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The thematic perspectives series complements the general information on vocational education and training (VET) systems provided in 'VET in Europe' reports. The themes presented in the series feature high on the European agenda.

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Table of contents

1. Introduction	4
1.1. School-based path	5
1.2. Apprenticeship path	6
2. Teaching and training professionals in school-based settings.....	6
2.1. Initial training of teachers	7
2.2. CVET for teachers.....	9
2.3. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers' CPD	10
3. Apprentice tutors and trainers in companies (work-based settings)	12
3.1. Training of trainers in apprenticeship centres	12
3.2. Training of apprenticeship mentors	13
4. Conclusion	15
ANNEX 1. French IVET system	17
ANNEX 2. Public upper secondary teaching staff and teachers who have not passed a competition	18
ANNEX 3. Education academies in 2016.....	20
ANNEX 4. Data on teachers' CPD – 2013/14	21
ANNEX 5. Extracts from the national report on actions taken by <i>Ingénieurs pour l'école</i> , 2013.....	23
Glossary.....	25

1. Introduction

Under its 'Europe 2020' jobs and growth strategy, the European Union has set five ambitious objectives – on employment, research and innovation, climate change and energy, education and social inclusion and poverty reduction – to be reached by the end of the decade. The Bruges Communiqué ⁽¹⁾ sets out strategic and short-term objectives for 2011-20. Among other ideas, participating countries should actively encourage vocational education and training (VET) providers to collaborate with innovative enterprises, design centres, the cultural sector and higher education institutions in forming 'knowledge partnerships'. To promote excellence, quality and relevance to the labour market of both initial vocational education and training (I-VET) and continuing vocational education and training (C-VET), I-VET should be made an attractive learning option. In parallel, initial and continuing training for teachers and trainers should continue to be improved.

As a reflection of that, in France, the National Pact for Growth, Competitiveness and Employment ⁽²⁾ considers the training of young people and employees, key to competitive leverage. The concrete measures in the pact include strengthening the role of businesses in technical and vocational training and promoting the employment of young apprentices in small- and medium-sized enterprises (SMEs). The goal is to combat unemployment among young people and encourage their entry into the job market, with fresh momentum given to apprenticeships. To increase the value of apprenticeships, a mobilisation plan for apprenticeships and training for job seekers has been set up for the 2015 academic year ⁽³⁾. All these are part of the 'battle' against youth unemployment, which is a focal point of the employment policy in France. The drop (of 3.1%) in apprentices between 2013 and 2014 also needs to be tackled ⁽⁴⁾. Reforms have also been introduced in the last five years to simplify the rules on apprenticeships and to increase financial support for businesses that accept apprentices. Accordingly, an initiative was set up in 2015 for financial support paid by

⁽¹⁾ Communiqué of the European Ministers for Vocational Education and Training, the European Social Partners and the European Commission, meeting in Bruges on 7 December 2010 to review the strategic approach and priorities of the Copenhagen process for 2011-2020:

http://ec.europa.eu/education/policy/vocational-policy/doc/brugescom_en.pdf

⁽²⁾ For more information <http://www.economie.gouv.fr/ma-competitivite/pacte-national-croissance-competitivite-emploi>

⁽³⁾ <http://www.gouvernement.fr/sites/default/files/liseuse/4205/master/index.htm>

⁽⁴⁾ Statistical benchmarks and references 2015
http://cache.media.education.gouv.fr/file/2015/66/6/depp_rers_2015_apprentis_454666.pdf

the State to micro-enterprises that take on an apprentice ⁽⁵⁾. Furthermore, the *Fondation Innovations Pour les Apprentissages* (FIPA) ⁽⁶⁾ (Innovations for Apprenticeships Foundation), was set up in April 2015 to support the development of work-linked, alternance training in any form by involving business, and to support innovation for developing apprenticeships in particular.

Digital technology must also play an increasingly important role in the training of young people, and in 2015 France set up a 'Digital Plan for Education' with a view to testing out new forms of teaching and learning using digital technology.

In the French training system (see Annex 1), initial training ⁽⁷⁾ covers the school path and the apprenticeship path, both of which are split into three broad levels, but only two are vocational:

- (a) Upper secondary education;
- (b) and higher education.

1.1. School-based path

Upper secondary education is provided for three years (pupils of 15 to 18 years old) at schools for that purpose (*lycées*). It comprises three training paths: general, technological and vocational. That's why there are three categories of secondary school teachers for the paths (upper secondary teacher, technological paths teacher and another which will be discussed in this article, *lycée professionnel* teacher). Lessons are given in *lycées* and, at *lycées professionnels* (vocational) in particular, for vocational purposes. Vocational *lycées* set students up for a profession in conditions close to those of the workplace and prepares them for the vocational Baccalaureate, a three-year course (see Annex 1).

Higher education comprises two co-existing sectors: universities, public establishments which do not have selection processes; and a non-university sector made up of *grandes écoles*, higher education establishments which are only accessible via very competitive entrance competitions, and preparatory classes for those establishments. Training of higher education (universities and *grandes écoles*) teachers will not be

⁽⁵⁾ Decree of 29 June 2015
<http://legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000030813008&dateTexte=&categorieLien=id>

⁽⁶⁾ <http://travail-emploi.gouv.fr/actualite-presse,42/breves,2137/creation-de-la-fondation,18635.html>

⁽⁷⁾ Vocational education and training : the French system, ReferNet France, Centre Inffo, 2014
http://www.centre-info.fr/refernet/IMG/pdf/VET_in_Europe_Country_report_2014.pdf

addressed in this study, as it is subject to rules specific to each sector and participants come from wide-ranging backgrounds (vocational, *Maîtres de conférences* – tenured lecturers who have passed a competition, upper secondary education teachers who have been assigned to higher education, and so on).

To respond to national objectives, teachers and trainers, particularly those from vocational paths, are encouraged to take advantage of measures in both initial training – to access the profession – and continuing training – to keep their knowledge up-to-date and take account of innovations. At the same time, the State is contending with a need to recruit teachers. For that reason, various reforms have been introduced since 2013 ⁽⁸⁾ regarding, above all, the initial training of secondary school teachers.

1.2. Apprenticeship path

Apprenticeship ⁽⁹⁾ offers a training path based on sandwich teaching, and is designed to provide 16 to 25-year-olds with general, theoretical and practical training, with a goal of obtaining a vocational certification. During the apprenticeship contract, the young person has apprentice status, i.e. he/she is both a salaried employee and a pupil in a CFA (*centre de formation d'apprentis*: apprentice training centre). Training leads to a vocational or technological education certification.

The study addresses vocational path teachers and trainers in initial training, and it focuses on the training of teachers at *lycées professionnels* and trainers and tutors who are involved in the apprenticeship contract. The training of teachers is subject to specific rules and is at the heart of both recent and future reforms to the French initial training system.

2. Teaching and training professionals in school-based settings

Initial and continuing training of teachers is managed and financed by the Ministry of National Education, Higher Education and Research, either directly or through the national education administrative units (*académies*). The ministry sets the recruitment rules, teacher training programmes and granting of funds for the entire country.

⁽⁸⁾ Law of 8 July 2013 – guidance and planning for the restructuring of the French school system: <http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027677984>

⁽⁹⁾ Apprenticeship-type schemes and structured work-based learning programmes, ReferNet France, Centre Info, 2014 http://www.centre-info.fr/refernet/IMG/pdf/Apprenticeship-type_schemes.pdf

2.1. Initial training of teachers

A specific category of secondary education teacher works in a vocational lyceum (*lycée professionnel*): vocational *lycée* teachers ⁽¹⁰⁾. They train pupils taking the vocational path and teach in their respective discipline.

A national competition (entrance examinations) has been set up for those wishing to become a vocational lyceum teacher: the CAPLP (*concours d'accès au corps des professeurs de lycée professionnel*: competition to become a vocational *lycée* teacher). There is an external competition, which requires various qualification-related conditions to be met, and an internal competition for existing teaching staff (i.e. teachers of general or technical disciplines) or civil servants (requirements according to the status, seniority etc.) ⁽¹¹⁾.

To take part in the external competition, candidates must demonstrate:

- (a) either a level of qualification in the subject to be taught: general subjects (modern languages-humanities, mathematics and so on), 'technical' subjects (economics, management, and so on), or vocational subjects (woodwork, floristry, and so on);
- (b) or, for 'theoretical' general subject teachers, a qualification specific to preparing for teaching professions, in the subject to be taught. The level generally expected is 'Master's' level (see Annex 1);
- (c) and a number of years of professional practice (five or seven years) in the relevant profession.

Successful candidates (see Annex 2) are appointed as 'trainee vocational lyceum teachers' and are assigned to an *académie* (a term actually used to refer to a specific geographical area, see Annex 3). Under the *académie*, they carry out a part-time traineeship for one year in which they teach at an education establishment. During the school year, they also receive support (courses taught) and undertake training periods in teaching profession and education Colleges (*Écoles supérieures du professorat et de l'éducation*).

At the end of the traineeship, the period is evaluated by a jury, whose members are chosen from members of inspection bodies and secondary school and higher

⁽¹⁰⁾ Decree of 6 November 1992 regarding the specific status of vocational *lycée* teachers: http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=C4052509A6E201E13EC3F811AC A7380A.tpdjo03v_2&dateTexte=?cidTexte=JORFTEXT000000528079&categorieLien=cid

⁽¹¹⁾ Decree of 6 November 1992 regarding the specific status of vocational *lycée* teachers: http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=C4052509A6E201E13EC3F811AC A7380A.tpdjo03v_2&dateTexte=?cidTexte=JORFTEXT000000528079&categorieLien=cid

education teachers. The evaluation is based on a skills framework ⁽¹²⁾. That framework sets the skills that the teacher has to acquire throughout his/her career and the minimum skills to be acquired during the year of traineeship (status of trainee teacher).

Box 1. Examples of skills to be acquired by the teachers (see footnote 12):

- master the French language within the framework of its teaching;
- share the values of the Republic;
- integrate the elements of the digital culture, necessary for the exercise of its job/profession

Once they have passed the evaluation, trainees become teachers (civil servant status and the title of *professeur titulaire*).

This post-competition path was established in a 2013 law ⁽¹³⁾ with the intention of making teachers' initial training more practical, oriented to actual conditions of the profession and based on real-life experiences. The work placement concerns all teachers who have passed the competitive examination. As stated above, in parallel to the practical part-time traineeship, all trainee teachers who have passed the CAPLP competition receive theoretical education for a year in teaching profession and education Colleges (*Écoles supérieures du professorat et de l'éducation* – ESPE), that were set up by the same law. ESPE replace the previous structure, i.e. the University institutes for the teachers training (*Instituts universitaires de formation des maîtres* – IUFM). This new structure provides various Master's-level training courses to learn the teaching trade (teaching disciplines, pedagogical approaches, use of digital technology, practical placements, and so on). ESPEs are accredited by the Ministry of National Education, Higher Education and Research ⁽¹⁴⁾.

⁽¹²⁾ Decree of 1st July 2013 on the professional skills framework for teaching and education professions:
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027721614&dateTexte=&categorieLien=id>

⁽¹³⁾ Law of 8 July 2013 – guidance and planning for the restructuring of the French school system:
<http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=?cidTexte=JORFTEXT000027677984&dateTexte=&oldAction=rechJO&categorieLien=id>

⁽¹⁴⁾ Decree of 27 August 2013 setting the accreditation procedures for *Écoles supérieures du professorat et de l'éducation*:
<http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=?cidTexte=JORFTEXT000027905289&dateTexte=&oldAction=dernierJO&categorieLien=id>

It is worth mentioning here that, in practice, particularly given the need to recruit teachers, educational institutions may call on professionals who are not teachers and have not passed the CAPLP to teach specific subjects, particularly vocational subjects (woodwork, leather craft, and so on). Their significant vocational experience and knowledge are therefore the main principles and a major reason for their recruitment (see comments in Annex 2). Those establishments may, like any other business, contact the French employment agency (*Pôle emploi*) directly to post a job offer.

Lastly, another initial training procedure exists for some: the ‘teacher apprentice students’ (*étudiants apprentis professeurs*) scheme, which replaced a similar support scheme called ‘future jobs for teachers’ (*emplois d’avenir professeurs*) at the start of the 2015 academic year. The scheme is designed for students who start their university studies (pre-Master's) coming from disadvantaged backgrounds and planning to go into teaching. It should enable future recruitment needs to be met by targeting specific disciplines or *académies* (geographical areas) which still do not have enough applicants. It offers students real training in classes from a tutor-teacher: observation time, collaboration on classes and complementary teaching practices to gradually train students in the teaching profession. It works as a foundation-level training scheme that enables students from disadvantaged backgrounds to prepare better for the competitive examination (CAPLP) and for working life as a teacher in general.

2.2. CVET for teachers

Secondary school teachers in general as well as vocational lyceum teachers may benefit from continuing training schemes. Schemes are not obligatory; rather, teachers may apply for training. Every year the Ministry of Education prepares a National Training Plan (PNF: *plan national de formation*), which sets out guidelines, the priorities and the ongoing training schemes for continuing training of state education staff. It is implemented by the Directorate General for School Education (*Direction générale de l’enseignement scolaire*), the Directorate for Digital Technology in Education (*Direction du numérique pour l’éducation*) and the National College for Education Management, Higher Education and Research (*École supérieure de l’éducation nationale, de l’enseignement supérieur et de la recherche*).

Available training provision includes:

- (a) information days, assistance with reforms and education policy;
- (b) vocational training of main players (teachers, trainers, executive managers, schools inspectorate, etc.) and training of resource or contact persons;
- (c) events involving the Ministry of National Education. National events enable major educational and teaching issues to be addressed.

It is envisaged that ESPEs (see Section 1.1) will participate more and more actively in the continuing training of secondary school teachers.

Training in teaching ‘digitally and using digital technology’⁽¹⁵⁾ is a national priority, which has resulted in a pro-active policy to produce resources which bring digital technology into play, in addition to resources for training. A ‘digital technology plan’ is also being prepared at national level using various measures in that area⁽¹⁶⁾.

At regional level, *académies* training plans (PAF: *plans académiques de formation*) are devised to provide support as close as possible to all staff. PAF development is based on collection and analysis of training needs in accordance with the plans of each *académie* and staff expectations. National training priorities are also reflected in the plans according to the requirements of each *académie*. The PAF enables staff to adapt to new requirements in their profession and update their knowledge throughout their career. Once the PAF is developed, teachers can register for informational or training sessions, and school principals can also offer training to their teachers.

Under the PAF, initiatives have been set up such as the creation of the ‘M@gistère’⁽¹⁷⁾ platform in 2013. It is an interactive continuing training scheme designed for teachers which adds to the existing training range.

Teachers may apply for open training courses as part of the PAF, which are also run and financed by the State (see data in Annex 4).

2.3. Cooperation and partnerships between the world of education and the world of work in support to teachers and trainers’ CPD

France has a Centre for Studies and Research on Partnerships with Businesses and Professions⁽¹⁸⁾ (Cerpep: *Centre d’Études et de Recherches sur les Partenariats avec les Entreprises et les Professions*) which offers continuing training in cooperation with businesses and other organisations. Training may take the form of immersion placements for teachers and other education staff. The structure provides, among others:

- (a) short immersion placements in a business, public organisation, foundation or association for one to five days in France or elsewhere in Europe;
- (b) ‘Themed days’ with partners from the business community;

⁽¹⁵⁾ Circular no 2015-087 of 5 June 2015:
http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=89831

⁽¹⁶⁾ See <http://www.gouvernement.fr/action/l-ecole-numerique>

⁽¹⁷⁾ Circular no 2013-123 of 13 August 2013:
http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=73295

⁽¹⁸⁾ <http://eduscol.education.fr/pid31532/stages-cerpep-de-formation-en-milieu-professionnel.html>

- (c) 'tailor-made placements', which teachers themselves find and negotiate with an organisation in line with their courses.

Above all, the placements enable teachers to inform their pupils about professions and jobs and to adapt their teaching methods to developments in the business world. It should be noted that the decision to participate in Cerpep training lies with the *académie* and the relevant management staff. The main sources of funding come from the State.

Furthermore, teachers may decide to organise a *Mini-entreprise* ⁽¹⁹⁾ programme in their class for the pupils' benefit. Mini-enterprises enable secondary school students to start on technological and vocational paths to creating a business. They develop a product or service, with a view to marketing it. Depending on the *académie*, a PAF training scheme may be used for teachers planning a mini-enterprise to learn about suitable tools and methods.

The IPE (*Ingénieurs pour l'école: Engineers for schools*) ⁽²⁰⁾ scheme is worth mentioning. It takes engineers and managers from their businesses and assigns them to *académies* for a renewable period of between one and three years so that the educational system can make use of their vocational experience. IPEs continue to be salaried employees at their business and rejoin it at the end of their appointment at an *académie*. They foster, for example, partnerships with the business world (creating professions and qualifications campuses ⁽²¹⁾), encouraging businesses to take on teachers under the Cerfep scheme, and so on). Teachers also build on their own knowledge of the professional world and its challenges through the scheme. In 2013, 52 engineers and managers from major businesses participated in the IPE scheme in 23 *académies*. Those 52 IPEs (full-time equivalents) amount to 623 months of activity in *académies* (see Annex 5).

⁽¹⁹⁾ Partnership between the Ministry of National Education and the association *Entreprendre pour apprendre-France*. http://cache.media.eduscol.education.fr/file/Partenariat_professionnel/23/1/accordEPA_115231.pdf

⁽²⁰⁾ Agreement of 31 October 2014: http://www.education.gouv.fr/pid25535/bulletin_officiel.html?cid_bo=88023

⁽²¹⁾ Innovation In VET – France; The Example of the Campuses of Professions and Qualifications, Centre Info, 2014. <http://www.centre-info.fr/refernet/?innovation-dans-formation-initiale>

3. Apprentice tutors and trainers in companies (work-based settings)

With regard to apprenticeships, trainers involved in theoretical in-class training are ‘teachers at apprentice training centres’, and in-company tutors are called ‘apprenticeship mentors’.

Box 2: Governance of apprenticeships in France

In France, apprenticeships are managed by the ministries of education and employment, by the Regions which have full jurisdiction in the area, and by social partners. However, large networks are essential in the management and development of apprenticeships, particularly for the vocational training of CFA trainers and in-company apprenticeship mentors. Networks include the consular chambers (*Chambres consulaires: Chambres de commerce, d'industrie et de services, d'agriculture ou des métiers*), the Building and Public Works Apprenticeships Consultation and Coordination Committee (*Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics – CCCA-BTP network*), the automotive services branch, the rural training centres (*Maisons familiales rurales – MFR*).

3.1. Training of trainers in apprenticeship centres

In France, theoretical training of apprentices takes place in Apprentice Training Centres (CFAs: Centres de formation d'apprentis), which:

- (a) provide young people who have received an apprenticeship contract with general technological and practical training to supplement and link to in-company training, with a view to developing a wider set of social competences but also knowledge of their rights;
- (b) ensure coherence between the training that they provide and the training provided at the company, above all by coordinating cooperation between trainers and apprenticeship mentors (see Section 2.2).

The CFA provides general, technical, theoretical and practical teaching.

There is no competition to become a CFA teacher; the training centre does its own recruitment, and candidates should apply directly to the centre. The agreement establishing a CFA sets out its administrative, teaching and financial organisational procedures: the method for recruiting staff, the number of apprentices that it can take on, qualifications offered, its coverage area, training methods and financing arrangements.

Thus every CFA establishes its own recruitment rules, but there are still some essential pre-requisites laid down by law ⁽²²⁾ to become a CFA teacher. Applicants must:

- (a) for general teaching roles: demonstrate a qualification equivalent to that required for a similar post in a public establishment;
- (b) for technical, theoretical and practical teaching roles:
 - (i) demonstrate a relevant qualification that is at least at the same level of the qualification that the CFA apprentices are working towards;
 - (ii) and have several years of vocational experience in the relevant specialty (at least 2 years over the previous 10 years). It is advantageous for a candidate to have already been an apprenticeship mentoring a company or to have supervised teams.

CFAs may offer successful applicants training suited to the needs of the new trainers, for example, on pedagogy or the supervision of apprentices.

There are no specific provisions on continuing training for CFA trainers. Rules are specific to each establishment.

3.2. Training of apprenticeship mentors

An apprenticeship mentor (*maître d'apprentissage*) must be appointed for apprenticeship contract. That person is responsible for training the apprentice, takes on the role of in-company tutor and is tasked with contributing to the acquisition by the apprentice of skills in the company for the certification or, where relevant, diploma followed, in conjunction with the CFA.

The apprenticeship mentor may be the head of a company or a salaried employee.

Regulations apply to the appointment of the apprenticeship mentor. That person must have the vocational skills required to guarantee a high level of training of young people ⁽²³⁾. A mentor must:

- (a) hold a qualification relevant to the vocational area in which the apprentice is following a certification and demonstrate two years' practice of a professional activity related to the certification being followed;

⁽²²⁾ Article R6233-13 of the Labour Code:
<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000019863334&cidTexte=LEGITEXT000006072050>

⁽²³⁾ Article R6223-24 of the Labour Code:
<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000021493959&cidTexte=LEGITEXT000006072050&dateTexte=20100208&oldAction=rechCodeArticle>

- (b) or have completed three years in a vocational activity relevant to the diploma or qualification being followed.

The title 'confirmed' (i.e. experienced) *maître d'apprentissage* ⁽²⁴⁾ ensures that the mentor owns the required skills linked with the certification referred to and his/her investment in the supervision and training of apprentices is valued and acknowledged. It is not obligatory to become a 'confirmed' *maître d'apprentissage*. The title may be awarded to people who can demonstrate the following:

- (a) at least five years of vocational experience;
- (b) at least two years of experience in the role of mentor, with particular regard to young people undertaking apprenticeship contracts;
- (c) tutoring and teaching skills and expertise.

The certification is awarded by the chambers (*chambres consulaires*) when a mentor is a chamber member, or otherwise by bodies created or appointed for that purpose by employer and employee organisations.

With regard to continuing training, the employer should provide the apprenticeship mentor with training to enable the latter to perform his/her task properly and monitor the development of training content for the apprentice and the content of qualifications to be acquired by the apprentice. Training funds named 'approved joint collecting bodies' (OPCAs: *organismes collecteurs paritaires agréés*) may, within the upper limits and maximum durations, reimburse expenses incurred by the company for training apprenticeship mentors. Participation in these schemes is usually brief (one-day sessions).

There are initiatives within professional sectors to demonstrate the merits of the apprenticeship mentor role. For example, in the craft industry, a *maître d'apprentissage* prize – a national competition to enhance the value of apprenticeship mentors – has been established ⁽²⁵⁾. The first competition took place in 2015 and a second has been organised for 2016 ⁽²⁶⁾. There are five categories: international mobility, exchange and transferal of experiences and/or technology, apprenticeship mentor commitment, young apprenticeship mentor and improvement of diversity.

⁽²⁴⁾ Article R6223-25 of the Labour Code:
<http://www.legifrance.gouv.fr/affichCodeArticle.do?idArticle=LEGIARTI000018523958&cidTexte=LEGITEXT000006072050&dateTexte=20100208&oldAction=rechCodeArticle>

⁽²⁵⁾ <http://www.artisanat.fr/Espaceartisans/Prixdumaitredapprentissage/tabid/491/Default.aspx>

⁽²⁶⁾ <http://www.artisanat.fr/Espaceartisans/Prixdumaitredapprentissage/tabid/491/Default.aspx>

It should be noted that, with regard to public service, a circular ⁽²⁷⁾ from April 2015 addresses the introduction of apprenticeships into the non-industrial and non-commercial public sector. It has been requested in particular that it is ensured that 'keen and available' apprenticeship mentors should be appointed and they should be offered individual support to guarantee that they perform their duties properly. Among other suggestions, the text recommends that:

- (a) mentors are familiarised with the apprentice recruitment procedure,
- (b) mentors are offered prior training on the expectations for the role,
- (c) mentors learn about the responsibilities during their working time,
- (d) exchanges are developed between maîtres d'apprentissage, and so on.

A report published in April 2015 on the introduction of apprenticeships in the public sector, stresses the importance of promoting the role of apprenticeship mentor ⁽²⁸⁾. Furthermore, a practical guide on teaching principles was published in 2015 ⁽²⁹⁾ for human resources departments in the public sector.

4. Conclusion

Initial and continuing training schemes for vocational path teachers in France vary considerably, according to whether they are for teachers at national education vocational *lycées*, trainers at CFAs or in-company apprenticeship mentors.

The rules are clearly defined for vocational *lycées* teacher, who have to pass a competition to take up the role and have access to continuing training schemes to update their knowledge or even learn about the world of business.

The rules for CFAs trainers or apprenticeship mentors, on the other hand, are more varied and differ between one structure or vocational sector and another. Professional experience and qualification conditions are, however, required under current regulations to take on the role.

The current trend is to foster as much cooperation and as many partnerships between the business and education worlds as possible. To do that, the merits of training through apprenticeships need to be demonstrated and partnerships between schools and businesses need to be formed through, for example, the *mini-enterprise* or *ingénieurs pour l'école* schemes.

⁽²⁷⁾ Circular of 8 April 2015: http://circulaires.legifrance.gouv.fr/pdf/2015/04/cir_39469.pdf

⁽²⁸⁾ <http://www.gouvernement.fr/sites/default/files/liseuse/4256/master/index.htm>

⁽²⁹⁾ http://www.fonction-publique.gouv.fr/files/files/publications/coll_outils_de_la_GRH/Apprentissage-dans-la-FPE.pdf

The trend is also evident in the creation of professions and qualifications campuses ⁽³⁰⁾, which bring together – in one place or as part of a network – vocational training stakeholders around one economic sector: vocational and multi-purpose *lycées*, apprentice training centres, training bodies, higher education establishments (including engineering schools), research laboratories and businesses.

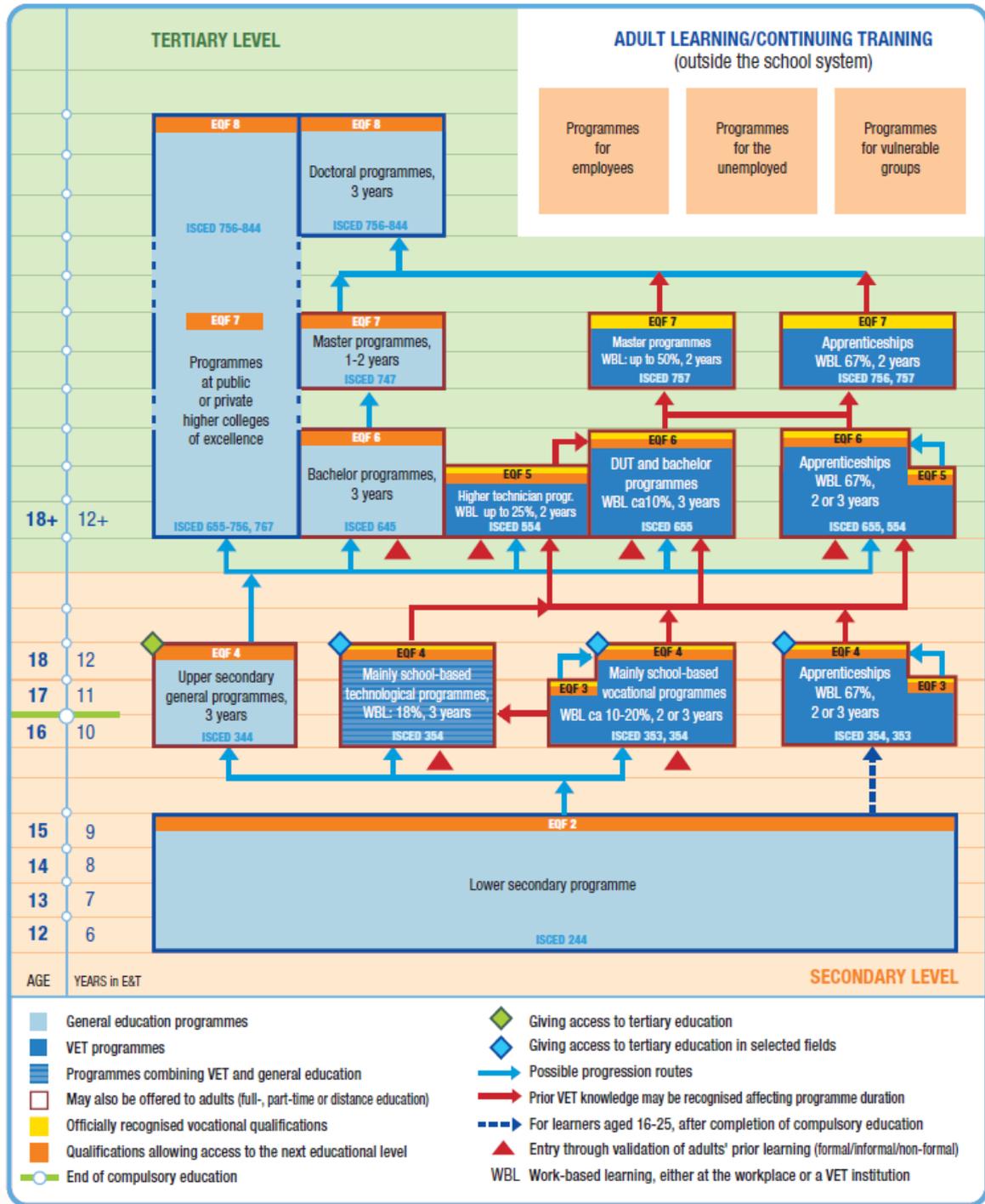
Digital technology is increasingly integrated into training programmes for young people, and teachers will more and more often be equipped to use and keep on top of that technology. The ‘digital technology plan’ was unveiled in 2015, and a call for projects enabled secondary schools to be selected to try out from the start of the 2015 academic year education and apprenticeship innovations resulting from digital technology.

Finally, a recent investigation report underlined the ‘inertia of teachers CPD’, and prescribed a ‘massive effort within the framework of a multiannual plan’ ⁽³¹⁾. The report makes a number of recommendations along the same lines as the Riga conclusions.

⁽³⁰⁾ innovation in initial and continuing training in France: The Example of professions and qualifications campuses <http://www.centre-info.fr/refernet/?innovation-dans-formation-initiale>

⁽³¹⁾ Report handed to the Senate <http://www.senat.fr/rap/r14-590-1/r14-590-11.pdf> – see p. 99.

ANNEX 1. French IVET system



Source: Spotlight on VET – anniversary edition – 2015 <http://www.cedefop.europa.eu/en/publications-and-resources/publications/4135>

ANNEX 2.

Public upper secondary teaching staff and teachers who have not passed a competition

Changes in the number of jobs, and the number of applicants who have passed a competition for public upper secondary teaching staff and teachers:

Competitions		2006	2007	2008	2009	2010	2011	2012	2013	2014
Total	Posts ^a	2 200	2 203	2 005	2 005	1 992	1 914	2 007	2 420	2 445
	Admitted ^b	2 196	2 201	2 001	1 995	1 986	1 911	2 003	2 324	2 300
Capes ^c	Posts	6 862	6 994	5 753	5 753	5 684	5 546	5 557	6 910	14 402
	Admitted	6 836	6 976	5 755	5 726	5 673	4 717	4 851	5 938	11 165
Capeps ^d	Posts	440	400	400	400	490	608	660	825	1 604
	Admitted	440	400	400	400	490	608	660	826	1 428
Capet ^e	Posts	405	325	254	254	275	318	229	513	1 051
	Admitted	405	325	254	254	275	308	227	348	812
Caplp ^f	Posts	1 818	1 728	1 538	1 538	1 644	1 669	1 632	1 767	3 308
	Admitted	1 792	1 701	1 498	1 521	1 591	1 526	1 513	1 467	2 436
All competitions	Posts	11 725	11 650	9 950	9 950	10 085	10 055	10 085	12 435	22 810
	Admitted	11 669	11 603	9 908	9 896	10 015	9 070	9 254	10 903	18 141

^a Number of posts open for recruitment

^b Admitted to the competition

^c Capes – Certificat d'aptitude au professorat de l'enseignement du second degré (secondary school teaching certificate)

^d Capeps – Certificat d'aptitude au professorat d'éducation physique et sportive (Certificate of Aptitude in Physical and Sporting Education teaching)

^e Capet – Certificat d'Aptitude au Professorat de l'Enseignement Technique (Certificate of Aptitude for Professorship in Technical Teaching)

^f CAPLP – Certificat d'aptitude au professorat de lycée professionnel (competition to become a vocational lycée teacher)

Source: RERS (*repères et références statistiques*) statistical benchmarks and references 2015 – Annual publication by the Evaluation, Forecasting and Performance Department – France
http://cache.media.education.gouv.fr/file/2015/65/8/depp_rers_2015_personnels_454658.pdf

With regard, in particular, to the CAPLP (competition to become a vocational *lycée* teacher), there are vacant jobs every year. In 2014, for the 3 308 jobs available, 2 436 successful candidates took up roles. That leaves 872 jobs still vacant after the competition.

Those jobs are mostly assigned to teachers who have not passed the competition. Those teachers are:

- (a) contract teachers recruited at *académie* level to fill vacancies or replace absent teachers;
- (b) unqualified support teachers, employed temporarily to ensure replacements and whose duties are set on the basis of those of an equivalent teacher who has passed the competition;
- (c) supply teachers, limited to 200 hours spent giving classes as a substitute per school year.

The proportion of teachers in jobs who have not passed the competition depends on the level of teaching: in 2013, they represented 7.5% of public upper secondary teachers and 11.7% of vocational lyceum teachers. There are many teachers who have not passed the competition at vocational lyceum level, given the importance of technical and vocational disciplines at those schools (in the production and services areas) which depend heavily on that category of teachers.

Source: Information memo no 17 – May 2015 – DEPP (*Direction de l'évaluation, de la prospective et de la performance*: Evaluation, Forecasting and Performance Department) http://cache.media.education.gouv.fr/file/2015/40/2/depp-ni-2015-17-enseignants-non-titulaires-second-degre-public-2013_420402.pdf

ANNEX 3. Education academies in 2016

From 1 January 2016, mainland France will be divided into 13 regions, rather than 22, plus the overseas regions. The thirteen regions will tally with 13 *académie* regions and 26 *académies*, thus there will be one to three *académies* per region.



The overseas collectivities are not impacted by the territories reform. No change in the Académie representatives.



Source: http://www.education.gouv.fr/cid91806/reforme-territoriale-13-recteurs-de-regions-academiques-pour-assurer-la-coherence-des-politiques-educatives-au-niveau-regional.html#Carte_des%20acad%C3%A9mies%20et%20des%20r%C3%A9gions%20acad%C3%A9miques

ANNEX 4. Data on teachers' CPD – 2013/14

	Applications submitted	Pre-selected applicants	Trainees in attendance	Trainees with good attendance records	Acceptance rate	Attendance rate	Good attendance rate	Drop-out rate	Average module length
<i>Agrégation</i> laureates	87 611	77 686	56 448	50 271	88.7	72.7	64.7	10.9	1.6
<i>Certifié</i> teachers	519 803	449 781	337 950	302 516	86.5	75.1	67.3	10.5	1.7
Vocational <i>lycée</i> teachers	136 527	124 498	91 956	83 215	91.2	73.9	66.8	9.5	1.7
General lower secondary teachers	2 585	2 308	1 596	1 455	89.3	69.2	63.0	8.8	1.3
<i>agrégation/certifié</i> teachers	1 427	1 252	891	816	87.7	71.2	65.2	8.4	1.5
Other teachers ^(b)	71 912	65 405	44 352	37 888	91.0	67.8	57.9	14.6	1.5
Upper secondary total	819 865	720 930	533 193	476 161	87.9	74.0	66.0	10.7	1.7
2012-13 Totals	780 456	692 831	514 214	458 518	88.8	74.2	66.2	10.8	1.7

Source: RERS 2015 – Annual publication by the Evaluation, Forecasting and Performance Department – France
http://cache.media.education.gouv.fr/file/2015/65/8/depp_rers_2015_personnels_454658.pdf

In the 2013/14 academic year, the acceptance rate (the ration between the number of pre-selected applications and the number of applications submitted) for continuing training requests by vocational lyceum (*lycée professionnel*) teachers is 91.2%. This is a high acceptance rate for training applications in comparison to all teachers. On the other hand, only 73.9% of pre-selected applicants attended modules.

The training courses are short, as the average length of a module (average number of days spent training per trainee attending) is 1.7 days for training taken by vocational lyceum teachers.

ANNEX 5.

Extracts from the national report on actions taken by *Ingénieurs pour l'école*, 2013

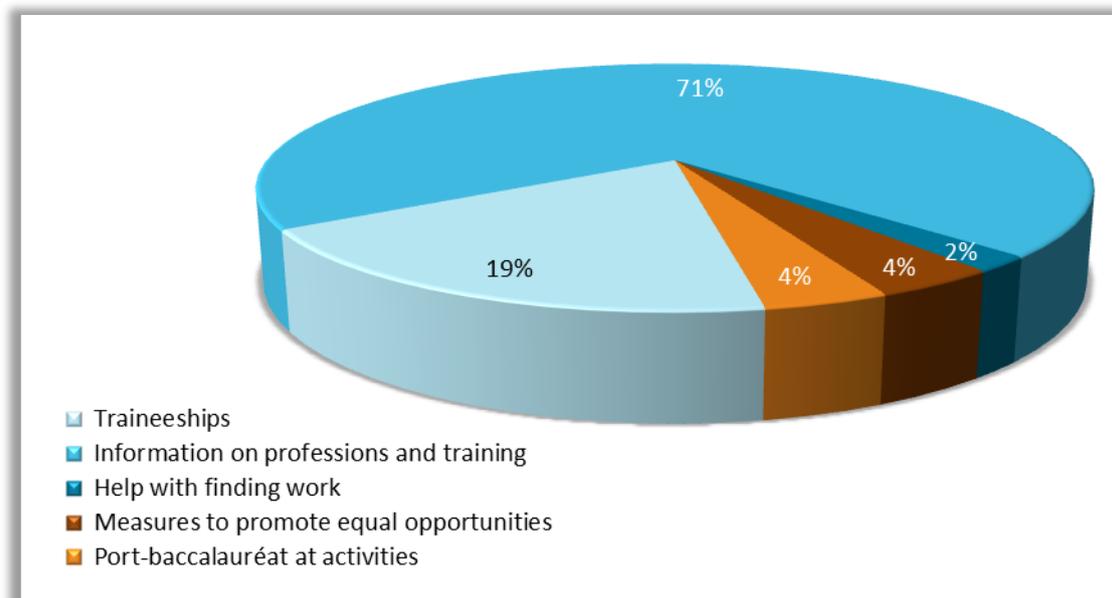
The national report was prepared on the basis of analyses by the 23 *académies* that took part in the scheme in 2013. It highlights the crucial role that IPEs play in bringing schools and businesses together.

52 engineers and managers from major businesses participated in the IPE scheme in 23 *académies*. Those 52 IPEs (full-time equivalents) amount to 623 months of activity in *académies*.

3 261 educational institutions took part in IPE initiatives. Those initiatives benefited around 183 500 pupils.

A cumulative workforce of 28 785 teachers and management and inspection staff contributed to those initiatives, of which 71% concerned information on professions and 19% traineeships.

Participation of teaching and management staff



Source: national report on actions taken by Ingénieurs pour l'école – 2013
http://cache.media.eduscol.education.fr/file/Partenariat_professionnel/80/6/Bilan_national_IPE_2013_389806.pdf

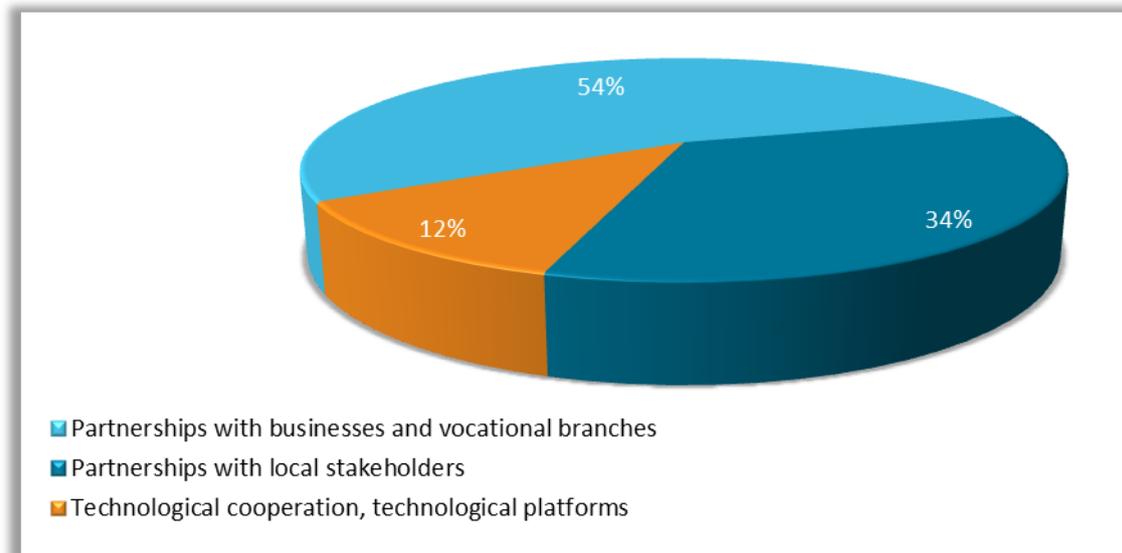
Partnership initiatives fall under the following themes:

- (a) partnerships with businesses and vocational branches (agreements and following up);
- (b) partnerships with local and regional development stakeholders: DRIRE, MEDEF, CCI, CMA, regions (agreements and following up);
- (c) technological cooperation, technological platforms.

Partnership initiatives are split as follows:

- (a) 54% with businesses and vocational branches;
- (b) 34% with local development stakeholders (regions, CCI, CMA);
- (c) 12% technological cooperation initiatives.

Division of business initiatives



Source: national report on actions taken by Ingénieurs pour l'école – 2013
http://cache.media.eduscol.education.fr/file/Partenariat_professionnel/80/6/Bilan_national_IPE_2013_389806.pdf

Glossary

Académie: *Académie* has two meanings. On the one hand it refers to the geographical zones to which candidates who have passed the teaching competition are allocated, on the other, an academy can also be an education administrative unit.

Cerpep (Centre d'Études et de Recherches sur les Partenariats avec les Entreprises et les Professions: Centre for Studies and Research on Partnerships with Businesses and Professions): a structure which offers continuing training in cooperation with businesses and other organisations in the form of immersion placements for teachers and other education staff. Cerpep draws on various networks (general inspection, business networks, business and entrepreneur associations, education system staff networks, business *académies* and schools, ESPEs and university networks).

CFA (Centres de formation d'apprentis: Apprentice Training Centres): teaching establishments which provide general technological and practical training which is linked to and supplements in-company training.

CCCA-BTP (Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics: Building and Public Works Apprenticeships Consultation and Coordination Committee): a group responsible for setting up and coordinating vocational policy on initial training through apprenticeships through building and public works professions

CAPLP (*concours d'accès au corps des professeurs de lycée professionnel*: competition to become a vocational *lycée* teacher): a national competition which must be passed in order to become a vocational *lycée* teacher. There is an internal competition and an external competition.

Direction du numérique pour l'éducation – Directorate for Digital Technology in Education: ensures that the educational public service for digital technology is set up and deployed. It has the general power to steer and roll out information systems.

Direction générale de l'enseignement scolaire – Directorate General for School Education: prepares educational and teaching policy and ensures that teaching programmes are properly rolled out at primary schools, secondary schools and vocational *lycées*.

École supérieure de l'éducation nationale, de l'enseignement supérieur et de la recherche (ESENESR – National College for Education Management, Higher Education and Research): responsible for designing, steering and rolling out training for teaching and administrative management, engineering, administrative, technical and health staff and library staff from the Ministry of National Education, Higher Education and Research. It contributes to initiatives for reflection and exchange on the French teaching and training system.

ESPEs (Écoles supérieures du professorat et de l'éducation: education and teaching colleges): university structures in place since the start of the 2013 academic year to educate students wishing to enter education and teaching professions. They are all subject to accreditation by the Ministry of National Education, Higher Education and Research.

IPE (Ingénieurs pour l'école: engineers for schools): the 'Ingénieurs pour l'école' scheme is an original experiment designed to encourage schools and businesses to work together. The tasks entrusted to IPE help to inform pupils on engineering professions and training paths. They also help to demonstrate the merits of professional and technological education and apprenticeships. See also Annex 5

Maître d'apprentissage (Apprenticeship mentor): the task of mentors is to help an in-company apprentice to acquire the skills required for the qualification or diploma that he/she is following, in collaboration with the CFA.

MFR (Maisons familiales et rurales: rural training centres): non-profit training centres under contract to the State or Regions intended to provide sandwich courses and education young people and adults, and also help to find them work and integrate them into society.

Mini-enterprises: enable secondary school students to start on technological and vocational paths to creating a business. They bring together young volunteers. They are supervised by a teacher and a career counsellor.

OPCAs (Organismes paritaires collecteurs agréés: approved joint collecting bodies): OPCAs, established on the initiative of social partners, collect either obligatory or optional contributions from companies to finance the training of salaried employees.

PNF (Plan national de formation: national training plan): the PNF sets guidelines for the training of national education pedagogic and administrative supervisors. Their initiatives are part of a support strategy for *académies* which seeks to train trainers and resource teams responsible for setting up training courses in collaboration with ESPEs.

PAF (Plans académiques de formation: *académie* training plans) are devised at local level to provide support that is as close as possible to all staff. National training priorities are set out in the plans according to the requirements of each academy.