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# TEACHERS AND TRAINERS IN A CHANGING WORLD

Building up competences for  
inclusive, green and digitalised  
vocational education and training

# FRANCE

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# **Teachers and trainers in a changing world**

## **France**

Building up competences for inclusive, green and digitalised vocational education and training (VET)



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Please cite this publication as:

Joseph, V. (2022). *Teachers and trainers in a changing world – France: Building up competences for inclusive, green and digitalised vocational education and training (VET)*. Cedefop ReferNet thematic perspectives series.

[http://libserver.cedefop.europa.eu/vetelib/2022/teachers\\_and\\_trainers\\_in\\_a\\_changing\\_world\\_France\\_Cedefop\\_ReferNet.pdf](http://libserver.cedefop.europa.eu/vetelib/2022/teachers_and_trainers_in_a_changing_world_France_Cedefop_ReferNet.pdf)

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This thematic perspective was prepared based on data/information from 2021.

The opinions expressed here do not necessarily reflect those of Cedefop.

Thematic perspectives are co-financed by the European Union and ReferNet national partners.

ReferNet is a network of institutions across Europe representing the 27 Member States, plus Iceland and Norway. The network provides Cedefop with information and analysis on national vocational education and training (VET). ReferNet also disseminates information on European VET and Cedefop's work to stakeholders in the EU Member States, Iceland and Norway.

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# Table of contents

<b>TABLE OF CONTENTS</b> .....	<b>3</b>
<b>LIST OF TABLES</b> .....	<b>5</b>
Tables .....	5
<b>CHAPTER 1. INTRODUCTION</b> .....	<b>6</b>
<b>CHAPTER 2. TYPES OF TEACHING AND TRAINING PROFESSIONALS</b> ..	<b>8</b>
2.1. Main types.....	8
2.2. VET schools.....	8
2.3. Teaching and training professionals by type of VET school.....	9
<b>CHAPTER 3. TEACHING AND TRAINING PROFESSIONALS IN SCHOOL-     BASED SETTING</b> .....	<b>11</b>
3.1. Legislation.....	11
3.2. Qualification and competence requirements.....	12
3.3. Initial training programmes .....	13
3.4. Requirements for continuous professional development .....	13
3.5. Data on teachers and trainers in school-based settings .....	15
<b>CHAPTER 4. TRAINING PROFESSIONALS IN WORK-BASED SETTINGS</b> <b>18</b>	
4.1. Definitions .....	18
4.2. Legislation.....	19
4.3. Provisions for continuous professional development .....	20
4.4. Data on trainers in work-based settings .....	21
<b>CHAPTER 5. PARTNERSHIPS BETWEEN SCHOOLS AND COMPANIES</b> <b>22</b>	
5.1. Examples of practice.....	22
5.2. Cooperation between VET schools and companies .....	23
5.3. Hybrid teachers and trainers .....	24
5.4. Data on cooperation and hybrid teachers.....	25
<b>CHAPTER 6. NATIONAL AND EU-FUNDED PROJECTS AND INITIATIVES</b> <b>26</b>	
6.1. Digital skills for remote and blended teaching .....	26
6.2. Green skills for sustainability .....	27
6.3. Preventing early leaving from VET .....	28

<b>CHAPTER 7. NATIONAL SURVEYS OF TEACHING AND TRAINING POPULATIONS.....</b>	<b>30</b>
<b>CHAPTER 8. CONCLUSIONS.....</b>	<b>31</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>33</b>
<b>REFERENCES .....</b>	<b>34</b>

# List of tables

## Tables

Table 1.	Public vocational high schools teachers training participation in 2017-2018 .....	17
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# Chapter 1. Introduction

Continuing training for professionals in initial vocational training, whether under school or apprenticeship status, is at the heart of the major reforms undertaken in recent years.

The reform of the vocational pathway under school status, initiated in 2018, and the Law for a School of Trust of 2019, aim to develop the vocational pathway as a pathway of excellence thanks to a renewed educational approach in its organisation and teaching methods. This new pedagogy focuses on multidisciplinary, personalised support for students and showcasing their talents, particularly through the presentation of a masterpiece: a piece of work created by a student and providing concrete evidence of the talents and skills acquired in his or her specialist area. The renovation of the initial training of teachers in the vocational pathway and the continuous development of their skills are an important focus of these reforms.

A national consultation, called the *Grenelle de l'éducation*, launched in October 2020, resulted in a set of measures presented by the Ministry of National Education, Youth and Sports (MENJS) in May 2021 in order to revalue teaching professions, in particular through better financial remuneration, but also new human resources management practices for personalised support of pathways and careers, the promotion of skills and mobility, particularly internationally. One of the commitments relates to easier access to more diploma-based continuing training.

At the same time, the law for the freedom to choose one's professional future, supported by the Ministry of Labour and adopted in September 2018, has triggered a strong dynamic for the development of apprenticeship. The record figure of 500 000 new apprenticeship contracts was reached in 2020. The creation of apprentices training centres has been eased (CFA, *Centre de formation d'apprentis*), while a new quality certification obligation, 'Qualiopi', applies to providers and includes criteria related to the qualification and professional development of their teachers and trainers. The 2018 reform also includes measures to promote the role and responsibilities of apprenticeship mentors (*Maitres d'apprentissage*) in companies, with funding of dedicated training programmes and qualifications.

The crisis arising from COVID 19, and the commitment of teachers to maintain educational continuity by using distance teaching methods, highlighted the growing importance of developing their professional skills linked to the pedagogical use of digital technologies.

In addition, an ambitious skills investment plan (PIC, *Plan d'investissement dans les compétences*), with a budget of 15 billion euros over 5 years (2017-2022), includes measures to support the digitisation of the training offer. In June 2021, a call for proposals (*Deffinum*), with a budget of EUR 100 million, was launched to accelerate the digital transformation of vocational training.

To respond to the crisis situation arising from Covid 19, the *France Relance* plan includes numerous measures mobilising vocational training; a section dedicated to the professional integration of young people, the *1 jeune, 1 solution* plan, includes training schemes aimed in particular at responding to the challenges of ecological and digital transitions.

## Chapter 2. Types of teaching and training professionals

In France, education is compulsory from 6 to 16 years of age; a training obligation has been set up for youth aged 16 to 18 by the Law for a school of trust in 2019.

At secondary levels, three distinct pathways are offered: general, technological and vocational education. Vocational diplomas are designed to provide direct access to employment. They also offer access to further education.

=> See Annex 12 for the Vocational education and training system chart

### 2.1. Main types

Initial vocational education and training covers two different paths:

- (a) school-based path in a vocational high school, in which the professionals are 'teachers'. In 2020, 645 900 students were enrolled in vocational high schools out of a total of 2 266 100 high school students <sup>(1)</sup>;
- (b) in apprenticeship (accessible to young people up to the age of 29), alternating between an apprentices training centre (CFA, *Centre de formation d'apprentis*), in which the professionals are 'trainers', and a company where they are 'apprentices mentors'. At the end of 2020, 629 600 apprentices were undergoing training in a CFA <sup>(2)</sup>.

At the end of lower secondary education (*classe de troisième*), 27.2% of pupils move towards vocational training with school status and one in twenty of school status students choose to enter apprenticeship training directly <sup>(3)</sup>.

All professional diplomas and vocational qualifications are accessible via both channels: thus, apprenticeships in the French system correspond to a particular way of accessing qualifications.

### 2.2. VET schools

The upper secondary school offers education that comprises general, technological and vocational training, including work-study periods in companies.

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(1) <https://www.education.gouv.fr/les-chiffres-cles-du-systeme-educatif-6515>

(2) <https://www.education.gouv.fr/l-apprentissage-au-31-decembre-2020-323906>

(3) *Ibid*

It includes a one, two or three-year path to obtain a professional skills certificate at EQF level 3 (CAP, *Certificat d'aptitude professionnelle*) and a three-year path leading to a vocational baccalaureate at EQF level 4 (*Baccalauréat professionnel*). After vocational training, students can enter the working world or continue their studies by accessing higher education.

Apprentices training centres (CFAs) provide theoretical training for apprentices. They:

- (a) provide young apprenticeship contract holders with general training associated with technological and practical training, which complements the training received in the company and is linked with it with a view to social progress;
- (b) ensure consistency between the training they provide and the one provided within the company, in particular by organising cooperation between the trainers and the apprenticeship mentors.

Since the law for the freedom to choose one's professional future (5 September 2018), the opening of CFA has been made easier and possible for all training organisations, including those created by companies, without prior authorisation, provided that a set of quality criteria is met and the related certification, Qualiopi, is obtained by the training center.

More than 2 000 CFAs were counted in 2020 (+61% compared to 2019).

CFAs located in public educational institutions are part of the GRETA network <sup>(4)</sup>.

In 2020, approximately one in ten apprentices were in such a public CFA.

### 2.3. Teaching and training professionals by type of VET school

In vocational high schools, the teachers, recruited by the State, train students of the vocational path by teaching in their respective subjects (see Chapter 3).

In the CFAs the trainers provide general, technical, theoretical and practical teaching. The apprenticeship mentor in the company accompanies the apprentice throughout his or her training to pass on knowledge and know-how, in cooperation with the CFA (see Chapter 4).

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<sup>(4)</sup> The GRETA (GRoupements d'ETAbissements – public educational establishment groups) are networks run by the Ministry of National Education, Youth and Sports, in charge of developing apprenticeship as well as CVET training offer.

Furthermore, it should be noted that the so-called 'second chance' <sup>(5)</sup> schemes that exist are run by structures such as the 'Second Chance Schools' (E2C, *Ecoles de la deuxième chance*) and the establishments for integration into employment (EPIDE, *Établissement pour l'insertion dans l'emploi*). These structures and their staff fall under the CVET field in the French system.

For reasons of coherence, accessibility of data, and the volume of learners involved, the training of 'second chance' staff is not covered in this article.

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<sup>(5)</sup> Targeted at young people not in employment, education or training (NEETs), up to the age of 25 who have the greatest difficulty in finding work or training.

## Chapter 3.

# Teaching and training professionals in school-based settings

The following chapter focuses specifically on vocational teachers, at upper secondary level, tenured and employed by the Ministry of National Education, Youth and Sports (MENJS, Ministère de l'éducation nationale, de la Jeunesse et des Sports), which corresponds to State Civil Service. They were around 53 500 in 2020/21 <sup>(6)</sup>.

There are other teaching staff (contractual teaching staff in public education, teaching staff in IVET provided by other ministries, by private institutions, and at higher education level) who will not be discussed here for reasons of data comparability. Concerning vocational teachers at upper secondary level employed in private school establishments under a state-contract, they were around 11 000 in 2020/21 <sup>(7)</sup>.

### 3.1. Legislation

The regulations concerning the initial and continuing training of teachers in vocational high schools are part of the general framework applicable to MENJS staff.

The initial training of teachers was reformed by the [Law for a school of trust](#) in 2019 <sup>(8)</sup>. This reform aimed at homogenising throughout the territory the initial teacher training and at better linking it with research, with in particular the transformation of Higher Schools of Professorship and Education (ESPE, *Ecoles supérieures du professorat et de l'éducation*) into National Higher Institutes of Professorship and Education (INSPE, *Institut national supérieur du professorat et de l'éducation*). The INSPEs provide the qualification (EQF5) named masters in teaching, education and training (MEEF, *Métiers de l'Enseignement, de l'Éducation et de la Formation*), whose framework is defined by the [order of 28 May 2019](#) <sup>(9)</sup>.

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<sup>(6)</sup> <https://www.education.gouv.fr/media/92834/download>

<sup>(7)</sup> *ibid*

<sup>(8)</sup> Law no 2019-791 of 26 July 2019.  
<https://www.legifrance.gouv.fr/loda/id/JORFTEXT000038829065/>

<sup>(9)</sup> <https://www.legifrance.gouv.fr/loda/id/JORFTEXT000038731861/>

=> See Annex 1 for the legal provisions concerning the initial training of the teachers in vocational high schools

A three-year ministerial master plan sets out the general framework for continuing training of MENJS staff <sup>(10)</sup>: see [circular no. 2019-133 of 23 September 2019](#) <sup>(11)</sup> for the period 2019-22.

This master plan provides a set of specifications to which the annual training plans at national, regional and local levels must then be adapted.

Furthermore, like other civil servants, National Education staff can benefit from personalised training and support schemes such as: professional training leave, personal training account, career development advice, skills assessment, validation of non-formal and informal learning, particularly since the introduction of local Human Resources management in all academic areas since 2018/19.

=> See Annex 2 for the reference texts concerning the continuous training of National Education teachers

### 3.2. Qualification and competence requirements

A dedicated competition provides access to the profession of teaching in vocational high school: the CAPLP (*Concours d'accès au corps des professeurs de lycée professionnelle*). The requirements to pass it (level of qualification and number of years of professional experience) depend on the subjects taught: for instance, an EQF 7 level Master's degree or being enrolled in the second year of the MEEF master's programme is required to teach in general or some of the vocational sections, while some specific sectors or trades are accessible with 5 to 7 years of experience and a EQF 5 level qualification

The competences framework in force is common for teaching and education professions and was defined by an [order of July 2013](#) <sup>(12)</sup>.

=> See Annex 4 for the competences related to continuing vocational training included in the competence framework for teaching and education professions.

With regard to continuing education, this framework includes a 'commitment to a professional development approach':

- (a) supplement and update scientific, didactic and educational knowledge;
- (b) keep up to date with research knowledge in order to be able to engage in projects and educational innovation initiatives aimed at improving practices;

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<sup>(10)</sup> Including youth and sports staff, who were integrated into the ministry in January 2021.

<sup>(11)</sup> <https://www.education.gouv.fr/bo/19/Hebdo35/MENH1927275C.htm>

<sup>(12)</sup> [https://www.education.gouv.fr/bo/13/Hebdo30/MENE1315928A.htm?cid\\_bo=73066](https://www.education.gouv.fr/bo/13/Hebdo30/MENE1315928A.htm?cid_bo=73066)

- (c) reflect one's own practice - alone and between peers - and reinvest the results of this reflection into action;
- (d) identify training needs and implement ways to develop skills using available resources.

### 3.3. Initial training programmes

Obtaining a bachelor's degree (or equivalent diploma) gives access to the MEEF (*Métiers de l'Enseignement, de l'Éducation et de la Formation*), the master's degree dedicated to teaching, education and training professions.

The MEEF master's degree is professionalising and aimed at all future teachers; after completing it one can participate in the teacher recruitment competition CAPLP (see Section 3.2).

=> See Annex 5 for the content of the MEEF curriculum and possible initial training pathways

After succeeding the CAPLP competition (see Section 3.2), the successful candidates are appointed as trainee vocational high school teachers. The eighteen weeks thus carried out in a professional environment (in high school) over the entire curriculum, contribute to the training of students to enable them to gradually enter the teaching, education and training professions.

The renovation of teacher training, promoted by the Law for a school of trust of 2019, introduced as early as the second year of the bachelor's degree, for students planning to prepare for competitive examinations, a pre-professionalisation course enabling a gradual and remunerated entry into the teacher profession with professional support.

### 3.4. Requirements for continuous professional development

Teachers access continuing education on a voluntary basis or on the designation of their supervisors. The 3 years national masterplan sets up objectives of 100% participants for two of the three main areas covered <sup>(13)</sup>, but no minimum is set on an individual basis in terms of minimum of hours.

The collection and analysis of teacher training needs are carried out at various meetings between teachers and those involved in training and career support:

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<sup>(13)</sup> See Annex 6: Situating oneself within the educational system and Develop and adapt one's professional practices

observations and recommendations made by national education inspectors, in particular during class visits that they carry out under a dedicated protocol for career paths, careers, remuneration (PPCR, *Parcours professionnels, carrières, rémunérations*) and the new assessment of permanent staff of the MENJS, aiming at: ‘advising, supporting and training teachers in order to better acknowledge and promote their career path and commitment’ and the ‘career meetings’ provided for this purpose. Training needs may also be collected through observations made by the trainers, by school heads and by the regional <sup>(14)</sup> human resources players, including local advisors.

In addition, specific measures are put in place at the regional districts level <sup>(15)</sup>. Several ones use questionnaires to collect the training expectations of school and establishment staff and teams and then prioritise them.

However, several surveys show that staff remain generally dissatisfied with their poor consultation in the preparation of the training offer. This was shown by the online survey proposed by the ‘general inspections’ of MENJS in 2019 as part of the Teachers’ Continuous training conference (*Assises de la formation continue des enseignants*): 83% of the teachers who responded indicated that they had not been consulted, while 80% wished to be consulted <sup>(16)</sup>. Only 36% of secondary education teachers say they discuss their training needs with management or supervisory staff (CNESCO survey, 2021) <sup>(17)</sup>.

The three-year master plan (see Section 3.1) sets out the terms of reference for training plans, around three areas:

- (a) situating oneself in the educational system: acquiring institutional training or the common base for professions in order to situate oneself in one's professional environment as a State official;
- (b) training and perfecting professional practices: adapting to changing professions;
- (c) receiving support for professional development: develop one’s skills, diversify his/her professional and training career, particularly in the context of mobility. It relies on seven principles.

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<sup>(14)</sup> Corresponding to the ‘academies’ level, an administrative district of the ministry of national education and the ministry of higher education and research. Each administrative region has an academy.

<sup>(15)</sup> Corresponding to the ‘academies’ level: cf footnote above.

<sup>(16)</sup> [http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco\\_CCI\\_formation\\_continue\\_Rapport\\_descriptif\\_Piedfer-Queney\\_210319.pdf](http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco_CCI_formation_continue_Rapport_descriptif_Piedfer-Queney_210319.pdf); see pages 38 and 39.

<sup>(17)</sup> [http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco\\_CCI\\_formation\\_continue\\_Dossier\\_de\\_synthese\\_210218.pdf](http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco_CCI_formation_continue_Dossier_de_synthese_210218.pdf); see page 10.

=>See Annex 6 for a detailed description of the three areas and seven principles of the 2019-22 master plan

A new multi-year ministerial master plan will apply from 2022 until 2025.

The master plan is implemented through plans at national, regional and local levels. The resulting training plans cover both technical, educational and cross-cutting skills.

=>See Annex 7 for the description of the national, academic and local plans set out from the master plan for continuing training of educational staff

Mentoring for teachers is in particular part of their initial training (see Annex 5).

National Education staff can benefit from validation of competences acquired on the job and in non-formal settings, leading to the obtention of a qualification registered in the national directory of vocational qualifications, following the common rules and regulation framework <sup>(18)</sup>.

Modes of CPD provision can be either face to face, distance training or hybrid.

The place of distance training actions (either entirely online or hybrid, i.e. partly online and partly face-to-face) has been increasing in recent years and in particular since the Covid 19 pandemic crisis, which has led to a massive development of distance training but also distance training engineering.

Several dedicated sites and platforms offer distance training in addition to face-to-face training: M@gistère (tutored and interactive continuous training system), Eduscol site (national portal for education professionals), national resource networks for teachers of vocational and technological pathways, Canopé network (network for creation and pedagogical support).

=>See Annex 8 for a description of the main sites and platforms offering distance training.

Furthermore, a significant proportion of teachers take part in training courses outside of formal training actions provided by the MENJS: training offered by universities, associations, trade unions, popular education movements, partner companies of National Education, etc.

### 3.5. Data on teachers and trainers in school-based settings

The MENJS Evaluation, Forecasting and Performance Directorate (DEPP, *Direction de l'évaluation, de la prospective et de la performance*) is responsible for assessing and measuring performance in the areas of education and training. It contributes to the evaluation of policies conducted by the ministry.

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<sup>(18)</sup> <https://francevae.fr/tout-savoir-sur-la-vae/>

It publishes an annual review [Highlights and references statistics](#) <sup>(19)</sup>, in collaboration with the Ministry of Higher Education, Research and Innovation (MESRI, *Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation*), of which [a chapter is dedicated to staff](#) <sup>(20)</sup> and deals with their continuing training.

In 2019/20, among the 725 181 teachers in the public sector, 54% teach in secondary education and 7.5% are vocational secondary school teachers, i.e. a workforce of 54 299 vocational secondary school teachers (49% men and 51% women). In 2021, 1 810 positions of vocational teachers were offered at the CAPLP public education competition.

In 2017/18, 69.5% of vocational high school teachers took part in at least one continuing education action <sup>(21)</sup>.

Secondary education teachers (teaching in general, technological or vocational path) took an average of 2.3 days of training in 2017/18. That year, vocational high school teachers who took at least one training course spent an average of 3.8 days in training over the year (cf Table 1) <sup>(22)</sup>.

Two-thirds of the modules followed by secondary education teachers are linked to national priorities <sup>(23)</sup>, including the training of new teachers and tutors, mastery of basic knowledge, educational success, digital technology and open and distance training (FOAD, *Formation ouverte et à distance*).

For 53% of secondary education teachers who took at least one training course in 2018/019 or 2019/020, the training course had been set up specifically for their educational institution.

The National Centre for the Study of School Systems (CNESCO, *Centre national d'étude des systèmes scolaires*) publishes researches and organises conferences on the theme of teachers continuing training.

=> See *Annex 9 for recent studies and reports published on this topic by CNESCO.*

=> See *Annex 10 for the works carried out as part of the national concertation Grenelle de l'éducation.*

According to a survey by CNESCO, 47% of secondary education teachers have already taken part in continuing education actions (formal schemes) outside of National Education.

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<sup>(19)</sup> <https://www.education.gouv.fr/media/70728/download>

<sup>(20)</sup> <https://www.education.gouv.fr/media/70745/download>

<sup>(21)</sup> 2019-20 social report, Depp, MENJS et al., 2020, page 38.

<sup>(22)</sup> 2019-20 social report, Depp, MENJS et al., 2020.

<sup>(23)</sup> *Ibid*, page 37.

Table 1. **Public vocational high schools teachers training participation in 2017-2018**

	<b>Total</b>
<b>Attendees participating in at least one training module</b>	36 887
<b>Average number of days of training for participating attendees</b>	3.8

Source: Social report the Ministry of National Education, Youth and Sports 2019-20 (24).

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(24) <https://www.education.gouv.fr/bilan-social-du-ministere-de-l-education-nationale-de-la-jeunesse-et-des-sports-2019-2020-308115>

## Chapter 4. Training professionals in work-based settings

Two tracks, both offering learners the status of employee, provide access to a qualification by alternating learning in a training centre and in a company; they can be considered as ‘apprenticeship schemes’:

- (a) ‘apprenticeship’ training for young people aged 16 to 29, alternating between a company of which they are employees and an apprentices training centre (CFA, *Centre de formation d’apprentis*);
- (b) training through a ‘professionalisation contract’, for young people aged 16 to 25, and for job seekers of all ages, who alternate between a company of which they are employees and a training provider.

This chapter deals only with professionals involved in apprenticeships, which fall within the IVET field and which concern the largest number of learners: more than 525 000 new apprenticeship contracts signed in 2020 <sup>(25)</sup> compared to more than 112 000 new professionalisation contracts <sup>(26)</sup>.

Periods in a company in the context of IVET under school status are covered in Chapter 5.

### 4.1. Definitions

As part of apprenticeships, professionals in an Apprentices Training Centre (CFA) are called teachers (for the ones teaching theoretical knowledge) or trainers (for the ones delivering practical training).

In-company tutors are called ‘apprenticeship mentors’ (*Maîtres d’apprentissage*). They are volunteer employees of the company. This function may be exercised by the employer.

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<sup>(25)</sup> <https://dares.travail-emploi.gouv.fr/donnees/le-contrat-dapprentissage>

<sup>(26)</sup> ‘Professionalisation contract’ is another type of alternating scheme, partly in a training center and partly in an enterprise. It addresses to the following target groups: young people aged 16-25 years old who want to complete their initial training, unemployed people of 26 years old, and beneficiaries of specific State aids for most at risk of social exclusion. This scheme is considered as part of CVET in the French system.  
<https://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/apprenticeship-schemes/scheme-fiches/professionalisation-contract>.  
<https://dares.travail-emploi.gouv.fr/donnees/le-contrat-de-professionalisation>

## 4.2. Legislation

For the trainers in a CFA, when the CFA is covered by the collective agreement of training organisations, their function falls under this agreement.

To access the profession of trainer in a CFA, no certification is officially required. However, teaching staff working in training organisations and CFA must prove a link between their qualification and the educational services they provide. They must therefore have technical, practical or theoretical professional skills (sanctioned by a qualification or diploma or arising from professional experience) as well as the ability to pass on their knowledge <sup>(27)</sup>.

*The role of apprenticeship mentor is defined by the French Labour Code: it is to contribute to the apprentice's acquisition, in the company, of skills corresponding to the qualification prepared, in link with the CFA* <sup>(28)</sup>.

Apprenticeship mentors in companies must:

- (a) hold a professional qualification at a level at least equivalent to that prepared by the apprentice, and in the same professional field, and at least one year of professional activity in relation to the qualification prepared; or
- (b) justify two years of professional activity in relation to the qualification prepared by the apprentice <sup>(29)</sup>;
- (c) in addition, special conditions may be provided for by a branch collective agreement or agreement.

An apprenticeship mentor can only supervise two apprentices at a time <sup>(30)</sup>.

Two qualifications that aim at enhancing the skills of the apprenticeship mentors, that are not mandatory.

=> See Annex 11 for the qualifications to valorise and enhance apprenticeship mentors' role and skills.

As CFAs are considered training organisations, they must, from 1 January 2022, possess a national quality certification called 'Qualiopi'. One of the criteria required to be accredited relates to the participation of their staff in professional development and continuing training actions.

The MENJS quality label for vocational training 'Eduform' includes a commitment to a lifelong development of staff qualifications and skills. Obtaining it automatically allows the issuance of the Qualiopi certification.

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<sup>(27)</sup> [Circ. DGEFP no. 2006-10 of 16.3.06 \(BOT no. 2006-4 of 30.4.06\)](#)

<sup>(28)</sup> [Art. L6223-7 of the French Labour Code](#)

<sup>(29)</sup> [Art. L6223-8-1 of the French Labour Code and Art. R6223-22 of the French Labour Code](#)

<sup>(30)</sup> However, he/she may supervise an additional apprentice whose training is extended in the case this one failed to the examination leading to the qualification prepared.

### 4.3. Provisions for continuous professional development

CFA trainers access continuing training as part of the 'skills development plan' defined by their employers. Like all employees, they also have access to schemes such as Personal training account (CPF, *Compte personnel de formation*), professional development counselling service (CEP, *Conseil en évolution professionnelle*), validation of prior experience (VAE, *Validation des acquis de l'expérience*).

As any private employer, each CFA sets up its own 'skills development plan', following the same rules and regulations that apply to any other company. No needs analysis is compulsory. Small organisations (less than 50 employees) can benefit of the support from the 'Skills operator' related to their field of activity, for an analysis of their needs. In organisations of at least 50 employees, the social and economic committee (CSE, *Comité social et économique*) is consulted yearly on the strategic orientations of the company, including the orientations of vocational training in the company and the skills development plan <sup>(31)</sup>.

The training actions can cover all the range of competences, depending on the choices made by the employer: technical, pedagogical/didactic, transversal.

As any employee, a CFA trainer can benefit from validation of competences acquired on the job and in non-formal settings, leading to the obtention of a qualification registered in the national directory of vocational qualifications, following the common rules and regulation framework <sup>(32)</sup>.

Modes of CPD provision can be either face to face, distance training or hybrid.

The apprenticeship mentors must benefit from trainings organised by their employers so that these trainings enable them to properly carry out their mission and to keep updated about changes in the content of the training followed and the qualifications prepared by the apprentices. No minimum number or duration of training actions is required, beyond this general principle.

The consular chambers in particular are responsible for providing trainings for apprentice mentors.

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<sup>(31)</sup> Article L 2312-24 of the Labour Code.

<sup>(32)</sup> <https://francevae.fr/tout-savoir-sur-la-vae/>

These training courses are funded by the 11 existing 'skills operators' (OPCOs, *Opérateurs de compétences*)<sup>(33)</sup> for companies with fewer than 11 employees<sup>(34)</sup>, with a ceiling of 40 hours duration.

#### 4.4. Data on trainers in work-based settings

No data are available in terms of number of CFA trainers trained; as CFA are public or private training organisations, no such figures are gathered and published.

In 2019, the OPCOs funded 859 training actions for the benefit of 2 086 apprenticeship mentors or tutors<sup>(35)</sup>, corresponding to a total cost of EUR 0.8 million<sup>(36)</sup>.

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<sup>(33)</sup> 11 OPCOs or Skills Operators are joined appointed bodies organised by professional sectors. Among their tasks, skills operators develop apprenticeship and fund the training costs of apprentices; they also help the companies employing fewer than 50 persons to benefit from mutual funds to develop training programmes for their employees (skills development plans, *plans de développement des compétences*).

<sup>(34)</sup> Art. L6332-1-3 of the Labour Code, Art. D6332-92 and D6332-93 of the Labour Code

<sup>(35)</sup> 'Tutors' correspond to the in-company tutor for employees under a 'professionalisation contract'.

<sup>(36)</sup> <https://www.budget.gouv.fr/documentation/file-download/6994>

## Chapter 5. Partnerships between schools and companies

The Ministry of National Education, Youth and Sport (MENJS) has established traditional privileged links with national-scale professional organisations and companies, in order to promote vocational education and strengthen partnerships between schools and companies.

A set of dedicated players bring the education system and its local economic environment closer together: school-business desks of the local education authority (rectorat), local school-business committees, and business advisors for the school.

### 5.1. Examples of practice

The Studies and training center in partnership with companies and professions (CEFPEP, *Centre d'Etudes et de Formation en Partenariat avec les Entreprises et les Professions*)<sup>(37)</sup>, is a department within the MENJS that works in partnership with companies, associations and public organisations to offer teachers immersion training in new businesses and other organisations.

The training courses are tailor-made: they can last from 1 to 5 days, or up to one year, and can be collective or individual. The CEFPEP also organises short training courses and company visits for INSPEs trainees (see Chapter 3.1).

The 'Engineers for schools' (IPE, *Ingénieurs pour l'école*) scheme consists of detaching engineers and executives from their company in the academies, for a renewable period of one to three years, so that they can put their professional experience at the service of the education system. IPE remain employees of their company and rejoin it at the end of their assignment. For example, they promote partnerships with the economic world in the context of 'trades and qualifications campuses' (*Campus des métiers et des qualifications*)<sup>(38)</sup> and encourage companies to welcome teachers as part of CEFPEP or academic initiative training. Teachers also enrich their knowledge of the professional world and its challenges through this scheme. Some fifty IPEs are currently counted in France.

Trades and qualifications campuses, since 2013, aim to coordinate, at a local level, secondary and higher VET institutions with businesses in given economic

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(37) [https://eduscol.education.fr/379/je-me-forme-en-milieu-professionnel-stages-cefpep?menu\\_id=484](https://eduscol.education.fr/379/je-me-forme-en-milieu-professionnel-stages-cefpep?menu_id=484)

(38) <https://www.education.gouv.fr/les-campus-des-metiers-et-des-qualifications-5075>

sectors. 95 campuses have been developed covering 12 growth and job-creating sectors.

The transformation of the vocational pathway initiated in 2019 set up a second generation of campuses with the label Excellence campus <sup>(39)</sup>, which aims at establishing VET as an excellence pathway, strengthening the linking between the world of education and the world of business. 45 careers and qualifications campuses were awarded the 'campus d'excellence' label in 12 economic sectors of the future.

A 'business-school' week is organised each year by the schools.

The '1 young person, 1 solution' plan (*Un jeune, un solution*), deployed to respond to the economic consequences of the health crisis affecting young people, includes a system dedicated to the development of mentoring: '1 young person, 1 mentor' (*Un jeune, un mentor*) aims to increase the number of young people who benefit from the support of a mentor (student, professional in activity or retired), during their school career, in their choice of orientation or in the phase of professional integration. The government is mobilising EUR 30 million to support 100 000 young people and help them to find work through a mentor. The Ministries of National Education and Labour established a list of 22 associations supported by the State to develop these actions.

## 5.2. Cooperation between VET schools and companies

Apprenticeship is a scheme based on the cooperation between the training center, the CFA, and the enterprise that employ the young people. Some professional branches have developed sectoral networks of CFA.

Concerning the students in vocational high schools, their training include periods of work-based training (PFMP, *Périodes de formation en milieu professionnel*; a type of internship) these periods are characteristic of vocational qualifications as CAP (professional skills certificate, *Certificat d'aptitude professionnelle*, EQF level 3) and Bac pro (vocational baccalaureate, *Bacalauréat professionnel*, EQF level 4).

The objective of a PFMP is to develop and validate skills defined in the diploma that can only be obtained in contact with professional reality. In this context, tutoring action arises from interactions between three key players: a vocational high school reference teacher, a young person in a PFMP and an

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<sup>(39)</sup> <https://www.cedefop.europa.eu/da/news-and-press/news/france-excellence-vet-new-generation-trades-and-qualifications-campuses>

employee appointed as administrative tutor, to whom one or more practical tutors can join. For example, students preparing for a vocational baccalaureate must complete 22 weeks of PFMP, spread over their three years of training.

PFMPs are taken into account when issuing diplomas. The professionals take part in the assessment, the panels include professionals (who may be panel chairs in the case of the CAP).

An internship agreement is mandatory for any period in a company carried out by a student as part of his / her training. Signed by the head of school and the head of the company, it specifies the commitments and obligations of the company, school and student <sup>(40)</sup>. Partnership relationships established during periods of professional training are monitored as part of the institution's self-assessment quality process (Qualeduc, MENJS).

The in-company tutor is a salary identified and chosen by his/her employer; usually this is done taking into account his or her willingness for this role. The modalities for coordinating his/her activities with the school are defined by the internship agreement: i.e. use of a support for assessing the tasks achieved and the learning outcomes.

Following a 2015 circular <sup>(41)</sup> from the Ministry of Education, internship hubs (*pôles de stages*) have been rolled out in every region to organise schools and businesses into networks which support students in finding work placements. More than 350 local hubs have been set up, specialised, in some cases, by economic sector. These local internship hubs are each managed by a facilitator and coordinated at regional level.

### 5.3. Hybrid teachers and trainers

The concept of 'hybrid trainer' does not appear as such in the French legal framework that applies to initial vocational training.

The recruitment of active professionals for interventions as temporary teachers is a common practice in higher education institutions providing vocational training; it is carried out directly by the institution in question. Teaching staff in vocational high schools can also be recruited with the status of contract teachers by the local education authority (Rectorat) while maintaining professional activities in companies in parallel with their functions as teachers.

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<sup>(40)</sup> Circular no. 2016-053 of 29 March 2016 - Organisation and support of professional training periods

<sup>(41)</sup> <https://www.education.gouv.fr/bo/15/Hebdo9/MENE1505070C.htm>

CFAs may also, subject to compliance with the provisions provided for (see Chapter 4), recruit temporary trainers.

#### 5.4. **Data on cooperation and hybrid teachers**

In 2019 the MENJS has renewed more than 50 partnership agreements with the professional world and the business school week: over 200 000 pupils were reached, with 700 activities in the field, 19 000 teachers, 5 600 schools and 11 000 businesses involved <sup>(42)</sup>.

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<sup>(42)</sup> <https://www.education.gouv.fr/semaine-ecole-entreprise-7550>

# Chapter 6. National and EU-funded projects and initiatives

## 6.1. Digital skills for remote and blended teaching

The development of the skills of teachers in the school vocational pathway linked to the use of digital technology for teaching is one of the objectives of their initial and continuing training (see Chapter 3).

Dedicated sites and platforms offer a wide range of distance or hybrid training. Specific modules are offered for the use of the PIX platform <sup>(43)</sup> with a class.

*See Annex 8 for a description of the main sites and platforms offering distance training*

The crisis arising from the COVID 19 led to a sudden shift towards distance teaching methods; teachers demonstrated remarkable adaptive capabilities to maintain educational continuity while adjusting their digital uses as and when necessary <sup>(44)</sup>. However, maintaining direct contact with students through different channels did not prevent a greater drop-out observed among students in the vocational pathway, and in particular for those preparing a CAP <sup>(45)</sup>.

As part of the national consultation *Grenelle de l'éducation*, a [national conference](#) <sup>(46)</sup> and [workshops](#) <sup>(47)</sup> devoted to the digital theme have been organised, drawing up a diagnosis and making recommendations around the following areas:

- (a) meeting the equipment needs of pupils and teachers;
- (b) increasing the skills of teachers, pupils and families;
- (c) transforming the teaching profession through digital technology, tools and uses to be developed in and out of class.

With regard to apprentices training centres (CFAs), as well as players in the CVET field like training organisations providing other forms of alternating

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<sup>(43)</sup> PIX is a free online public service for developing, assessing and certifying digital competences. <https://pix.fr>

<sup>(44)</sup> <https://www.education.gouv.fr/les-usages-pedagogiques-du-numerique-en-situation-pandemique-durant-la-periode-de-mars-juin-2020-308421>

<sup>(45)</sup> <https://www.education.gouv.fr/recensement-et-analyse-des-actions-numeriques-pendant-la-periode-covid-19-322865>

<sup>(46)</sup> <https://www.education.gouv.fr/grenelle-de-l-education-synthese-d-atelier-numerique-309065>

<sup>(47)</sup> <https://www.education.gouv.fr/les-etats-generaux-du-numerique-pour-l-education-304117>

training <sup>(48)</sup>, several national scale plans aim to accelerate and structure the digitilisation of training provision and practices:

- (a) the skills investment plan (PIC, Plan d'investissement dans les compétences, 2017-22), in particular through regional projects <sup>(49)</sup>, funds the development of innovative and adapted pedagogical engineering for distance training targeted at vulnerable publics, the development of the use of e-portfolios and digital badges, the renewal of educational approaches, the discovery of professions through virtual reality;
- (b) an ambitious plan for training transformation and digitilisation is included in the France Recovery Plan (plan France relance). A first call for proposals was launched in June 2021: Deffinum (France innovative digital training schemes, Dispositifs France formation innovante Numérique) <sup>(50)</sup>, with a budget of €100 million to accelerate the hybridisation of the training provision and to deploy innovative teaching. It is aimed at consortia or groups of actors of national or inter-regional scale: networks of training organisations, apprentices training centres (CFAs), educational institutions; professional branches or sectors; companies; content publishers; EdTechs; players of the integration through economic activity sector; research laboratories. The projects financed must include a high level of educational innovation for vocational training and apprenticeship training, by integrating in particular the contributions of digital and immersive technologies, cognitive sciences, on-the-job training in the workplace; the materials and tools created must then be pooled within the consortium or beyond.

## 6.2. Green skills for sustainability

The ecological transition is run as an inter-ministerial and transversal priority <sup>(51)</sup>. The diplomas or vocational qualification delivered by the Ministry in charge of National Education and the Ministry of Agriculture have been adapted to the challenges of the ecological transition with the involvement of the professionals from the related fields of activity. The professional branches play a central role in

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<sup>(48)</sup> Among them 'professionalisation contracts'.

<sup>(49)</sup> [https://travail-emploi.gouv.fr/IMG/pdf/lecture\\_transversal\\_thematique\\_des\\_pactes.pdf](https://travail-emploi.gouv.fr/IMG/pdf/lecture_transversal_thematique_des_pactes.pdf): see pages 48 and 49.

<sup>(50)</sup> [https://www.defi-metiers.fr/sites/default/files/users/229/aap\\_deffinum\\_.pdf](https://www.defi-metiers.fr/sites/default/files/users/229/aap_deffinum_.pdf)

<sup>(51)</sup> [https://travail-emploi.gouv.fr/IMG/pdf/rapport\\_parisot\\_ppec\\_200219.pdf](https://travail-emploi.gouv.fr/IMG/pdf/rapport_parisot_ppec_200219.pdf)

renewing qualifications or shaping new ones, in particular in three fields of activity: Recovery / Waste / Energy & environment.

Over the 95 existing Trade and qualification campuses, 11 are specialised in Energy and eco-industry transition.

Green transition is one of the three priorities of the France Recovery Plan (*Plan France relance*)<sup>(52)</sup>. IVET and CVET stakeholders are involved through national and regional dedicated programmes: i.e. projects funded by the PIC programme, training programmes to be qualified for new green trades funded by the '1 jeune 1 solution' plan (see Section 6.1).

The development of tailored curricula for VET training providers (including those involved in apprenticeship schemes<sup>(53)</sup> those involved in apprenticeship schemes) is based on high pedagogical expertise, which is mainly based on the use of professional experts from outside the pedagogical teams. This situation requires a better association of these professionals with training engineering, as well as parallel investment in training of trainers<sup>(54)</sup>.

Green/sustainability skills are part of the education for sustainable development (EDD, *Education au développement durable*), which is cross-cutting and included in the teaching programs. Teachers and supervisory staff are trained about the issues related to EDD and include them into the running of their establishments<sup>(55)</sup>.

### 6.3. Preventing early leaving from VET

Reducing school drop-out is a national priority in line with the European objectives.

The measures deployed by MENJS involve a group of specialised players and are based on training of all educational staff in preventing early school leaving. The national network FOQUALE<sup>(56)</sup> brings together all education actors to prevent and tackle early leaving from education in line with education and training policies. A training scheme for teachers and school staff (run by the Mission for the fight against dropping out, MLC *Mission de lutte contre le décrochage*) is in place in upper secondary schools and aims that teachers and school staff acquire the

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<sup>(52)</sup> Among the 100 billion euros of the total budget, 30 are dedicated to ecology and 15 to social cohesion, part of which are the measures related to IVET and CVET.

<sup>(53)</sup> <https://www.education.gouv.fr/la-lutte-contre-le-decrochage-scolaire-7214>

<sup>(54)</sup> <https://www.cereq.fr/les-differents-faces-des-formations-continues-visee-ecologique>

<sup>(55)</sup> <https://www.education.gouv.fr/l-education-au-developpement-durable-7136>

<sup>(56)</sup> <https://eduscol.education.fr/1613/prise-en-charge-des-jeunes-en-situation-de-decrochage-scolaire>

necessary skills and strategies to prevent drop-out. This training scheme leads to a dedicated qualification for teachers and staff in upper secondary VET schools.

The obligation to train young people aged 16 to 18, instituted by the Law for a school of trust of 2019, is being rolled out with the implementation of a set of dedicated schemes. A right to a delayed training aims to give young dropouts a chance to return to initial education and training under scholar or trainee status.

The “1 young person, 1 solution” plan, part of the “France recovery” one, aims at addressing the economic and social consequences of the Covid 19 crisis for the youth, with three priorities:

- (a) facilitating entry into working life;
- (b) orienting and training 200 000 young people in the sectors and professions of the future;
- (c) supporting 300 000 young people who are long-term unemployed by building tailored pathways for professional integration.

Specific measures are set to reach out to the young NEETs (Not in employment, education or training), to be run by various professionals (in the field of IVET, guidance, social work, etc.) <sup>(57)</sup>.

One axis of the plan is based on the development of mentoring: the **1 young person, 1 mentor** <sup>(58)</sup> scheme aims to enable 100 000 young people in 2021, and 200 000 in 2022, to be supported during their academic career in their choice of career or during their professional integration by an older mentor (student, professional in practice or young retiree) (see Chapter 5.2).

Since 1 January 2017, the Youth guarantee is available across the country and enshrined in the French labour code. It is targeted at the less qualified NEETs young people (16-25) at risk of exclusion from the labour market. As part of the ‘1 young person, 1 solution’ plan, the Government is increasing the financial resources allocated to the youth guarantee, in order to reach 200 000 accompanied young people in 2021.

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<sup>(57)</sup> <https://travail-emploi.gouv.fr/le-ministere-en-action/relance-activite/plan-1jeune-1solution/>

<sup>(58)</sup> <https://travail-emploi.gouv.fr/actualites/l-actualite-du-ministere/1jeune1mentor-premierAAP>

## Chapter 7. National surveys of teaching and training populations

Each year, the MENJS Evaluation, Forecasting and Performance Directorate (DEPP, *Direction de l'évaluation, de la prospective et de la performance*) carries out an annual social report on MENJS school teaching staff: MENJS - Ministry of National Education, Youth and Sports (2021). *Social balance sheet of the Ministry of National Education, Youth and Sports 2019-20 - School education.*

<https://www.education.gouv.fr/media/73531/download>

The CNESCO, National Centre for the Study of School Systems (*Centre national d'étude des systèmes scolaires*) has carried out several specific surveys on access to continuing education for teachers

=> See Annex 9, *Recently published studies and reports by CNESCO on teachers continuing training.*

## Chapter 8. Conclusions

The upgrading of the careers of education professionals in the public sector was at the heart of the ambitions of a broad national consultation concluded in May 2021: the *Grenelle of education*. It intended to respond to the challenges of attractiveness and remuneration of teaching professions, at a time when teaching positions regularly remain unfilled due to a lack of candidates, and international studies point to lower remuneration for French teachers, particularly at the start of their careers compared to other OECD countries.

The commitments made by the Ministry of National Education include an unprecedented financial effort for a financial revaluation of staff, with an announced budget of 1.1 billion euros for 2021-22.

The workshops conducted as part of the *Grenelle de l'éducation* also focused on the theme of teachers training.

Mastery of the uses of educational digital technology, if included for a long time in the initial and continuing training courses of VET professionals, has become a central issue in the health crisis. Education professionals found themselves on the front line to prevent younger generations from dropping out during periods of imposed school closure. Maintaining pedagogical continuity has been based on the generalisation of distance teaching methods, with a significant proportion of 'on-the-road' learning and adaptation provided by teachers according to the specific needs related to the education sectors and subjects taught, and the unique situations of their students. Despite this investment by educational staff, the learning difficulties observed, and school drop-out situations were more pronounced within the vocational pathway compared to the general and technical ones.

The work carried out on this theme as part of the *Grenelle de l'éducation* has mapped out a set of needs for the development of professional practices and skills, with particular vigilance to anchor the new tools and uses in the fundamentals of the teaching profession, in the light of their pedagogical relevance.

Public policies related to continuous training and apprenticeship training <sup>(59)</sup>, affirm a strong desire to accelerate the digital transformation of the training provision. Thanks to substantial financial resources, a multitude of projects are supported to develop distance or hybrid teaching and training content, and more broadly innovative teaching methods using the innovations proposed in the form of new educational technologies developed by players in the EdTech market. The

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<sup>(59)</sup> For which in the french system the Ministry of labour is responsible.

adaptation of digital training methods to the most vulnerable populations is thus the subject of *ad hoc* projects. More generally, the development of 100% digital or distance-oriented learning paths in hybrid forms must also be the subject of in-depth evaluations to measure the results with the young people concerned.

In this context, VET professionals are called upon to significantly change their teaching and training practices. The development of skills through continuous training schemes is a crucial lever to enable VET teachers and trainers to integrate digital issues, but also those of the ecological transition.

Teachers are also directly involved in wider societal issues. As an example, in response to this, the Minister of National Education, Youth and Sports announced in June 2021 the future implementation of a large-scale secularism training plan (*plan de formation à la laïcité*) that will be required from the start of the 2021 academic year for all National Education staff.

1 000 trainers from all academies and departments will benefit from enhanced and intensive training in accordance with a common set of skills and content for training in secularism and the values of the Republic of teachers and Principal Educational Advisers (CPEs, *Conseillers principaux d'éducation*). Similarly, in July 2021, the vade-mecum 'Secularism in schools' (*La laïcité à l'école*) was updated, which provides a list of situations for academic teams, schools and establishments.

Digitalisation, ecology, societal issues: continuous training for VET professionals is directly in line with the central issues that pervade contemporary French society; the continuous development of competences is, in this context, a major lever to enable vocational education practitioners to develop their professional practices, with new generations of learners and as close as possible to new needs.

## List of abbreviations

Bac Pro	Vocational baccalaureate
CAP	Professional skills certificate
CAPLP	Competition for access to the corps of vocational school teachers
CAPEFE	Certificate of aptitude to participate in french education abroad
CCE	Skills certification in companies
CEFPEP	Studies and training center in partnership with companies and professions
CEP	Professional development counselling service
CFA	Apprentices training center
CNESCO	National centre for the study of school systems
CPE	Main educational advisor
CPF	Personal training account
DEFFINUM	France innovative digital training schemes
DEPP	Evaluation, forecasting and performance Directorate
E2C	Second chance school
EPIDE	Establishments for integration into employment
ESPE	Higher Schools of Professorship and Education
FOAD	Open and distance training
FOQUALE	National network to prevent and tackle early leaving from education
GRETA	Public educational establishment groups
INSPE	National Higher Institutes of Professorship and Education
IPE	Engineers for schools
MEEF	Master's degree for teaching, education and training professions
MENJS	Ministry of national education, youth and sports
MESRI	Ministry of Higher Education, Research and Innovation
MLCD	Mission for the fight against dropping out
NEETS	Not in education, employment or training
OECD	Organisation for economic co-operation and development
OPCO	Skills operator
PFMP	Periods of work-based training
PIC	Skills investment plan
PPCR	Professional development, careers and remuneration
VAE	Validation of prior experience

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# Annex 1. Legal provisions – initial training of teachers in vocational high schools

## National initial training framework

[Loi n° 2019-791 du 26 juillet 2019 pour une école de la confiance \(JORF n° 0174 du 28 juillet 2019\)](#)

[Décret n° 2013-768 du 23 août 2013 portant recrutement et formation initiale de certains personnels enseignants, d'éducation et d'orientation](#)

[Arrêté du 28 mai 2019 modifiant l'arrêté du 18 juin 2014 fixant les modalités de formation initiale de certains personnels enseignants et d'éducation de l'enseignement public stagiaires](#)

[Arrêté du 25 novembre 2020 fixant le cahier des charges relatif aux contenus de la formation initiale spécifique pour les étudiants et fonctionnaires stagiaires](#)

## MEEF Masters national framework

[Arrêté du 28 mai 2019 modifiant l'arrêté du 27 août 2013 fixant le cadre national des formations dispensées au sein des masters MEEF](#)

## MEEF Masters students – Internships and training

[Stages pour les étudiants en master se destinant aux métiers de l'enseignement \(circulaire n° 2010-102 du 13 juillet 2010\)](#)

[Professionnalisation des formations pour les étudiants se destinant aux métiers de l'enseignement \(circulaire n° 2011-157 du 14 septembre 2011\)](#)

## Recruitment competition winners – Assignment as trainee civil servant

[Affectation en qualité de fonctionnaire stagiaire des lauréats des concours du second degré - rentrée 2020 \(note de service du 12-6-2020\)](#)

[Modalités d'affectation et organisation de l'année de stage : lauréats des concours de recrutement des maîtres des établissements d'enseignement privés du premier et du second degré sous contrat \(circulaire n° 2019-036 du 11 avril 2019\)](#)

Trainee civil servants – Training, internship, evaluation and tenure procedures

*Public education*

Certains personnels enseignants et d'éducation stagiaires : Modalités de formation initiale (arrêté du 18 juin 2014)

Professeurs des écoles stagiaires : Modalités de stage, d'évaluation et de titularisation (arrêté du 22 août 2014)

Personnels enseignants et d'éducation du second degré stagiaires : Modalités de stage, d'évaluation et de titularisation (arrêté du 22 août 2014)

Professeurs agrégés stagiaires : Modalités de stage, d'évaluation et de titularisation (arrêté du 22 août 2014)

Modalités d'évaluation du stage et de titularisation des personnels enseignants et d'éducation de l'enseignement public (note de service n° 2015-055 du 17 mars 2015)

Personnels enseignants et d'éducation stagiaires : Modalités d'évaluation et de titularisation (note de service n° 2016-070 du 26 avril 2016)

*Private education under contract with the State*

Maîtres contractuels et agréés à titre provisoire / Établissements d'enseignement privé sous contrat : Modalités d'accomplissement et d'évaluation (arrêté du 22 décembre 2014)

Maîtres contractuels ou agréés à titre provisoire / Établissements d'enseignement privé sous contrat : Évaluation (circulaire n° 2016-087 du 10 juin 2016)

*Student Apprenticeship Teacher scheme (EAP, Étudiant Apprenti Professeur)*

Loi n° 92-675 du 17 juillet 1992 modifiée portant dispositions relatives à l'apprentissage, à la formation professionnelle et modifiant le code du travail (JORF n° 166 du 19 juillet 1992)

Loi n° 97-940 du 16 octobre 1997 relative au développement d'activités pour l'emploi des jeunes (JORF n° 242 du 17 octobre 1997)

Décret n° 98-888 du 5 octobre 1998 modifié pris en application de l'article 13 de la loi n° 97-940 du 16 octobre 1997

Circulaire interministérielle du 8 avril 2015 relative à la mise en œuvre de l'apprentissage dans le secteur public non industriel et commercial

## Annex 2. Reference texts for the continuous training of National Education teachers

### European Framework of Reference

[Recommandation du Conseil de l'Union européenne du 22 mai 2018](#), relative aux compétences clés pour l'éducation et la formation tout au long de la vie (2018/C 189/01)

### National framework for continuing education

[Loi n° 2007-148 du 2 février 2007 de modernisation de la Fonction publique](#) (JO du 23 août 2008)

[Décret n° 2007-1470 du 15 octobre 2007](#) modifié par le [décret n° 2016-1804 du 22 décembre 2016](#) relatif à la formation professionnelle tout au long de la vie des fonctionnaires de l'État

[Circulaire n° 2011-042 du 22 mars 2011](#) fixant les orientations pour la formation continue des personnels enseignants

[Circulaire n° 2016-115 du 19 août 2016](#) fixant les modalités de la formation continue à distance des professeurs des écoles

[Circulaire n° 2019-133 du 23 septembre 2019](#) fixant les axes du schéma directeur de la formation continue des personnels de l'éducation nationale - 2019-2022

### Professional skills in professorship and education

[Référentiel des compétences professionnelles des métiers du professorat et de l'éducation](#) (arrêté du 1er juillet 2013)

[Compétences à acquérir par les professeurs, documentalistes et conseillers principaux d'éducation](#) (arrêté du 12 mai 2010)

[Compétences à acquérir par les professeurs, documentalistes et conseillers principaux d'éducation](#) (circulaire n° 2010-105 du 13 juillet 2010)

[Outil d'accompagnement des degrés d'acquisition des compétences](#) (note de service n° 2015-055 du 17 mars 2015, annexe)

Duties of teaching and education personnel in first and second grades

[Décret n° 2008-775 du 30 juillet 2008](#) relatif aux obligations de service et missions des personnels enseignants du premier degré

[Décret n° 2014-940 du 20 août 2014](#) relatif aux obligations de service et aux missions des personnels enseignants exerçant dans un établissement public d'enseignement du second degré

[Circulaire n° 2015-112 du 15 juillet 2015](#) relative aux précisions sur les missions des maîtres des établissements d'enseignement privés du second degré sous contrat

[Circulaire n° 2015-138 du 10 août 2015](#) relative aux missions des conseillers principaux d'éducation

## Annex 3. Requirements to pass the CAPLP competition to become a vocational high school teacher

One can pass the CAPLP competition to become a vocational high school teacher (*Concours d'accès au corps des professeurs de lycée professionnel*) in accordance with three possible ways <sup>(60)</sup>:

- (a) the external competition of the CAPLP which is aimed at people with conditions that vary according to the section of the competition:
  - (i) for general and vocational education sections, be enrolled in the second year of the MEEF master's programme or already have a master's degree;
  - (ii) for sections relating to 12 vocational sectors (applied arts, aesthetics, hotel and catering, etc.): 5 years of professional experience or teaching and holding a post-secondary education qualification or diploma of at least two years (BTS, DUT,...) or an EQF level 5 professional qualification;
  - (iii) for sections concerning 46 trades (metal arts, florist, tapestry-couture decor, etc.): 7 years of professional experience or teaching and holding an EQF level 4 professional qualification;
- (b) the internal CAPLP competition concerns civil servants and certain non-tenured agents, who can prove three years of public services and who hold the required diploma;
  - (i) the third CAPLP competition is open to persons who can prove that one or more professional activities carried out under a private law contract have been carried out for at least 5 years.

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<sup>(60)</sup> <https://www.devenirenseignant.gouv.fr/pid33990/enseigner-dans-lycee-professionnel-caplp.html>

## Annex 4. Competences framework for teaching and education professions: competences related to continuing vocational training

A competences framework for teaching and education professions was defined by an order of July 2013 <sup>(61)</sup>.

With regard to continuing education, this framework includes a 'commitment to a professional development approach':

- (a) supplement and update scientific, didactic and educational knowledge;
- (b) keep up to date with research knowledge in order to be able to engage in projects and educational innovation initiatives aimed at improving practices;
- (c) reflect one's own practice - alone and between peers - and reinvest the results of this reflection into action;
- (d) identify training needs and implement ways to develop skills using available resources.

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<sup>(61)</sup> <https://www.legifrance.gouv.fr/loda/id/JORFTEXT000027721614/>

## Annex 5. MEEF curriculum content and possible initial training paths

### **MEEF Curriculum Content**

The MEEF curriculum prepares the profession by alternating:

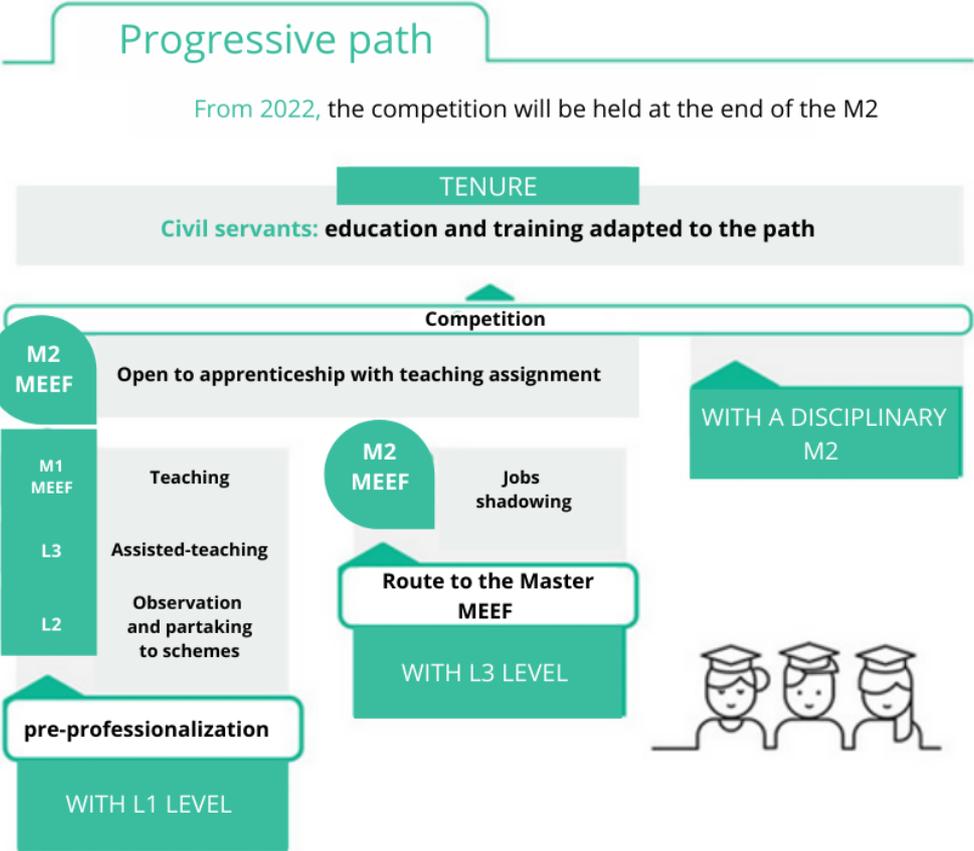
- (a) specific theoretical teaching (on teaching disciplines, pedagogy);
- (b) common themes structured around the values of the Republic (teaching secularism, combating discrimination), cross-cutting education themes and major societal issues (citizenship, environmental awareness and sustainable development), professional actions (classroom management, prevention of school violence) and knowledge of student pathways (learning process, orientation);
- (c) internships, from the first year, and with a second year in work-study, either with a work-study contract in charge, or with an internship combining observation and accompanied practical.

The training also includes preparation for the recruitment competition CAPLP which takes place at the end of the first year, and will take place at the end of the second year from 2022. It also includes an international dimension, with the creation of a new certificate of aptitude to participate in French teaching abroad (CAPEFE, *Certificat d'aptitude à participer à l'enseignement français à l'étranger*, which is currently experienced in INSPE) and the possibility of carrying out internships abroad, research (with a research paper) and digital learning.

For secondary education teachers, this training includes:

- (a) at least 45% of the training time devoted to disciplines and basic knowledge;
- (b) at least 30% of the time dedicated to effective teaching and learning strategies, class assessment and management;
- (c) at least 15% of the time dedicated to research;
- (d) 10% of the time allotted to the context and innovations specific to each INSPÉ.

**Possible initial training paths**



## Annex 6. 2019-22 master plan for continuing training of educational staff

The three-year master plan (see Section 3.1) provides specifications for training plans, around three areas that cover both technical, educational and cross-cutting skills:

- (a) Situating oneself within the educational system (target: 100% of staff must have received full training on all or part of related topics over the duration of the master plan);
- (b) Develop and adapt one's professional practices (target objective: 100% of staff must have received full training on all or part of related topics over the duration of the master plan);
- (c) Receive support in one's professional development and enhance one's skills (target: 10 to 20% of the budgets allocated to continuing training of staff).

It is based on seven principles:

1. The master plan is aimed at all staff – teachers, educational inspectors, management staff, education and guidance staff, administrative, technical, social and health staff, support staff – who participate in the public education service.
2. It reflects the necessary continuum between initial training, continued training and continuing training. Continuous training is, in particular, an essential issue, in that it makes it possible to support the entry into the career of agents by including in a medium-term, predictable and coherent perspective, the training actions they receive.
3. Continuous training actions must be carried out as often as possible in close proximity. Priority is therefore given to training in schools, establishments and networks or catchment areas, particularly in connection with the local human resources department, in order to offer diversified services, adapted to the needs expressed by staff in a logic of service establishments and shared resource centres.
4. The diversification of pools of trainers and the promotion of the competences of staff, in particular those acquired in university or vocational training, is the corollary of the development of continuous training: in addition to training by the teaching managers of the ministry, training actions must promote training by peers (tutoring), for all categories of staff, or by external speakers, in particular in an interministerial or partnership framework or in connection with higher education and research.

5. The quality, level and credibility of continuing education mean that it is as often as possible leading to a qualification or a diploma.
6. The use of all continuous training methods (face-to-face, distance, hybrid, collective or individual) must be considered at all stages of the training, ensuring the balance between the different formats and their sequencing over time.
7. In order to better support careers and detect potential, the implementation of the master plan must be accompanied by the development of tools to ensure the 'traceability' of the training courses followed and the skills acquired.

## Annex 7. National, academic and local plans set out from the master plan for continuing training of educational staff

- (a) [The national training plan \(PNF\) <sup>\(62\)</sup>](#): 170 training actions planned for 2020-2021. The vast majority of PNF actions last one to two days. The PNF deploys in-presence, distance training and hybrid courses.
- (b) [The academic training plans \(PAF\) <sup>\(63\)</sup>](#) which are a breakdown at the academic level of the master plan and the PNF but must also be built according to the priorities defined at the academic level and based on the local needs.
- (c) [Training plans at sub-academic \(local\) levels](#): these are training actions implemented at the level of institutions, networks and local areas to respond to specific preoccupations as close as possible to the needs of the field and working environments, as part of an enhanced local human resources policy implemented by the Ministry of National Education, Youth and Sports since 2018. They are called 'local initiative training' (FIL, *formation d'initiative locale*) and concern school and establishment teams, or 'territorial initiative training' (FIT, *formation d'initiative territoriale*) for a network of establishments in a nearby geographical area. These are cross-topic training courses that address issues related to the local context.

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<sup>(62)</sup> <https://eduscol.education.fr/document/5894/download>

<sup>(63)</sup> <https://eduscol.education.fr/425/le-plan-national-de-formation>

## Annex 8. Main sites and platforms offering distance training

- (a) **M@gistère** <sup>(64)</sup>: **a tutored and interactive continuing education scheme.** M@gistères courses combine distance training, via digital, and face-to-face training. These hybrid training modules, using tutoring, are interactive between trainers and teachers. They offer a diversified training catalogue, and include analyses of teaching sequences, videos, virtual classes, collective preparation of teaching sequences and self-assessment exercises.
- (b) **Eduscol** <sup>(65)</sup> to inform and support education professionals. The Eduscol website, a national portal for education professionals, includes resources and materials validated scientifically and pedagogically, as well as links to expert websites developed in collaboration with the *École normale supérieure* (ENS).
- (c) For teachers of professional and technological pathways, the **national resource networks** <sup>(66)</sup> make it possible to update their skills, by level of training and by discipline (economy and management, industrial sciences, medico-social sciences, ...).
- (d) **Canopé network** <sup>(67)</sup>: the creation and educational support network. The Canopé network publishes educational resources on all media, in order to support teacher training, in an innovative and educational way.

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<sup>(64)</sup> <https://magistere.education.fr/>

<sup>(65)</sup> <https://eduscol.education.fr/>

<sup>(66)</sup> <https://eduscol.education.fr/361/ressources-de-l-enseignement-technologique-et-professionnel>

<sup>(67)</sup> [www.reseau-canope.fr](http://www.reseau-canope.fr)

## Annex 9. Recent studies and reports published by CNEESCO on teachers continuing training

- CNEESCO - Centre national d'étude des systèmes scolaires (2021). *Préconisations pour améliorer la formation continue et le développement professionnel des personnels d'éducation : conférence de comparaisons internationales du 16 au 19 novembre 2020, organisé par le Cnesco-Cnam en partenariat avec France Éducation International et Réseau Canopé [rapport]*. Paris : CNEESCO, 46 p.  
[http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco\\_CCI\\_formation\\_continue\\_Preconisations\\_210218.pdf](http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco_CCI_formation_continue_Preconisations_210218.pdf)
- CNEESCO - Centre national d'étude des systèmes scolaires; CNAM - Conservatoire national des arts et métiers; Mons, N. et al. (2021). *Comment améliorer les politiques de formation continue et de développement professionnel des personnels d'éducation ? Dossier de synthèse : conférence de comparaisons internationales du 16 au 19 novembre 2020, organisé par le Cnesco-Cnam en partenariat avec France Éducation International et Réseau Canopé*. Paris : CNEESCO, 27 p.  
[http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco\\_CCI\\_formation\\_continue\\_Dossier\\_de\\_synthese\\_210218.pdf](http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco_CCI_formation_continue_Dossier_de_synthese_210218.pdf)
- CNEESCO - Centre national d'étude des systèmes scolaires (2021). *Conférence de comparaisons internationales : formation continue et développement professionnel des personnels d'éducation - Novembre 2020*.  
<http://www.cnesco.fr/fr/conference-de-comparaisons-internationales-2020-la-formation-continue-et-le-developpement-professionnel-des-personnels-deducation/>
- CNEESCO - Centre national d'étude des systèmes scolaires (2018). *Attractivité du métier d'enseignant : fiche*. Paris : CNEESCO, 2 p.  
[http://www.cnesco.fr/wp-content/uploads/2018/01/Fiche8\\_Attractivite\\_metier\\_enseignant.pdf](http://www.cnesco.fr/wp-content/uploads/2018/01/Fiche8_Attractivite_metier_enseignant.pdf)
- CNEESCO - Centre national d'étude des systèmes scolaires; Paris A.; Piedfer-Quênéy L.; Pelletier J. (2021). *Le parcours de formation des enseignants des 1er et 2nd degrés en France : rapport [enquête formation continue]*. Paris : CNEESCO, 20 p.  
[http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco\\_CCI\\_formation\\_continue\\_Enquete\\_inedite\\_Paris\\_210309.pdf](http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco_CCI_formation_continue_Enquete_inedite_Paris_210309.pdf)

CNESCO - Centre national d'étude des systèmes scolaires; Périer P. (2016). *L'attractivité du métier d'enseignant. Etat des lieux et perspectives [Rapport scientifique]*. Paris : CNESCO, 200 p.

[http://www.cnesco.fr/wp-content/uploads/2016/11/161107\\_Rapport\\_Attractivite.pdf](http://www.cnesco.fr/wp-content/uploads/2016/11/161107_Rapport_Attractivite.pdf)

Malet R.; et al.; LACES - Laboratoire Cultures, Éducation, Sociétés; Université de Bordeaux (2021). *De la formation continue au développement professionnel des personnels enseignants et d'encadrement éducatif. Situation nationale, comparaisons internationales, état des recherches [Rapport scientifique]*.

Paris : CNESCO, 132 p.

[http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco\\_CCI\\_formation\\_continue\\_Rapport\\_scientifique\\_coord\\_Malet\\_210226.pdf](http://www.cnesco.fr/wp-content/uploads/2021/03/Cnesco_CCI_formation_continue_Rapport_scientifique_coord_Malet_210226.pdf)

Maulini O.; LIFE - Laboratoire Innovation Formation Education; Université de Genève (2021). *La formation professionnelle et le développement continu des personnels d'éducation : comparaisons internationales, tensions structurelles et perspectives d'évolution [Rapport scientifique]* Paris : CNESCO, 88 p.

[http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco\\_CCI\\_formation\\_continue\\_Rapport\\_scientifique\\_Maulini\\_210218.pdf](http://www.cnesco.fr/wp-content/uploads/2021/02/Cnesco_CCI_formation_continue_Rapport_scientifique_Maulini_210218.pdf)

Mons N. et al. (2020). *Numérique et apprentissages scolaires : dossier de synthèse*. Paris : CNESCO, 68 p.

[http://www.cnesco.fr/wp-content/uploads/2020/10/Numerique\\_Dossier\\_de\\_synthese\\_du\\_Cnesco.pdf](http://www.cnesco.fr/wp-content/uploads/2020/10/Numerique_Dossier_de_synthese_du_Cnesco.pdf)

Tricot A.; Université Paul Valéry Montpellier 3; Chesné J.-J. CNESCO - Centre national d'étude des systèmes scolaires (2020). *Numérique et apprentissages scolaires : rapport de synthèse*. Paris : CNESCO, 52 p.

[http://www.cnesco.fr/wp-content/uploads/2020/10/201015\\_Cnesco\\_Numerique\\_Tricot\\_\\_Chesne\\_Rapport\\_synthese.pdf](http://www.cnesco.fr/wp-content/uploads/2020/10/201015_Cnesco_Numerique_Tricot__Chesne_Rapport_synthese.pdf)

## Annex 10. Works carried out as part of the national concertation *Grenelle de l'éducation*

Algan Y. et al. (2021). *Quels professeurs au 21ème siècle ? Rapport de synthèse rédigé à la suite du colloque scientifique « Quels professeurs au XXIe siècle ? » organisé le 1er décembre 2020 dans le cadre du Grenelle de l'éducation*. Futuroscope : Réseau Canopé, 125 p.

[https://www.reseau-canope.fr/fileadmin/user\\_upload/Projets/conseil\\_scientifique\\_education\\_nationale/Rapport\\_scientifique\\_Grenelle\\_de\\_l\\_education.pdf](https://www.reseau-canope.fr/fileadmin/user_upload/Projets/conseil_scientifique_education_nationale/Rapport_scientifique_Grenelle_de_l_education.pdf)

MENJS - Ministère de l'Éducation Nationale, de la Jeunesse et des Sports (2021). *Grenelle de l'Éducation, une concertation inédite par son ampleur et ses modalités*.

<https://www.education.gouv.fr/grenelle-de-l-education-une-concertation-inedite-par-son-ampleur-et-ses-modalites-306837>

MENJS - Ministère de l'Éducation Nationale, de la Jeunesse et des Sports (2021). *Grenelle de l'Éducation : synthèses des ateliers*.

<https://www.education.gouv.fr/grenelle-de-l-education-syntheses-des-ateliers-309067>

MENJS - Ministère de l'Éducation Nationale, de la Jeunesse et des Sports (2021). *Grenelle de l'Éducation [synthèse d'atelier] : Les collectifs*

*pédagogiques*. <https://www.education.gouv.fr/grenelle-de-l-education-synthese-d-atelier-les-collectifs-pedagogiques-309053>

MENJS - Ministère de l'Éducation Nationale, de la Jeunesse et des Sports (2021). *Grenelle de l'Éducation [synthèse d'atelier] : Formation*.

<https://www.education.gouv.fr/grenelle-de-l-education-synthese-d-atelier-formation-309061>

MENJS - Ministère de l'Éducation Nationale, de la Jeunesse et des Sports (2021). *Grenelle de l'Éducation [synthèse d'atelier] : Numérique*.

<https://www.education.gouv.fr/grenelle-de-l-education-synthese-d-atelier-numerique-309065>

## Annex 11. Qualifications to valorise and enhance apprenticeship mentors' role and skills

- (a) An **apprenticeship mentor certification** has been created by the Ministry of Labour in conjunction with the social partners <sup>(68)</sup>. This certification entitled 'Certification relating to apprenticeship mentor/tutor skills' consists of three areas of competence:
- (i) welcoming and facilitating the integration of apprentices/work-study students;
  - (ii) supporting the development of apprenticeships and professional autonomy;
  - (iii) participating in the transmission of know-how and the evaluation of apprenticeships.
- (b) A **Corporate Skills Certificate** (*Certificat de Compétences en Entreprise*), **Exercising the role of tutor in a company**, has been created by the Chamber of commerce and industry (CCI, *Chambre de commerce et d'industrie*) <sup>(69)</sup>.

It certifies the tutoring skills and abilities of individuals, experts in their profession, to support on the ground and regularly any employee on an apprenticeship contract, professionalisation contract or "professionalisation period", or even to support the integration phase of a new employee.

Both qualifications are registered in the 'Specific register' <sup>(70)</sup>.

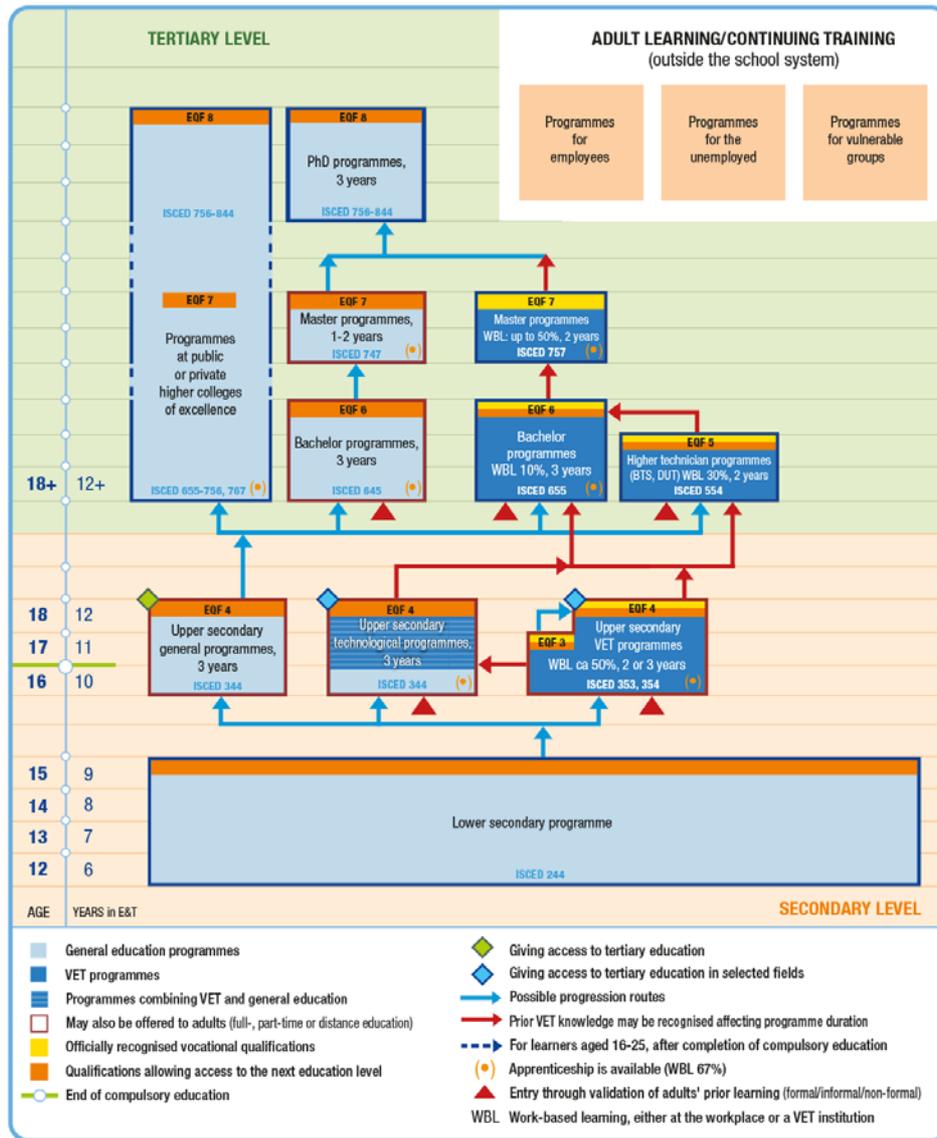
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<sup>(68)</sup> <https://www.francecompetences.fr/recherche/rs/4433/>

<sup>(69)</sup> <https://www.francecompetences.fr/recherche/rs/91/>

<sup>(70)</sup> The Specific register (*Répertoire spécifique des certifications et des habilitations*) registers qualifications that are not linked to an entire profession, nor attached to a level of qualification: i.e. certificates complementary to a profession, resulting from a legal obligation, transversal skills, ... It is managed by the public body *France Compétences*.

# Annex 12. Vocational education and training system chart



NB: ISCED-P 2011. The French qualification framework is not linked to European qualifications framework levels 1 and 2.  
 Source: Cedefop and ReferNet France, 2019.