>	52.6 <sup>c</sup>	'13-'15	↘ -1.2	↗ 0.6
Medium/high-qualified employment in 2020 (% of total)			'16	83.7 <sup>d</sup>	82.8 <sup>d</sup>			

(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

To support students intending to set up their own business, the status of student-entrepreneur was created in 2013 and entrepreneurship was added to the curriculum. In 2014, the Law on VET, employment and social democracy simplified the apprenticeship funding system and introduced subsidies for micro-enterprises (fewer than 11 employees) that recruited apprentices.

### 1.1. Policy priorities for 2016-20

For 2016-20, the country's priorities in this area are multidimensional <sup>(2)</sup>:

- (a) on apprenticeship;
  - (i) raise its profile,
  - (ii) increase its quality, and learners' mobility and choice,
  - (iii) increase the number of apprentices to 500 000 in 2017, 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 protected, and streamlining the 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 *Campuses of professions and qualifications* initiative;
- (e) supporting the creation of innovative SMEs;
- (f) supporting work-based learning and making it a tool to address long-term unemployment.

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<sup>(2)</sup> According to a survey by Cedefop among directors general for VET (DGVT) in early 2016.



## 1.2. Main actions taken in 2015-17

### 1.2.1. Apprenticeship

#### 1.2.1.1. *Attracting learners to apprenticeship*

The *Parcours d'avenir* 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. A national ambassador appointed by the Ministry of Employment in June 2015 is in charge of involving large companies and disseminating best practice. The position is supported by a network of regional apprenticeship ambassadors.

#### 1.2.1.2. *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 <sup>(3)</sup>. The main aim was to raise awareness about apprenticeship among education and counselling staff in charge of school pupils. The initiative was supplemented by an online continuous professional development course for teachers and school guidance counsellors <sup>(4)</sup>.

#### 1.2.1.3. *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 to create 10 000 apprenticeships in the public sector were set: 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 <sup>(5)</sup>.

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<sup>(3)</sup> Allianz, Michelin, Danone, Bosch, BASF, L'Oréal, Siemens, BNP Paribas, ENGIE, Airbus and Safran.

<sup>(4)</sup> <https://magistere.education.fr/>

<sup>(5)</sup> <http://eduscol.education.fr/cnraa/ressources/developpement-apprentissage-fp>

### **1.2.2. Work-based learning in school-based VET**

Circular No 2016-055 of 29 March 2016 set the principles for developing and improving the work-based component of VET programmes, including the reform of the content, planning, follow up and assessment of work placements. Circular No 2016-053 of 29 March 2016 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 set the principles for organising work-based training periods in agricultural training programmes and for the advanced agricultural technician diploma.

### **1.2.3. Internships**

Following a 2015 circular from the Ministry of Education, internship hubs (*pôles de stages*) <sup>(6)</sup> have been rolled out in every region to organise schools and businesses into networks, which support 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 (*Brevet de Technicien Supérieur, BTSA*) <sup>(7)</sup>.

### **1.2.4. 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 <sup>(8)</sup>. To support the quality of work placements, steps have been taken at regional level to: train teachers; strengthen school/business relationships; involve practice experts in teaching and evaluation <sup>(9)</sup>; and include young people on youth voluntary service in internship hubs (*pôles de stages*).

### **1.2.5. Exploring new ways for apprenticeship and work-based learning**

In April 2015, the Ministry of Employment and the Foundation to fight exclusion (*Fondation Agire Contre l'Exclusion, FACE*) set up the Foundation for innovation in apprenticeship (*Fondation Innovations pour les Apprentissage, FIPA*). FIPA's objective is to: support developing all forms of work-based learning in

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<sup>(6)</sup> Ministry of Education, Circular No 2015-035 of 25 February 2015.

<sup>(7)</sup> For more information: <http://www.education.gouv.fr/cid105424/les-poles-de-stages.html>

<sup>(8)</sup> Ministry of Education, Circular No 2016-058 of 13 April 2016:  
[http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=100720](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100720)

<sup>(9)</sup> [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html&cid\\_bo=89301](http://www.education.gouv.fr/pid25535/bulletin_officiel.html&cid_bo=89301)

companies; propose innovative solutions to issues such as increasing apprentices' mobility; provide digital resources to support apprenticeships; and to introduce apprenticeships in occupations where it does not yet exist.

#### **1.2.6. Bringing education and the economy closer**

The first campus of professions and qualifications (*campus des métiers et des qualifications*) was inaugurated in 2013. The campuses bring together secondary and higher VET institutions, companies, apprenticeship centres, and research centres working in a given economic sector, along with regional authorities <sup>(10)</sup>. In the reporting period, the initiative was further extended through labelling 78 campuses (51 in 2016 and 27 in 2017) covering 12 sectors <sup>(11)</sup>. Information campaigns were held, and support material developed <sup>(12)</sup>. 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.

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

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<sup>(10)</sup> As part of the 2013 Law to reform school, 8 July 2013.

<sup>(11)</sup> 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.

<sup>(12)</sup> 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 campuses of professions and qualifications: 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](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 campuses of professions and qualifications: 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](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)

development modules on entrepreneurship. Internship hubs (Section 1.2.3) also contribute to this cooperation.

#### **1.2.7. Fostering entrepreneurship and innovation**

The initiative *Culture de l'innovation et de l'entrepreneuriat* (Culture of innovation and entrepreneurship) <sup>(13)</sup> launched a call for projects in December 2014. The initiative aims to support projects that develop the spirit of entrepreneurship and innovation. 18 projects were selected in 2015, dealing with disseminating entrepreneurship and/or innovation culture in primary and secondary schools, and among higher education and Ph.D. students and young people from a disadvantaged background. The total budget allocated was EUR 20 million.

The *ProFan* <sup>(14)</sup> initiative, launched in 2016, aimed to identify new learning and teaching contexts able to promote students' acquisition of new skills to meet the occupational standards of the future. By September 2017, 117 VET schools from five regions were involved in this project, with a budget of EUR 15 million <sup>(15)</sup>.

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<sup>(13)</sup> <http://www.education.gouv.fr/cid91267/investissements-d-avenir-culture-de-l-innovation-et-de-l-entrepreneuriat.html>

<sup>(14)</sup> [http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=108403](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=108403)

<sup>(15)</sup> [http://eduscol.education.fr/lettre-info/cpc/lettre-cpc-17?\\_authenticator=a63984d7d802fb75583a4eb0bfe8cdd76f2d7451#header-1](http://eduscol.education.fr/lettre-info/cpc/lettre-cpc-17?_authenticator=a63984d7d802fb75583a4eb0bfe8cdd76f2d7451#header-1)

## CHAPTER 2.

# MTD 2 – Quality assurance mechanisms in line with EQAVET and continuous information and feedback loops to IVET and CVET <sup>(16)</sup>

A quality assurance national reference point (QANRP) was appointed in 2014 – *Conseil national de l'emploi, de la formation et de l'orientation professionnelle* (CNEFOP) (National council for employment, vocational training and career guidance). A national quality assurance approach is in place. It applies to initial vocational education and training (IVET), continuing vocational education and training (CVET) and related work-based learning. Regions have set up their own policies and conduct quantitative and qualitative monitoring. Guidelines and quality standards are used at provider level to promote a culture of continuous improvement. Indicators and methodologies have been devised for internal and external evaluation. In 2011-13, a Leonardo da Vinci project led by the Ministry of Education developed a self-evaluation approach for IVET schools. Piloting has been completed and self-evaluation is currently being developed in IVET schools.

The 2014 Law on VET, employment and social democracy includes several quality assurance measures related to CVET. Quality standards for providers are incorporated in legislation and used as a condition for accreditation and funding. Providers are required to report on their performance. Employer-employee

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<sup>(16)</sup> Sources:

European Centre for the Development of Vocational Education and Training (Cedefop): <http://www.cedefop.europa.eu/en>

ReferNet: <http://www.cedefop.europa.eu/en/events-and-projects/networks/refernet>

Priorities reported by directors general for vocational training (DGVT) for the 2016-20 period.

EQAVET (2016 Secretariat survey, website, newsletters): <http://www.eqavet.eu>

2016 Compendium of EQAVET NRP Erasmus+ funding:

[http://www.eqavet.eu/Libraries/Annual\\_Network\\_Meeting\\_2016/Compendium\\_EQAVET\\_2016.sflb.ashx](http://www.eqavet.eu/Libraries/Annual_Network_Meeting_2016/Compendium_EQAVET_2016.sflb.ashx)

Council Recommendations on the 2016 national reform programmes:

<http://www.consilium.europa.eu/en/policies/european-semester/2016/#>

*Education and Training Monitor 2016*, country reports:

[http://ec.europa.eu/education/policy/strategic-framework/et-monitor\\_en](http://ec.europa.eu/education/policy/strategic-framework/et-monitor_en)

organisations responsible for unemployment insurance carry out quality controls to ensure that training achieves its objectives. A 2015 decree <sup>(17)</sup> on continuous professional training defined six criteria for ensuring the quality of training financed by public funds. Providers who meet these criteria receive a quality label.

Yearly statistics on graduates' entry into the labour market are available. Graduates' (including VET) first job entry and first three years after leaving education are surveyed, enabling career pathways (individual and cohorts) to be analysed. Data are collected on the employability of school graduates and apprentices. A yearly study is carried out on the rate of return to employment for jobseekers who have completed their training. A procedure is in place to allow access to personal data, despite privacy laws, to monitor learning pathways, such as those of early leavers from education and training. Professional qualifications are designed and delivered by social partners in response to the needs of a given trade. All vocational qualifications delivered by the Ministry of Education are designed in cooperation with sectoral social partners, taking into account expected developments, the employment situation and employability data.

## 2.1. Quality assurance mechanisms in line with the EQAVET recommendation <sup>(18)</sup>

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 tool, *Qualéduc* <sup>(19)</sup>, 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

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<sup>(17)</sup> Decree No 2015-790 of 30 June 2015.

<sup>(18)</sup> 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](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2009.155.01.0001.01.ENG)

<sup>(19)</sup> [http://cache.media.education.gouv.fr/file/Form\\_prof\\_initiale\\_insertion/11/3/Guide\\_Qual\\_educ\\_799113.pdf](http://cache.media.education.gouv.fr/file/Form_prof_initiale_insertion/11/3/Guide_Qual_educ_799113.pdf)

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.

A circular of August 2016 <sup>(20)</sup> updated the rules for awarding the *Lycée des métiers* label (vocational high school), 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 seven quality criteria in line with the *Qualéduc* tool.

A 2017 decree <sup>(21)</sup> introduced the *Eduform* quality label for CVET providers. 20 providers, having met the six criteria and 21 indicators, had been awarded the label by June 2017.

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.

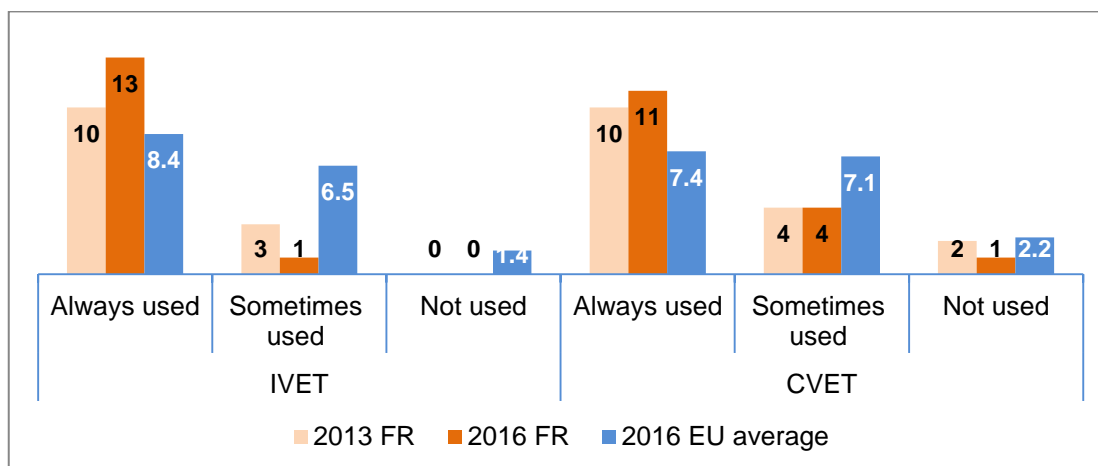
France is above the EU average for IVET and CVET for the systematic use ('always used') of EQAVET indicators to monitor the VET system. Most EQAVET indicators are used, including those on the share of accredited VET providers, the destination of VET learners on completion of their training, the utilisation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

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<sup>(20)</sup> [http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=105729](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=105729)

<sup>(21)</sup> 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 2016 and 8.4 in the EU on average in 2016.

NB: In 2016, 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 2016 data.

## 2.2. Continuous information and feedback loops in initial VET

The 2016 Labour Law <sup>(22)</sup> created new obligations for information to be provided by training institutions and apprentice training centres. It is now mandatory for them to provide *Pôle emploi* (the national employment agency) with 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.

## 2.3. 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

<sup>(22)</sup> Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths.



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.

A number of studies and reports have also taken place during the reporting period analysing VET provision and making recommendations for its improvement. CNEFOP, for instance, published a report in 2016 evaluating the initiatives *Compte personnel de formation* (personal training account) and *Conseil en évolution professionnelle* (career transition consulting), which supported 732 000 individuals in 2015.

## 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

The *Right to training* is a flagship measure of the 2014 Law on VET, employment and social democracy, which aims to ease access to training for jobseekers and employees. Campaigning for the personal training account took place at a national level and it was introduced in January 2015. The right to career guidance and advice was established in 2009. Since 2015, a national-scale programme of career information and guidance – *Parcours d'avenir* – has been set up in all types of secondary education and training to raise students' awareness and to ensure individualised support in career planning.

### 3.1. 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:
  - (i) giving open access to training courses through digital technology for all;
  - (ii) creating and promoting innovative training;
  - (iii) entitling those aged 16 to 25, who left education and training without any diploma or qualification, to re-enrol through VET;
  - (iv) setting up a 'right to repeat the class' for those students who failed the qualification exam.

## 3.2. Main actions taken in 2015-17

### 3.2.1. Personal training account

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. Up to 24 hours per year over six years, followed by ten hours per year over three years, can be accumulated. The account is attached to the person throughout their professional life from the age of 16 (15 for apprentices) until retirement. The 2016 Labour Law <sup>(23)</sup> has extended the scope of the CPF from employees and jobseekers to the self-employed and freelance professionals <sup>(24)</sup>. The law has also brought together the CPF and the account for preventing drudgery of work (*Compte de prévention de la pénibilité*, which applies if a person is exposed to risk factors harmful to health), and the citizen's commitment account (*Compte d'engagement citoyen*, which attaches value to voluntary activities), into a single personal activity account <sup>(25)</sup> (*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.

### 3.2.2. Permeability and flexibility

#### 3.2.2.1. Right to repeat a class upon failing an exam

A circular from the Education Ministry <sup>(26)</sup> 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.

#### 3.2.2.2. Transition from lower secondary education to upper secondary VET

A circular from the Ministry of Education issued in March 2016 <sup>(27)</sup> 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.

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<sup>(23)</sup> Law No 2016-1088 of 8 August 2016 in relation to labour, modernisation of social dialogue and securing career paths.

<sup>(24)</sup> Extension to become effective as of 2018.

<sup>(25)</sup> <https://www.moncompteactivite.gouv.fr/cpa-public/>

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

<sup>(27)</sup> [http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=100542](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100542)

### 3.2.2.3. *Transition from upper secondary VET to higher technological education*

A new scheme <sup>(28)</sup> for progression from upper secondary VET to tertiary technological education is being piloted, from September 2017, for three years in three education districts (*académies*) <sup>(29)</sup>. The aim is to allow students who obtained the *baccalauréat* (high school diploma) in vocational education to pursue their studies in higher technological education (i.e. 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 new pilot, the responsibility for the admission decision will be transferred to the student's vocational high school. In other words, 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. An additional 2 000 places in STSs will be created every year until 2022.

### 3.2.2.4. *Developing skill sets in adult education*

Three decrees issued in 2016 <sup>(30)</sup> 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 vocational aptitude certificate (*Certificat d'aptitude professionnelle*, CAP), the vocational *baccalauréat* from 2016 and the advanced technical diploma (*Brevet de technicien supérieur*, BTS) from 2017. Work is also

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<sup>(28)</sup> 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](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=113978)

Law No 2017-86 of 27 January 2017 relative to equality and citizenship:

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000033934948&dateTexte=20170331>

<sup>(29)</sup> Brittany, Burgundy-Franche-Comté and Hauts-de-France.

<sup>(30)</sup> 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>

in progress to include other qualifications with a high number of adult applicants<sup>(31)</sup>.

### **3.2.3. Transparency, recognition, validation**

#### *3.2.3.1. National qualifications framework<sup>(32)</sup>*

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 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 to examine a possible change from the current five-level structure of the French framework to a seven- or eight-level structure has begun. EQF levels 1-2 are missing. VET qualifications are linked to EQF level 3 and upwards. According to the members of the EQF advisory group, this is a challenge because migrants holding qualifications at EQF levels 1 or 2 could be prevented from entering the French labour market since there are no equivalents in the French framework. In 2016, a new committee proposed a seven-level structure referring to skills, autonomy/responsibility and knowledge as the main learning outcomes categories/domain, but this revision is considered a politically sensitive issue.

#### *3.2.3.2. Validation<sup>(33)</sup>*

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

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<sup>(31)</sup> 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\\_compences\\_541270.pdf](http://cache.media.enseignementsup-recherche.gouv.fr/file/2015/27/0/2015-078_blocs_compences_541270.pdf)

<sup>(32)</sup> Cedefop (2017a).

<sup>(33)</sup> Cedefop et al. (2017).

same as formal qualifications); and validating prior learning in formal settings (other studies, study abroad, etc.). 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 (Section 3.2.2.4) stipulate that the certification of skills sets also apply in the validation process <sup>(34)</sup>.

### **3.2.4. Training, reskilling and upskilling vulnerable groups, jobseekers and employees**

#### *3.2.4.1. 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 <sup>(35)</sup>. 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 beneficiaries in 2016 was 945 000. The plan has been continued in 2017 <sup>(36)</sup>.

The top school for digital technology (*Grande école du numérique*) <sup>(37)</sup> 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 i.e. young people not in employment, education or training (NEET) (50 %), women (30 %), young people with no adequate qualifications, and

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<sup>(34)</sup> 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](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=106428)

<sup>(35)</sup> Press release of the Ministry of Education: [http://travail-emploi.gouv.fr/IMG/pdf/cp\\_-\\_plan\\_500\\_000\\_formations\\_supplementaires\\_-\\_07\\_12\\_2016.pdf](http://travail-emploi.gouv.fr/IMG/pdf/cp_-_plan_500_000_formations_supplementaires_-_07_12_2016.pdf)

<sup>(36)</sup> 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](http://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](http://la-formation-en-continu.errefom.fr/sites/default/files/instruction_dgefp_plan_500_000%2031%2001%202017.pdf)

<sup>(37)</sup> <https://www.grandeecolenumerique.fr/wp-content/uploads/2017/02/20170207-kesako-gen.pdf>

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. A quality label is awarded. Funding is ensured through the future investment programme.

The professionalisation contract (*Contrat de professionalisation*) 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 <sup>(38)</sup> and lasts up to 24 months (instead of 12), with the possibility of more than 25% of the contract duration devoted to training.

Within the framework of a 2016 partnership agreement between the State and the regions to support employment and social inclusion <sup>(39)</sup>, the government has, 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 <sup>(40)</sup>.

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

Within the framework of the above-mentioned 2016 partnership agreement between the State and the regions to support employment and social inclusion (Section 3.2.4.1), 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) <sup>(41)</sup>. At least 11 sectors have expressed interest in the approach, including

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<sup>(38)</sup> The Industrial Relations and Employment Act (Law No 2015-994 of 17 August 2015).

<sup>(39)</sup> 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.

<sup>(40)</sup> 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](https://www.legifrance.gouv.fr/affichTexte.do;jsessionid=23968B23DF5E657AEB5117C1D8E76ADB.tpdila10v_3?cidTexte=JORFTEXT000033749370&dateTexte=20170329)

<sup>(41)</sup> Directive of 27 May 2016 on accessing VET qualifications through apprenticeship: <http://www.caissedesdepotsdesterritoires.fr/cs/BlobServer?blobkey=id&blobnocache>

the construction, temporary work, metalwork, plastics and do-it-yourself sectors <sup>(42)</sup>.

Following the 2016 Labour Law <sup>(43)</sup>, young people who left education and training without any qualifications are also entitled to traineeships, which gives them the right to a period of training that leads to a qualification. Funding is ensured by regional authorities <sup>(44)</sup>.

#### 3.2.4.3. *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 des apprentis*, CFA). A management chart is currently being set up as a tool for monitoring the development of the scheme.

#### 3.2.4.4. *Upskilling people in employment or returning to employment*

Since 2015, within the framework of the *Future investments* programme (*Investissements d'avenir*) <sup>(45)</sup>, the General Commission for Investment (*Commissariat Général à l'Investissement*, CGI) together with the Ministry of Employment have been selecting and setting up innovative and partnership-based projects targeted at upskilling people in employment or those returning to

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&blobtable=MungoBlobs

<sup>(42)</sup> 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](http://www.najat-vallaud-belkacem.com/wp-content/uploads/2016/03/20160330-DP-PARTENARIAT-ETAT-REGION_Final.pdf)

<sup>(43)</sup> Law No 2016-1088 of 8 August 2016 on labour, modernisation of social dialogue and securing career paths.

<sup>(44)</sup> 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](https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=6836620F37C296634ED40E4366DBB7D7.tpdila18v_1?idArticle=LEGIARTI000033023542&cidTexte=LEGITEXT000006072050&categorieLien=id&dateTexte=20170101)

<sup>(45)</sup> <http://travail-emploi.gouv.fr/archives/archives-presse/archives-communiqués-de-presse/article/investissements-d-avenir-6-premiers-projets-d-avenir-selectionnes>



work and at the same time improving enterprises' competitiveness, especially SMEs. The total funding for the scheme amounts to EUR 126 million.

### 3.2.5. Creating new qualification opportunities

Within the framework of the 2016 State-Regions partnership agreement <sup>(46)</sup> (Sections 3.2.4.1 and 3.2.4.2), 500 new training courses <sup>(47)</sup> will be offered in VET upper secondary schools (*lycées professionnels*) from September 2017. The new offer will be driven by local skills needs <sup>(48)</sup>, the need for new skills and emerging jobs, and sector labour shortages. Almost 70% of these new training courses will lead to national diplomas that can be achieved in VET secondary schools <sup>(49)</sup>. 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 certification <sup>(50)</sup>, either through specialisation or training in a related occupation.

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<sup>(46)</sup> 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](http://www.najat-vallaud-belkacem.com/wp-content/uploads/2016/03/20160330-DP-PARTENARIAT-ETAT-REGION_Final.pdf)

<sup>(47)</sup> <http://www.education.gouv.fr/cid113797/500-nouvelles-formations-professionnelles-pour-les-metiers-d-avenir.html>

<sup>(48)</sup> Specific cartography undertaken with the regions in charge of the training map, integrating the results of studies carried out a national and regional level.

<sup>(49)</sup> *Certificat d'aptitude professionnelle* (CAP) [professional skills certificate]; *baccalauréat professionnel* [vocational baccalaureate]; *brevet de technicien supérieur* (BTS) [advanced technician's certificate].

<sup>(50)</sup> 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].

## CHAPTER 4.

# MTD 4 – Key competences in both IVET and CVET

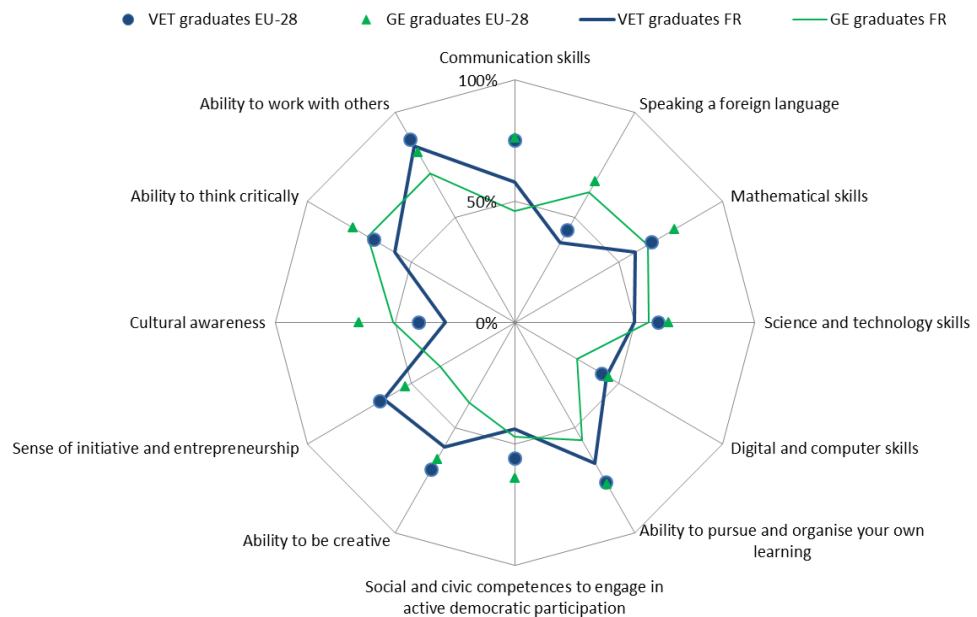
Compared with general education graduates, those who completed VET programmes feel they have stronger (ranged by priority):

- (a) sense of initiative and entrepreneurship;
- (b) ability to be creative;
- (c) digital skills;

and weaker:

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

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



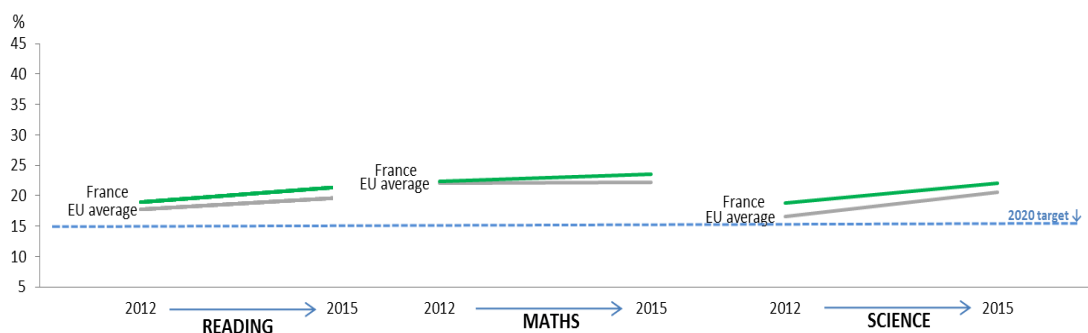
NB: GE stands for general education.

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 is slightly higher than the EU 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 enrolls 41% of all upper secondary learners in the country <sup>(51)</sup>, this trend probably reflects the focus given to key competences in VET programmes. VET offers acquiring an occupation and key competences. As in apprenticeship, VET comprises vocational components along with general ones (such as French, history, geography and civic education, mathematics, a modern foreign language). Key competences are included in the general part of the programme, and are defined (syllabi) and examined nationally. Regions (responsible for managing apprenticeships) also support the acquisition of key competences in VET <sup>(52)</sup>.

#### 4.1. Key competences in initial VET

For 2016-20, the country's priorities in this area are to reform the B2i attestation that assesses learners' digital competences, and eliminate certification in the second (of three in total) year of vocational baccalaureate to encourage learning, including key competences.

<sup>(51)</sup> Calculated from Eurostat, 2015 data.

<sup>(52)</sup> For more information on key competences in VET see Centre Inffo (2016).

In 2016-17, the former seven key competences in education and training were replaced by the so-called 'common base of knowledge, competences and culture'. 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.

## 4.2. 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;
- (b) update the existing language proficiency diploma (*diplôme de compétences en langues*, DCL);
- (c) address the issue of illiteracy.

In 2015, the national cross-sector jobs and training committee (*Comité interprofessionnel pour l'emploi et la formation*, COPANEF) introduced the vocational knowledge and skills base certificate (*Certificat de connaissances et de compétences professionnelles*, CléA) <sup>(53)</sup> for adults willing to certify their key competences for employability and for access to further learning. A nationwide publicity campaign, and a call for tenders for training providers to obtain certification for providing training towards this qualification, were organised.

In 2016, the national literacy agency (*Agence nationale de lutte contre l'illettrisme*) developed a key competences framework for work situations <sup>(54)</sup>. The framework proposes a list of key competences, which can be used to describe work situations and to design training programmes.

Since 2016, immigrants may sign an integration contract (*Contrat d'intégration républicaine*) <sup>(55)</sup> through which they commit to following the State civic and linguistic training programmes. Knowledge of French at A2 level is a precondition for obtaining a residence permit.

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<sup>(53)</sup> <https://www.certificat-clea.fr/>

<sup>(54)</sup> <http://www.anlci.gouv.fr/Mediatheque/Entreprises/Entreprise/Referentiel-des-competences-cles-en-situation-professionnelle-RCCSP>

<sup>(55)</sup> <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032164264&categorieLien=id>

A new agency for the French language and social cohesion (*Agence de la langue française pour la cohésion sociale*) <sup>(56)</sup> is being created in 2017. It will serve all target groups having difficulties in learning French.

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<sup>(56)</sup> <http://www.gouvernement.fr/conseil-des-ministres/2017-02-15/la-politique-en-faveur-de-la-langue-francaise-pour-la-cohesi>

## CHAPTER 5.

# MTD 5 – Systematic initial and continuous professional development of VET teachers, trainers and mentors

The 2015-16 national training plan (*Plan national de formation*, PNF) set the guidelines for the initial training and continuous professional development (CPD) of teachers. VET teachers will also be covered by the 2015 *Professional Development, Careers and Pay Protocol* for the civil service for remuneration. The protocol provides for a new pay structure along with a fully-fledged human resources and skills policy, with advice, support, training and career progression. This will complete the modernisation and reassessment of occupations within the compulsory education system begun in 2013 with the School Refoundation Law <sup>(57)</sup>. However, the initial and continuing training of in-company trainers and mentors is not covered by any overarching rules. Instead, training remains the responsibility of private initiatives, for example from enterprises, sectors or chambers of commerce.

### 5.1. Initial training for teaching / training staff in VET schools

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 a similar scheme called '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

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<sup>(57)</sup> Law No 2013-595 of 8 July 2013 on orientation and programming for refounding the Republic school:  
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984>

from disadvantaged backgrounds to be better prepared for the competitive teacher examination (*Concours d'accès au corps des professeurs de lycée professionnel, CAPLP*).

## 5.2. Initial training for trainers and mentors in enterprises

The 2015 circular addressing the introduction of apprenticeships into the non-industrial and non-commercial public sector (Section 1.2.1.3) required that keen and available apprenticeship mentors should be appointed and that mentors: (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; and (d) that exchanges were developed with company instructors (*maîtres d'apprentissage*).

To increase the numbers of mentors, initiatives are in place within professional sectors to demonstrate the merits of the apprenticeship mentor 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.

## 5.3. Continuing professional development for teaching/training staff in VET schools

The December 2015 circular, which reinforced career guidance at school (Section 1.2.6), created more opportunities for school staff to work with the business world, including courses for head teachers and CPD modules on entrepreneurship, and also contributed to the CPD of VET school teachers.

The June 2015 quality assurance decree (see introduction to Section 2) was carried 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 <sup>(58)</sup>.

Priority areas for continuing professional development have been set for the 2017/18 school year, for example updating diplomas and the development of professional skills for trainers <sup>(59)</sup>.

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<sup>(58)</sup> <https://www.data-dock.fr/documents/indicateurs.pdf>

<sup>(59)</sup> [http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=119030](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=119030)

#### 5.4. Continuing professional development for trainers and mentors in enterprises

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

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) (Section 3.2.1). 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 and entitles the mentor to 20 funded training hours on the Personal training account <sup>(60)</sup>.

Social partners and sector associations are, in some cases, involved in managing the training and funding of apprenticeship instructors/tutors/mentors. For example, representatives of the plastics industry signed an agreement on 25 March 2015, emphasising the importance of apprenticeship instructors and volunteer tutors and that training for the latter should be encouraged. The agreement provided for updating the instructors' and tutors' workload and the way it is organised to improve the definition of the role, which will be looked at specifically during annual evaluation or professional development interviews. The post of apprenticeship tutor will also be covered by the plastics sector's classification grid.

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<sup>(60)</sup>

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000033736787&dateTexte=&categorieLien=id>



## Conclusion

Since 2015, France has developed a wide range of actions to reinforce its apprenticeship, work-based learning and internship systems, boost education – economy cooperation, and foster entrepreneurship education and innovation in VET. 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, making the transition through and from VET more flexible, and offering 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 and tutors.

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. However, information currently available to Cedefop suggests that some issues could deserve further consideration in future, such as initiatives to support the initial training of in-company trainers / instructors / tutors / mentors. Setting out policy priorities in the areas of continuous information and feedback loops in IVET, initial training of in-company trainers and mentors, and continuous professional development of VET school teachers, could perhaps also be considered for the period until 2020.

## List of abbreviations

BTS	<i>brevet de technicien supérieur</i> (advanced technical diploma)
CAP	<i>certificat d'aptitude professionnelle</i> (vocational aptitude certificate)
CEC	<i>compte engagement citoyen</i> (citizen's commitment account)
CFA	<i>centre de formation d'apprentis</i> (apprenticeship 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	continuous professional development
EQAVET	European quality assurance in vocational education and training
EQF	European qualifications framework
IVET	initial vocational education and training
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
STS	<i>section de technicien supérieur</i> (higher technological education)
VET	vocational education and training

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