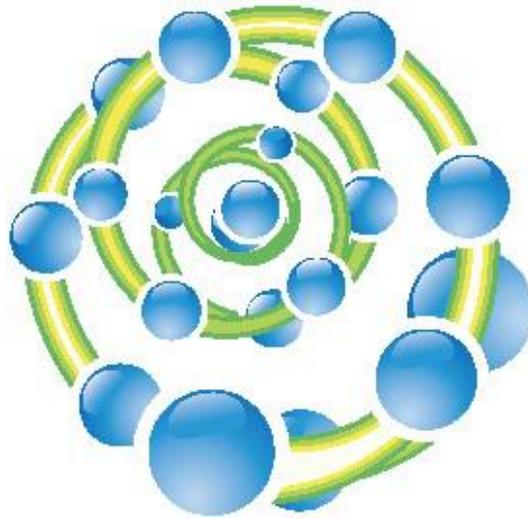


## Innovation in VET

### France



This article on Innovation in VET is part of a set of articles prepared within Cedefop's ReferNet network. It complements general information on VET systems available online at <http://www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx>. ReferNet is a European network of national partner institutions providing information and analysis on national VET to Cedefop and disseminating information on European VET and Cedefop work to stakeholders in the EU Member States, Norway and Iceland. The opinions expressed in this article are not necessarily those of Cedefop. The article is based on a common template prepared by Cedefop for all ReferNet partners. The preparation of this article has been co-financed by the European Union.

Author: Marine Gratadour

*Expert contribution provided by:* Régis Roussel (Coordinator); Laura Tedesco (Information officer)

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## Contents

A. Introduction.....	2
B. Campus des métiers et des qualifications .....	3
B.1. What are the campuses? .....	3
B.1.1. Skills centres .....	4
B.1.2. Links between education, innovation and the economy.....	4
B.2. Call for project .....	5
C. Legal framework and implementation.....	6
C.1. The procedure for establishing a campus and the actors involved.....	6
C.1.1. The label .....	6
C.1.2. Monitoring the quality .....	8
C.2. Incentives .....	8
C.3. Fields of operation.....	9
D. Early observations and outlook .....	9
D.1.1. Aérocampus Aquitaine .....	9
D.1.2. Aérocampus Auvergne.....	10
D.1.3. Oyonnax-Bellignat Plasticampus – Rhône-Alpes .....	10
D.2. Prospects and plans .....	11
D.2.1. Objectives .....	11
D.2.2. Maintaining the impetus .....	11
D.2.3. Further monitoring.....	12
Conclusions.....	13
Annex 1: Map of France’s Education Authorities and Regions.....	14
Annex 2: Operators in campus life.....	16
Annex 3: National map of campuses of professions and qualifications .....	17
Annex 4: Glossary .....	18

NB: *Terms marked with an asterisk (\*) in the body of the text are defined in the glossary in Annex 4.*

## The Example of the Campuses of Professions and Qualifications

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### A. Introduction

As part of the European Union's 'Europe 2020' growth and employment strategy, the EU has set five ambitious objectives to be attained by the end of the decade. They relate to employment, research and innovation, climate change and energy, education, social inclusion and poverty reduction. Within this framework, the Bruges Communiqué of December 2010 sets out the strategic objectives for the period 2011-20 and the short-term deliverables for the period 2011-14. For example, with regard to promoting innovation, creativity and the spirit of enterprise, it recommends that participating countries actively encourage vocational education and training (VET) providers to collaborate with innovative enterprises, design centres, the cultural sector and higher education institutions in forming 'knowledge partnerships' <sup>(1)</sup>.

Reflecting this, in France, the National Pact for Growth, Competitiveness and Employment placed innovation and company growth at the heart of the Government's strategy for national recovery. Several programmes have been introduced in consequence. One was an ambition, innovation and success programme for schools, middle schools and *lycées* (ECLAIR Programme\*), promoting innovation and experimentation in the fields of pedagogy, school life and human resources, together with safety initiatives. It is underpinned by a system of school networks.

In addition, the national education department is developing measures for cooperation with its professional partners, aiming to involve school students and adults (on lifelong learning programmes) into economic life and entrepreneurship. For example, it is possible for the middle school and *lycée* pupils in the technological and vocational streams to create 'mini-enterprises\*'.

Another plan, introduced in October 2013, seeks to encourage 'student entrepreneurship'. Its primary aim is to spread education in entrepreneurship and innovation to all educational sectors from bachelor's degree level onwards. The associated plan for 2016 is to establish some 30 student hubs for innovation, transfer and entrepreneurship. Finally, it creates a status of 'student-entrepreneur' for the students or young graduates working on business creation projects.

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<sup>(1)</sup> Communiqué of the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities: [http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom\\_fr.pdf](http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_fr.pdf)

In addition, a new phase of the competitiveness hubs policy\* for the period 2013-18 aims to transform research and development work into innovative products, processes and services. The new objective of the hubs is to focus more on economic outcomes and employment <sup>(2)</sup>.

France's national reform programme <sup>(3)</sup> has also focused on different measures for the labour market and vocational training in order to improve the transition between school and work. These include:

- the establishment of a public regional career guidance service to provide information on training courses and entry into work;
- the creation of 14 initial 'Campuses of professions and qualifications' to bring together all the actors involved in training within a single territory around an economic sector;
- the establishment of the national 'Economy Education' Council (CNEE)\* to develop closer relations between schools, universities and the economic world, and to reinforce their partnerships with the aim to improving the match between initial training and economic activity.

France has therefore embarked on an approach that seeks to foster the links between innovation and VET. In this article, we will describe the 'Campus des métiers et des qualifications' (Campuses of professions and qualifications), which seek to facilitate the young people's entry into the workforce and create links between school and the world of work.

## **B. Campus des métiers et des qualifications**

### **B.1. What are the campuses?**

France's education and training system is divided into 'initial training' for young people, which includes initial vocational training (IVET), and continuing vocational training (CVET) for people who have already entered the labour market <sup>(4)</sup>.

The campuses of professions and qualifications are part of this model, creating links between the different levels of education.

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<sup>(2)</sup> Minutes of the Council of Ministers meeting of 9 January 2013: <http://www.elysee.fr/conseils-des-ministres/article/compte-rendu-du-conseil-des-ministres-du-9-janvier-2013/>

<sup>(3)</sup> National reform programme, France, May 2014: <http://www.economie.gouv.fr/files/programme-national-de-reforme-2014.pdf>

<sup>(4)</sup> See 'La formation professionnelle en France – Une réponse à vos questions'. 4-page booklet. 2014 <http://www.centre-info.fr/refernet/?la-formation-professionnelle-en>

### **B.1.1. Skills centres**

The campuses bring together vocational training organisations involved in a particular economic sector, in a single place or within a network: vocational and generalist *lycées*, apprentice training centres, training bodies, higher education institutions, including engineering schools, research centres and companies.

They offer to young people a range of general, technological and vocational curricula, up to the highest level, in a field of economic activity with a strong innovation focus (both in industry and services).

Based on the campuses' strategy, the students can find in the same area the training establishments for the three main pathways of VET: school-based, apprenticeship and CVET. These training providers offer the same certificates. Hence, young people may choose more easily the pathways. However, they must make this choice at the beginning since there are no bridges between the pathways during the training. After obtaining a certificate, they can change pathway to prepare for another one. In other words, the campuses facilitate mixed career paths by allowing young people flexible pathway throughout their education: school-based, apprenticeship and internship. The campuses of professions and qualifications can include apprentice training centres (*centres de formation par apprentissage - CFA*) and continuing training structures for people either in or seeking for work.

Operating within the framework of 'pôles de compétitivité' (competitiveness hubs)\*, structures designed to develop networks of companies and research and education bodies, they are supported by the regional authorities. They offer residential accommodation and involvement in community life in order to create an atmosphere conducive to education.

The campuses of professions and qualifications are approved (labelled) institutions.

They offer a range of vocational, technological and general curricula, at secondary and higher education level, in a high-rated sector of activity corresponding to a national or regional economic priority supported by the public authorities and companies (development of new industrial sectors, etc.): aeronautics, construction and public works, new energy, digital, metals, etc.

### **B.1.2. Links between education, innovation and the economy**

The campuses of professions and qualifications offer education streams linked with the France's policy for productive recovery:

- job creation sectors such as industry, construction and public works, graphics, energy, digital, but also the hotel and catering industry;
- other service sectors with future potential, notably associated to generic technologies such as digital, health and life economy, energy transition or security of data and transactions.

The special links with local companies make it easier for the pupils to enter internships and for employees to pursue lifelong learning objectives. They also foster the production of prototypes, by making technical platforms available to the campuses. They are places that are conducive to technological innovation in all its forms, and to the transfer of skills.

One of the objectives of the campuses is to develop the international dimension of their courses. These campuses therefore contribute to the economic development of the regions and the competitiveness of new industrial sectors, by involving vocational training institutions <sup>(5)</sup>.

## B.2. Call for project

A parliamentary act of July 2013 <sup>(6)</sup> set the national goal of improving vocational education as an essential factor for the recovery of France's productivity and for the integration of young people into the workforce. The creation of the campuses of professions and qualifications is part of this process.

An initial call for projects was issued to the Regions (regional local authorities) and representatives of national education authorities in 2013 (Annex 1). An initial 14 campus projects were awarded labels, and currently there are 17 new labelled campuses <sup>(7)</sup>. The labelling process set certain criteria and objectives for the campuses, establishing them as models of practice and guaranteeing the quality of their programmes. For projects to attain labelled status, the government opted for a call for projects procedure (see Section C.1.).

In order to support the development and enhancement of these training and innovation networks, and of the close relations with the economic fabric, a decree creating the 'campus of professions and qualifications' label was promulgated in 2014 <sup>(8)</sup>.

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<sup>(5)</sup>Circular No 2014-068 of 20-5-2014: [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html?cid\\_bo=79642](http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=79642).  
The example of the 'Campus des métiers et des qualifications' for the Cedefop/DG EAC joint conference. Building European VET – Time to move on, workshop 3.2; National Economy Education Council booklet: <http://www.education.gouv.fr/cid74533/le-conseil-national-education-economie.html>

<sup>(6)</sup> 1. Act No. 2013-595 of 8 July 2013 providing guidelines for the refoundation of the school of the Republic: <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984&categorieLien=id>

<sup>(7)</sup> See [http://cache.media.education.gouv.fr/file/01-janvier/11/5/2015\\_campusmetiers\\_annexe\\_389115.pdf](http://cache.media.education.gouv.fr/file/01-janvier/11/5/2015_campusmetiers_annexe_389115.pdf)

<sup>(8)</sup> Decree No 2014-1100 of 29 September 2014 creating the 'campus of professions and qualifications' label: <http://legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029524913&categorieLien=id>

In 2014, a second call for projects attracted a further 26 campus of professions and qualifications project applications. A ministerial order in 2014 <sup>(9)</sup> also appointed the chairman of the group of experts established to examine the project applications and award the 'campus of professions and qualifications' label <sup>(10)</sup>. Currently the total number of campuses is 31 out of the 40 that were initially submitted. That is, nine applications have been rejected.

## C. Legal framework and implementation

### C.1. The procedure for establishing a campus and the actors involved

#### C.1.1. The label

Campus projects are awarded the label of approval for a renewable period of four years.

The 'campus of professions and qualifications' label identifies a network of actors operating in partnership in a given area to develop a wide range of vocational, technological and general education programmes, at secondary and higher education level, as well as in IVET and CVET. These education programmes focus on specific areas and on a sector that corresponds to a national or regional economic priority. That is, the creation of the campuses is actually a partnership to stimulate the cooperation between all these stakeholders, and facilitate the links between the training and economic partners. There's no impact on the curricula of VET, teaching and assessment methods or certificates.

The network to which the label is awarded is established by formal agreement, and comprises secondary level, second-degree educational institutions, higher education institutions, apprentice training centres, research centres, continuous training organisations, companies and, where applicable, voluntary sector bodies working in the fields of sport, culture or community support. As regards to governance, the network includes at least one local public secondary education establishment (établissements publics locaux d'enseignement - EPLE)\* and one public scientific, cultural and professional establishment\*, with which the above-mentioned parties may enter into partnership. The regions and the state are involved in the labelling process and in funding (see Annex 2).

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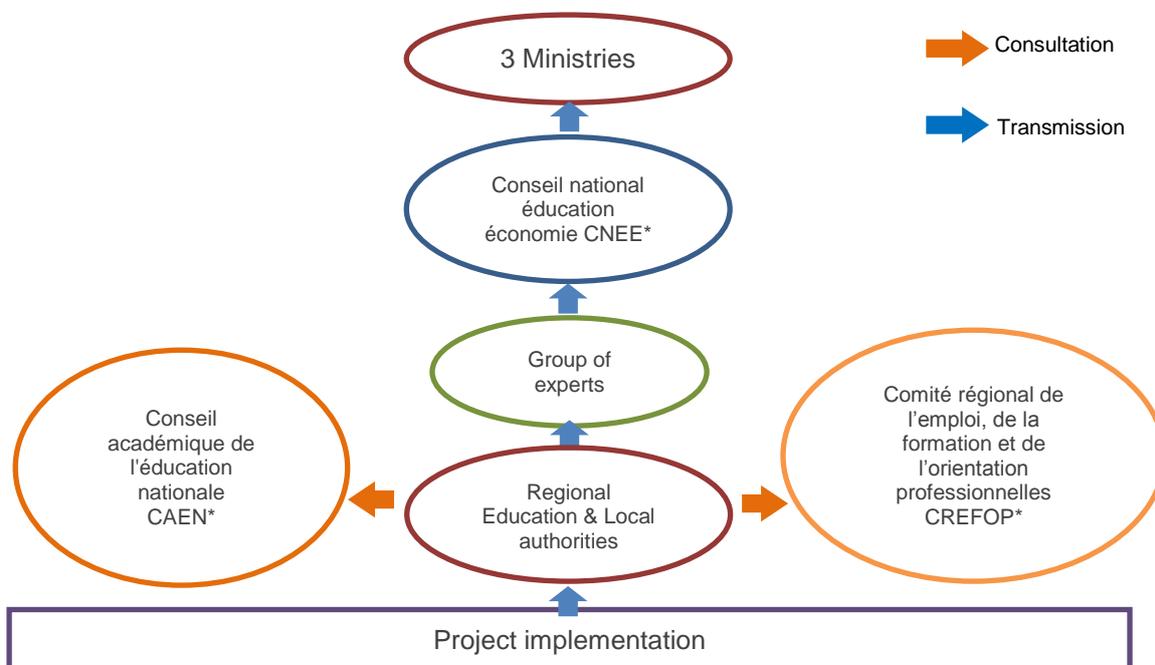
<sup>(9)</sup> Ministerial order of 31 October 2014 appointing the chairman of the group of experts established to examine projects submitted for the "campus of professions and qualifications" label: <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029750501>

<sup>(10)</sup> <http://www.education.gouv.fr/cid74455/les-campus-des-metiers-et-des-qualifications-au-coeur-du-redressement-productif-des-territoires.html>;

Minutes of the Council of Ministers meeting of 5 March 2014: the development of the campuses of professions and qualifications: <http://www.elysee.fr/conseils-des-ministres/article/compte-rendu-du-conseil-des-ministres-du-5-mars-201/>

To support the quantitative and qualitative development of the campuses, the economic and educational communities and regional bodies participate in the labelling procedure as depicted in Figure 1.

Figure 1. **Parties participating in the labelling procedure**



At regional level, campus of professions and qualifications projects are jointly constructed and submitted by the rector of the academy (education authority) and the chairman of the regional council, after consultation by the consultative body: the Academic Council of National Education (CAEN)\* and, in each region, the Regional Committee for Employment, Training and Career Guidance (CREFOP)\*.

At national level, the projects are examined by a group of experts, which makes a ruling on their quality. Its members are representatives of regional, national and education authority bodies. The national 'Education Economy' Council (CNEE)\* is consulted. The decision to award a label is made by the ministers responsible for the national education, vocational training, higher education and the economy\*.

The projects are assessed for labelling according to the following criteria: the training proposal's consistency with the economic and social development needs, the partnership with the local business fabric and research centres, the diversity and complementarity of the programmes proposed (learning types and channels, status of learners, training pathways),

innovation and the inclusion of sustainable development factors, a European or international dimension, teaching plan, campus life and the management and organisation of the campus.

### **C.1.2. Monitoring the quality**

A progress report and inspection is made for each campus by the labelling committee, with the support of DGESCO (central directorate of school education), two years after the label award. The activities and results of the approved campuses are assessed in the fourth year after labelling, before the label is renewed. Common assessment indicators are used to assess the results and the impact on the region <sup>(11)</sup>.

### **C.2. Incentives**

The purpose of setting up these campuses is to provide a consistent and attractive range of courses, and to enhance the region's economic dynamic. They also help young people to make the transition to the working life.

Once the label is awarded, a specific logo provided by the above-mentioned ministries can be used by the campuses on their communication materials.

In addition, to encourage the creation of more campuses, the ministries have decided to issue a further call for projects.

Moreover, the region, the state (through teacher salaries and through funding streams such as the Investment for the Future programme\*) and possibly the European Social Fund (ESF), as bodies operating in the field of vocational training, can financially contribute to the establishment and development of these campuses.

At national level, the purpose of Investment for the Future is to promote the French excellence in higher education and research. One of the activities of the Investment for the Future programme is to issue calls for national projects on promising themes with the aim of selecting high-quality teams, as in the December 2014 call for projects to foster partnerships in vocational training and employment. The intention is that campus of professions and qualifications projects should be eligible for this programme <sup>(12)</sup>.

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<sup>(11)</sup> Second call for campus of professions and qualifications projects – letter of 2 February 2014: [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html?cid\\_bo=77287](http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=77287); Leaflet of the national 'Education Economy' Council: <http://www.education.gouv.fr/cid74533/le-conseil-national-education-economie.html>

<sup>(12)</sup> Agreement of 29 October 2014 between the State and the Caisse des Dépôts et Consignations (CDC) on the Investment for the Future programme: "Partnerships for vocational training and employment" <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029672691>; <http://www.gouvernement.fr/les-investissements-d-avenir>

### C.3. Fields of operation

Fourteen <sup>(13)</sup> campuses had been initially labelled under the first call for projects issued in May 2013 (see map of campuses – Annex 3). The campuses operate in the following fields:

- Aeronautics;
- Public works;
- Housing, renewable energy and eco-construction;
- Industry and energy;
- Metals and plastics;
- Tourism, hotels and catering;
- Digital design.

As already mentioned, 26 more campus were submitted, 31 were approved and nine were rejected. The sectors concerned include the timber industry, shipbuilding and renewable marine energy, aeronautics and aerospace, future mobilities and vehicles, the digital and creative industries, pharmaceuticals, chemicals and biotechnologies <sup>(14)</sup> (See Section D.2.).

## D. Early observations and outlook

### D.1.1. Aérocampus Aquitaine

Aérocampus Aquitaine is a single site that provides all forms of training in aeronautical maintenance. It offers a full range of courses in aeronautical maintenance, running from baccalaureate to an engineering degree, in the context of both IVET and CVET. The objective of this centre is to adapt training solutions to the needs of companies, to initiate new projects and to reinforce the excellence of Aquitaine's aeronautics sector.

Its operating budget consists of a subsidy from the region, funding by the ESF and its own resources as well. Its investment budget is financed by the region and the Investment for the Future programme\*.

AEROCAMPUS Aquitaine is an association (non-profit) formed by the principal operators in the aeronautics sector. The structures in the network are: second-degree education institutions (including Apprenticeship Training Centres – CFA), continuous training organisations,

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<sup>(13)</sup> Currently though they are 17. See [http://cache.media.education.gouv.fr/file/01-janvier/11/5/2015\\_campusmetiers\\_annexe\\_389115.pdf](http://cache.media.education.gouv.fr/file/01-janvier/11/5/2015_campusmetiers_annexe_389115.pdf)

<sup>(14)</sup> See <http://www.education.gouv.fr/cid74455/les-campus-des-metiers-et-des-qualifications-au-coeur-du-redressement-productif-des-territoires.html>.

higher education institutions (including CFA), research centres, companies (Bordeaux Aquitaine Business Cluster, aerospace, EADS (including Sogerma), Snecma, Air France Industries Thalès, Sabena Technics, Safran, Groupe Transflex).

Aérocampus is an international benchmark, and the 'Aérocampus' concept has also been taken up in Auvergne, and even exported, for example to Dubai, where it will train technicians and engineers.

Just two years after its establishment, the campus has already achieved significant results, for example a 100% success in the vocational baccalaureates <sup>(15)</sup>.

### D.1.2. Aérocampus Auvergne

Aérocampus Auvergne is a project that links together initial (school and apprenticeship) and continuous training, pedagogical and technological innovation, companies and research centres.

In order to encourage interregional exchanges, and also to benefit from the experience acquired by the Aquitaine region and its activities in favour of the aeronautics sector, Aérocampus Auvergne is cooperating with Aérocampus Aquitaine.

In concrete terms, the granting of the label has led to a stronger partnership between:

- vocational *lycées*;
- companies, in a very favourable industrial context: big national corporations, high-skill SMEs, numerous subcontractors with increasing involvement in aeronautics, two competitiveness hubs\*, a business cluster, a combined innovation platform, a highly active vocational sector; the site is also sponsored by Airbus;
- a research and higher education hub;
- a technology centre involving members of Clermont Université, the education authority and companies <sup>(16)</sup>.

### D.1.3. Oyonnax-Bellignat Plasticampus – Rhône-Alpes

The aim of the Oyonnax-Bellignat campus of professions project is to bring together industries and vocational training institutes relating to the plastics sector. It is situated in 'Plastics Valley', an area where there are already strong synergies in this field. Being a key

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<sup>(15)</sup> Aerocampus Aquitaine press pack – January 2014: [http://www.aerocampus-aquitaine.com/images/dossier\\_de\\_presse\\_AEROCAMPUS\\_JANVIER\\_2014.pdf](http://www.aerocampus-aquitaine.com/images/dossier_de_presse_AEROCAMPUS_JANVIER_2014.pdf);  
<http://www.education.gouv.fr/cid79563/les-campus-des-metiers-et-des-qualifications.html>.

<sup>(16)</sup> Aerocampus Auvergne press pack – 1 September 2014:  
[http://www.auvergne.fr/sites/default/files/presse/dp1\\_09.pdf](http://www.auvergne.fr/sites/default/files/presse/dp1_09.pdf)

location for the plastics sector, in fact the Europe's leading plastics industry concentration, this valley houses a technical cluster that comprises *lycées*, the group of adult training institutions (GRETA), apprenticeship training units, the city of Lyon's INSA (national institute of applied sciences), the 'Plastipolis' competitiveness hub, the European plastics cluster and 200 companies in the sector. The internationally recognised Plastipolis competitiveness hub, supported by the Rhône-Alpes region, coordinates the activities of all the parties involved.

The 'Plasti Campus' of professions and qualifications project is a response to the expectations expressed by all the 'Plastics Valley' institutions: they all expect this project to lead to better structured exchanges, and the pooling of practices and resources.

The companies in the sector will become more competitive as a result of greater coherence between training and research on the one hand, and industry on the other. Finally, making scientific and technical education more attractive will bring benefits to an industry that needs employees whose qualifications are in tune with the technological advances <sup>(17)</sup>.

## **D.2. Prospects and plans**

### **D.2.1. Objectives**

The process of labelling campuses of professions and qualifications is set to continue, with the aim of creating new campuses in a variety of innovative economic and industrial sectors with strong future potential (digital, services, health and life economy, energy transition, etc.). The ultimate aim is for each region to have a campus.

### **D.2.2. Maintaining the impetus**

In order to maintain the impetus of labelling and achieve the goal of one campus per region, a second call for projects was issued in 2014, attracting 26 campus project submissions.

In this second call for projects, details are provided on the criteria applied in assessing label applications, notably the preference for a European or international dimension, with an emphasis on innovation and the inclusion of sustainable development issues.

Campus projects have been proposed in the following fields:

- Aeronautics in Midi-Pyrénées;
- Aeronautics in Poitou-Charentes;

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<sup>(17)</sup> 'Campuses of professions and qualifications' dossier – Ministry of Education and Production Recovery: « Les Campus des métiers et des qualifications au cœur du redressement productif des territoires » 14 October 2013: - <http://www.education.gouv.fr/cid74455/les-campus-des-metiers-et-des-qualifications-au-coeur-du-redressement-productif-des-territoires.html>

- Construction and energy efficiency in Alsace;
- Sustainable construction and eco-rehabilitation in Limousin;
- Marine industries in Brittany;
- Civil engineering and smart infrastructures in Limousin;
- Timber in Lorraine;
- Timber in Aquitaine;
- Innovative processes and product development in Champagne-Ardenne;
- Composite materials and plastics in Lorraine;
- Mechatronics, smart materials, sensors and connected objects (MMICO) in the Centre region;
- Future mobilities and vehicles in Franche-Comté;
- Materials design and innovation in Auvergne;
- Railways, land transport and eco-mobility in Nord-Pas-de-Calais;
- Propulsion, materials and on-board systems in Normandy;
- Fashion leather textile in Rhône-Alpes;
- Digital in Auvergne;
- Digital technologies and uses in Brittany;
- Digital in Poitou-Charentes;
- Digital imaging and creative industries in Nord-Pas-de-Calais;
- Biotechnologies and bio-industries in Upper Normandy;
- Cosmetic and pharmaceutical industries in the Centre region;
- Gastronomy, hotels and tourism in Languedoc-Roussillon;
- Hotel skills and mountain tourism in Rhône-Alpes;
- Land and sea culinary production and gastronomy in Poitou-Charentes;
- Customer relations in Provence-Alpes-Côte d'Azur.

### **D.2.3. Further monitoring**

A progress report and inspection on each campus will be conducted by the labelling committee, with the support of DGESCO (central directorate of school education), two years after the label is awarded.

The activities and results of the approved campuses will be assessed in the fourth year after labelling, prior to the renewal of the label. Common assessment indicators will be used to evaluate the results and the impact on the region <sup>(18)</sup>.

## Conclusions

The new campus concept is an illustration of the potential for cooperation between different actors in the educational and professional worlds. As explained, this cooperation is built between the training and economic partners. However, reference can be made to synergy between IVET and CVET within the campus. For instance, the links established with the local businesses enable to host either pupils or students during their initial training as well as adults in continuing training. This may be the opportunity for these two categories of people to meet together within the same firm.

Moreover, a campus is set up around a specific business sector. The links with local economy enable to focus precisely on the needs of these firms. Therefore, this enhances the consistency of career paths around the same objectives and the same business sector while fostering both the inclusion of young and adult people in local businesses.

Also, it facilitates mixed career paths, by allowing young people to vary their status throughout their education. As explained, the students can find in the same area the training establishments for the three main pathways of VET: scholarship, apprenticeship and CVET. These training providers offer training and courses to obtain the same certifications. Hence, young people may choose more easily the pathways and so a status

Finally, it contributes to the recovery in production, by encouraging the creation of campuses in sectors that create jobs or that show strong potential, and by incorporating an international dimension.

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<sup>(18)</sup> See <http://www.education.gouv.fr/cid79563/les-campus-des-metiers-et-des-qualifications.html>; Circular No 2014-068 du 20-5-2014: [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html?cid\\_bo=79642](http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=79642)

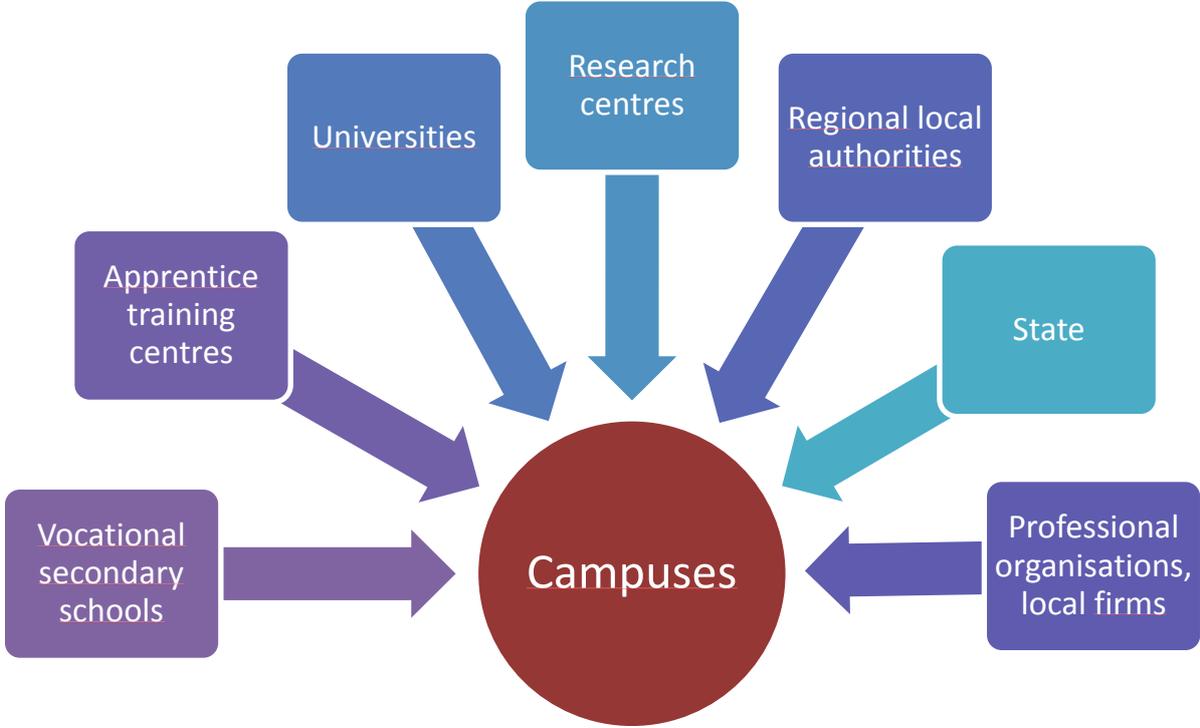
Annex 1: Map of France’s Education Authorities and Regions



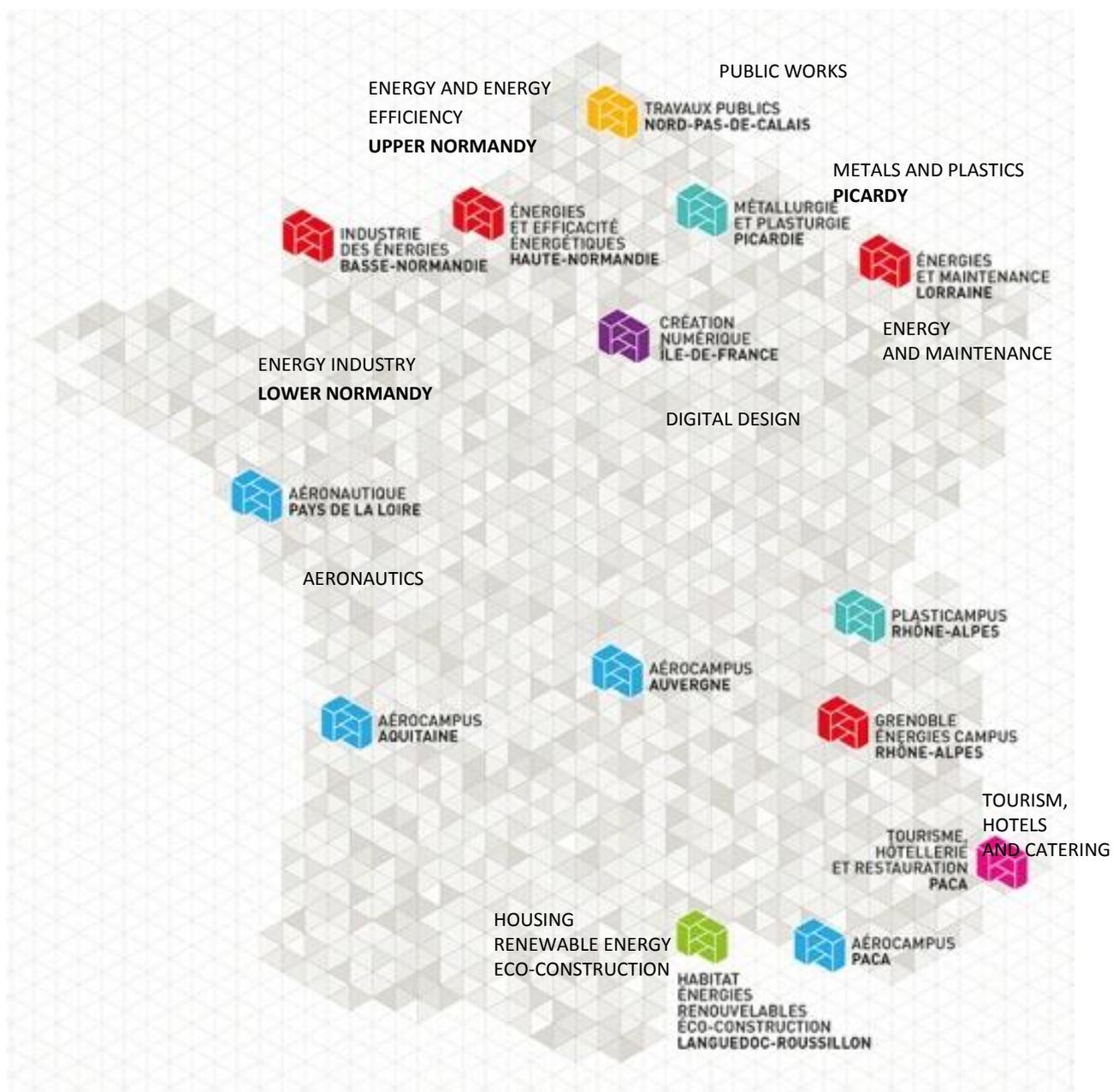
## List of France's regions as regional local authorities

Region	(in English)
Alsace	Alsace
Aquitaine	Aquitaine
Auvergne	Auvergne
Basse-Normandie	Lower Normandy
Bourgogne	Brittany
Bretagne	Burgundy
Centre	Centre
Champagne-Ardenne	Champagne-Ardenne
Corse	Corsica
Franche-Comté	Franche-Comté
Guadeloupe	French Guiana
Guyane	Guadeloupe
Haute-Normandie	Upper Normandy
Ile-de-France	Ile-de-France
Languedoc-Roussillon	Languedoc-Roussillon
Limousin	Limousin
Lorraine	Lorraine
Martinique	Martinique
Mayotte	Mayotte
Midi-Pyrénées	Midi-Pyrénées
Nord-Pas-de-Calais	Nord-Pas-de-Calais
Nouvelle-Calédonie	New Caledonia
Pays de la Loire	Pays de la Loire
Picardie	Picardy
Poitou-Charentes	Poitou-Charentes
Provence-Alpes-Côte d'Azur	Provence-Alpes-Côte d'Azur
Réunion	Réunion
Rhône-Alpes	Rhône-Alpes

Annex 2: Operators in campus life



### Annex 3: National map of campuses of professions and qualifications



Source: [http://www.education.gouv.fr/pid25535/bulletin\\_officiel.html?cid\\_bo=77287](http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=77287)

## Annex 4: Glossary

**Comité régional de l'emploi, de la formation et de l'orientation professionnelles (CREFOP)** [Regional Committee for Employment, Training and Career Guidance]: this body is responsible for identifying, studying, tracking and assessing the policies needed to maintain the coordination between the organisations involved in career guidance, vocational training and employment, and coherence between training programmes in the region, in concert with the National Council for Employment, Training and Career Guidance.

**Competitiveness hubs:** a competitiveness hub is a structure in a well-circumscribed area that brings together large and small companies, research centres and training institutions to focus on a targeted topic. National and local authorities are closely associated with this dynamic. The purpose of a competitiveness hub is to support innovation. It promotes the development of particularly innovative collaborative R&D projects. It also supports the development and growth of its member companies, in particular through the launch of new products, services or processes arising from the results of the research.

**Conseil académique de l'éducation nationale (CAEN)** [Academic Council of National Education]: consultation structure within the *Académie* (education authority), which considers any question relating to the organisation and performance of the public education service in the education authority.

**Conseil national éducation économie (CNEE)** [National 'Economy Education' Council]: brings together the representatives from the economic and professional communities, and from the world of education. This dialogue and forecasting body seeks to achieve a better match between educational and economic priorities. After the project is examined by the group of experts, it gives its opinion on that project .

**Etablissements publics à caractère scientifique, culturel et professionnel** [public scientific, cultural and professional establishments]: national higher education and research establishments.

**Etablissements publics locaux d'enseignement (EPL)** [local public education establishments]: public administrative institutions encompassing middle schools, general, technological and vocational *lycées*, and special education institutions.

**'Mini-enterprise':** a way of initiating students in technological and vocational streams in secondary education into the business creation. These companies are formed by young

volunteers. They are supervised by a teacher and a professional adviser and develop a product or service for market distribution (see page 2).

**Ministries of National Education, Vocational Training, Higher Education and the Economy:** they award labels to the selected campuses. They are, for example, responsible for IVET, for defining and issuing professional qualifications and setting national programmes, for managing the regulation of continuous vocational training and for initiating negotiations with the social partners.

**Programme ECLAIR:** ECLAIR programme is a national programme whose central administration provides the framework and the global assessment in concert with education authorities. The aim of this programme is to promote the success of each school pupil in an atmosphere conducive to learning, equality of opportunity, and to team stability, cohesion and motivation of teachers. It promotes innovation and experimentation in the fields of pedagogy, school life, human resources, as well as safety initiatives, and it is underpinned by systems of school networks.

**Programme Investissements d'Avenir (PIA)** [Investment for the Future programme]: nationally, EUR 47 billion has been allocated to this programme. The purpose of the Investment for the Future is to promote the French excellence in higher education and research. The programme employs a system of national calls for projects to fund a continuum of initiatives, running from fundamental research to industrial innovation, from education to technology transfer. In higher education and training, the aim of this programme is to foster the emergence of academic hubs of excellence capable of tackling the global competition. Campuses of professions and qualifications can be among the funded projects.