GUIDANCE AND OUTREACH FOR INACTIVE AND UNEMPLOYED
FRANCE
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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ReferNet is a network of institutions across Europe representing the 28 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training. ReferNet also disseminates information on European VET and Cedefop’s work to stakeholders in the EU Member States, Iceland and Norway.

Guidance and outreach for inactive and unemployed

Many countries across the European Union (EU) have high levels of unemployment and of inactive adults. These phenomena are frequently associated with low levels of qualification and insufficient basic skills. They may also reflect lack of adjustment between skills demanded in the labour market and skills developed in formal education and training. In both cases up-skilling and re-skilling solutions could be explored to increase the employability of adults.

The national reports developed by ReferNet partners reflect efforts done by Member States to reach vulnerable groups affected by unemployment and inactivity and help them reengage in learning and employment. The reports refer, in particular, to measures which may include young adults not in employment, education or training (NEET) and adults undergoing long term unemployment (LTU), given their persistence in many countries and the high challenges these groups face.

The policy strategies and initiatives in focus shed light over ways to support the most vulnerable to find learning and qualifying solutions. Career guidance and counselling support to people with decaying skills, low levels of motivation and insufficient basic skills are addressed. Its instrumental role in providing information, identifying skills needs, clarifying career options and developing positive attitudes towards learning is made clear.

Whenever possible, outreach measures were described, addressing the ones who fall out of the scope of standard policies to support registered unemployed or recent education drop-outs. Many reports entertain an important discussion on the entitlement to social protection and its effectiveness in addressing the challenges of all demographic groups.

Lastly, Cedefop trusts that these reports will provide an important characterisation of current opportunities and challenges across the EU in establishing appropriate upskilling pathways for adults. Current European policy initiatives urge MS to integrate skills assessment measures with flexible learning and validation solution, where guidance services and outreach will necessarily play a key role.
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CHAPTER 1.
Facts and figures

1.1. School drop-out rates are dipping

The percentage of ‘early leavers’ from the French school system has decreased significantly over the past 40 years, dropping from 40% in 1978 to 9.3% in 2015. The efforts of public policies enabled a 3-point gain over the past ten years.

The number of new leavers exiting the school system without having earned a qualification in 2016 was estimated at around 100 000 young people (average 2010-2012) (1) (1), while the total population between ages 18 and 24 without qualifications in mainland France (1) amounted to 470 000 (in 2014).

School drop-outs are most often young people struggling to achieve results or failing on their tests, but can also have a fraught relationship with the school as an institution or be hampered by a lack of perceived meaning in education, at the turning points at which individuals are expected to make choices that shape their professional futures. The vocational track posts the highest number of drop-outs, 42% of them working toward a CAP or BEP (1). Similarly, after an initial failed attempt at the Baccalaureate, less than 40% of students in vocational programmes enrol for a further year, as compared to around 80% in the general or technological track.

1.2. A higher unemployment rate in young people

The unemployment rate in those ages 15 to 24 has increased by a factor of four, over a period of 40 years (2). It worsened with the crisis, increasing from 18.3% of the active population in 2008 to 23.4% in 2014, before decreasing from 2016 on, to reach 21.8% in 1st Quarter 2017, as compared to 9.3% across all age groups. Furthermore, the percentage of young unemployed people (number of young unemployed compared to the total population within this age group) remains high, and above the European average: 13.8% in those ages 20-24 and 11.6% in those ages 25-29 in 2015 (2).

(1) These numbers refer to the list of sources at the end of the document.
1.3. The least-qualified young people are the most hard-hit by unemployment

Lack of qualification is connected with a higher unemployment risk: the unemployment rate in young people having come out of the school system between one and four years prior to the time of census amounted to 51.4% for those without degrees in 2015, compared to 11.6% in young graduates of higher education (3). In the longer term, out of those having completed their initial training 5 to 10 years earlier, one-third of young people without diplomas remain on unemployment (1).

1.4. The population of young unemployed and young inactive people (NEETs) remains high

The percentage of NEETs (young people not in employment, education or training) in the 15-29 age group amounted to over 17% in 2015 (4); it increased by over 2.5 points over a period of ten years. This estimate applies to a population of 1.8 million young people without jobs and having left the educational system (270,000 more than in 2008, due primarily to the increase in youth unemployment) (5).

The higher the age group, the greater the percentage of NEETs: around 7.5% in those ages 15-19, 21% in those ages 20-24 and 23% in those ages 25-29.

1.5. Characteristics of the NEET population in France

NEETs are less educated on average than the rest of the 15-29 population: 40% left the educational system without qualifications; 60% have qualifications (from Level V - Equivalent to EQF 3), but do not enter the working world (1).

Several factors correlate with the risk of becoming NEET: lack of proficiency with basic skills, financial difficulties, lack of social coverage, family difficulties, lower rate of computer ownership and limited proficiency with digital tools, and hampered mobility.

Origin also proves a significant factor: young people born outside of France are, on average, 1.8 times more likely to be without employment and in situation of drop-out from the educational system than those born in France, as compared to an average of 1.5 in the OECD countries (5). These difficulties are to be correlated with the fact that young people of foreign origin are three times more
likely to leave school without a degree than others, compared to an average of 1.5 times in OECD countries (5) and are also connected with discrimination in hiring (2).

The territorial factor also has a significant bearing: the percentage of NEETs is twice as high in neighbourhoods governed by ‘city policy’ (urban areas in which low-income populations are concentrated), and larger in rural areas than in urban areas.

1.6. Non-use of support systems

The percentage of young NEETs without support was estimated at one out of four (2) in 2012, or approximately 460,000 young people, a group in which the 25-29 segment dominates. Since this estimate was made (2012), the Plan to Fight School Drop-Out Phenomena and the Youth Guarantee (see Chapters 2 and 3 hereafter) has been rolled out to tackle this issue.

1.7. The long-term unemployed

Out of the 5.5 million individuals registered with the Unemployment Office Pôle Emploi as at end-April 2017, nearly 2.4 million had been on the registers for over one year, or more than 4% of the active population. In 2016, the OECD estimated at 44.4% the percentage of long-term unemployed as compared to total unemployed. In mainland France, the National Institute for Statistics estimates that over 1.5 million inactive persons would also like to have a job, but are not accounted for as unemployed person under the ILO definition (7).

Long-term unemployment hits more particularly the less qualified, seniors and manual workers. Out of all job-seekers, those least qualified are over-represented: nearly three out of every ten unemployed do not have recognised qualifications. While the situation of young people on the labour market has significantly declined, their risk of becoming long-term unemployed remains lower than that of their elders, those above age 50 being the most likely to be impacted by lack or low-level of training.

Long-term job-seekers are an extremely heterogeneous population when it comes to distance from employment; approximately half of them regularly engage in occasional remunerated work and can be considered relatively close to employment, while the other half has in contrast little to no remunerated work, particularly when they are beneficiaries of social minima programmes (8).
Only approximately 10% of job-seekers had received training in 2015, the least qualified, the least trained, and the oldest being those with the least access. Those combining the largest number of adverse factors are more likely than others to take position on opportunities offering immediate access to employment, and thus the possibility to immediately resolve their financial problems; however, this limits their opportunities for using long-term, qualifying actions (9).

1.8. Dedicated funds

Public-sector funding for young people without qualifications, not counting the cost of return to school, was estimated by the Audit Court at €1.4 billion where integration and training programmes are concerned, and €0.5 billion in what regards assisted jobs. (1). The related target population, which accounts for approximately 9% of young people ages 16 to 25 receives approximately 35% of the public financing for the entirety of this age group. The State contributes 50% of this financing, and the Regions 25%, while Pôle Emploi and the social partners provide 15%.
CHAPTER 2.
Strategies

The strategies that implement outreach measures and give rise to personalised training pathways are connected either with programmes aimed at a specific category of the population (young people, long-term job-seekers, the under-qualified), or common law programmes, which may have any of the aforementioned categories as a priority target.

2.1. Strategies aimed at NEETs

2.1.1. Increasing training entitlements for those with low qualifications and institutionalising the right to return to training

Since 2015, for any person age 16 or older (employee or job-seeker), a personal training account (CPF, *Compte personnel de formation*) is opened, from the start of working life up to retirement. It is a time credit account, supplied with hours each year, making it possible to fund training programmes, or support initiatives into accreditation of prior experiential learning.

This personal training account (CPF), created by the French Law of 5 March 2014, is a ‘universal right’ opened to every individual regardless of status – employee, civil servant, jobseeker, self-employed (from 2018) – from the outset of working life until death.

A free registration online service enables everyone to access and use his/her own personal training account (account in hours): to be aware in his/her training rights and shape a learning project. This service is provided by the public body *Caisse des dépôts et consignations*, and managed as part of the Personal Activity Account (CPA, *Compte personnel d’activité*) entered into force on January 2017, that combines the CPF with two other personal accounts.

Since early 2017, those least qualified may benefit from a supplementary training entitlement: their account is credited with 48 hours per year, rather than 24 hours, and is capped at 400 hours, rather than 150.

This strategy is driven by a public extended information mechanism, with a Web portal that offers simplified information, and makes it possible for beneficiaries to individually manage their personal training account – [http://www.moncompteformation.gouv.fr](http://www.moncompteformation.gouv.fr). Active workers as well as job seekers are also entitled to personalised support throughout their professional lives, in the
form of professional development advisory services (CEP, *Conseil en évolution professionnelle*), during which they can acknowledge the skills acquired, put together their professional development plan and mobilise the resources needed to make it reality, one of which is the CPF.

In 2013, the law instituted the right to return to training: any young person coming out of the educational system without qualifications is entitled to benefit from an additional period of qualifying training. This training can consist of a return to initial training under school status, apprenticeship or implementation of trainee status in the continuing vocational training programme.

2.1.2. The fight against drop-out phenomena, a national priority

The State and Regions are the main players running the active policies conducted in favour of young people without qualifications, after the inter-ministerial policy to fight school drop-out phenomena gained prominence from 2009, and the powers of the Regional councils in this area were extended in 2015.

An ambitious action plan was set in 2014, following an evaluation conducted by the General Secretary for Modernising Public Action (SGMAP – *Secrétariat Général pour la Modernisation de l’Action Publique*), and is rolled out since the beginning of 2015. This plan is part of the Europe 2020 strategy which defined the fight against school drop-out as a priority. It emphasises the prevention of drop-out since the primary school, considering the social and human cost that represents the drop-out phenomena for the youth as well as for the society. It also aims at strengthening the existing measures like remedial actions. The implementation of the plan is forcefully steered by the Prime Minister, in cooperation with the partners ministries (employment, agriculture, defence, justice), the Regional councils, the enterprises, the national associations and federations of pupils’ parents and pupils from secondary schools. This partnership approach is deployed at the academic and regional level, in particular while considering the remedial actions applied to drop-out (right to return to training or integration of young people who came out from school).

The strategy developed has made it possible to move beyond the previous situation, in which the problem was addressed only from the angle of mandatory schooling up to age 16. The multi-partner public action, as regards with remedial actions, is now aimed at all young people without qualifications, ages 16 to 25.

The Ministry of Education manages and funds the national information system (SIEI) used to identify and follow up on students in drop-out situations. Over 380 school drop-out tracking and support platforms (*PSAD, Plates-formes de suivi et d’appui aux décrocheurs scolaires*) coordinate the tracking efforts at
the local level and develop remedial, redirecting and support solutions tailored to each young person. These PSADs proceed from an extended partnership strategy, which interconnects the structures and offers for young people from the National Education System, with the other main training, guidance and employment players active at the local level. Among the actors from the Ministry of Education, the FOQUALE networks (\textit{Formation QUALification Emploi} or training qualification employment network) play a key role as those networks bring together all institutions and mechanisms managed by the Ministry that can accommodate young dropouts. The Regional Councils have, since 2015, been in charge of steering strategies to fight school drop-out phenomena and, thus, the PSADs.

The intervention strategy draws upon a census designed to be the most comprehensive possible of all young people having come out of the school system within the last year, the speed of the process itself and direct contact established, personalised monitoring by a reference person and flexible, adjustable training pathways developed in response to each beneficiary's situation. The detailed functioning of the PSADs is shown in Section 3.

A dedicated site http://reviensteformer.gouv.fr/ and free telephone hotline have been opened by the Ministry of National Education, addressed directly at the young people in question. The aim is to invite them to contact a reference person, in order to start the support process, and subsequently return to training. The site is written in a tone tailored to its audience and calls directly upon the young people to take part, offering as well very practical information to present the mechanisms open. Building from two questions (regarding age and degree), the system invites the user to action: contact the national telephone platform, or request a call back from a counsellor.

2.1.3. Ramped-up support for young people ages 16 to 25
The main operators and mechanisms fostering the social and professional integration of young people aim at the segment age 25 and under. This is because young people below that age are eligible for special contracts under support, apprenticeship or hiring programmes, and are not entitled to receive active solidarity income (RSA, \textit{Revenu de solidarité active}).

A nationwide network of 445 Local Missions, specific structures developed from the 1980s, provides support to struggling youth, for which it has developed target-specific communication, relayed by local partner networks (public employment service, healthcare, housing and social action services, local public services, local authorities, associations, companies and training institutions). 12 000 professionals opened their doors to 478 000 young people for the first
time in 2015, and were in contact with a total of 1 500 000 young people during that same year.

2.1.4. The Local Missions are part of the first circle of PSAD partners.
The reinforced support strategies are premised on the construction of a personalised pathway through quality interaction with a reference person. This professional is in charge of monitoring the young support beneficiary up to the latter’s exit from the system: conducting a diagnostic review of the situation, taking stock of the resources and skills available and stumbling blocks, developing a personal and professional plan, and providing support in the search for training or a job.

The main mechanisms implemented by the local missions aimed at NEETs give priority to access to an initial work experience in the form of an internship or special assignment, and the use of the qualifying training offer (structured at the regional level). Among those mechanisms, ‘The Youth Guarantee’ offers beneficiaries access to a reinforced support as described above, combined with the benefit on an allocation (which amount is slightly below the one of the active solidarity income – RSA, \textit{Revenu de solidarité active}). The Youth Guarantee aimed at providing support to 150,000 young people in 2017, while another mechanism, The ‘Integration into social life contract’ (CIVIS, \textit{Contrat d’insertion dans la vie sociale}), benefited to 150,000 young people who received support in 2015.

The public service operators working in employment also offer support programmes specifically for struggling youth, based on heightened support by a reference guidance person: for this purpose, since 2014, \textit{Pôle Emploi} has offered an Intensive Youth Support Programme for job-seekers under age 26 (80,000 young people per year).

Out of the many initiatives financed under the ESF programmes in France, the Initiative for Youth Employment (IEJ, \textit{Initiative pour l’emploi des jeunes}) helps implement the European Youth Guarantee for in the 13 Regions and three departments eligible. Financed with the support of the ESF, which contributes €622 million, it aims to support 365 000 youth over the 2014-20 programming period. An assessment of the programme implementation in 2015 established that the largest proportion of initiatives funded go to strengthened support (48% of the French budget), followed by training expenses (31%), the percentage of initiatives to identify young NEETs being far lower (under 3%) (10).

2.1.5. A training segment featuring tailored teaching methods
The so-called ‘second-chance’ programmes were developed in the 2000s, at the impetus of the national authorities and in line with European recommendations.
The training operators involved implement an educational strategy that is stepped up and tailored to the least qualified young people.

Those programs’ objectives are shift towards employability and/or qualification. When a qualification is aimed its level will depend the young’s profile and the project defined: a secondary level qualification will be targeted in most cases for public from E2C or EPIDE described below, while public from SRE will more move toward a higher education level.

(a) 110 second-chance schools (E2C, *Ecoles de la deuxième chance*) opened their doors to over 14 500 youth in 2015. Aimed at young people ages 16 to 25 without qualifications, they apply pedagogical methods that stand apart from traditional schooling schemes, combining reinforcement of basic knowledge and the professional experience gained through internships.

(b) 18 public defence-sector integration establishments (EPIDE, *Etablissements publics d’insertion de la Défense*) opened their doors to over 5 000 young people in 2015. They offered upskilling, social and professional support and dormitory accommodation.

(c) 44 back-to-school structures (*Structures de retour à l’école*, SRE) opened their doors to over 2,000 pupils enrolled back in those dedicated structures, located in 25 different academies. Part of the *Formation QUALification Emploi* (FOQUALE), or training qualification employment network, those back-to-school structures are innovative schemes which allow to start again studies at the high secondary school level, for drop-out pupils aiming at successfully pass the Baccalaureate. With a success rate of 78,6%, main of these pupils pass the exam and continue in higher education for 70% to 90% of them.

Where the National Education system is concerned to prevent school drop-out, several other types of establishments such as the regional adapted teaching establishments (EREA, *Etablissements régionaux d’enseignement adapté*) and adapted teaching secondary schools (LEA, *Lycées d’enseignement adapté*) offer teaching processes adapted to students facing major school-related and/or social difficulties, or facing difficulties due to a disability. The instructional and educational dimensions of the boarding arrangements are an essential and unique aspect of how these institutions work.
2.2. Strategies aimed at long-term unemployed and inactive persons

2.2.1. Support for social minima beneficiaries

The unemployed who no longer received indemnities from Pôle Emploi and inactive persons may benefit from social minima (Active solidarity income – RSA, Revenu de solidarité active). The support they receive comes directly from the local authorities (Départements). At that level of local government, it is possible to grasp the impact of a range of actions carried out to help highly vulnerable populations and those most remote from employment. The support they receive in putting together their professional plan, alongside possible access to training programmes, will be initiated from social action mechanisms run by the Département.

Further to their responsibilities in managing the Solidarity and Work Income mechanism, all of France’s Départements (101) puts together a Département-wide multi-year integration programme (PDI, Programme départemental d’insertion). To implement the PDI, the Département invites a vast network of local partners involved in a Territorial Compact for Integration (PTI, Pacte territorial d’insertion), including the public health insurance offices, family subsidies offices, structures in charge of running the local plans for integration and Employment (see below), the local task forces, and Pôle Emploi, which then identify and direct the relevant audiences to the information offices specialised in support for RSA beneficiaries.

The measures developed by the social services to go ‘beyond their borders’ are connected with efforts to curb non-use of rights. The social protection bodies, such as pension funds, also send out information to their contributors offering them access to personalised support services.

The partnership with Pôle Emploi can entail the work of advisers in places dedicated to RSA beneficiaries. This intervention strategy is part of a ‘holistic’ support programme, including social workers’ action on social obstacles (financial issues, housing, health, family, etc.) and that of counsellors specialised in job planning. The two segments can be broached in phases, when social barriers prevent immediate access to employment, or concurrently.

The PDIs carry specific quantitative targets as to the number of access to employment pathways set up for populations very remote from employment, and with respect to specific categories of the population (hampered by language issues, seniors, struggling youth, etc.).

The fight against the lack of digital competencies is also the focus of targeted action: for instance, the City of Paris’ 2016-20 PDI sets out a Parisian...
strategy on digital inclusion, connected with the theme of access to the law for all, and involves developing the range of services as regards digital mediation, and largely train social action players on the issue of digital inclusion in support.

2.2.2. Integration through economic activity
At the territorial level (municipalities or municipality groupings), under local plans for integration and employment (PLIE) and through employment centres (Maisons de l’emploi), initiatives are run to assist persons with major social and professional integration difficulties within the geographic area, through: ramped-up support, ‘pathway jobs’, and training and mediation for employment. Out of the more than 100,000 people on pathway programmes under PLIE in 2015, 28% had been job-seekers for more than one year (11).

Among the main measures used by the PLIE, the integration through economic activity (IAE, Insertion par l’activité économique) is aimed at enabling individuals without employment, facing particular social and professional difficulties, to enjoy the benefit of work contracts with a view toward facilitating their professional integration. It is implemented by structures specialised in social integration and support toward employment: enterprises, associations, and integration projects.

IAE combines paid in-situation work opportunities with socio-professional support. The transition jobs offered must enable individuals to knock down the barriers they face and gain skills that facilitate their access to the labour market.

2.2.3. Mechanisms for the long-term unemployed
A massive job-seeker training plan, known as the ‘500 000 plan’, was implemented in 2016 to enable 500 000 additional persons to gain access to training. Funded by the State, Regions and social partners, it was aimed primarily at job-seekers without qualifications and/or unemployed for over one year. It was renewed in some regions in first half 2017.

A law aimed at the ‘gradual elimination of long-term unemployment’ was ratified in February 2016. It is aimed at reducing long-term unemployment to zero across a given geographic zone, as part of a five-year experimentation process covering 10 territories. The ‘zero-unemployed territories’ experimentation is presented in Chapter 3.

A variety of measures support the hiring of people for those considered as the most distant from the labour market, including the single integration contract (CUI, Contrat unique d’insertion), which combines training and/or vocational support for the beneficiary, with financial aid for the employer, in the merchant and non-merchant sector.
Another mechanism, the ‘social clause’, makes the attribution of a public procurement contract conditional on specific employment and anti-exclusion criteria: it obliges the chosen company to reserve a volume of working hours for people with social and professional difficulties. The use of this clause was further facilitated by reforms to the Code on Public Procurement in 2016. It is promoted at the territorial level by the PLIEs, Employment Centres or local authorities, and facilitates access to public procurement contracts for structures participating in integration via economic activity.
CHAPTER 3.
Examples

3.1. The support and assistance platform for drop-outs (PSAD, Plateforme de soutien et d’appui aux décrocheurs), to fight drop-out phenomena

3.1.1. PSAD working principles
Over 380 support and assistance platforms for drop-outs (PSAD) have been opened to coordinate the large number of initiatives run by the local actors involved in training, guidance and integration of young people. The aim of the PSADs is to offer a personalised, quick response to any young person over age 16 without a degree and in search of a solution. Their responsibilities range from identifying those at risk of dropping out to offering solutions (12).

The FOrmation QUALification Emploi (FOQUALE), or training qualification employment network is part of the first partners circle of the PSAD, with the Local Missions. Its role consists of identifying, coordinating, sharing and developing the range of options in existence in the National Education system for drop-outs: spots offered at secondary schools and public apprentice training centres, micro-secondary schools, civil service, etc.

A second broader circle of partners includes other players likely to contribute assistance, either in identifying potential drop-outs or offering or helping develop solutions, such as: apprentice training centres, the Ministry of Justice's agencies serving delinquent minors (judiciary protection for juveniles), specialised prevention associations, social services, parent federations, Public Employment Service, network for youth information, and the local authorities responsible, including the Region, in charge of services to the public at the regional level and for guidance.

The estimated operating expenses of PSADs amount to approximately €43 million in 2014, a year during which approximately 180,000 situations were reviewed by the platforms and 90,000 training or return to the workplace solutions were offered (13).

3.1.2. A comprehensive census of drop-out situations and rapid contact with all identified
The youth are identified via an IT system referred to as the Interministerial Information Exchange system, which makes it possible to generate lists of
dropouts (list of those identified as potential drop-outs), using databases cross-referenced at the national and interministerial levels (National Education system, apprentice training centres, Local Missions, etc.).

These lists are updated and sent out twice a year (in October and March) to those responsible for the tracking platforms.

The PSAD thus gets underway with preparations to make contact with the youth. This first step in this stage consists of reviewing the profile, based on the information contained in the database and on the young person’s situation and, where possible, involving the parents. The aim is to determine the most appropriate method of contact (telephone, SMS, etc.) and get to know the young person more easily, including reasons for the disengagement and solutions to which to give priority.

The first meeting also needs to be prepared upstream, so as to not give the young person the impression that the contact is but another ‘stock-taking interview’. Then, the most appropriate meeting format needs to be chosen (individual versus collective interview, etc.) as well as the best-suited setting.

3.1.3. **Personalised support by a reference person**

The reference persons are responsible for suggesting a schooling or training mode appropriate to each situation encountered, based on the young person’s needs and personal history. The monitoring of young people by reference persons is distributed among the relevant actors gathered within the PSAD: staff from Local Missions, information and guidance centres (*Centres d’information et d’orientation*, CIO), apprenticeship training centres (*Centres de formation et d’apprentissage*, CFA), members of the FOQUALE network, members of another dedicated mission to fight drop-out phenomena from the National education ministry (*Missions de lutte contre le décrochage scolaire*, MLDS).

A diagnostic stage is also run, to analyse the young person’s situation and needs. The diagnostic review can draw on a positioning assessment or review of the young person’s knowledge/skills. The diagnostic review can draw on a positioning assessment or review of the young person’s knowledge/skills, using a variety of relevant tools and methodologies depending the background of each reference person. It results in a proposal on the type of support pathway (return to training or integration into employment) and a structure considered most appropriate to the situation.

3.1.4. **More flexible training pathways and adjustable training proposals**

The platform’s action to identify solutions consists of mapping all of the solutions available within the local perimeter, and sharing the resulting range of solutions between partners.
The wide range of solutions include, among other measures:
(a) going back-to-school in innovative remedial structures set up within traditional institutions;
(b) civil service in a full-time or combined way (training/civil service);
(c) internship in enterprises which have introduced the ‘social clause’ in their public procurement contracts;
(d) those at risk of drop-out can be offered the chance to earn vocational certification or vocational Baccalaureate by having earning credits validated at the end of sessions held over the year, rather than in a single, final examination;
(e) young people can be encouraged to resume a degree programme by using the matching schemes offered on training hours via the personal training account (CPF).

3.2. ‘Zero long-term unemployed’ Territories

3.2.1. A new model in fighting long-term unemployment
Across the 10 territories designated by the law as targets for the ‘gradual elimination of long-term unemployment’ voted in 2016, businesses for the purpose of employment or ‘job-oriented companies’ (EBE, Entreprises à but d’emploi) are opened to enable all those deprived of employment within the zone and wishing to be part of the programme to be hired on open-term contracts.

A job-oriented company or EBE is a company with a classic legal form, which has the particularity of being partially financed by the reallocation of public funding dedicated to the long-term unemployed. This initiative seeks to promote a business model premised on the reallocation of costs stemming from unemployment, to the benefit of job financing, without additional expense. The approach was initiated at the national level by the association ATD Quart-Monde, an international movement aimed at wiping out extreme poverty, and a collective of associations fighting social exclusion.

This type of company belongs to the social and solidarity economy as defined by the law of July 31, 2014. It can have different legal forms (SA, SCOP, SCIC, association) but it is not for profit.

The law has instituted a territorial experimentation fund to test solutions against long-term unemployment, initially endowed with €15 million, matched by the State and volunteering local authorities, to finance the 2,000 jobs forecast during the experimentation initiative. The employees will have access to training in the same conditions than in any regular enterprise.
The purpose of the EBEs is to develop activity in response to social needs that remain to be fulfilled and that are characterized by the fact that those needs do not meet a solvent claim on the regular market. The territories involved are small in size, with a population of between 5,000 and 10,000 inhabitants.

An assessment prior to the five-year term will be carried out to assess the opportuneness of renewing or adopting the approach for widespread use.

3.2.2. A comprehensive census of the unemployed

The project is deployed across each territory in four stages:
(a) a local steering committee is created and all relevant players mobilised;
(b) individuals deprived of employment and interested in joining the programme are identified and invited for an initial meeting;
(c) needs and beneficial processes for the territory are identified;
(d) the steering committee decides to propose the creation of one or more EBEs (after verification that they do not compete already existing enterprises);

once the creation of one EBE is endorsed by the Territorial Experimentation Fund, individuals are hired on an open-term basis and activities developed in the field previously identified as local needs, i.e. waste recycling, services to individuals, building maintenance.

From the very outset, the broadest possible involvement is sought across the population, by making it part of the territory's application process to become an experimentation programme participant.

The second stage involves taking a comprehensive census of potential participants. Special attention has been paid to the communication strategy to achieve maximum media coverage, with public billboarding campaigns and posters or flyers placed in local shops and waiting or high-traffic areas. Information centres are run by the local partners (Pôle Emploi, the Local Missions, the municipal social action centre, the socio-cultural centre, the IAE's structures, associations, etc.). Other supplementary means can also be used: for instance, attempts to reach by telephone all persons having come to the information and employment access centres over the previous three years, or a letter sent out by the mayors to all job-seekers in their municipalities.

3.2.3. Hiring opportunities for all interested

All those interested are then invited by the EBE’s management team for an initial exploratory interview around three questions, after verification that they match with the criteria of eligibility (having been unemployed for more than one year): what have you already done, what do you know how to do, and what do you want to do? The originality of this approach lies in interview-based practices, during
which priority is given to letting the participants voice their desires, and direct skills census, based on participant-reported data.

The skills identified are mapped out and compared with socially-beneficial activities to be developed by the EBE.

Once hired, individuals are entitled to traditional funding schemes for training participants. In some cases, partnerships have been developed to enable future employees to take part in more pinpointed training upstream.

In second half 2017, experimentation entered an active phase with over 200 open-term contracts signed as at end-May.
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