



Vocational education and training policy briefs 2024

FRANCE



National VET policy developments 2023-24

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Contents

1.	Introduction.....	2
2.	National VET context and challenges	2
2.1	National VET context.....	2
2.2	Challenges	3
3.	National VET policy priorities	4
4.	Main policy developments and progress 2020-24	4
4.1	Strengthen the individualisation of training paths.....	4
4.2	Develop the right skills for the twin transition	7
4.3	Offer equal opportunities in VET.....	8
5.	Statistical information in relation to EU targets.....	9
6.	Conclusion.....	12
	References	14

1. Introduction

This VET policy brief ⁽¹⁾ produced by Cedefop presents a snapshot of vocational education and training policy developments in France between 2020 and the end of 2024. It presents the context and the challenges the country faces, a selection of the latest VET-related statistics, as well as the national priorities until 2030 identified in France's national implementation plan. This VET policy brief provides information from Cedefop monitoring and analysis on the implementation of the [Council Recommendation on VET](#) and [Osnabrück Declaration](#) and contributes to shaping new EU priorities in VET as of 2026 and informing the mid-term evaluation of the Council Recommendation of VET.

2. National VET context and challenges

2.1 National VET context

France's vocational education and training (VET) system is governed through a decentralised, multi-actor framework. Initial VET (IVET) is overseen by the Ministries of National Education and Higher Education, while continuing VET (CVET) and apprenticeships fall under the Ministry of Labour. Regional councils and social partners contribute to funding, qualification design, and apprenticeship management. [France Compétences](#), a four-party national public institution, regulates the continuing training and apprenticeship systems, manages the national registers of vocational and professional qualifications recognised by the State and social partners, and ensures alignment with labour market needs (Cedefop & Centre Inffo, 2023).

VET is delivered through multiple pathways and levels. In initial education, learners can acquire VET qualifications in upper secondary schools (levels 3 to 5) and tertiary institutions (levels 6 to 8). Apprenticeship training centres (Centres de formation des apprentis, CFAs) provide dual learning pathways combining classroom-based and work-based training. Since the [2018 reform](#) of CVET and apprenticeships, private entities can establish CFAs under uniform quality standards. Apprenticeship contracts are available to individuals aged 16 to 29 and cover a wide range of qualifications, with training hours and remuneration tailored to age and programme level (Cedefop, 2022).

IVET qualifications are accessible also through continuing training, apprenticeships, and validation of prior learning (*validation des acquis de l'expérience*, VAE), with all routes equally recognised. All IVET qualifications are listed in the RNCP ⁽²⁾ and have been gradually modularised into blocks of competences, individually certifiable and stackable. This facilitates modular learning, validation and flexible access and progression across learning pathways.

Recent reforms have focused on modernising and personalising VET pathways. The transformation of the vocational track in upper secondary education, initiated in [2018](#) and

⁽¹⁾ See also the previous edition: Cedefop. (2024). [Vocational education and training policy briefs 2023 – France](#). Cedefop monitoring and analysis of vocational education and training policies.

⁽²⁾ National register of vocational and professional qualifications (Répertoire national des certifications professionnelles, RNCP).

adapted in 2023, has strengthened links between vocational and general education, improved career guidance, and introduced modular, competence-based learning. The 2018 labour law broadened the definition of training actions and mandated quality certification for all publicly-funded VET providers. The 2019 law for a school of trust further reinforced the quality and inclusiveness of initial training, promoting multidisciplinary teaching, personalised learner support, and continuous professional development for VET teachers. These reforms aim to make VET more attractive, responsive to labour market needs, and accessible to all learners throughout life (Cedefop & Centre Inffo, 2023).

2.2 Challenges

France's vocational education and training system has undergone major reforms. Between 2020 and 2024, the main challenges have included structural and implementation issues across both initial and continuing training subsystems.

The vocational pathway continues to show low attractiveness and uneven transitions to tertiary education, particularly for vocational baccalaureate holders (European Commission, n.d; European Commission, 2025a; Joseph, 2024). Female participation in upper secondary VET remains low. Disparities in progression and completion rates persist, with high dropout rates and exits without qualifications reported (European Commission, n.d; Joseph, 2024).

Teacher recruitment and retention face challenges due to low attractiveness of the profession, limited career prospects, and poor working conditions (European Commission, 2025a; Joseph, 2024). The liberalisation of apprenticeship training centres has expanded access to the scheme; however, dropout rates and the effectiveness of in-company training placements are persisting challenges. Moreover, apprenticeship expansion is concentrated in higher education levels and private providers, raising concerns about equity and sustainability (European Commission, n.d; European Commission, 2024c; 2025a).

France has launched major initiatives to support the digital and green transitions, including the adaptation of vocational diplomas, the development of strategic training offers, and the creation of new qualifications in emerging sectors (European Commission, n.d.). These efforts are acknowledged in EU-level monitoring, but challenges remain in aligning training provision with labour market needs and ensuring territorial coverage (European Commission, 2024a; 2025a; Joseph, 2024).

In continuing vocational education and training, the country put significant efforts to modernise and utilise the full potential of the personal training account (*compte personnel de formation*, CPF) and the long-standing validation of prior learning (VAE) schemes. The CPF is a major tool for upskilling for employability, however its rapid growth has exposed weaknesses in regulation and quality control and raised concerns about the relevance of training offers to employment needs. Commercialisation and fraud have been reported (European Commission, n.d.; 2025a; Joseph, 2024). The validation of prior learning (VAE) reform faces implementation obstacles, including complexity in qualification equivalences and administrative bottlenecks (European Commission, n.d.; Joseph, 2024).

Participation in adult learning remains uneven, with older workers, low-qualified individuals, and those in precarious employment less likely to engage in training, particularly in programmes leading to recognised qualifications (European Commission, n.d.; European Commission 2025a; Joseph, 2024). Moreover, uptake through dedicated upskilling tools (such as CPF, VAE) among unemployed and inactive adults remains low. The number of training offers aligned with labour market needs and leading to qualifications is limited, affecting the relevance and impact of available pathways (European Commission, 2025a). Illiteracy and digital skill gaps continue to affect employability and access to training (European Commission, n.d.; European Commission, 2024b; Joseph, 2024).

3. National VET policy priorities

France's national implementation plan outlines strategic objectives for VET, aiming to improve its relevance, inclusiveness, and responsiveness to societal and labour market needs. The priorities below reflect the country's long-term vision for VET transformation by 2030:

(a) strengthen the individualisation of training paths;

France aims to ensure that vocational education supports flexible, learner-centred trajectories. This includes enabling personalised guidance and modular learning formats that facilitate transitions across education and employment.

(b) develop the right skills for the twin transition;

VET is expected to contribute to ecological and digital transformation by embedding green and digital skills into qualifications and curricula, supported by strategic planning and cooperation with sectors and regions.

(c) offer equal opportunities in VET;

The country prioritises inclusive vocational pathways by addressing barriers to participation, promoting gender equality, and ensuring that all young people and adults can engage in meaningful upskilling opportunities (European Commission, n.d.).

4. Main policy developments and progress 2020-24

4.1 Strengthen the individualisation of training paths

Since 2020, France has implemented measures to enhance the flexibility, transparency, and quality of IVET, with a stronger focus on individualised learning pathways, expanded career guidance, and reinforced quality assurance mechanisms in continuing training and apprenticeships.

The reform of the vocational baccalaureate, launched in 2019, introduced modular learning and differentiated support to tailor training to individual learner needs. Since the 2023/24 school year, vocational upper secondary schools have established [liaison offices with businesses](#) to strengthen links with employers and improve alignment with labour market needs. Learners receive monthly internship allowances, and a six-week

personalised programme in the final year supports individual career plans, offering either employment preparation or transition to further studies. Smaller class sizes in French and mathematics were introduced in grades 10 and 11 to support foundational skills. In 2024/25, 35 vocational qualifications are being revised, created or abolished to reflect regional labour market needs. To raise awareness in the labour market of the professional value of the one-year specialisation qualification (*certificat de spécialisation*, CS), its name and content were formalised by decree in August 2023, and it can be awarded as of 2025 (Cedefop & ReferNet, 2025).

France Compétences has continued to support modularisation of vocational qualifications. Since 2020/21, learners who do not pass final exams can receive [certificates for individual skill blocks](#). A national handbook was published to guide qualification structuring, and in 2023, a project was launched to identify equivalences between qualifications. Certifying bodies are required to map correspondences between their qualifications and others in the RNCP.

[Teacher training and professional development](#) have been enhanced through national training plans and lifelong learning academies. Between 2022 and 2025, hybrid learning formats, the m@gistère platform with online training courses, and the establishment of in-service training centres for national education staff ([EAFC](#)) support VET educators in adapting to evolving pedagogical needs and delivering more personalised teaching. The effectiveness of the governance and rollout of EAFC is highlighted in the 2024 assessment report.

[Career guidance for IVET learners](#) has been strengthened through digital platforms and mentoring schemes. *Les Cordées de la Réussite* programme promotes school networking to support career guidance school projects in remote or priority areas; between 2019 and 2023, the number of students benefiting from the programme more than doubled, rising from 80 000 to 180 000.

Moreover, [transitions from lower to upper secondary VET](#) have been supported through preparatory modules and strengthened regional coordination. Since 2023, vocational guidance has been integrated from grade 9, and new tools such as *Mon stage de 3ème* and the Cordées de la réussite programme promote early career exploration and help learners make informed choices. Regional coordination is implemented through the [national network of regional career guidance services](#) (Service public régional de l'orientation, SPRO) managed by the Regions. SPROs organise career guidance sessions in secondary schools and coordinate local actors—schools, businesses, and training centres—to align guidance and training with regional labour market needs. By the end of 2023/24, three-quarters of Regions had already implemented such sessions (ReferNet France & Cedefop, 2025).

France promotes a [quality assurance culture in IVET](#) through tools like the *Qualéduc* and *Qualinclus*, which support self-assessment and inclusive practices for more learner-centred environments. For example, *Qualinclus* helps schools assess how well they accommodate learners with disabilities. Since 2024, the *Qualéduc* methodology standards

are linked to the regional network of innovation hubs for learning and regional cooperation in VET and the Lycées des métiers label in VET schools.

[Monitoring and evaluation in IVET](#) have also improved through [InserJeunes](#), managed by the statistical department of the education ministry (DEPP). Inserjeunes is an online career guidance tool and information service on the employment outcomes of IVET graduates and apprentices by vocational qualification (levels 3 to 5), region and school. *InserJeunes* 2024 data indicate that nearly 60% of upper secondary VET graduates secured stable jobs within two years, while over 80% of apprentices achieved the same, confirming the strong employability impact of apprenticeships. At state level, DEPP memoranda, such as those analysing regional insertion rates, guide national and local planning (Cedefop & ReferNet, 2025).

France has been investing in improving the long-standing national scheme, in place since 2002, for the recognition of skills acquired outside education and training (*validation des acquis de l'expérience*, VAE). In 2021 and 2022, several pilot projects (REVA) have been launched to [modernise the validation of prior learning \(VAE\)](#). These pilots tested simplified procedures for candidates in care and early childhood sectors. In 2022, a new public VAE service was legislated and services moved into a digital platform. Implementing legislation defined the new process, including shorter timelines and broader eligibility (Decree No. 2023-127) and clarified the integration of state diplomas in social work into the France VAE pathway (Order of 21 June 2024). Gradual alignment of RNCP qualifications to be compatible with the new VAE system is ongoing.

Long term investments in continuing training include the introduction of a new training modality in work situations, [AFEST](#) in French, initiated by the 2018 reform and rolled out since 2022. The scheme aims to reduce inequalities in access to training, particularly for low-qualified individuals and small businesses, by offering flexible, workplace-based learning. AFEST supports upskilling and internal mobility, especially in sectors undergoing digital and green transformation. Ongoing projects in the Nouvelle-Aquitaine region targeting low-qualified individuals in rural and priority areas were extended in 2023 until 2025. In 2024, the skills operator in the social sector (OPCO Uniformation) supported businesses with diagnostic tools, training kits, and thematic webinars on AFEST projects.

[Quality assurance in CVET](#) has been further consolidated to promote transparency, consistency, and trust in publicly funded training associated with the CPF scheme. France strengthened the Qualiopi certification system by introducing structured annual reporting for certifying bodies and enabling funding authorities to coordinate quality checks (Decree No. 2023-1396). To ensure clear accountability, subcontracting rules for providers listed on the CPF platform were clarified and reinforced (Decree No. 2023-1350). In 2024, the National Quality Reference Framework was updated to harmonise audit procedures, supporting more consistent implementation across providers and strengthening the overall reliability of the certification process.

[Career guidance systematisation in CVET](#) has progressed through the expansion of professional development counselling (*conseil en évolution professionnelle*, CEP) services, which offer free, personalised career advice to all working individuals. In

2023-2024, *France Compétences* launched a new call for tenders to select regional operators for the 2024–2027 period, ensuring broader and more consistent access to guidance across regions. Improvements in user satisfaction and service delivery have supported more tailored learning pathways and smoother career transitions. In 2024, the national public employment service (Pôle emploi) was restructured into France Travail, aiming to provide more integrated and personalised support to jobseekers and employers, and to strengthen coordination among employment and training actors.

Since 2020, France has pursued a strategic approach to youth employment and skills development through two major plans: [France Relance](#) and [1 young person, 1 solution](#). Under France Relance, the Regional Skills Investment Pacts were renewed for the 2024–2027 cycle, building on earlier efforts to scale up training for jobseekers and modernise systems. These pacts now target early leavers and job-seeking youth under 26, offering tailored pathways such as preparatory modules for apprenticeship (*prépa-apprentissage*), modular training formats, and career guidance. In parallel, the 1 young person, 1 solution plan continues to support mentoring, internships, and training in strategic sectors, with new schemes such as *Ambition Emploi* and *All Rights Open* introduced in 2024 to assist VET graduates and disadvantaged youth.

[Apprenticeship reforms](#) have continued to expand access and improve quality. By end-2023, over one million apprenticeship contracts were signed, supported by flexible durations and disability-inclusive provisions. In 2024, decrees strengthened financial oversight and enabled cross-border contracts, while the redesigned Apprenticeship Portal and interministerial teams improved outreach. These developments reflect a shift from emergency response to systemic transformation, with VET increasingly aligned to strategic sectors and inclusive employment pathways (Cedefop & ReferNet, 2025).

4.2 Develop the right skills for the twin transition

France implemented a series of developments between 2020 and 2024 to support the acquisition of skills for the green and digital transitions, including strategic reforms, targeted training programmes, and digital and green initiatives across VET.

A [comprehensive strategy has aligned VET with green goals](#) since 2020 and was further developed through the 2022 national implementation plan actions. Measures include green job training, E3D ⁽³⁾-labelled schools, and eco-delegates in vocational institutions. The [Circular of September 2020](#) set the conditions for deploying the E3D label in vocational schools, integrating sustainable development into interdisciplinary teaching. The [1 young person, 1 solution youth plan](#), launched in 2020, includes the creation of additional training places for upper secondary and university learners focused on the green (and digital) sectors. By 2023, the E3D label and eco-delegate roles gained popularity, with 12 500 schools labelled and 250 000 delegates elected. In 2023, sustainable development was integrated across curricula, and Education for Sustainable Development (ESD) is now compulsory from primary to upper secondary levels. The [Job discovery scheme](#) in lower

⁽³⁾ *École ou Établissement en démarche globale de développement durable* (school or establishment adopting a global sustainable development approach).

secondary aims to familiarise learners and raise awareness among them on green jobs (Cedefop & ReferNet, 2025).

Over the reporting period, green job training has expanded, supported by the [France Relance](#) exceptional recovery plan and the [France 2030](#) investment plan. France 2030 promotes the twin transition in VET, through its Skills and jobs of the future long-term vision training scheme, launched in 2023. The scheme aims to finance projects that adapt the training system for young people and adults to the jobs of tomorrow. Within the scheme, EUR 4.14 million has been invested in sectors critical to sustainable development. In CVET, the Climate and Resilience Law of 2021 reinforced the role of skills operators (*opérateurs de compétences*, OPCOs) in supporting company transitions, and regional planning cycles have been launched to align training with green economy needs.

[Digital skills in IVET are also being promoted](#). PIX is a free public platform used in initial VET to assess and certify digital competences based on the DigComp 2 framework. PIX offers free, individualised assessment and certification of 16 digital competences. Since 2020/21, certification is mandatory for learners completing lower and upper secondary vocational programmes. In 2023/24, 1.5 million VET learners were certified via PIX, reflecting its widespread adoption across VET institutions. The platform supports tailored learning and is integrated into career guidance. Teachers are trained via the Pix+ Edu course, with over 14 000 participants in 2024. PIX is part of the national digital education strategy 2023-2027 and its certification is recognised in the RNCP, enhancing learners' employability and digital readiness.

The [Digital Education Strategy 2023-27](#) of the education ministry supports pedagogical innovation and digital inclusion. It comprises four main axes: strengthening digital governance, promoting digital citizenship, offering a sustainable digital ecosystem, and modernising the information system.

Funding for green and digital training is provided through the [Investment in Skills Plan \(PIC\)](#), which evolved into regional pacts for 2024–2027. These support immersive technologies, innovative digital training schemes (Deffinum) projects, and upskilling initiatives. Trades and qualifications campuses (*Campus des métiers et des qualifications*, CMQs) contribute to updating green skills, with 12 hubs specialised in energy transition and eco-industry.

4.3 Offer equal opportunities in VET

France continues to implement a comprehensive set of measures to promote equality and inclusiveness in VET, in line with national priorities to support vulnerable groups and reduce inequalities; these include mentoring, territorial inclusion, career guidance, financial support, and literacy initiatives targeting learners across education and training systems.

The [training obligation for 16–18-year-olds](#), introduced by the 2019 Law for a school of trust, ensures that all young people under 18 are offered training options. Since its entry into force in 2020/21, the measure has supported smoother school-to-work transitions through schooling, apprenticeships, and civic service. In 2021, as part of the youth plan, 121 000 young people joined the Youth guarantee scheme (PACEA), and 800 000 long-

term unemployed youth entered tailored professional integration pathways. In 2023–2024, dedicated schemes such as the [Promo 16.18](#) programme run by the national agency for adult vocational training (agence nationale pour la formation professionnelle des adultes, AFPA), civic service missions, and tailored support pathways helping young people aged 16–18 re-engage with education, training, or employment (Cedefop & ReferNet, 2025).

Between 2020 and 2024, a [series of targeted measures](#) financed by the youth plan ⁽⁴⁾ have been promoting equal opportunities in education and run as regular practice. The [Cordées de la réussite](#) mentoring scheme supports career guidance projects between higher education institutions and secondary schools; vocational learners are a priority group. In 2021/22, 14 873 VET learners benefited, while the scheme has expanded in more regions and was integrated into broader mentoring strategies. The Summer of the Pro scheme ([L'été du Pro](#)) is part of the open school system in upper secondary VET. It has been offering summer courses for (re)orientation and career discovery. It targets learners in disadvantaged urban and rural areas supporting retention and career planning.

Since 2022, the [youth engagement contract](#) (*contrat engagement jeune*, [CEJ](#)), has been supporting young people aged 16–25 (up to 30 for people with disabilities) not in employment, education or training (NEETs). It is an intensive personalized support and career guidance scheme for youth registered through the network of career guidance services run by the regions (*Missions Locales*) and the local network of national PES services (France Travail).

In CVET, the personal training account remains a key instrument for lifelong learning. In 2023–2024, [targeted contributions](#) continued for priority groups such as workers with disabilities and those exposed to occupational risks, supporting re- and upskilling and reinforcing inclusiveness in education and training. Moreover, to combat [illiteracy](#) and promote access to basic skills, the National Agency for the Fight Against Illiteracy (agence nationale de lutte contre l'illettrisme, ANLCI) expanded its toolkit in 2023-24. The Ev@gill workplace assessment tool, the gamified [EVA](#) platform, and the DUPLEX scheme targeting digital illiteracy were further deployed across regions.

5. Statistical information in relation to EU targets

France continues to demonstrate solid progress across several key indicators related to vocational education and training (VET), particularly in areas prioritised by the Council Recommendation on VET and the European Skills Agenda.

The employment rate for recent IVET graduates (20–34 year-olds) reached 73% in 2024, showing a steady improvement from previous years (68.9% in 2022) and moving closer to the 82% EU target set by the Council Recommendation on VET by 2025.

The country performs exceptionally well in work-based learning. In 2024, 82.4% of recent IVET graduates had a work-based learning experience as part of their training, +8.1

⁽⁴⁾ The youth plan evolved from emergency measures to a structured and multi-dimensional framework, integrating mentoring, financial incentives, and inclusive education initiatives that now run as regular practice across initial and continuing education and training.

percentage points since 2022, significantly exceeding the 60% EU target. This places France among the top performers in the EU.

Adult participation in lifelong learning remains a strength for France. In 2022, 49.2% of adults aged 25–64 reported a learning experience in the past 12 months (39.5% in the EU27), surpassing the 47% EU target set for 2025 under the Council Resolution on the European Education Area. Progress is also evident among low-qualified adults, with 23.6% participating in learning in 2022—above the EU average and approaching the 30% target. Similarly, 15.8% of unemployed adults engaged in learning in the last four weeks in 2024, slightly above the EU average, though still below the 20% target.

The early school leaving rate stood at 7.7% in 2024, well below the 9% EU target. However, the NEET rate (15–29-year-olds) remains a concern at 12.5%, above the 9% target. France also shows strong performance in tertiary attainment, with 53.4% of 25–34-year-olds holding a tertiary qualification in 2024, exceeding the 45% EU target. The gender employment gap narrowed to 5.9%, significantly below the EU average.

Despite these achievements, challenges persist in IVET learner mobility abroad, with only 0.9% of learners benefiting from such experiences in 2021, far below the 8% target for 2025.

France has made progress in digital skills development. In 2023, 59.7% of adults aged 16–74 had at least basic digital skills, outperforming the EU average and progressing toward the 70% target for 2025. According to [France 2025 Digital decade country report](#) France have a very good digital infrastructure and has made significant progress in most key performance indicators set in Europe's digital decade policy programme. An area of attention is the limited progress in the adoption of artificial intelligence by businesses, especially SMEs.

Table 1. **European vocational education and training policy dashboard: France**

Type of Indicator ⁽⁵⁾	Indicator	Last available year	FR	EU-27	Policy Document	EU target (year)
VET for developing a lifelong learning culture						
Progress	Adults (25 to 64 year-olds) with a learning experience in the last 12 months (%) [*]	2022	49.2 ^{bp}	39.5	Skills Agenda Council Resolution on EEA ESPR Action Plan	50% (2025) 47% (2025) 60% (2030)
Progress	Low-qualified adults with a learning experience in the last 12 months (%)	2022	23.6 ^{bp}	18.4	Skills Agenda	30% (2025)
Progress	Unemployed adults with a learning experience in the last 4 weeks (%)	2024	15.8	15.3	Skills Agenda	20% (2025)
Context	Employment rate for 20 to 64 year-olds (%)	2024	75.1 ^d	75.8	ESPR Action Plan	78% (2030)
Context	Early leavers from education and training (%)	2024	7.7	9.3	Council Resolution on EEA	<9% (2030)
Context	NEET rate for 15 to 29 year-olds (%)	2024	12.5 ^d	11.0	ESPR Action Plan	9% (2030)
VET for Resilience, transitions, sustainability and excellence						
Progress	Adults (16 to 74 year-olds) with at least basic digital skills (%)	2023	59.7	55.6	Skills Agenda ESPR Action Plan	70% (2025) 80% (2030)
Progress	Employment rate for recent IVET graduates (20 to 34 year-olds) (%)	2024	73 ^d	80	Council Rec on VET	82% (2025)
Progress	Recent IVET graduates (20 to 34 year-olds) with a work-based learning experience as part of their vocational education and training (%)	2024	82.4	65.3	Council Rec on VET Council Resolution on EEA	60% (2025)
Context	25 to 34 year-olds with tertiary attainment (%)	2024	53.4	44.2	Council Resolution on EEA	45% (2025)
Context	Gender employment gap (%)	2024	5.9 ^d	10.0	ESPR Action Plan	To be halved (2030)
Context	People at risk of poverty or social exclusion (1000s)	2024	13 586 ^p	93 333	ESPR Action Plan	15 million decrease (2030)
Context	Employed ICT specialists (1000s)	2024	1 394.9 ^d	10 273.6 ^e	2030 Digital Compass	20 million, with convergence between men and women (2030)
VET for the European Education Area						
Progress	Learners in IVET who benefitted from learning mobility abroad (%) ^{**}	2021	0.9	2.1 ^{dv}	Council Rec on VET Skills Agenda	8% (2025)
Context	Average number of foreign languages learned in IVET	2023	1.3 ^{bd}	1.2 ^d		

Available flags: b – break in time series, d – definition differs, e – estimated, p – provisional, r – revised, V – Cedefop estimate.

^{*} Eurostat data (Adult Education Survey, special calculation excluding guided on-the-job training).^{**} Provisional estimates affected by the Covid19 pandemic.Source: Cedefop.(n.d.). [European VET policy dashboard](#).⁽⁵⁾ [Definitions](#) on the type of indicators are available.

6. Conclusion

France has continued to advance its national VET priorities between 2020 and 2024, focusing on strengthening individualised learning paths, developing skills for the twin transition, and promoting equal opportunities. These priorities are reflected in a wide range of reforms, strategic initiatives, and targeted investments, many of which are supported by the national recovery and resilience plan and aligned with EU-level objectives.

To support individualised training paths, France has implemented reforms that strengthen flexibility and learner-centred provision. The expansion of the CPF and the reform of France Travail have improved access to modular and personalised training, particularly in continuing VET. The VAE reform has simplified administrative procedures and strengthened candidate support, while the REVA pilot projects have helped accelerate certification in key sectors. *France Compétences* has contributed by improving transparency and equivalence across vocational qualifications. Apprenticeship reforms have led to high numbers of new contracts, supported by simplified conditions and increased funding. Work-based learning has been further promoted through AFEST, offering structured on-the-job training for long-term jobseekers. These developments reflect a strong commitment to individualised learning approaches. Going forward, strengthening career guidance provision and expanding modularisation in IVET would help learners navigate transitions more effectively and access higher education or employment pathways (European Commission, 2025b).

In relation to skills for the twin transition, France has launched several strategic and operational measures. The Climate and Resilience Law and the Digital Education Strategy 2023–27 provide a framework for embedding green and digital skills into VET. The France 2030 plan and the Skills and Jobs of the Future initiative support innovation in training design and delivery. OPCOs have played a key role in identifying sectoral skill needs and supporting companies in sustainable development projects. The EDEC agreements and regional forecasting tools have helped align training provision with labour market demands. These efforts have contributed to progress, particularly in CVET and sectoral cooperation. To further strengthen this priority, expanding access to digital upskilling for SMEs, improving territorial coverage, and accelerating the uptake of advanced technologies such as AI and cloud services would help meet EU targets and address emerging labour market needs (European Commission, 2025b).

France has also made progress in promoting equal opportunities in VET. The youth engagement contract and open school initiatives have supported NEETs and disadvantaged learners with tailored pathways and career planning. The CPF continues to support access to training for low-qualified adults and workers with disabilities, while the training obligation for 16–18-year-olds ensures that all young people receive a qualification. ANCI has launched different instruments to address literacy and digital inclusion. These measures contribute to a more inclusive VET system. Further progress could be achieved by enhancing teacher training for inclusive education, adapting resources to local needs, and improving outreach to underrepresented groups (European Commission, 2025b).

France's efforts have already led to strong performance in several EU indicators, including adult participation in lifelong learning and work-based learning among IVET graduates. Further steps in the above measures would allow the country to meet the objectives set in the national implementation plan in line with the Council Recommendation on VET, the Osnabruck Declaration and the [Herning declaration](#) priorities, endorsed on 11 September 2025.

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