
VOCATIONAL EDUCATION
AND TRAINING IN EUROPE

FRANCE





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This VET in Europe report is part of a series prepared by Cedefop's ReferNet network.

VET in Europe reports provide an overview of national vocational education and training (VET) systems of the EU Member States, Iceland and Norway. The reports help to understand VET's main features and role within countries' overall education and training systems from a lifelong learning perspective, and VET's relevance to and interaction with the labour market.

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Editorial

In France, people can access education as part of lifelong learning. In 2013-14, 72.7% of people aged 14-22 were in education, i.e. almost 15 million learners in total ⁽¹⁾. In 2012, one in three employees participated in a training programme. Lifelong learning gives everyone a chance for education, either in general education school, university or vocational education and training (VET).

All funding sources combined, expenses for general, technological and vocational education were estimated, in 2013, at EUR 144.8 billion and accounted for 6.8 per cent of GDP ⁽²⁾. National expenditure for continuing vocational training was 1.48% of GDP ⁽³⁾.

Lifelong learning is a national obligation. It covers all ages and includes vocational and alternate training, in a school or under an employment contract:

- initial vocational training for young people, including apprenticeship; it is offered from upper secondary to tertiary education enabling young people to obtain qualifications for the labour market;
- continuing vocational training for young people who have left or completed initial education ⁽⁴⁾ and to adult employees, job seekers, civil servants, self-employed workers and business owners. It promotes and supports labour market (re)integration, encourages skills and career development through acquiring new qualifications and to contribute to economic and cultural development and to their social advancement.
- a scheme that allows adults gain vocational qualifications through knowledge and skills acquired at work ⁽⁵⁾.

⁽¹⁾ INSEE Bilan Formation-Emploi, 16 décembre 2015,

http://www.insee.fr/fr/themes/detail.asp?ref_id=form-emploi

⁽²⁾ Repères et références statistiques 2015, Ministry of National Education, Higher Education and Research, p 344 <http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html>

⁽³⁾ Appendix to the finance White Paper 2016 – Vocational training http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2016/pap/pdf/jaunes/jaune2016_formation_professionnelle.pdf

⁽⁴⁾ Initial education includes pre-elementary to higher education levels.

⁽⁵⁾ <http://skillpass-game.com/sites/default/files/doc/assembleenationale.pdf>

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CHAPTER 1.

External factors influencing VET

1.1. Political and administrative background

France is an indivisible, secular, democratic and social Republic. Its institutions are currently governed by the Constitution of 4 October 1958 ⁽⁶⁾. The legislative power is held by the Parliament that draws up and passes laws, and monitors Governments ⁽⁷⁾.

Executive power is shared between the President of the Republic and the Government. The President of the Republic who is elected for five years at a time by direct voting, appoints the Prime Minister and the members of the Government ⁽⁸⁾.

The Government, led by the Prime Minister, decides and conducts the national policies. Each member of the Government is placed at the head of a group of services, which constitute his or her ministerial department and over which (s)he exercises hierarchical authority ⁽⁹⁾. Primary, secondary and higher education are under the responsibility of the Minister of National Education Higher Education and Research. Continuing vocational training is the responsibility of the Minister of Labour, Employment, Vocational Training and Social Dialogue.

There are three levels of decentralised authorities: the municipalities (35 858 in mainland France as of 1 January 2016) ⁽¹⁰⁾, the departments (101 including five overseas) ⁽¹¹⁾ and the regions (12 in mainland France), plus five overseas regions, a territorial authority with a special status the Corse. In January 2016, the number of regions went from 22 to 13 to ensure a close and more efficient operation of the territorial services of the state. The new regions are larger, stronger, with new strategic competences.

The decentralised authorities are public structures that enjoy legal and financial autonomy. They are administered by councils or deliberative assemblies elected by direct voting, and by executive bodies generally drawn from the public

⁽⁶⁾ <http://www.conseil-constitutionnel.fr/conseil-constitutionnel/francais/la-constitution/la-constitution-du-4-octobre-1958/la-constitution-du-4-octobre-1958.5071.html>

⁽⁷⁾ <http://www.france.fr/paris-et-ses-alentours/fiche-didentite/la-france>

⁽⁸⁾ <http://www.elysee.fr/president/la-presidence/les-institutions-de-la-cinquieme-republique/les-institutions-de-la-cinquieme-republique.9647.html>

⁽⁹⁾ http://www.assemblee-nationale.fr/connaissance/fiches_synthese/fiche_1.asp

⁽¹⁰⁾ http://www.collectivites-locales.gouv.fr/files/files/chapitre_1_-_Les_chiffres-cles.pdf

⁽¹¹⁾ <http://www.vie-publique.fr/decouverte-institutions/institutions/collectivites-territoriales/categories-collectivites-territoriales/qu-est-ce-que-departement.html>

service ⁽¹²⁾. The Government is also represented at departmental and regional levels by the prefects ⁽¹³⁾.

The status of French overseas territories differs. Some of them, like Guadeloupe, La Réunion and Mayotte, are departments and regions. Others have the status of Overseas authorities, with varying degrees of jurisdiction and autonomy ⁽¹⁴⁾. Since the 1980s, the local authorities (at regional, departmental and municipal level) have had responsibilities for the implementation of national policies, in particular relating to vocational training and the management of educational premises ⁽¹⁵⁾.

1.2. Population

France is the European Union's biggest country, with a total surface area of 675 417 km². Most of its territory (543 965 km²) and population is in Western Europe, but it also includes several regions and territories spread around the Americas, the Indian Ocean and the Pacific Ocean.

As of 1 January 2016, the population of France was 66.6 million, with 64.5 million living on the mainland, and 2.1 million in overseas departments (including Mayotte): that is 10 million more people than 30 years ago and 20 million more than 50 years ago ⁽¹⁶⁾. With 13.1% of the population of Europe, France is the continent's second most populous nation (after Germany 16%) and ahead of the UK and Italy ⁽¹⁷⁾.

France's demographic dynamism is primarily based on a high birth rate and a still relatively low death rate. The natural surplus in 2015, estimated at 200 000, is nevertheless slightly below last year's level. In 2013, the fertility rate was 1.99 (children per woman): within the European Union, only Ireland, United Kingdom and Sweden have a similar fertility rate, with 1.96, 1.83 and 1.89 ⁽¹⁸⁾.

The positive net migration of 47 000 in 2015 also contributed, though to a lesser degree, to the population increase ⁽¹⁹⁾. In 2014, there were 7.6 million

⁽¹²⁾ <http://www.vie-publique.fr/decouverte-institutions/institutions/collectivites-territoriales/categories-collectivites-territoriales/qu-est-ce-qu-collectivite-territoriale-ou-collectivite-locale.html>

⁽¹³⁾ http://www.assemblee-nationale.fr/connaissance/fiches_synthese/fiche_11.asp

⁽¹⁴⁾ <http://www.vie-publique.fr/decouverte-institutions/institutions/collectivites-territoriales/categories-collectivites-territoriales/que-sont-departements-regions-outre-mer.html>

⁽¹⁵⁾ https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France_fr:Contexte_et_tendances_d%27ordre_politique,_social_et_%C3%A9conomique

⁽¹⁶⁾ Insee - Charts of the French economy - 2016 edition http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽¹⁷⁾ Eurostat, la population de l'UE, juillet 2016 <http://ec.europa.eu/eurostat/documents/2995521/7553797/3-08072016-AP-FR.pdf/95b75a03-610c-4b42-a905-25c8ff7a8290>

⁽¹⁸⁾ Insee - Charts of the French economy - 2016 edition http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽¹⁹⁾ Insee - Charts of the French economy - 2016 edition http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

immigrants living in France (11.6% of the population), of whom 43.2%, i.e. 2.47 million people were from Africa. The proportion of immigrants from Europe remains large, though falling: it was 36.8% in 2012, as compared with 50% in 1990. 14.4% of France's immigrants are from Asia ⁽²⁰⁾.

As people live longer, France's population is ageing. People aged 65 or more are 24.9% of the population (compared with 22.8% ten years ago), and 9.3% are aged 75 or over. Since 1980, the number of people aged 60 or more has grown from 17% to 24.9%, and their proportion in the French population as a whole is almost the same as that of young people aged under 20 (respectively 24.6% and 24.9%) ⁽²¹⁾. According to Insee's demographic projections, the proportion of the 60+ age group in the population will increase steadily until 2035, when it is expected to reach around 30% ⁽²²⁾.

1.3. Economics

In 2015, France's gross domestic product (GDP) was EUR 2181.1 billion ⁽²³⁾, making it the world's sixth ranked economic power after the USA, China, Japan and Germany, the United Kingdom and ahead of India ⁽²⁴⁾.

In 2000-07, France's GDP grew by an average of 2.1% a year. In 2008, and especially 2009, the French economy suffered from the effects of the world financial crisis: its GDP shrank by 0.2% in 2008, then by 3.1% in 2009, a contraction unprecedented since the World War II ⁽²⁵⁾. In 2014, in constant prices gross domestic product (GDP) increased by 0.2% following the 0.7% increase in 2013. However, the OECD predicts a better situation in France's growth, which is expected to reach 1.5% in 2017 ⁽²⁶⁾.

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⁽²⁰⁾ Insee - France, social portrait - Insee Références - 2016 edition
http://www.insee.fr/fr/themes/document.asp?reg_id=0&ref_id=T16F037

⁽²¹⁾ Insee - Charts of the French economy - 2016 edition,
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽²²⁾ Insee - France, social portrait - Insee Références - 2016 edition,
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽²³⁾ Insee - <http://www.insee.fr/fr/themes/info-rapide.asp?id=125>

⁽²⁴⁾ banque mondiale <http://databank.worldbank.org/data/download/GDP.pdf>

⁽²⁵⁾ Insee - The French economy - Insee Références - 2016 edition,
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽²⁶⁾ <http://www.oecd.org/fr/economie/france-projections-economiques.htm>

⁽²⁷⁾ Insee - <http://www.insee.fr/fr/themes/info-rapide.asp?id=125>

⁽²⁸⁾ banque mondiale <http://databank.worldbank.org/data/download/GDP.pdf>

financial crisis: its GDP shrank by 0.2% in 2008, then by 3.1% in 2009, a contraction unprecedented since the World War II ⁽²⁹⁾. In 2014, in constant prices gross domestic product (GDP) increased by 0.2% following the 0.7% increase in 2013. However, the OECD predicts a better situation in France's growth, which is expected to reach 1.5% in 2017 ⁽³⁰⁾.

The economy depends primarily on the tertiary sector: indeed, services (commercial and non-commercial) accounted for almost 80% of the gross added value generated nationally in 2015, way ahead of industry (14.05%), construction (5.44%) and agriculture (1.73%). Within the service sector, the main branches of activity are: real estate (12.7%), wholesale and retail trade (17.71%), and non-market services (22.9%). Wholesale and retail trade is the branch with the largest number of enterprises. In fact, 29.10% of the 3 931 559 enterprises listed in 2014 (excluding agriculture and non-commercial activities) belonged to this sector. This was followed by 'Professional, scientific and technical activities and administrative and support service activities' (17.45%), construction (13.50%) and 'Public administration, education, human health and social work activities' (13.67%). According to the same source, most French companies are very small: 69.75% have no employees and 25.07% have between 1 and 9 employees ⁽³¹⁾.

Table 1- **Gross value added per sector of activity**

	Added value in EUR billion in current prices								Change in volume (%) in %		
	1950	1960	1970	1980	1990	2000	2010	2014	12/11(°)	13/12(°)	14/13
Agriculture, forestry and fishing, manufacturing industry, extractive industry and other	2.4	5.0	8.4	16.4	33.3	31.2	32.1	32.0	-8.6	-1.9	8.5
Extractive, energy, water, waste management and remediation industry	3.8	11.3	27.4	93.9	195.7	245.7	243.8	262.9	0.6	0.8	-0.9
Manufacturing of foodstuffs, beverages and tobacco products	0.3	0.9	2.5	12.0	27.8	36.0	41.2	49.1	5.2	2.2	-2.1
Cokemaking and refining	0.8	1.6	4.0	14.3	30.7	36.3	39.1	42.5	-1.4	0.1	-3.7
Manufacturing of machines and electrical devices(°)	0.0	0.2	0.4	1.8	1.1	2.0	1.6	1.0	-17.3	-4.6	37.0
Manufacture of transport equipment	0.5	1.6	4.3	13.9	27.9	35.8	29.0	29.3	0.2	2.5	-1.2
Manufacture of other industrial products	0.2	0.8	1.9	6.6	14.5	20.7	21.7	22.6	1.7	0.3	-4.3
Construction	2.0	6.2	14.4	45.2	93.6	115.0	111.3	118.4	-0.3	0.2	0.8
Mainly market services	0.7	2.7	8.8	30.3	59.6	65.4	109.2	108.3	-5.3	0.1	-3.6
Trade, transport, accommodation and catering	5.0	16.3	49.3	184.9	476.1	713.6	1 010.2	1 064.0	0.9	0.7	0.5
Information and communication	2.9	8.4	21.1	73.2	175.6	240.8	322.4	337.6	0.3	0.7	0.2
Financial and insurance activities	0.3	1.1	3.6	15.7	43.9	69.1	93.0	92.9	4.4	1.1	1.2
Real estate activities	0.3	1.1	3.8	16.0	45.3	54.8	81.8	85.8	2.1	-0.4	-0.6
Technical and science activities: administration and support services	0.5	2.2	8.7	31.3	91.2	152.4	230.5	245.6	1.5	1.3	1.0
Other services	0.7	2.6	9.6	39.6	98.5	158.0	227.7	244.0	-0.4	0.3	0.7
	0.3	1.0	2.5	9.3	21.5	38.3	54.8	58.1	-0.2	0.7	0.4

⁽²⁹⁾ Insee - The French economy - Insee Références - 2016 edition, http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽³⁰⁾ <http://www.oecd.org/fr/economie/france-projections-economiques.htm>

⁽³¹⁾ http://www.insee.fr/fr/themes/tableau.asp?ref_id=natfef08110, <https://www.insee.fr/fr/statistiques/2497076?sommaire=2497179>

Mainly non-market services ⁽²⁾	1.8	5.9	17.5	79.0	184.2	277.1	405.7	443.0	1.4	1.2	1.0
Total of sectors	13.7	41.2	111.4	404.5	948.9	1 333.1	1 801.0	1 910.2	0.4	0.7	0.3

NB: ⁽¹⁾ At the previous year's prices; ⁽²⁾ Including manufacturing of electronic and IT equipment; ⁽³⁾ Grouping of public administration, education, human health and social action; ⁽⁴⁾ Revised data

Source: INSEE national accounts - Base 2010

<https://www.insee.fr/fr/statistiques/1906704?sommaire=1906743>

1.4. Labour market

In 2014, the working population of mainland France was 28.6 million aged 15 or more (employment rate of 71.4%) and has increased by 1.5 million in ten years. This deceleration of the working age population and its decline from 2011 is mainly due to the slowdown of the population aged 50 to 64.

On average in 2014, the employment rate in the 15-64 age group was stable (71.4%; 75.5% men and 67.5% women). With a dynamic workplace training, employment rates in the 15-64 age group increased for women (+4.9% since 2000) and for men (+0.2%). The rates of access to training for men and women are similar. With the measures gradually increasing the legal retirement age, the number of older workers in the labour market continues to expand and the rate of workers aged 50 to 64 thus increased from 56.5% in 2009 to 63.1% in 2014, i.e. by 6.6 percentage points in five years ⁽³²⁾.

Table 2 - Rate of people in work according to gender and age in %

	1990	2000	2010	2014
Men aged 15 to 64	75.9	75.3	74.9	75.5
15 to 24	47.5	40.5	42.6	40.4
25 to 49	96.4	95.2	94.8	93.7
50 to 64	56.9	59.0	60.9	66.3
<i>of which 55 to 64</i>	<i>40.8</i>	<i>35.8</i>	<i>45.0</i>	<i>53.0</i>
Women aged 15 to 64	58.2	62.6	65.8	67.5
15 to 24	40.3	33.2	35.2	33.7
25 to 49	75.2	80.3	83.9	83.8
50 to 64	37.9	46.3	53.6	60.0
<i>of whom 55 to 64</i>	<i>27.3</i>	<i>27.9</i>	<i>39.5</i>	<i>48.6</i>
Population aged 15 to 64	67.0	68.9	70.3	71.4

NB: Scope, Metropolitan France, population of households \

Source: Insee 2016. Employment Surveys

<https://www.insee.fr/fr/statistiques/1906671?sommaire=1906743>

According to Insee's projections for the working population, the employment rate will increase slowly until 2020 and then will remain stable. It is then projected to stay stable from 2060, ⁽³³⁾ if fertility rates remain high. Because of population

⁽³²⁾ Insee - Charts of the French economy - 2016 edition,

http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽³³⁾ <https://www.insee.fr/fr/statistiques/1906671?sommaire=1906743>

ageing, it is predicted to be on average only 1.5 people in employment for each unemployed over age 60 by 2060, as compared with 2.1 in 2010 ⁽³⁴⁾.

In the last 30 years, France had high unemployment: from 3.5% in 1975 to 5.4% in 1980, to 9% in 1985 and to nearly 10% since then ⁽³⁵⁾. It is generally higher than that in the neighbouring countries: between 1998 and 2009, with the exception of 2001 and 2002, the average unemployment rate in the European Union was always lower than in France ⁽³⁶⁾. In end-2014, more than 2.8 million people were unemployed in mainland France, signifying an unemployment rate of 9.9% of the working age population. In general, fewer women than men were affected by unemployment: in 2014, the unemployment rate among women was 0.6 percentage points below than that of men in mainland France (10.2% compared with 9.6%) ⁽³⁷⁾. Although people with a higher level of education usually have higher employment opportunities ⁽³⁸⁾, structural reasons are those that mainly account for the high unemployment rate ⁽³⁹⁾.

Another feature of the labour market is that both young and older people are relatively disadvantaged in unemployment terms. Young people experience lasting problems in finding work and frequent periods of unemployment. People over 50 find it hard to remain in work. There is also a high level of long-term unemployment ⁽⁴⁰⁾. On average at the end of 2014, the unemployment rate in the 15-24 age group was 23.4%, in the 25-49 age group 9.3% and among 50+ age group less than 7%. Although the rise in unemployment since the second half of 2012 affected all age groups, it affected young people the most. Since 2010, the unemployment rate in the 25-49 age group increased by 1.3 percentage points and among 50+ age group by 1.4 percentage points, whereas youth unemployment grew by 0.8 percentage points ⁽⁴¹⁾.

1.5. Educational attainment

Educational attainment level plays a decisive role when entering the labour

⁽³⁴⁾ Insee - Charts of the French economy - 2016 edition,
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽³⁵⁾ As defined by the International Labour Office (ILO). Unless otherwise specified, valid for all references to the unemployment rate in this text

⁽³⁶⁾ Centre for strategic analysis - Labour and employment in 20 years - July 2011

⁽³⁷⁾ Insee - The French economy - Insee Références - 2016 edition
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽³⁸⁾ Insee - Charts of the French economy - 2016 edition,
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

⁽³⁹⁾ FMI, FRANCE: Conclusions de la mission de consultation de 2016 au titre de l'article IV <https://www.imf.org/fr/News/Articles/2015/09/28/04/52/mcs052416>

⁽⁴⁰⁾ Centre for strategic analysis - Labour and employment in 20 years - July 2011

⁽⁴¹⁾ Insee - The French economy - Insee Références - 2016 edition
http://www.insee.fr/fr/ffc/docs_ffc/tef2016.pdf

market for the first time: independently of the economic circumstances, the employment prospects of people who have a post-secondary or tertiary education qualification is markedly better than that of young people with a secondary level qualification (CAP-BEP, baccalaureate or equivalent) or those leaving education with a basic (ISCED 2) or no qualification at all.

In 2014, 16.2 % of unqualified people were unemployed, as compared to 6 % of those having a Bac + 2 degree (post-secondary or higher level qualification).

The situation of low-skilled youngsters in the labour market is markedly worse: it takes them longer to find a job, and uncertainty throughout their working life is higher: in 2014, after five years on the labour market, the unemployment rate amongst low-skilled workers was 34%, (it was 53% five years ago) as compared with a rate of 10% for people with higher education who have been on the labour market for the same duration (rates measured over the period 1990-14) ⁽⁴²⁾.

Table 3 **Unemployment rates by the highest education level attained one to four years after graduation (2013-15)**

Education level	%
School certificate or without a qualification	51%
High school leaving qualification	22%
Higher education diploma	11%
Average	20%

Source: France portrait social 2016, p.47, INSEE.

<https://www.insee.fr/fr/statistiques/2492313>

Until the mid-1990s, young people became better qualified. On average, amongst youngsters leaving initial education in 2011, 2012 or 2013, 44% were post-secondary or tertiary education graduates, 41% had at most a secondary school qualification and 8% left school without any diploma. In the end of the 1970s they were respectively 16%, 44% and 40%. The qualification levels of youngsters leaving initial education have not changed substantially since the 2000s ⁽⁴³⁾.

Obtaining an upper secondary school qualification corresponds to the minimum qualification threshold set by the European Union (identified in the Lisbon strategy's reference criteria). In 2014, in mainland France, the proportion of young people aged 20 - 24 without upper secondary education and not in further education and training is 12% ⁽⁴⁴⁾.

⁽⁴²⁾ http://www.insee.fr/fr/themes/tableau.asp?reg_id=0&id=584

⁽⁴³⁾ http://www.insee.fr/fr/themes/detail.asp?ref_id=form-emploi#p1

⁽⁴⁴⁾ Insee - France, social portrait - Insee Références - 2016 edition
http://www.insee.fr/fr/ffc/docs_ffc/FPORSOC15.pdf

According to the most recent employment survey ⁽⁴⁵⁾, 51% people aged 25-64 had undertaken a training course in the previous 12 months, whether for professional or personal reasons. Amongst the working age population, the unemployed undertake less frequently - but longer training programmes than employed people. The majority of courses taken by job-seekers are funded by the Regions, which target their interventions at young people. Amongst employed people, the self-employed take fewer courses than employees receiving a salary. Managers and technicians have more access to training than other employees, with 68.3 % of them in 2012 stating that they had taken a course in the previous 12 months. Fewer unskilled workers had attended courses (25.6%). Access to training rises with educational achievement rating from 25.6% (people without qualifications) to 66.6% (those with at least a 3-year tertiary education degree) ⁽⁴⁶⁾ .

http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Share_of_young_people_neither_in_employment_nor_in_education_and_training,_by_sex_and_age,_2015%25.png

⁽⁴⁵⁾ Insee- France, Bilan Formation-Emploi – dec 2015
http://www.insee.fr/fr/themes/detail.asp?ref_id=form-emploi

⁽⁴⁶⁾ <https://www.insee.fr/fr/statistiques/2492313>
<https://www.insee.fr/fr/statistiques/1374357>

CHAPTER 2.

Providing VET in a lifelong learning perspective

Lifelong learning (*formation tout au long de la vie*) includes initial training (general, professional and vocational education, including apprenticeship) and continuing vocational training for adults and young people already engaged in working life ⁽⁴⁷⁾.

Since 2009 ⁽⁴⁸⁾, every working person has a right to a professional qualification. Under this right, (self-) employed and job seekers may choose a training course that enables them to progress in career by at least one level, by acquiring a qualification corresponding to the short- or medium-term needs of the economy. This qualification should either be included in the National Register of Vocational Qualifications (RNCP - *Répertoire National des Certifications Professionnelles*); recognised in the professional sector classifications, or a vocational qualification certificates (CQPs).

The State is the only body that develops qualifications that can be accessed through initial education (see figure 1). All the qualifications developed by the State can also be accessed via lifelong learning and validation of work experience (VAE- *validation des acquis de l'expérience*).

Beside the training programmes offered by the state and leading to formal qualifications, there are other training courses that lead to a certification. Those programmes are created, recognised and delivered by different bodies (see Section 2.3). Some of them can only be obtained via a training course.

The methods for accessing different qualifications are flexible. They can be accessed through the initial education system, but also through apprenticeship, continuing vocational training, validation of non-formal and informal learning ⁽⁴⁹⁾. A qualification acquired through continuing vocational training has exactly the same value as one obtained in initial education.

Social partners have an essential role in regulatory, policy and financial aspects of lifelong learning programmes (IVET and CVET). The inter-professional agreements they sign form the basis for the introduction of reforms and are generally reflected in legislative and regulatory documents. Social partners also manage the different bodies that collect compulsory company contributions to

⁽⁴⁷⁾ <http://www.education.gouv.fr/cid217/la-formation-tout-au-long-de-la-vie.html>

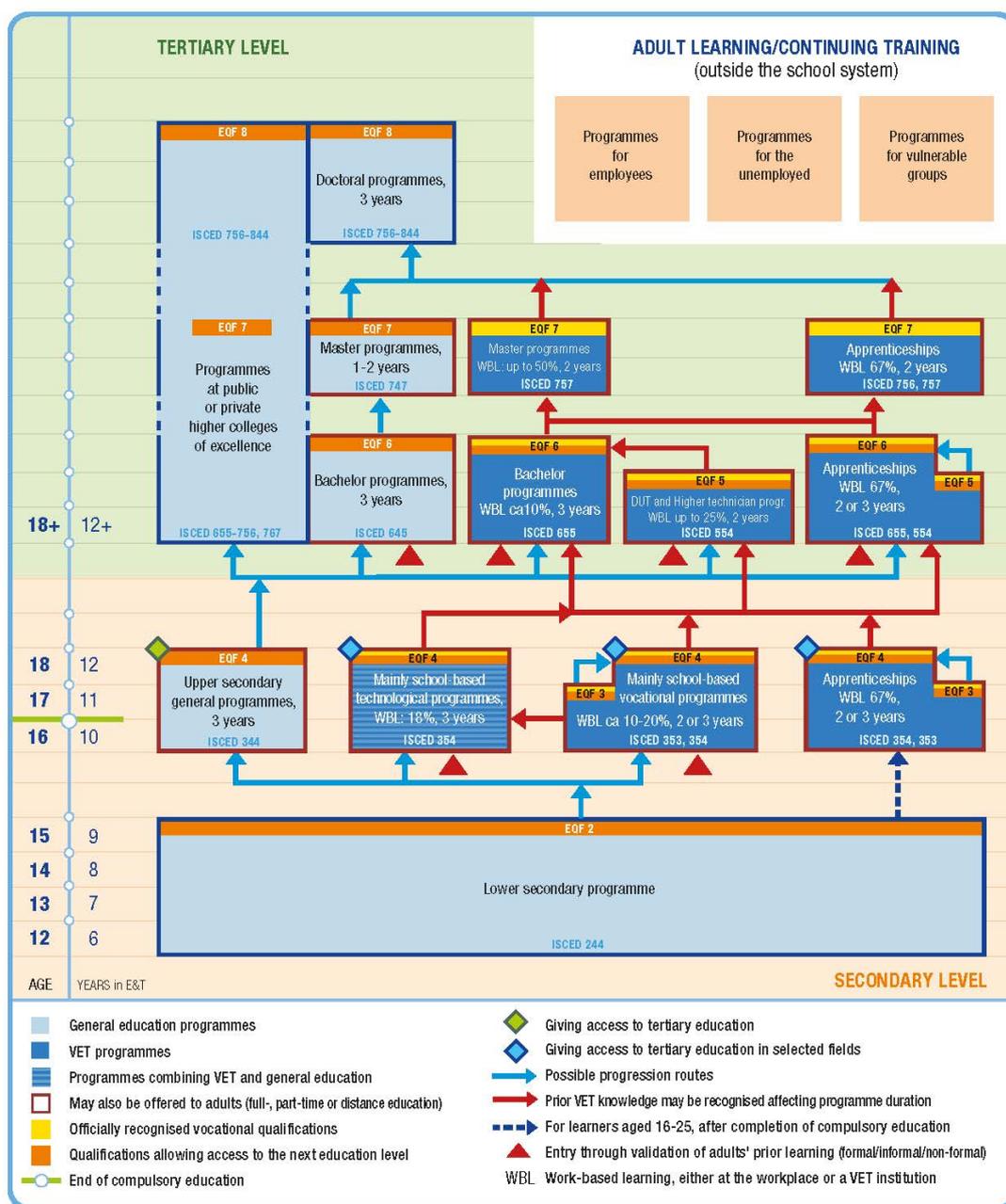
⁽⁴⁸⁾ Act No 2009-1437 of 24 November 2009 on lifelong career guidance and vocational training/
<http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=?cidTexte=JORFTEXT000021312490>

⁽⁴⁹⁾ Art L335-5 du Code de l'éducation
<https://www.legifrance.gouv.fr/affichCodeArticle.do?cidTexte=LEGITEXT000006071191&idArticle=LEGIARTI000006524828>

apprenticeship and vocational training, as well as the unemployment insurance system for job-seekers. Social partners also contribute to the development of diplomas; take part to boards of examiners.

2.1. Main characteristics of the national education and training system

Figure 1 VET in France's education and training system



NB: ISCED-P 2011

Source: Cedefop and ReferNet France.

Initial vocational education and training is offered from upper secondary to tertiary education. After IVET, continuing VET (CVET) provides young people and adults with qualifications for the labour market.

In initial education, each pathway prepares students for an exam to obtain a qualification. There are around 18 000 general and vocational education qualifications .

In lower secondary education, the *Brevet des collèges* is the lower grade school (general) qualification. With or without this qualification, there are several opportunities to progress to upper secondary and higher levels Just a few gateways exist between these pathways. ⁽⁵⁰⁾ (figure 1)

The next level of education opens access to a university degree, including PhD. At the same level, other courses are available among different training providers, such as business schools, health and social establishments as well as the *Grandes écoles*.

An example of the main vocational qualifications developed by the Ministry of Higher Education is the Advanced technician certificate (Brevet de technicien supérieur - BTS) at EQF level 5. Other vocational qualifications are offered by the Ministry at levels III to I in the national qualifications framework, respectively EQF levels 5 to 7 ⁽⁵¹⁾.

2.2. Government-regulated VET provision

Initial vocational education and continuing vocational training are managed by different ministries, have different funding sources and even different objectives.

Initial vocational training, including apprenticeships, is offered at secondary and tertiary levels. There are qualifying requirements for VET teachers and trainers, and various funding IVET schemes.

Continuing vocational training comprises lifelong learning programmes and training schemes for vulnerable groups. There are various routes and progression opportunities while training is offered from a range of VET providers.

2.2.1. Initial vocational training

Initial vocational training is offered from upper secondary to higher education.

It is a training path following lower secondary programmes that prepares young people for skilled employment, engineer to worker. The system is flexible.

⁽⁵⁰⁾ <https://www.lyc-allies-pezenas.ac-montpellier.fr/l-orientation/parcours-passerelles-positionnement-et-changement-de-voie-d-orientation>

⁽⁵¹⁾ the French national qualifications framework
<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/france-european-inventory-nqf-2014>

After obtaining a vocational certification, further education is also possible.

Ministries develop and award qualifications, university degrees and vocational certificates on behalf of the State; i.e. mainly, the Ministry of National Education and the Ministry of Higher Education, but also the ministries responsible for agriculture, employment, social affairs, youth and sport, health and culture⁽⁵²⁾. All the qualifications awarded by the State are nationally recognised and do not expire.

2.2.1.1. *Levels and qualifications in initial vocational training*

Initial education and training comprises three levels:

- pre-primary (optional, but in practice attended by all children aged 3-6) and primary (compulsory) education for children aged 6-11;
- lower and upper secondary education (ISCED levels 2 and 3 respectively);
- higher education (ISCED levels 5-6).

Secondary and higher education include entire curricula or periods of vocational training, of varying lengths.

Secondary education

In 2015, 5 536 400⁽⁵³⁾ pupils were in public and private secondary institutions in mainland France and in the overseas territories⁽⁵⁴⁾. Secondary education is provided mainly in *collèges* (junior high school) and *lycées* (senior high school).

Lower secondary education is provided for four years at *collèges* (educational institutions for school age learners aged 11-15). Vocational courses preparing students for apprenticeship are also offered. In the final year, pupils choose their further educational pathway. At the end of *collège*, students pass the end of year exam to take their general certificate of lower secondary education (*diplôme national du brevet*), which is not a pre-condition to continue to upper-secondary education.

After *collège*, pupils can choose from three paths in upper secondary education (*lycées*) for three years (age 15 to 18) :

- the general curriculum path leads to the end of secondary education general degree (*baccalauréat* - BAC) and allows the continuation of studies in superior education, including technology;

⁽⁵²⁾ <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Enregistrement-de-droit>

⁽⁵³⁾ Repères et références statistiques 2016, Ministry of National Education, Higher Education and Research p88,
http://cache.media.education.gouv.fr/file/2016/97/5/depp_rers_2016_614975.pdf

⁽⁵⁴⁾ Repères et références statistiques 2015, Ministry of National Education, Higher Education and Research p15,
http://cache.media.education.gouv.fr/file/2015/67/6/depp_rers_2015_454676.pdf

- the technological curriculum leads to the end of secondary education technological degree (*baccalaureat technique*). This degree opens up access to studies in higher education to obtain BTS or DUT diplomas (EQF level 5), and moving on to engineering bachelor and master studies (respectively, EQF levels 6 and 7). Those with a good high school record (*baccalaureat technique*) may access also engineering studies (EQF level 5), on the condition they follow a preparatory class ⁽⁵⁵⁾ (figure 1).
- the vocational curriculum prepares students in the vast majority of cases for the following qualifications: the CAP (Professional skills certificate) or the Vocational Baccalaureate. The *brevet des métiers d'arts* (BMA-Applied Arts certificates) is also offered. The CAP allows to enter employment or to study further towards a Vocational Baccalaureate. The Vocational Baccalaureate also allows to enter employment or to study further. ⁽⁵⁶⁾

Lycées are state schools and have the status of local public education establishments (*établissements publics locaux d'enseignement - EPLE*). They are built and maintained by the regional authorities. Gateways are possible between:

- vocational education and general and technological education, in both directions;
- the CAP (professional skills certificate) and the vocational baccalaureate;
- full-time education in school and apprenticeships.

CAP (*Certificat d'aptitude professionnelle* –professional skills certificate) ⁽⁵⁷⁾ – EQF level 3 demonstrates a first level of qualification to its holder as qualified worker or employee in a given employment sector. There are around 200 CAP specialities relevant to the industrial, commercial and service sectors. CAP provides direct access to employment and/or to upper secondary vocational studies in order to prepare for a *brevet de maîtrise* (BM - advanced diploma) or a baccalaureate, either at school or through an apprenticeship.

The vocational baccalaureate (*Baccalauréat professionnelle*) - EQF level 4 is a qualification that allows successful candidates to enter a profession. It lasts three years (age 15-18) and offers almost 90 specialities ⁽⁵⁸⁾. There were 218 000 candidates for the vocational baccalaureate in 2014/15. The success rate of vocational baccalaureate is 82.2% ⁽⁵⁹⁾.

⁽⁵⁵⁾ <http://www.education.gouv.fr/cid2604/la-voie-technologique-au-lycee.html>

⁽⁵⁶⁾ <http://www.education.gouv.fr/cid2552/le-baccalaureat-professionnel.html>

⁽⁵⁷⁾ <http://eduscol.education.fr/cid47637/le-certificat-d-aptitude-professionnelle-cap.html>

⁽⁵⁸⁾ <http://eduscol.education.fr/cid47640/le-baccalaureat-professionnel.html>

⁽⁵⁹⁾ <http://www.education.gouv.fr/cid56455/le-baccalaureat-2015-session-de-juin.html>

BMA (*Brevet des métiers d'arts* - Applied Arts certificate ⁽⁶⁰⁾) is a national qualification in a specific skill, which aims to preserve and pass on traditional techniques while promoting innovation. It is available to holders of a CAP in the same professional sector. The programme consists of vocational training specific to each BMA speciality, general education, and work placements lasting between 12 and 16 weeks. There are currently 22 BMA specialities ⁽⁶¹⁾.

Higher education

As part of the process of harmonising higher education curricula in Europe, the national framework for higher education degrees is structured around three levels: Bachelor degree, Master degree and PhD (*Licence-Master-Doctorat* - LMD in French). Alongside, there are also two-year technology degrees: the DUT and the BTS.

DUT: (*Diplôme universitaire technologique* - Undergraduate certificate of technology) ⁽⁶²⁾ (EQF level 5) is a two-year vocational degree open to people with a baccalaureate or equivalent. It offers training in 24 specialities. Preparation for a DUT is provided by IUTs (university technology institutes) attached to universities. These qualifications prepare people for technical and professional management roles in certain sectors of production, applied research and the service sector. It is also possible for students to pursue their education, for example towards a Bachelor degree.

BTS: (*Brevet de technicien supérieur* – advanced technician certificate) (EQF level 5) ⁽⁶³⁾. Study for the BTS takes place in the advanced technician section of a so-called vocational *lycée*. This course, open to people with a baccalaureate or equivalent, provides specialist education and training. It includes one or more internships. It gives access to a two-year professional qualification. It offers training in 88 BTS specialities, across all fields. While the purpose of the BTS is immediate entry into work, it is nevertheless possible to continue studying, in particular towards a vocational Bachelor's degree.

The **Bachelor degree** (*Licence*) -EQF level 6 is a national higher education qualification awarded after six semesters (3 years) at university, following the baccalaureate or via the accreditation of work experience (VAE). It is available in virtually all disciplines and sectors of activity. The academic and vocational programmes begin with a common multidisciplinary core subjects. The curriculum then becomes gradually more specialised. Students have the option to make a

⁽⁶⁰⁾ <http://eduscol.education.fr/cid47643/le-brevet-des-metiers-d-art-bma.html>

⁽⁶¹⁾ <http://eduscol.education.fr/cid47643/le-brevet-des-metiers-d-art-bma.html>

⁽⁶²⁾ <http://www.enseignementsup-recherche.gouv.fr/cid20192/diplome-universitaire-technologie.html#specialites-dut>

⁽⁶³⁾ <http://www.enseignementsup-recherche.gouv.fr/cid20183/brevet-de-technicien-superieur-b.t.s.html>

final choice on their educational direction at several stages in the course. Once they have obtained their degree, students can then apply to enter the Master programme.

The **vocational Bachelor degree** (*Licence Professionnelle*)⁽⁶⁴⁾ is a national qualification issued by a university. It is open to people with a baccalaureate, but also those who have obtained post-baccalaureate qualifications, such as a BTS or a DUT. It requires two semesters of study (one year), and combines theoretical and practical learning, learning about methods and tools, a 12-16 week work placement and the completion of a supervised project.

The vocational Bachelor degree was designed to allow people to move directly into a profession. It relates to European undertakings on the provision of a degree course that reflects the demands of the labour market in Europe and to the need for new qualifications between advanced technician level and advanced executive-engineer level.

It enables students who wish to acquire quickly a professional qualification corresponding to clearly identified needs and jobs.

Master degree - EQF level 7⁽⁶⁵⁾

The national Master degree requires the acquisition of 120 recognised (ECTS) credits, spread over four semesters. It is open to people with a Bachelor degree or through the accreditation of work experience.

The course content includes theoretical, methodological and applied (vocational) elements and, when required, one or more internships. It also includes an initiation to research and, in particular, the completion of a dissertation or other original research work.

The Master degree provides access to high-level jobs for people with five years of education following the baccalaureate or access to PhD studies. Some regulated professions, i.e. professions which can only be exercised with certain qualifications, require Master degree. Master degree holders can enrol in PhD programme.

The EPSCP (scientific, cultural and professional public institutions - *établissements publics à caractère scientifique, culturel et professionnel scientifique, cultural and professional public institutions*). Bachelor or Master degrees can only be awarded by legally authorised EPSCPs, whether under the standard educational curriculum or through a lifelong learning programme. The EPSCPs consist of universities and some 50 other establishments (mainly public engineering schools). This means that private educational bodies cannot award Bachelor or Master degrees, unless they have signed a partnership agreement

⁽⁶⁴⁾ <http://www.enseignementsup-recherche.gouv.fr/cid20181/licence-professionnelle.html>

⁽⁶⁵⁾ <http://m.enseignementsup-recherche.gouv.fr/cid20184/master-son-evolution-ses-objectifs.html>

with an EPSCP.

In the standard educational curriculum, people can study for a vocational Bachelor and Master degree:

- with student status, through a full-time degree programme within the EPSCP, combined with one or more internships, where applicable;
- with apprentice status, through a sandwich course, partly at the EPSCP and partly within a company.

Table 4. People leaving initial education and training by highest attainment level

	Year of departure			
	2009-10		2012-14 (provisional data)	
	in 000s	in %	in 000s	in %
DEA, DESS, Masters, PhD	95	12	100	13
Advanced schools	39	5	53	7
Bachelors, Masters	79	10	76	10
DEUG, BTS, DUT and equivalent	93	12	98	13
Paramedical and social	23	3	8	1
Total with higher education degrees	329	42	335	44
General baccalaureate	70	9	60	8
Technological, vocational and equivalent baccalaureate	149	19	160	21
CAP, BEP or equivalent	109	14	100	13
Total with upper secondary qualifications	328	42	320	42
Brevet des collèges only (*)	55	7	53	7
No qualifications	70	9	53	7
Total <i>Brevet</i> and no qualifications	125	16	106	14
Total leaving initial education	782	100	761	100

NB : (*) end of (*generale*) lower secondary education certificate (see also section 2.1)

Source: Repères et références statistiques 2016, Ministry of National Education, Higher Education and Research, p. 259

http://cache.media.education.gouv.fr/file/2016/97/5/depp_rers_2016_614975.pdf

The rise in level of qualification at departure from initial education is the effect of public education policies aiming to tackle the challenge of quality in school education. This enhanced the success of young people in secondary education and, more broadly, of everyone leaving initial education.

2.2.1.2. VET provision, main features of apprenticeships and similar schemes

Young people can study for IVET qualifications in a vocational *lycée* or as apprentices in an Apprentice Training Centre (CFA - *centre de formation des apprentis*).

The vocational *lycée* (senior high school) programme includes general subjects, theoretical and practical vocational training, project work and internships in companies. The professional skills certificate (CAP) programme comprises 2 300 hours over two years, include practical vocational training for more than half of the programme. Practical vocational training take place in the form of courses, practical work and workshop activity, indoors or outdoors, depending on the speciality of the CAP. 420 to 560 hours (12 to 16 weeks) are spent in an internship.

The vocational baccalaureate programme is based on training aimed at proficiency in the professional techniques specific to each specialism, of which 22 weeks are spent in an internship programme including training based on the control of professional techniques that are specific to each speciality.

The apprenticeship combines alternatively training with an employer and training at a CFA. The apprenticeship contract is directed at young people of 16 to 25 years of age, leaving school and continuing their initial training up to the level of a qualification or diploma registered in the RNCP (national directory of vocational certifications). Moreover it enables a course of studies to be undertaken through a succession of contracts, up to the higher level. The apprentice spends 60% to 75% of his or her time in a company. Apprentices are supervised by an apprentice supervisor, who is responsible for passing on knowledge and expertise and assigning jobs. The period of training in a CFA is at least 800 hours for the two-year CAP and at least 1 850 hours for the three-year vocational baccalaureate. The curriculum is organised by the CFA. The course focuses on general and technical training ⁽⁶⁶⁾.

2.2.1.3. *Teachers and trainers (67)*

A national entrance examination has been set up for teachers wishing to work as vocational teachers in vocational lyceum (*lycée professionnel*). To take part in it, candidates must demonstrate either a level of qualification in the subject to be taught or a number of years of professional practice in the relevant profession. Teachers may benefit from continuing training schemes. Every year the Ministry of Education prepares a National training plan (*Plan national de formation- PNF*), which sets out guidelines for continuing training of state education staff ⁽⁶⁸⁾. As

⁽⁶⁶⁾ Cedefop, 2014, Apprenticeship-type schemes and structured work-based learning programmes – France; <http://www.cedefop.europa.eu/fr/publications-and-resources/country-reports/apprenticeships-WBL-France-2014>

⁽⁶⁷⁾ Detailed information on this section is also available online: Centre Inffo (2016). *Supporting teachers and trainers for successful reforms and quality of vocational education and training: mapping their professional development in the EU –France*. Cedefop ReferNet thematic perspectives series. http://libserver.cedefop.europa.eu/vetelib/2016/ReferNet_FR_TT.pdf

⁽⁶⁸⁾ <http://eduscol.education.fr/cid46906/plan-national-de-formation-2015-2016.html>

an example, a 2015 circular for 2015/16 supports initiatives to get the regional education authorities involved in training for teachers, contacts with the trades and professions around vocational training and assessment and strengthening the development of relationships between schools and businesses ⁽⁶⁹⁾.

For apprenticeship, there is no national examination to become a teacher; the training centre does its own recruitment, and candidates should apply directly to it. To become a teacher applicants must:

- for general teaching roles:
 - o demonstrate a qualification equivalent to that required for a similar post in a public establishment;
- for technical, theoretical and practical teaching roles:
 - o demonstrate a relevant qualification that is at least at the same level of the qualification that the apprentices are working towards;
 - o and have several years of vocational experience in the relevant speciality.

2.2.1.4. Funding IVET

Education funding includes:

- teaching and training (including in apprenticeships);
- administration and educational research;
- catering and lodging, counselling and medical service;
- transportation, purchase of books and other educational materials, etc.

All funding sources combined, expenses for general, technological and vocational education were estimated, in 2014, at EUR 146 billion (state funds 54.4%, 24.8% regional funds, 11.2% household and 8.9 % company funds).

Funding of educational activities

Table 5. Funding of initial education and training, 2014 ⁽⁷⁰⁾

Funding category	Percentage of funding
Teaching and training	85.1%
Catering and lodging	7.3%
Administration, guidance, transports and other expenses	7.6%

Source: Repères et références statistiques 2016, Ministry of National Education, Higher

⁽⁶⁹⁾ Education Ministry (MENESR) Circular No 2015-085 of 3 June 2015 ("new academic year circular") http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=89301

⁽⁷⁰⁾ The average expenditure per student, by source of funding in initial education and training is available in French in: *Le Compte de l'éducation: principes, méthodes et résultats pour les années 2006 à 2014*, p. 167
<http://www.education.gouv.fr/cid56921/le-compte-de-l-education.html>;
http://cache.media.education.gouv.fr/file/206/59/2/DEPP-dossier-2016-206_567592.pdf

2.2.2. Continuing vocational training - CVET

The lifelong learning system provides several training possibilities for young people, people in work and jobseekers: state-recognised qualifications or other qualifications, for example those recognised by a professional sector, such as CQPs – vocational qualification certificates (see Section 2.3).

Access to qualifications is possible via training programmes, but also by validation of work experience (VAE). Training programmes to acquire a (set of) specific skill(s) exist, but they do not lead to a qualification or partial qualification.

2.2.2.1. Main lifelong learning programmes

Table 6 Target populations, objectives and funding sources by programme

Programme name	Target population	Target qualification	Funding sources
Professional development contract	Young people Jobseekers People on basic welfare benefits	RNCP registered diploma or qualification other than CQP: 75% Certificats de qualification professionnelle (CQP – Professional qualification certificates): 8.3% Qualification recognised in the classification of a non-RNCP registered collective agreement: 16.6%	Social partners, employers and State
Training plan	Employees	These training initiatives mainly aim to adapt, develop, acquire, maintain or enhance skills.	Mainly employers and social partners
Professional development period	Mainly employees	67% of these periods do not lead to a recognised diploma, title or qualification	Mainly social partners, employers
Individual training leave	Employees, Jobseekers who have previously held a temporary contract	Diploma or title: 74.6% CPNE (joint employment and vocational training committee) list: 5.68% No qualification: 8.34%	Mainly social partners
Personal training account	Employees, Jobseekers Unqualified young people	Notably: - Courses providing basic knowledge and skills; - Courses leading to a RNCP-registered qualification or to an identified part of a vocational qualification, classified in the list, for the purpose of acquiring a set of skills; - CQP;	All funding sources: Regions, local job centres, social partners, learners, etc.

Programme name	Target population	Target qualification	Funding sources
		- work experience accreditation (VAE) support initiatives	
Courses funded by the Region	Mainly jobseekers, sometimes employees	Courses leading to and preparing for qualifications, professional development courses 84.6% Social and professional integration courses 15.4%	Regions, joint funding by social partners is possible
Courses funded by local job centres	Jobseekers	Courses for qualifications 49% Professional development 24% Job adaptation 27%	Regions, joint funding by social partners is possible

Source: Appendix to the finance White Paper 2015 – Vocational training (⁷¹)

2.2.2.2. Routes and progression opportunities

Work Experience Accreditation (*Validation des acquis de l'expérience – VAE*) Since the social modernisation act of 17th January 2002, work experience accreditation (VAE *validation des acquis de l'expérience*) has offered a third route of access to qualifications and professional certificates, alongside initial education and lifelong learning. Through the VAE, anybody can obtain a full qualification or certificate based on his or her professional experience (⁷²). In order to obtain accreditation, the applicant (self-employed, employees or volunteers) must submit a dossier and perhaps undergo an interview with the jury for the relevant qualification, which then decides whether to award the chosen qualification fully or partially. The interview is used to complete and clarify the information contained in the validation file. It allows the jury to check the authenticity of the file, to check the level of proficiency of all the skills required to obtain the certification and to discuss the experience and practice acquired in respect of the activities or functions that the applicant has exercised or held.

2.2.2.3. CVET providers

In 2012, a total of 62 658 continuing vocational training bodies received revenues of EUR 13.6 billion. 97% of them are in the private sector (for-profit companies, non-profit companies and self-employed training providers): They received three quarters of the revenues and trained more than 9 million people (86% of the total

(⁷¹) http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2015/pap/pdf/jaunes/jaune2015_formation_professionnelle.pdf

(⁷²) VAE in 2010 in the accrediting ministries, around 30 000 qualifications and degrees awarded. Dares Analyses-Dares, Juin 2012, n° 037 <http://travail-emploi.gouv.fr/IMG/pdf/2012-037.pdf>

trained population). Private, for-profit providers is the largest private training sector, representing 54% of the total number of providers in 2012. Alone, they trained 54% of people on courses and generated 50% of revenues. For their part, private, non-profit organisations (associations, unions, cooperatives, foundations, etc.) represent a fifth of training providers but 25% of the market in terms of revenues and client numbers. Individual training providers represent 23% of the total, dealing with less than one in ten trainees, and receive only 3% of revenues in the sector.

Table 7 **Distribution of trainees according to the status of the service providers for each general objective in 2012 (in %) (*) ⁽⁷³⁾**

Service provider status	Training aimed at certification included in the RNCP					Other continuing training	Orientation and support	Total
	Total	Level equal to or higher than bachelor	Bac +2 level	Bac level	BEP, CAP level			
Private for-profit	42	40	47	38	43	57	41	54
Private not-for-profit	24	20	21	26	28	23	48	25
Individual trainers	10	14	14	8	5	7	4	7
Public and semi-public	24	25	17	28	24	13	8	14
Total	100	100	100	100	100	100	100	100
In % of training levels	12.2	3.3	2.5	2.2	4.2	79.9	7.9	100.0

NB: The data regarding the training objectives are presented for the first time since the new set of questions established in the 2007 sheet which has replaced the training level provided by the general objectives of the services provided. Until now, the results obtained indicated that the training organisations had not all yet included this change and continued to respond in terms of targeted levels rather than certifications included in the national repertory of vocational certifications (RNCP). In 2012, the results stabilised in terms of structure so are shown according to their structure but not yet their evolution.

Field: educational or continuing training organisations having completed continuing training

⁽⁷³⁾ Appendix to the finance White Paper 2016 – Vocational training
http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2016/pap/pdf/jaunes/jaune2016_formation_professionnelle.pdf

activities: The whole of France.

Source: Educational and financial reviews; Dares processing

Public and semi-public bodies are 3% of all providers. However, they train 14% of people on courses and receive 21% of revenues in the sector ⁽⁵⁸⁾. The main public or semi-public bodies involved in lifelong learning programmes are:

- The GRETA (*GRoupements d'ETablissements* – public educational establishment groups) created by the Ministry of National Education.
- The CNAM (*Conservatoire national des arts et métiers* – National Conservatory of Arts and trades): a public institution that falls within the remit of the minister responsible for Higher Education.
- The CCI consular schools, which are attached to the Chambers of Commerce and Industry, attached to the Ministry of Economics. The consular schools, operating in the field of vocational higher education, include 23 higher business schools (*écoles supérieures de commerce et de management*), and 8 engineering schools ⁽⁷⁴⁾.
- The AFPA (Association pour la formation des adultes – national association for adult vocational training) ⁽⁷⁵⁾ which mostly provides training for job-seekers, using regional or government funds. With 232 centres, the AFPA provides courses leading to one of the professional qualifications issued by the Ministry of Employment ⁽⁷⁶⁾.

In addition, all universities have a lifelong learning department, which offers adults access to most sectors of higher education.

The lifelong vocational training bodies, whether public or private, all operate in a competitive market.

2.2.3. Learning opportunities for vulnerable groups

Schemes for detainees and people in prison

Broadly speaking, these vocational training schemes form part of integration processes designed to give qualifications to people in prison, and prepare them for release and return to working life. The prison administration is responsible for analysing their needs, designing and implementing training programmes, and monitoring and assessing their effectiveness in establishments under its control.

Since 1st January of 2015, by application of the law n° 2014-288 of 5 March 2014 of vocational training, employment and social democracy, the Regional

⁽⁷⁴⁾ <http://www.cci.fr/web/enseignement-superieur/choisir-votre-cursus>

⁽⁷⁵⁾ <http://ec.europa.eu/energy/intelligent/projects/en/partners/afpa>

⁽⁷⁶⁾ Report on the National Association for Adult Vocational Training (AFPA): Communication to the Senate Finance and Social Affairs Committees, Court of Audit, December 2013, 155 p.
http://www.economie.gouv.fr/files/files/directions_services/daj/publications/lettre-daj/2014/lettre159/rapport_AFPA.pdf

councils are responsible for the training of the people in prison. Regional councils will finance and plan the training programmes. A convention with the state will specify the operating of the public regional council of vocational training within the prison establishments. In 2013, as a result of funding from the European Social Fund, the Government, the Regional Councils, the National Agency for Social Cohesion and Equality of Opportunity (ACSE - agence nationale pour la cohésion sociale et l'égalité des chances), 26 661 detainees were able to take advantage of vocational training schemes and initiatives implemented in and out of prison ⁽⁷⁷⁾.

Schemes for people with disabilities

The Labour Law requires the State to take part in the establishment and implementation of agreed regional policies for the training of people with disabilities, in order to foster greater consistency between training schemes and to guarantee an appropriate response to the needs of individuals and companies. In 2014, the Government funded 30 539 training initiatives for people with disabilities, for a cost of EUR 164.5 million. Overall, in 2014, 93 033 training programs were funded, an annual increase of 3.6%, for a total budget of EUR 410.5 million. The other funding structures for vocational training for people with disabilities are primarily the Regional Councils and Agefiph (fund management association for access to work for people with disabilities) ⁽⁷⁸⁾.

The development of vocational training is among the objectives pursued by the national agreement relating to the employment of disabled workers concluded on 27 November 2013, in particular between the State, the Job Centre, the Agefiph, etc. The regional plans for the integration of disabled workers (PRITH) bring together, at the regional level, the commitments of all those involved in the policy directed at the employment of disabled workers.

2.3. Other forms of VET

Alongside the diplomas, university degrees and vocational qualifications awarded on behalf of the State, there are also vocational training schemes that can either deliver qualifications created and awarded by players other than the State, or that

⁽⁷⁷⁾ Appendix to the 2016 finance White Paper. Vocational training
http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2016/π_απ/πδφ/φ_αυνεσ/φ_αυνε2016_φ_ορματιον_π_ροφ_εσσιοννελλε.π_δφ

⁽⁷⁸⁾ Appendix to the 2016 finance White Paper. Vocational training
http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2016/pap/pdf/jaunes/jaune2016_formation_professionnelle.pdf

can meet specific needs for the acquisition or development of professional skills.

2.3.1. Sectoral qualifications recognised by social partners

In France, the training market is free; this means that training bodies have no obligation to consult the State about the way they organise their courses and/or qualifications. ⁽⁷⁹⁾

The three main qualifications, beside these from the state, are the CQP, the “*titres d’ingénieur diplômé*”, (qualified engineer), the “*qualifications des grandes écoles*” (Business and management qualifications).

vocational qualification certificates (*Certificats de qualification professionnelle-CQP*) enable employees to acquire an operational qualification. The CQP, recognised by the collective or branch agreement it relates to, is thus created and issued within an industry sector by a joint industry body, usually the CPNE (National Joint Employment Committee) ⁽⁸⁰⁾. It should be noted that CQPs are not attached to a level of qualification, but are classified separately in the RNCP (National Register of vocational certifications – see § 3.3), by sector of activity ⁽⁸¹⁾. They can only be accessed through lifelong learning programmes and training is usually provided by a body created and managed by the branch in question.

possessing the title ‘qualified engineer’ (*titre d’ingénieur diplômé*) allows a person to work as an engineer. The education required to reach this level generally lasts 5 years after baccalaureate (EQF level 7) ⁽⁸²⁾. It can be provided by public or private engineering schools. The title of ‘qualified engineer’, which has both an academic and professional quality, is protected and controlled by the CTI (*commission des titres d’ingénieur* - engineering qualification committee): only institutions that are accredited by the CTI are allowed to award the title of “qualified engineer” ⁽⁸³⁾.

business and management qualifications : Sixty business and management schools are authorised to award “State approved” qualifications. The “state approved” is a recognition procedure conducted by the Ministry of National Education which gives the diploma the value of a national qualification. It is granted for a maximum renewable period of 6 years. These *grandes écoles* are generally private structures managed by professional

⁽⁷⁹⁾ European inventory on validation of non-formal and informal learning 2014, country report: France, https://cumulus.cedefop.europa.eu/files/vetelib/2014/87058_FR.pdf

⁽⁸⁰⁾ <http://formation.cqp.free.fr/spip/spip.php?article3>

⁽⁸¹⁾ <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Repertoire>

⁽⁸²⁾ <http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/france-european-inventory-nqf-2014>

⁽⁸³⁾ http://extranet.cti-commission.fr/frontend.php/fr/fond_documentaire/document/6/chapitre-element/257

organisations. A 'State approved' qualification provides access to the LMD cycle (*Licence-Master-Doctorat*), whether in France or abroad.

In addition to state qualifications, CQPs, qualified engineer titles and business schools, a training body can offer its own certifications based on its own set of criteria. Focusing on the skills required for the performance of a job identified on the labour market, a set of certification criteria specifies the procedures for assessing the candidates' mastery of these skills and for their validation by a certification jury, which reaches a decision following a qualification process (training course, work experience accreditation, etc.).

These certifications can be registered by application to the RNCP (national register of vocational qualifications), following recommendation by the CNCV (national committee of vocational qualifications). If registration takes place, the certification is recognised as a national certification, with a level (from V to I in the national nomenclature), by the State and the social partners representing employers and employees.

In the absence of RNCP registration, these certifications are only recognised by the training body. However, they can be recognised by the professional community, i.e. to allow a holder to obtain a job corresponding to the qualification acquired.

2.3.2. Training schemes without qualifications

Since 2010, France promoted the acquisition of key competences and career management skills in VET. There are a certain number of training schemes managed by the State or other public bodies, which do not award qualifications. The purpose of these schemes is generally to facilitate integration or reintegration into work for certain categories of people for whom employment is a problem. There are many measures of this kind, three of which are presented by way of example.

Early leavers from education and training and youth guarantee scheme

The authorities have an obligation to support the youth aged 16 to 18 without a diploma and unemployed. The aim is to (keep or) reintegrate young people in the education and training system and provide guidance and support in improving their employability. Beneficiaries have a personalised interview to assess their needs, skills and level of education. A training solution is offered to them and they are accompanied by a tutor of National Education during the training course.

In December 2015, 26 000 early school leavers were back in the initial education. Furthermore, the 'open up the school to parents for successful integration' scheme, is aimed at enabling a good acquisition of the French language and a better understanding of how the school system works. It will be

expanded in 2015/16 (2 500 additional places costing a million euros). In 2015/16, the target of passing below the 10% threshold of young people of 18 to 24 years of age with no qualifications has now been reached and stands at 9%.

In December 2015, a new plan to combat early school leaving was presented by the Minister for National Education ⁽⁸⁴⁾. It comprises a set of prevention measures and tools to foster qualification and a new guidance scheme (Parcours Avenir) available in all educational paths (general, technological, vocational) from lower secondary education to Master studies. It also foresees reinforcement and generalisation of systems and practices designed to help involve parents, in particular at key stages of educational choice.

The 'national training plan for all education staff' foresees specific training to identify signs of dropping out and training in new teaching methods ⁽⁸⁵⁾.

A new training plan is being set up which takes a two-pronged approach: face-to-face training for all primary and secondary teachers and an online (M@gistère) training course for lower secondary teachers in 2016 ⁽⁸⁶⁾.

The [Youth guarantee](#) initiative, endorsed by the EU countries in 2013, aims to provide a solution (employment or training) for young people who are 'neither in employment nor in training, nor studying', within four months of joining this scheme. In France, this initiative, entrusted to the network of local youth integration centres, has been in place on an experimental basis since the second half of 2013 in 10 areas. It builds around a territorial partnership which includes the State, the local authorities and integration, health, housing, youth and training players, as well as companies. The aim is that by 2017 100 000 young people with low education and/or disadvantaged socio-economic background will have joined this scheme. The Youth guarantee consists of:

- the guarantee of a first professional experience: a pathway combining collective support, repeated experience of being placed in a professional situation and training and individual support throughout the year; and
- a guarantee of resources (lump sum monthly allocation) ⁽⁸⁷⁾.

⁽⁸⁴⁾ 'Tous mobilisés pour vaincre le décrochage scolaire', December 2015 ; http://cache.media.education.gouv.fr/file/12_-_decembre/71/1/2015-DP-Tous-mobilises-pour-vaincre-le-decrochage-scolaire_506711.pdf

⁽⁸⁵⁾ <http://www.esen.education.fr/fr/ressources-par-type/outils-pour-agir/le-film-annuel-des-personnels-de-direction/detail-d-une-fiche/?a=7&cHash=4267c88ff7>

⁽⁸⁶⁾ Ministère éducation nationale "Dossier de présentation "Tous mobilisés pour vaincre le décrochage scolaire", décembre 2015_ http://cache.media.education.gouv.fr/file/12_-_decembre/71/1/2015-DP-Tous-mobilises-pour-vaincre-le-decrochage-scolaire_506711.pdf

⁽⁸⁷⁾ Appendix to the 2016 finance White Paper. Vocational training http://www.performance-publique.budget.gouv.fr/sites/performance_publique/files/farandole/ressources/2016/pap/pdf/jaunes/jaune2016_formation_professionnelle.pdf

In December 2016, the Youth guarantee (*'garantie jeunes'*) scheme has been generalised in all regions of France ⁽⁸⁸⁾.

The key competences scheme consists of tailored training modules designed to help people develop one of the five basic skills (written comprehension and expression, initiation to a foreign language, mathematics and basic scientific and technological skills, numeracy, the ability to develop knowledge and skills). The aim is to facilitate access to employment, a work study contract or training for qualifications, success in an examination or professional advancement. Such schemes can take place in parallel with a subsidised contract or training for a qualification. The key skills scheme is primarily aimed at the following groups: job-seekers; young people between the ages of 16 and 25 who are unemployed and no longer in education; employees in work reintegration schemes or in subsidised contracts. It comes in addition to the employer's training obligations ⁽⁸⁹⁾.

The national cross-sector jobs and training committee (Copanef) has been entrusted with the task of creating a training programme for the acquisition of a knowledge and vocational skills base. The Copanef introduced the CléA vocational knowledge and skills base qualification. A nationwide publicity campaign is being used to promote the qualification and a call for tenders has been sent out for training bodies to obtain certification for providing training towards this qualification.

In 2015, the joint employer-employee job security fund (FPSPP) produced specifications and calls for proposals from stakeholders offering CléA qualification training. The specifications relate to support for certification of assessment and training providers. In the call for proposals, attention is drawn to the fact that the 'personal training account' and 'vocational training period' can be used for CléA qualification training, in other words indicating that the training can be funded by OPCAs (approved joint collecting bodies). Depending on the individual situation, the training provided in this context may also be funded by employers under their training plan, or by the regional council or other bodies ⁽⁹⁰⁾.

⁽⁸⁸⁾ Décret n° 2016-1855 du 23 décembre 2016 relatif au parcours contractualisé d'accompagnement vers l'emploi et l'autonomie et à la garantie jeunes
<https://www.legifrance.gouv.fr/eli/decret/2016/12/23/ETSD1629714D/jo>

⁽⁸⁹⁾ <http://www.emploi.gouv.fr/dispositif/competences-cles>

⁽⁹⁰⁾ <http://www.fpspp.org/portail/resource/filecentre/document/042-000023-07b/cahier-charges-socle-22avril2015.pdf>;

Centre Inffo (2016). Key competences in vocational education and training – France. Cedefop ReferNet thematic perspectives series.

<http://www.cedefop.europa.eu/en/publications-and-resources/country-reports/key-competences-vocational-education-and-training-france>

CHAPTER 3.

Shaping VET qualifications

Professional certification refers to a description of skills, abilities and knowledge associated with a qualification that is necessary to exercise this profession, function or professional activity. It's a document, obtained by an individual following a set procedure, which confirms these professional skills according to a given criterion. There are around 18 000 identified qualifications. More than 10 000 certifications are listed at the RNCP ⁽⁹¹⁾.

Professional certifications include vocational qualifications and diplomas awarded on behalf of the State by ministries, but also those issued by other bodies (see section 2.3.1) such as:

1. the vocational qualification certificate (*certificat de qualification professionnelle* - CQP) created by the social partners of a branch (see section 3.2)
2. the title of 'qualified engineer' (*titre d'ingénieur diplômé*) created and controlled by the CTI (*Commission des titres d'ingénieur* - engineering qualification committee)
3. the vocational certificate (*certificat professionnel*) created by public or private training providers such as :
 - a. consular schools placed under the control of the chambers of trades and crafts or the chamber of commerce and industry;
 - b. CNAM (*Conservatoire national des arts et métiers* - National Conservatory of Arts and trades) or the AFPA (*Association pour la formation des adultes* – national association for adult vocational training);
 - c. Private establishments awarding vocational qualifications and diplomas in their own name.

These certifying structures have set up specific organisations and procedures to develop their certifications. Most of them are included and classified in the National Register of Vocational Certifications and included key competences.

Professionals take part in the various development stages of the diplomas, from submission of a feasibility study (*dossier d'opportunité*) through to the development of certification reference documents. With the assistance of their observatories, the various branches of industry contribute to making the case for the new diplomas that they deem necessary for the proper functioning of their sector. The professional advisory commissions (CPC) are a mandatory place of

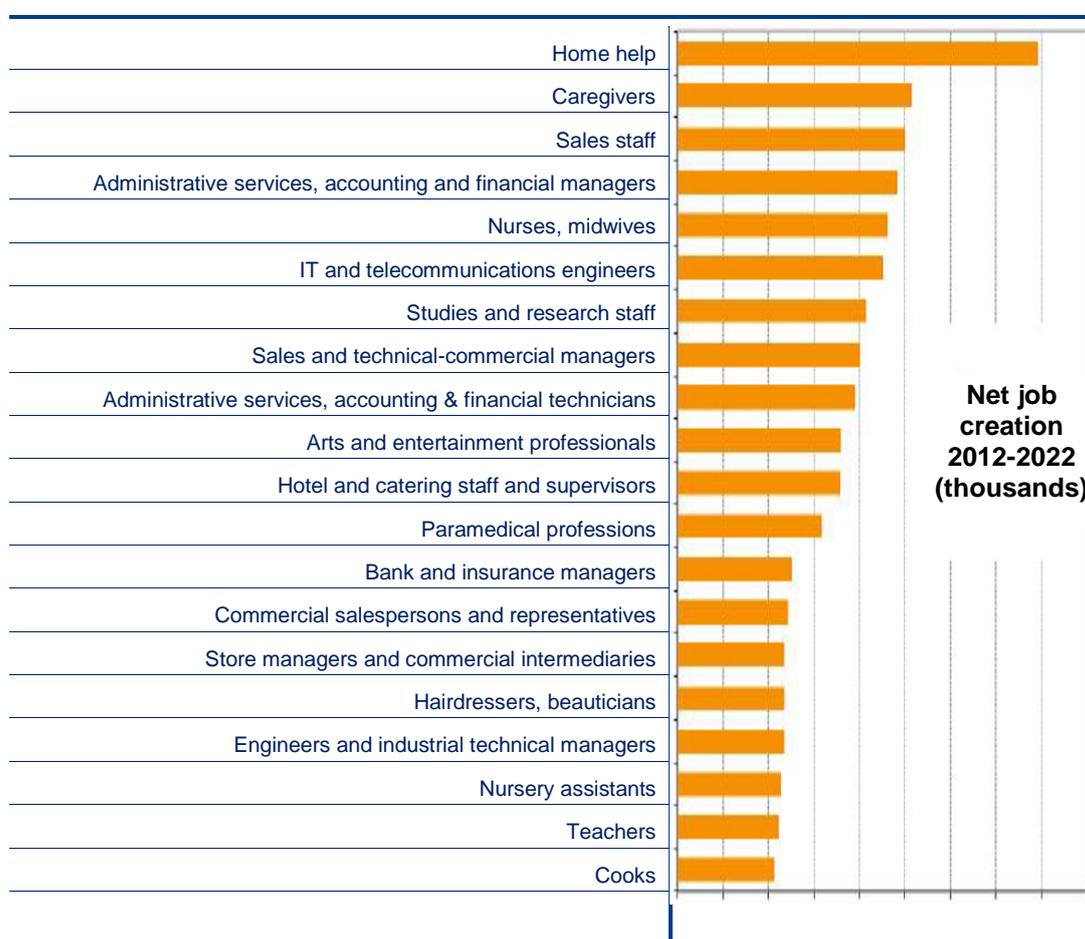
⁽⁹¹⁾ Rapport d'activité 2015 de la CNCP

http://www.cncp.gouv.fr/sites/default/files/media/rapport_premier_ministre_cncp_2015_0.pdf

consultation of the social partners for all vocational and technological training diplomas. ⁽⁹²⁾

Since the end of the 1990s, ‘Jobs and qualifications forecasting’ exercises are run by the General strategy and forecasting office – France Stratégie. These exercises bring together all the partners and administrative authorities involved in the analysis of medium-term evolution of employment forecasts according to jobs and qualifications. These exercises are important to enable the public authorities, the social partners and the economic actors to see future trends more clearly and adapt training provision accordingly ⁽⁹³⁾.

Figure 2 **Professions benefiting from the greatest amount of job creation between 2012 and 2022 in the central scenario (in thousands)**



⁽⁹²⁾ CEREQ, NETDOC n°89, Place et rôle des professionnels dans la conception des diplômes professionnels, mars 2012 www.cereq.fr/content/download/4009/38843/file/Net-doc-89.pdf

⁽⁹³⁾ CEREQ NETDOC 89, Place and role of professionals in the design of vocational qualifications, March 2012; <http://www.strategie.gouv.fr/publications/metiers-2022-prospective-metiers-qualifications>

NB : Three macroeconomic scenarios considered: a 'central scenario' in comparison with two alternative 'crisis' and 'target' alternative scenarios
Concepts: employment according to BIT meaning; classification of professional categories (FAP 2009).
Field: ordinary households; metropolitan France.
Source: projections France Stratégie-Dares ;
http://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/cgsp_dares_les_metiers_en_2022_01072014.pdf ; p .23

3.1. The development of qualifications awarded on behalf of the State

Qualifications developed by ministries are created on the basis of opinions by consultative bodies, which may be:

- professional consultative committees (CPC - *commissions professionnelles consultatives*), which is the case in particular for the Ministry of National Education, but also for the Ministries of Employment, of Social Affairs, of Agriculture, of Youth and Sport, and of Culture; or
- national bodies responsible for assessing training courses on behalf of the Ministry of Higher Education.

3.1.1. Preparation of certifications in ministries with a Professional Consultative Committee (CPC)

The CPCs (*Commission professionnelle consultative*) are made up of representatives of employers, employees, the government and qualified individuals and are divided into major spheres of economic activity. They are a compulsory place of consultation between the social partners for all vocational qualifications. This role was reinforced by the so-called 'social modernisation' act of 17th January 2002. All ministries with an interest in training were invited to form CPCs. So far, six ministries have set up such committees ⁽⁹⁴⁾. The Ministries of Social Affairs, of Agriculture, of Youth and Sport and of Culture each have a CPC. As for the Ministry of Employment, it has seven CPCs in the following fields: construction and public works; wholesale and retail trade; industry; management and data processing; the tourism, leisure, hotel and restaurant sectors; transport and logistics; and 'other services to businesses, local authorities and individuals'. The CPCs decide on the needs for diplomas given the evolution of the professions ⁽⁹⁵⁾ .

⁽⁹⁴⁾ Guidelines for members of consultative professional committees, Ministry of National Education, February 2004

⁽⁹⁵⁾ Place and role of professionals in the development of vocational qualifications. Céreq. Net.Doc , n° 89, 2012, <http://eduscol.education.fr/cid46815/nouvelle-architecture-des->

The Ministry of National Education manages the largest number of certification processes and has the most sophisticated procedure. For the purpose of developing and updating its professional qualifications, the Ministry relies on 14 CPCs, corresponding to the main business sectors in the economy ⁽⁹⁶⁾. It was the first ministry to set up a CPC, already in the 1970s, and to make publicly available its certification processes. These are formally set out in two guides: the *Guidelines for the development of professional qualifications* and the *Guidelines for members of the Professional Consultative Committees* ⁽⁹⁷⁾. At the Ministry, any plan to update or create a qualification is preceded by a study, to analyse economic data and sectoral trends and to define needs and necessary developments in jobs and qualifications. On this basis, outside research bodies can be commissioned to pursue the work. As soon as the relevant CPC reaches a decision, the directory of professional activities is drawn up on the basis of an analysis of actual jobs and job trends, together with a certification directory which defines the expected skills outcomes, associated knowledge and assessment and approval procedures .

Over 800 members of the CPCs of the Ministry of National Education, include professionals (employers and employees). The CPCs are workplaces and places of institutional representation (large companies, business federations, trade union organisations of the employees of the sectors concerned, teachers, etc.). To enhance the activities of their sector and to attract young people to their professions, the particular branches must have a specialism diploma. The 'production' by the Ministry of National Education of a pool of qualified young people is an important objective for companies and they pay particular attention to the attractiveness of their diplomas ⁽⁹⁸⁾.

Moreover, any plan to update or create a National Education qualification is submitted to other official consultation bodies:

- the higher council for education (CSE - *conseil supérieur de l'éducation*) which is chaired by the Minister of National Education or their representatives and made up of representatives of teachers, parents, lycée pupils, students, local authorities and voluntary organisations. It is a consultative body giving opinions on education-related issues, such as the objectives and operation of the public education service, programmes,

[cpc.html](#)
⁽⁹⁶⁾ <http://eduscol.education.fr/cid46815/cpc.html>

⁽⁹⁷⁾ Place and role of professionals in the development of vocational qualifications. Céreq. Net.Doc, n° 89, 2012

⁽⁹⁸⁾ CEREQ, NETDOC n°89, *Place et rôle des professionnels dans la conception des diplômes professionnels*, mars 2012
www.cereq.fr/content/download/4009/38843/file/Net-doc-89.pdf

- examinations, qualifications (⁹⁹);
- the advisory inter-professional committee (CIC - *comité interprofessionnel consultatif*) is consulted on general questions relating to professional and technological qualifications. It also works on future trends in education (general, technical and vocational). The Committee also works on crosscutting issues affecting all the CPCs. The CIC is made up of chairs and deputy chairs of the CPCs, the Ministry of National Education, government representatives, representatives of employer organisations, representatives of employee unions and qualified individuals. For vocational qualifications, its role is complementary to that of the CSE.

3.1.2. The development of higher education certifications awarded on behalf of the State

With the exception of the BTS (*Brevets de technicien supérieur*– Advanced Technician Certificate) and the DUT (*Diplôme universitaire detechnologie* University Technological Diploma, there are no models of qualifications in French higher education, in other words there is no standardised description of the content and duration of courses or the procedures for assessing students. The system is exclusively regulated by an assessment process, conceived as an evaluation of the quality of training content, i.e. the quality of training programmes in terms of aims and objectives, the level of education, the quality of the education teams, the job prospects of students, etc.

Initially, the training or qualification plans of training institutions are assessed by different national bodies, depending on the educational sector:

- the high council for the evaluation of research and higher education for training programmes provided by universities and certain schools (¹⁰⁰);
- the CTI (engineering qualification committee) for engineering courses and qualifications (¹⁰¹);
- the management training and qualification assessment committee for business and management schools (¹⁰²).

In the next phase and on the basis of this assessment, the decision on approval of a course is taken by the Ministry of Higher Education, after an appraisal by scientific advisers working with the Director general higher education and employment. The appraisal takes into account a number of criteria, notably

(⁹⁹) *Organismes consultatifs* <http://www.education.gouv.fr/cid56490/organismes-consultatifs.html>

(¹⁰⁰) *La recherche en France* <http://extranet.inserm.fr/informations-juridiques/la-recherche-en-france>

(¹⁰¹) CTI (*Commission des ritres d'ingénieur*) <http://www.cti-commission.fr/>

(¹⁰²) <https://www.cefdg.fr/>

the link with research, the relevance of the course to the establishment's overall training opportunities and subsequent professional opportunities.

With regard to engineering qualifications, a 'decision' is taken by the CTI (engineering certifications committee) for private engineering schools, and a notice is given for state engineering schools.

Generally speaking, approval is given for a period corresponding to the frequency of the appraisal. The decision is published in the Official Journal of Higher Education and Research.

It may be said that the assessment of training programmes and qualifications, at several levels and by several bodies, constitutes the "quality assurance procedure" of the French higher education system (¹⁰³).

3.2. Qualifications issued by professional sectors

To create their own certifications, the professional bodies generally rely on work done by:

- the joint employment and vocational training committees (CPNEF- *commission paritaire nationale de l'emploi et de la formation professionnelle*);
- the qualifications and employment perspective's observatories (OPMQ - *observatoires prospectifs des métiers et des qualifications*).

3.2.1. The joint employment and vocational training committees (CPNEF)

The CPNEF were created by employers and unions under the National Inter-professional Agreement on job security of 10th February 1969. Initially, their role was to work on the redeployment of employees made redundant for economic reasons, but their scope rapidly widened to vocational training. Today, the role of the CPNE is:

- a) to produce recommendations on employment and training;
- b) to study quantitative and qualitative trends in employment. For this purpose, they generally rely on work by the Employment and Qualifications Observatories;
- c) to make decisions on identifying priorities for training and defining specific sectoral qualifications (¹⁰⁴). It is in this capacity that certain branches have delegated to their CPNEs the responsibility for creating, if necessary, their own Vocational Qualification Certificates (*CQP - Certificats de*

(¹⁰³) The French national accreditation framework, towards the European lifelong learning accreditation framework. CNCP. October 2010

(¹⁰⁴) CPNEF-SV Commission Paritaire Nationale Emploi Formation Spectacle Vivant
<http://www.cpnefsv.org/nav:cpnefsv-missions>

qualification professionnelle) (¹⁰⁵). It should also be noted that it is the CPNEs, and not the professional branches, that can request that a CQP should be registered with the RNCP (see § 3.3) (¹⁰⁶).

3.2.2. The qualifications and employment prospective observatories (OPQM)

The 2004 law on lifelong learning and social dialogue makes the creation of a 'qualifications and employment prospective Observatory' (OPQM) compulsory for each industrial sector. These bodies generally produce three main types of output:

- a) studies on topics associated with the management of jobs and skills in the sector (diversity and gender equality, training, aged management, skills replacement, etc.);
- b) statistical databases (on sectoral economics, jobs and workforce, basic or lifelong training, etc.);
- c) job maps or directories (job descriptions, job lists, etc.).

The purpose of the OPMQ is to:

- help companies defined their training policies and employees to draw up their career objectives; and
- provide the CPNEs with research they can use to investigate qualitative and quantitative trends in employment and qualifications, in order to decide on training priorities. This is the framework within which the work of the OPQMs can be used by the Professional Consultative Committees (CPC) or the Joint Employment and vocational Training Committees (CPNE) to identify the branch's qualification development requirements (¹⁰⁷).

Professional organisations are free to implement the method that suits them best to develop their certifications. However, in March 2012, the Joint National Committee for Professional Training (CPNFP) published a 'methodological guide for use by the CPNE' for the creation of professional qualification certificates (CQP). The proposed approach is to:

- conduct a study to confirm the relevance of creating the CQP;
- draw up activity and qualification (and possibly training) lists;
- develop tools and procedures for assessing applicants; and
- formalise the process for implementing the different stages leading to the

(¹⁰⁵) Collective bargaining in 2012. Ministry of Employment <http://travail-emploi.gouv.fr/actualite-presse,42/dossiers-de-presse,2141/bilan-de-la-negociation-collective,16475.html>

(¹⁰⁶) Procédure de demande d'enregistrement au RNCP <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Enregistrement-sur-demande>

(¹⁰⁷) Report on forward surveys on professions and qualifications. Céreq. 2012

acquisition of the CQP (¹⁰⁸).

3.3. The national register of vocational certifications

Since 2002, all professional qualifications recognised by the State and the social partners, at national level, have been registered in the national register of vocational certifications (*Répertoire national des certifications professionnelles* - RNCP). As a single reference source, the RNCP provides individuals and companies with up-to-date data on professional qualifications. It includes public and private qualifications, based on initial and continuing vocational training, provided that they are vocational in nature. This means that the RNCP does not include general qualifications such as the national *brevet* qualification, general qualifications (baccalaureates or doctorates) (¹⁰⁹). The RNCP is managed by the national committee of the vocational certification (CNCP - *commission nationale de la certification professionnelle*), a body accountable to the Ministry Responsible for Vocational Training (¹¹⁰). The RNCP is a centralised repository of competences. The RNCP includes three categories of certification:

- vocational qualifications and degrees awarded on behalf of the State, developed by ministries with the support of Joint Consultative Committees (CPC). These qualifications are legally registered in the RNCP;
- certificates of professional qualification (CQP), developed by and under the responsibility of the social partners. These qualifications are not automatically registered in the RNCP. The professional body concerned must make a request (by filing an application form), which is subject to CNCP approval;
- other vocational qualifications, described as ‘qualifications voluntarily registered with the RNCP’, produced by training organisations, professional bodies and ministers without CPC backing. The registration of qualifications in the RNCP is subject to approval by the CNCP.

Qualifications in the register are nationally recognised. Vocational qualifications and diplomas are classified by field of activity and level of qualification. It should be noted that private training organisations have no obligation to register their professional qualifications in the RNCP, provided that they do not use terms in the description such as ‘*licence*’, ‘*master*’ or ‘*diplôme*’

(¹⁰⁸) <http://www.fpspp.org/portail/portal/action/SimpleDownloadActionEvent/oid/00q-00001p-04e>

(¹⁰⁹) The French national accreditation framework, towards the European lifelong learning accreditation framework. CNCP. October 2010

(¹¹⁰) <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Commission>

d'État'⁽¹¹¹⁾.

⁽¹¹¹⁾ *Commission nationale de la certification professionnelle Rapport au Premier ministre, 2015*
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CHAPTER 4.

Promoting participation in VET

At national level, education and training policies are supported by a set of policies ⁽¹¹²⁾ with three priorities:

- providing professionals and the public with the resources/tools they need to make decisions about their education and career choices;
- giving every citizen, whatever their age and status, clear, objective and accessible information about careers and training opportunities, and the qualifications they need to access these careers, and the organisations that provide such training; and
- promoting the development of vocational training, jobs and skills by offering specific financial incentives to companies and professional organisations.

4.1. Lifelong career guidance

Guidance is an important stage in deciding one's career. The framework training law of 24 November 2009 including the principle of a universal and lifelong right to career guidance created a public career information and guidance service (SPO - *service public de l'orientation*). Today, everyone has the right to career information, advice and guidance.

This career information and guidance service has two main components:

- an online 'guidance for all' service at www.orientation-pour-tous.fr combined with a telephone scheme (single national number 08 11 70 39 39);
- local career information and advice services based on regionally approved partnership agreements backed by the Regional Council.

The right to career guidance depends on different organisations and instruments, depending on age and individual status.

4.1.1. Career guidance for young learners

Several schemes are implemented to help students in initial vocational training to discover different professions and the world of work, providing information on the professions, training leading to it and the business sector. Throughout secondary education, an individualised vocational guidance service is offered to every

⁽¹¹²⁾ law of 24 November 2009; 2013 law on reforming schools; Circular No 2016-053 of 29 March 2016 http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100542; *circulaire n° 2016-055 du 29-3-2016* http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100538

learner.

The 2013 law on reforming schools foresees the implementation of a new information and guidance tool (*Le parcours d'information, d'orientation et de découverte du monde économique et professionnel*) ⁽¹¹³⁾ presenting the labour market to all students of lower secondary education (age 11-15, 6th to 9th grades of the national school system).

In order to provide career guidance service for young people, there are dedicated structures such as Onisep (*office national d'information sur les enseignements et les professions* - national office for education and career information) or CIDJ (*centre d'information et de documentation jeunesse* - youth information and documentation centre).

A support programme has been set up. for pupils and their families to inform and guide them on education choices and ensure a smoother transition from lower secondary general programmes to the vocational high school ⁽¹¹⁴⁾.

4.1.2. Career guidance for adults, employees or jobseekers

The public lifelong career guidance service guarantees a universal access to free, full and objective information on careers, training, qualifications, outlets and pay scales and access to high-quality, network-based career advice and support services.

To guarantee this right to career information and guidance for everyone, systems are provided both within and outside companies: compulsory professional development interviews every two years in companies, career development interviews, career assessment reports, appraisals, etc., all of which are used to evaluate career prospects. These career guidance services are provided by career information and guidance bodies such as local support services, career advice institutions, employment and training centres, the *Pôle emploi*, the joint collecting bodies, etc.

In 2013, a 'professional development counselling service' (CEP - *conseil en évolution professionnelle*) was created. Its objective is to assist the career development and security for all individuals engaged into working life. The CEP provides information on the work environment and the evolution of jobs in the territory, on the necessary skills to acquire and develop, and on the available training schemes. This free counselling service is implemented within the framework of the SPO (public career information and guidance service).

⁽¹¹³⁾ <http://www.education.gouv.fr/cid83948/le-parcours-avenir.html>

⁽¹¹⁴⁾ Circular No 2016-053 of 29 March 2016
http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=100542
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Counselling is provided by the five national operators and by regional operators appointed by the Region. It helps, throughout the working life of the individual to improve the individual's ability to make his own career choices and evolve professionally, including by increasing his abilities, skills and qualifications.

4.2. Information on employment and training

Career guidance assumes the availability of clear, comprehensible, accessible and objective information on jobs, the qualifications needed to do them, the training courses available to access them, the bodies that provide such training and the recruitment needs of companies. Lifelong access to such information, both nationally and locally, is a key factor in the success of each person's career experience. This information is provided by numerous public and private structures.

4.2.1. At national level

Job-related information

Public bodies produce quantitative and qualitative studies on employment and training: *France Stratégie* ⁽¹¹⁵⁾, the Centre for studies and research on certifications (*centre d'études et de recherches sur les qualifications* - Céreq), the centre for employment research (*centre d'études de l'emploi*- CEE), the national institute for statistics and economic research – INSEE, the research and statistics management department (*La direction de l'animation de la recherche, des études et des statistiques* – Darès). The purpose of this research is to support public debate and to assist public authorities and VET stakeholders in developing and implementing policies on vocational and educational training at national and regional level. ministries and social and economic actors in the development of employment, the labor market, vocational training and technology and company policies (See also the qualifications and employment observatories (OPMQ) § 3.2).

The national online 'career guidance for all' platform www.orientation-pour-tous.fr, is run by the *Centre Inffo* in partnership with the main support, information and guidance providers, i.e. the different ministries, the regions, the professional bodies, the CARIF-OREF, *Pôle emploi*, Onisep (national office for education and career information) or CIDJ (youth information and documentation centre). With real-time data, this platform provides information on careers, jobs, training courses, events, and includes videos and personal stories. It offers more than 2 000 job descriptions, 200 000 basic education and lifelong learning courses, a

⁽¹¹⁵⁾ <http://www.strategie.gouv.fr>

directory of approved structures, practical information on schemes, entitlements and procedures.

Information on training sources

Such information is subject to new requirements for clarity and visibility. Since May 2012, the Government has published a list of registered and approved training structures: <https://www.listeof.travail.gouv.fr/>

Similarly, the OPCA (approved joint collection bodies) are obliged to publish the list of providers with whom they work.

4.2.2. At regional and subregional level

Carif – Training management, resource and information centres

These Centres provide information in all the regions on training options and entitlement and access to training; they assist local information providers in their role of providing information, guidance and support and training. By producing, collecting and sharing useful information on employment and training, they help the public, as well as training providers and operators, to understand and implement the right tools and systems for each situation.

Oref – Regional employment and training observatories

These organisations provide regionally based systems for analysis and research on the relationship between employment, training and qualification requirements. Using data provided by their national and regional partners, they conduct research and provide expertise in order to anticipate economic changes and adjust skills to the forthcoming employment needs. Their scope of observation relates to training needs, job trends, the link between employment and training, sectoral approaches, professional mobility, economic development.

4.3. Financial incentives and support

Development of training is also fostered by public and private initiatives that seek to support evaluation, forecasts and initiatives relating to training processes.

4.3.1. Public subsidies

The government provides public subsidies for companies, primarily small and very small companies, and for professional organisations, to promote training, employment and skills. The purpose of these subsidies varies:

- Advice and evaluation: direct subsidies can be granted to companies to fund the cost of a consultant to assess and/or advise the company on its human

resource management policies and training plans, and to facilitate the future management of jobs and skills;

- Training and employment: direct subsidies can be given to companies aiming either to support a particular and exceptional educational effort designed to resolve an identified employment problem or a mismatch of skills, or to provide equal access to training and employment;
- Subsidies can also be granted to professional or inter-professional bodies in order to anticipate and support a change in jobs and skills.

Some companies may also receive tax deductions to offset the loss of income occasioned by the time spent in training by a top executive and to encourage such training.

In addition, there are numerous regional or government subsidies to encourage work study contracts, a major priority of public youth employment policy.

The three main subsidies are :

- a one-off lump sum payment made by the region, under certain conditions, to employers who take on an apprentice;
- the internship bonus, a subsidy granted to companies employing 250 people or more, which go beyond the minimum threshold for employees on work study contracts;
- In addition to these subsidies, apprenticeship contracts are fully or partially exempt from social security charges, the costs of training apprentice supervisors are included in the legal training costs, and specific subsidies are granted for the recruitment of apprentices with disabilities. As an example, wages paid in 2016 under an apprenticeship contract are exempt up to €17 599 ⁽¹¹⁶⁾

4.3.2. The role of OPCAs

Since 2009, the approved joint collecting bodies (OPCA - *organismes paritaires collecteurs agréés*- approved joint collection bodies) have been granted new tasks:

- to contribute to the development of professional training and apprenticeship ;
- to inform, educate and support companies in defining their vocational training needs;
- to contribute to the identification of skills and qualifications that companies require and to the definition of collective and individual needs ;
- to ensure the quality of the training, including the fight against therapeutic and sectarian abuse.

⁽¹¹⁶⁾ <https://www.service-public.fr/particuliers/vosdroits/F11249>

To carry out these roles, OPCAs provide locally services to small and very small companies. They can contribute to the funding of qualification management and cover the costs of assessing training needs.

All these policies and measures are designed to give young people and adults a strong basis for training and employment decisions and to reflect on their long-term life needs.

They also help to construct a society of dynamic knowledge within the framework of the Lisbon strategy for economic development, efficient employment markets, professional and geographical mobility, and social cohesion and equity.

ANNEX 1

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<http://www.orientation-pour-tous.fr/>

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Mon compte formation

Ministère du travail, de l'emploi, de la formation professionnelle et du dialogue social

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Ministère du travail, de l'emploi, de la formation professionnelle et du dialogue social

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L'orientation professionnelle en période d'instabilité : une interaction de bénéfices économiques, sociaux et individuels

CEDEFOP

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<http://travail-emploi.gouv.fr/IMG/pdf/2014-048.pdf>

List of abbreviations

ACSE	Agence nationale pour la cohésion sociale et l'égalité des chances [National Agency for Social Cohesion and Equality of Opportunity]
AFPA	Association pour la formation des adultes [National association of adult vocational training]
Bac général	General Baccalaureate
Bac professionnel	Vocational Baccalaureate
Bac technologique	Technological Baccalaureate
BEP	Brevet d'études professionnelles [Vocational studies Certificate]
BEPA	Brevet d'études professionnelles agricoles [professional diploma in agricultural studies]
BMA	Brevet des métiers d'art [Art's profession certificate]
BP	Brevet professionnel [Vocational Certificate]
BTM	Brevet technique des métiers [Profession's technical certificate]
BTS	Brevet de technicien supérieur [Advanced Technician Certificate]
BTSA	Brevet de technicien supérieur agricole [advanced agricultural technician diploma]
CAP	Certificat d'aptitude professionnelle [Professional skills Certificate]
CAPA	Certificat d'aptitude professionnelle agricole [Professional skills Certificate in agriculture]

Carif	Centre d'animation, de ressources et d'information sur la formation [Training management, resource and information centres]
CBC	Congé de bilan de compétences [Skills audit leave]
CEC	Cadre européen de certification
EQF	European Qualifications Framework
CFA	Centre de formation des apprentis [Apprentice Training Centre]
CIDJ	Centre d'information et de documentation jeunesse [youth information and documentation centre]
Cite / Isced	Classification internationale type de l'éducation [International Standard Classification of Education]
CNCP	Commission nationale de la certification professionnelle [National Committee of Vocational Qualification]
CPC	Commission professionnelle consultative [Professional Consultative Committee]
CPNEF	Commission paritaire nationale de l'emploi et de la formation professionnelle [National Joint Employment and vocational training Committee]
CPRDF	Contrat de plan régional de développement de la formation [regional training development planning contract]
CQP	Certificats de qualification professionnelle [certificates of professional qualification]
CTI	Commission des titres d'ingénieur [Engineering qualification committee]
CUI	Contrat unique d'insertion [Single integration contract]
CVAE	Congé de validation des acquis de l'expérience [work experience accreditation leave]
DIF	Droit individuel de formation [individual training right]

DUT	Diplôme universitaire de technologie [University Technological Diploma]
EFP / VET	Éducation et Formation professionnelles [Vocational Education and training]
EPSCP	Etablissements publics à caractère scientifique, culturel et professionnel [Public scientific, cultural and professional establishments]
OPCA	Organismes paritaires collecteurs agréés [Approved joint collecting bodies]
OPMQ	Observatoires prospectifs des métiers et des qualifications [Qualifications and employment prospective's observatories]
Oref	Observatoire régional de l'emploi et de la formation [Regional employment and training observatories]
RNCP	Répertoire national des certifications professionnelles [National Register of Vocational Certifications]
SPRO	Service public régional de l'orientation [regional public utility of lifelong guidance]
VAE	Validation des acquis de l'expérience [work experience accreditation]