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# France

## VET in Europe – Country report

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2012

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## Editorial

In France, throughout their lives, people can access education as part of a process of lifelong learning. In 2008-2009, 85% of young people aged 2-22 were in education, i.e. almost 15 million schoolchildren and students. In 2009, one in three employees participated in a training programme.

Lifelong learning gives everyone a chance for education, either at school or university for pupils and students, or through vocational education and training for all working people, of whatever age.

The resources provided for vocational education and training accounted for 1.6% of France's gross domestic product in 2009.

Vocational education and training in France consists of two elements, which are relatively independent of each other:

- initial vocational training, which applies to young people in full-time education and to apprentices;
- continuing vocational training, which applies to young people who have left or completed initial education and to adults on the labour market.

In France, education extends to all ages, and includes opportunities for vocational and alternate training, whether within a school context or under an employment contract. In recent years, cooperation between schools and business has increased significantly. The links between them have multiplied.

The educational sector is also undergoing substantial development within the framework of EU policy.

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## CHAPTER 1

# 1. External factors influencing VET

## 1.1 Political and administrative background

France is an indivisible, secular, democratic and social Republic. Its institutions are currently governed by the Constitution of 4 October 1958, called the Constitution of the 5<sup>th</sup> Republic.<sup>1</sup> Legislative power is held by Parliament, which consists of two chambers, the National Assembly and the Senate. Parliament draws up and passes laws, and monitors government.<sup>2</sup>

Executive power is shared between the President of the Republic and the government. Elected for five years by universal direct suffrage, the President of the Republic appoints the Prime Minister and the members of the Government. He or she heads the Council of Ministers, promulgates laws and is the head of the armed forces.<sup>3</sup>

The government, led by the Prime Minister, decides and conducts the Nation's policies. Each member of the Government is placed at the head of a group of services, which constitute his ministerial department and over which he exercises hierarchical authority.<sup>4</sup> Within this system, primary and secondary education are the responsibility of the Minister of National Education; higher education the responsibility of the Minister of Higher Education and Research; and finally, continuing vocational training is the responsibility of the current Minister of Labour, Employment, Vocational Training and Social Dialogue.

Currently in France, there are three levels of territorial authority: the municipalities (36,571 in mainland France as of 1 January 2012)<sup>5</sup>, the departments (96 excluding overseas departments)<sup>6</sup> and the regions (22 in mainland France, plus 4 overseas). The territorial authorities are public structures that are separate from the State, and therefore enjoy legal and financial autonomy. They are managed by councils or deliberative assemblies elected by universal direct suffrage, and by executive bodies generally drawn from the public service.<sup>7</sup>

The departmental and regional levels are also under Government jurisdiction, and are represented by prefects. For this reason, the organisation of decentralised Government services is based on the same territorial divisions.<sup>8</sup>

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

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

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

4 [http://www.assemblee-nationale.fr/connaissance/fiches\\_synthese/fiche\\_1.asp](http://www.assemblee-nationale.fr/connaissance/fiches_synthese/fiche_1.asp)

5 « Les collectivités locales en chiffres. 2012 » Direction générale de collectivités locales

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

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

8 [http://www.assemblee-nationale.fr/connaissance/fiches\\_synthese/fiche\\_11.asp](http://www.assemblee-nationale.fr/connaissance/fiches_synthese/fiche_11.asp)

The status of French overseas territories can differ. Some of them, like Guadeloupe, Martinique, French Guyana, La Réunion and Mayotte, are departments and regions. Others have the status of Overseas authorities, with varying degrees of jurisdiction and autonomy.<sup>9</sup> Since the 1980s, territorial authorities (regional, departmental, municipal) have had responsibilities for the implementation of national policies, in particular relating to vocational training and the management of educational premises.<sup>10</sup>

## 1.2 Population

France is the European Union's biggest country, with a total surface area of 675,417 km<sup>2</sup>. Most of its territory (543,965 km<sup>2</sup>) and population are situated in Western Europe, but it also includes several regions and territories spread around the Americas, the Indian Ocean and the Pacific Ocean.

As of 1 January 2012, the population of France was 65.35 million, with 63.5 million living on the mainland, and 1.9 million in overseas departments (excluding Mayotte): that is ten million more people than 30 years ago and twenty million more than 50 years ago. With the 803,000 people living in overseas territories and Mayotte, the population of the French Republic is estimated at 66.2 million.<sup>11</sup> With 12.9% of the population of Europe, France is the continent's second most populous nation (behind Germany 16.3%) and ahead of the UK and Italy (respectively 12.4% and 12.1%).<sup>12</sup>

France's demographic dynamism is primarily based on a high birth rate and a still relatively low death rate. The natural surplus, estimated at 272,000, is nevertheless slightly below last year's level.<sup>13</sup> In France in 2011, the fertility rate was 2.01 children per female: within the European Union, only Ireland has a higher fertility rate, with 2.07 children per female since 2008.<sup>14</sup>

The migratory balance, estimated at +77,000 in 2011, also contributes, though to a lesser degree, to the increase in the French population.<sup>15</sup> In 2008, there were 5.3 million immigrants living in France, 8.4% of the population, of whom 43%, i.e. 2.3 million people, were from a country on the African continent. The proportion of immigrants from the European continent remains large, though falling: it stood at 38% in 2008, as compared with 50% in 1990. 14% of France's immigrants are from Asia.<sup>16</sup>

As people live longer, France's population continues to age. People aged 65 or more represent 17.1% of the population (compared with 16% ten years ago), and more than half are aged 75 or over.

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

10 [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France\\_fr:Contexte\\_et\\_tendances\\_d%27ordre\\_politique,\\_social\\_et\\_%C3%A9conomique](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France_fr:Contexte_et_tendances_d%27ordre_politique,_social_et_%C3%A9conomique)

11 Insee - Charts of the French economy - 2012 edition

12 Insee - Charts of the French economy - 2012 edition

13 Insee - Charts of the French economy - 2012 edition

14 Insee - Charts of the French economy - 2012 edition

15 Insee - Charts of the French economy - 2012 edition

16 Insee - France, social portrait - Insee Références - 2011 edition

The number of people aged 60 or more has grown by 22.6% in 10 years, and their proportion in the French population as a whole is almost the same as that of young people aged under 20 (respectively 23.5% and 24.5%).<sup>17</sup>

According to Insee's most recent demographic projections, the proportion of the 60 and over age group in the population should continue to increase steadily until 2035, when it is expected to reach around 30%.<sup>18</sup>

### 1.3 Economics

In 2011, France's gross domestic product (GDP) stood at €1,996.6 billion,<sup>19</sup> making it the world's fifth ranked economic power, behind the USA, China, Japan and Germany, and in front of the United Kingdom.<sup>20</sup>

Between 2000 and the end of 2007, France's GDP grew by an average of 2.1% a year. In 2008, and especially 2009, the French economy suffered from the effects of the world financial crisis: its GDP shrank by 0.2% in 2008, then by 3.1% in 2009, a contraction unprecedented since the Second World War.<sup>21</sup> In 2010 and 2011, growth resumed and French GDP increased by 1.7% a year. However, because of the sovereign debt crisis in the Eurozone, the OECD predicts a significant slowdown in French growth, which is not expected to exceed 0.6% in 2012.<sup>22</sup>

The French economy depends primarily on the tertiary sector: indeed, services (commercial and non-commercial) accounted for almost 80% of the gross added value generated nationally in 2011, away ahead of industry (12.6%), construction (6.2%) and agriculture (1.8%). Within the tertiary sector, the three main branches of activity are: real estate (13.2%), wholesale and retail trade (11.3%) and administration (7.8%).<sup>23</sup> Education is ranked 6<sup>th</sup>, with a gross contribution to national added value of 5.7%. Wholesale and retail trade is the branch with the largest number of enterprises. In fact, of the 3.4 million enterprises listed in France in 2010 (excluding agriculture and non-commercial activities), 21.2% belonged to this sector. This was followed by "Professional, scientific and technical activities and administrative and support service activities" (16.4%), construction (13.7%) and "Public administration, education, human health and social work activities" (12.7%). According to the same source, the majority of French companies are very small enterprises: 65.4% have no employees and 28.8% have between 1 and 9 employees.<sup>24</sup>

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17 Insee - Charts of the French economy - 2012 edition

18 Insee - France, social portrait - Insee Références - 2011 edition

19 Insee - The French economy - Insee Références - 2012 edition

20 International monetary fund (<http://www.imf.org/external/pubs/ft/weo/2011/01/weodata/index.aspx>)

21 Insee - The French economy - Insee Références - 2012 edition

22 <http://www.oecd.org/fr/france/france-resumedesprojectionseconomiquesmai2012.htm>

23 [http://www.insee.fr/fr/themes/comptes-nationaux/tableau.asp?sous\\_theme=5.2.2&xml=t\\_6201](http://www.insee.fr/fr/themes/comptes-nationaux/tableau.asp?sous_theme=5.2.2&xml=t_6201)

24 [http://www.insee.fr/fr/themes/tableau.asp?reg\\_id=0&ref\\_id=NATTEF09203](http://www.insee.fr/fr/themes/tableau.asp?reg_id=0&ref_id=NATTEF09203)

## 1.4 Labour market

In 2010, the working population of mainland France was estimated at 28.3 million people aged 15 or more, indicating an employment rate of 56.7%. As has occurred every year since 1976, the working population grew in 2010 (by 112,000). The ageing of the population, then the slowdown in the increase of the working age population, led to a lull in the growth of the working population between the years 2000 and 2010. Trends in the working population also depend on changes in working behaviour, for example the growing female participation in the labour market or the change in the legal retirement age.

On average in 2010, the employment rate in the 15-64 age bracket was stable at 70.5%, with three quarters of working-age men and two thirds of working-age women in employment. Against the background of a slight fall in the percentage of young people on work study training, employment rates in the 15-24 age group fell for men (-0.2 points) and for women (-0.9 points) in 2010, respectively to 42.9% and 35.6%. Conversely, employment rates in the 50-64 age group grew for the second consecutive year (up 0.6 points in 2010).

According to Insee's most recent projections for the working population, the number of working people is expected to rise strongly until 2025, then stabilise. It is then projected to resume its rise from 2035, if fertility rates remain at the high level observed in recent years. Because of population ageing, it is predicted that there will be only 1.5 people in employment for each non-working person over the age of 60 by 2060, as compared with 2.1 in 2010.<sup>25</sup>

For the last 30 years, France has been characterised by a high level of unemployment: from only 3.5% in 1975, the French unemployment rate rose to 5.4% in 1980, then to 9% in 1985, to remain at a high level for the last 20 years, close to 10% of the working age population.<sup>26</sup> In addition, the unemployment rate in France is generally higher than that of its neighbours: between 1998 and 2009, with the exception of 2001 and 2002, the average unemployment rate in the European Union was always lower than that of France.<sup>27</sup> On average over the year 2011, almost 2.7 million people were unemployed in mainland France, signifying an unemployment rate of 9.3% of the working age population. In France in general, relatively fewer women than men are affected by unemployment: in 2011, the unemployment rate among women was thus 0.9 points higher than that of men in mainland France (9.7% compared with 8.8%).<sup>28</sup>

Another feature of the French labour market is that both young and older people are relatively disadvantaged in unemployment terms. Young people experience lasting problems in finding work and frequent periods of unemployment. Older people find it hard to remain in work and, when they are unable or unwilling to quit the labour market, face a high level of long-term unemployment.<sup>29</sup> On average in 2011, the unemployment rate in the 15-24 age bracket was 22.1%, in the 25-49 bracket 8.4% and amongst the over 50s more than 6.4%.

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25 Insee - Charts of the French economy - 2012 edition

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

27 Centre for strategic analysis - Labour and employment in 20 years - July 2011

28 Insee - The French economy - Insee Références - 2012 edition

29 Centre for strategic analysis - Labour and employment in 20 years - July 2011

Although the rise in unemployment in the second half of 2011 affected all age brackets, it affected young people the most: over this period, the unemployment rate in the 25-49 age group grew by 0.4 points and among the over 50s by 0.2 points, whereas youth unemployment grew by 0.7 points.<sup>30</sup>

## 1.5 Average level of education

The fact of having a qualification and the level of qualification play a decisive role for those entering the job market for the first time. Indeed, whatever the economic circumstances when they first enter the labour market, the employment situation of graduates is markedly better than that of young people with a secondary level qualification (CAP-BEP, baccalaureate or equivalent) or with few qualifications (people leaving education with a basic or no qualification). In 2010, 11% of recent graduates were unemployed, as compared with respectively 23% and 44% of their secondary school and unqualified equivalents. The situation of low-skilled youngsters in the labour market is markedly worse: it takes them longer to find a job, and any job they get is likely to be precarious. This greater precariousness persists throughout their working life: after five years on the labour market, the unemployment rate amongst low-skilled workers is between 20% and 30%, as compared with an across-the-board rate of 10% for people who have been on the labour market for the same length of time (rates measured over the period 2003-2010).<sup>31</sup>

Until the mid-1990s, qualification levels amongst young people were growing strongly. On average, amongst youngsters leaving initial education in 2007, 2008 or 2009, 42% were graduates, 41% had at most a secondary school qualification and 17% left school with few qualifications; the equivalent percentages for people leaving education at the end of the 1970s were respectively 16%, 44% and 40%. The qualification levels of youngsters leaving initial education stabilised in the 2000s.

Obtaining an upper secondary school qualification corresponds to the minimum qualification threshold set by the European Union (identified in the Lisbon strategy's reference criteria). In 2010, in mainland France, 17% of young people aged 20 to 24 had not achieved this level.<sup>32</sup>

According to the 2010 employment survey, 21% of people aged 25-64 had undertaken a training course in the previous 12 months, whether for professional or personal reasons. Amongst working age people, the unemployed undertake less frequent training but follow courses that are longer on average than those of people in work. The majority of courses taken by job-seekers are funded by the Regions, which target their interventions at young people. Amongst people in work, the self-employed take fewer courses than salaried employees. Managers and technicians have more access to training than other employees, with a third of them in 2010 stating that they had taken a course in the previous 12 months. Fewer unskilled workers had been on courses (17%). Overall, "training goes to the trained", insofar as access to training rises with educational achievement. Amongst those aged 25-64, one third of graduates have been on a training course, compared with only 10% of people without qualifications.

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30 Insee - The French economy - Insee Références - 2012 edition

31 Insee - France, social portrait - Insee Références - 2011 edition

32 Insee - France, social portrait - Insee Références - 2011 edition



### 2.1.1. Initial education and training in France

In France, initial education refers to young people at school and university and to apprentices. It includes general education, technical education and, in certain areas, vocational education. In general coming after the educational basics, its aim is to prepare young people for working life.

The French system of initial education and training is structured into three principal levels:

- first degree education, which includes pre-primary and primary education;
- secondary education, divided into two levels;
- and finally, higher education.

Pre-elementary education is provided in nursery schools. Although optional, it is nevertheless attended by virtually all French children between the age of 3 and 6.

Elementary education, lasting 5 years (age 6 to 11), is compulsory. It is provided in elementary schools.

The first stage of secondary education is also compulsory. Provided in France's *collèges* (junior high school), this education lasts 4 years (age 11 to 15). The national *brevet des collèges* (lower secondary level diploma) assesses the knowledge and skills required by students at the end of lower secondary school. This qualification is not a condition for access to the senior classes.

The second stage of secondary education is provided in *lycées* (senior high school) for 3 years (age 15 to 18). There are three educational streams: the general stream, the technological stream and the vocational stream. The national *baccalauréat* marks the end of secondary education in the general and technological stream, as well as in the longer curriculum of the vocational stream.

In higher education, there are two sectors: the university sector, consisting of public institutions that do not generally have a selective entry system; and the non-university sector, notably consisting of the *classes préparatoires* and *grandes écoles*, entrance to which is based on a highly selective entry examination. The courses provided by these different types of institution have different purposes; nonetheless, most of them are structured into three degree cycles (Bachelors, Masters and Doctorate) and into the ECTS (European Credit Transfer and Accumulation System), in line with the principles of the Bologna Process (See also qualifications 2.2 and 2.3)<sup>33</sup>. In France, education is compulsory from ages 6 to 16. This legal obligation is laid down in the Education Code, as are a number of other main principles, such as the right to a free and secular education. France's initial education and training system is by historical tradition highly centralised, although since the 1980s certain State prerogatives on education have been devolved to the regional authorities. The Constitution of 4 October 1958 notably states that the "organisation of compulsory free, and secular public education at all levels is a duty of the State (See also qualifications 2.2 and 2.3)<sup>34</sup>.

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<sup>33</sup>[https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France\\_fr:Aper%C3%A7u\\_des\\_principaux\\_%C3%A9l%C3%A9ments](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France_fr:Aper%C3%A7u_des_principaux_%C3%A9l%C3%A9ments)

<sup>34</sup> <http://www.education.gouv.fr/cid162/les-grands-principes.html>

There is a free public education system, and a private education system largely made up of establishments that have signed a contract with the State, under which the latter is responsible for paying the teachers. 87% of primary pupils and 78.7% of secondary pupils are educated in state schools. The proportion of pupils taught in the private sector has remained stable over several years (1 student in 6).<sup>35</sup> Alongside establishments that provide a full-time school education, there is also an apprenticeship system of education based on alternate training. The purpose of apprenticeship is to give young people aged 16 to 25 a general, theoretical and practical education leading to a professional qualification. This education leads to a vocational or technological qualification, starting with the CAP (Certificat d'aptitude professionnelle : Professional skills Certificate) and going right through to an engineering degree. During the apprenticeship contract, the learner has the status of an apprentice, i.e. is both an employee of a company and a student in an Apprentice Training Centre (CFA – centre de formation d'apprentis).<sup>36</sup> Funding for apprenticeship comes essentially from:

- companies, which in addition to the salary they pay the apprentice, participate directly (by paying the lifelong learning tax) or indirectly (by paying various contributions to the Regions or consular chambers) in the funding of the CFAs;
- the Regions, which are required to provide funding for the CFAs, on top of the lifelong learning tax they collect, by paying a balancing subsidy.<sup>37</sup>

In 2010, France's initial education and training system educated around 15 million pupils, students and apprentices (representing around 23% of the country's population), and had a total budget of €134.8 billion (the equivalent of 7% of gross domestic product).

### **2.1.2. Continuing vocational education and training in France**

In France, continuing vocational training (CVT) applies to adults and young people who are no longer within the initial education system. It consists in pursuing or returning to a process of general, vocational or cultural education. The French lifelong education and training system encompasses:

- informal and non-formal educational initiatives, such as independent learning;
- training initiatives associated with the Citizen Education movement, designed to help everyone, through the spread of knowledge, to become more effective citizens, and therefore to enhance democracy;
- continuing vocational training initiatives as defined and regulated in the labour Code.

CVT remains the most widely used solution. It covers people already in employment (employees in the private sector, civil servants, non-salaried workers) or seeking employment.

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35 [http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national\\_summary\\_sheets/047\\_FR\\_FR.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national_summary_sheets/047_FR_FR.pdf)

36 Lifelong vocational training in France. Centre Info. May 2010

37 <http://www.lapprenti.com/html/cfa/financement.asp>

### 2.1.3. Funding of lifelong vocational learning

In 2009, France spent €31.3 billion on CVT. This funding came mainly from the State (35%), from companies (41%) and from the regions (14%); the remaining 10% came from other public institutions and households.

The Government has special central budgets used to finance:

- initiatives targeted at job-seekers, for whom the State pays all or part of the training costs, and also pays trainees not entitled to unemployment insurance;
- training initiatives aimed at specific groups: people with disabilities, immigrant workers, people in prison, the illiterate, etc.;
- initiatives to provide information and guidance on training;
- subsidies for the development and implementation of training plans in companies or professional organisations.

In the regions, each Regional Council finances schemes targeted at young people aged 16 to 25 and adults, corresponding to the priorities it has set under the *contrat de plan 14grees14l de développement de la formation* (CPRDF – regional training development planning contract). The Regions also intervene on an ad hoc basis in response to economic conditions. For example, they may provide joint funding for actions to combat the economic crisis.<sup>38</sup>

Finally, at local level, each employer in the public or private sectors has a legal obligation to contribute to the financing of professional training for employees. Since 2005, in the private sector, this funding has been at least:

- 1.6% of the wage bill for companies employing 20 people or more;
- 1.05% of the wage bill for companies employing 10 to 19 people;
- 0.55% of the wage bill for companies employing fewer than 10 people.

This funding is made up of different contributions. Some of them are paid to joint approved collecting bodies (OPCA – organismes paritaires collecteurs agréés), which are jointly managed and organised at national or regional level and for the different professional sectors, or at interprofessional level.<sup>39</sup>

### 2.1.4. Schemes and beneficiaries

The available CVT schemes differ depending on the beneficiary's status: a private sector employee, a civil servant, a self-employed person or a job-seeker.

In private companies, employees during their careers can take up vocational courses financed directly or indirectly by their employer. Employees can go for training under a number of options:

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38 Lifelong vocational training in France. Centre Inffo. May 2010

39 Vocational training in France, an answer to your question. Centre Inffo. January 2012

- through the company training plan. This plan covers all training schemes initiated by the employer. During training, the employee is on professional assignment, and is paid by the company. When the employee undertakes training outside working time, special payment terms are provided;
- through individual leave granted to all employees. The most important of these is the individual training leave (CIF - *Congé individuel de formation*), which enables employees to pursue a training course of their choice entirely or partly during work time. Their salary is maintained and paid by the approved fund collection body. Other types of leave include *skills audit leave* (CBC: *congé de bilan de compétences*) and work experience accreditation leave (CVAE – *congé de validation des acquis de l'expérience*);
- through individual training right (DIF – *droit individuel de formation*). With DIF, all employees are entitled to 20 hours of training a year, cumulative for 6 years, up to a maximum of 120 hours. Training under this scheme can take place during or outside working time, depending on the branch agreements, which also set the procedures for implementing training schemes;
- through a professional upgrade programme. Professional upgrade training schemes offer a combination of theoretical and practical approaches, with the purpose of maintaining employment for employees on permanent contracts, in particular those who have been working for 20 years or are under the age of 45 and have worked for a minimum of one year for their most recent employer. This also applies to people employed under a single integration contract (CUI – *contrat unique d'insertion*).

Public servants (employees of government bodies, regional and local authorities and public hospitals) payable by the three civil service sectors. The training options are similar to those in the private sector. They are:

- The training plan, which covers all the training courses provided for civil servants. During training, the employee is considered to be working, and receives a full salary.
- Training leave is an individual right, which entitles public employees to do a training course of their choice during working time. Public employees on training leave receive a salary.
- With DIF (individual training right), all employees are entitled to 20 hours of training a year, cumulative for 6 years, up to a maximum of 120 hours, and then to undertake vocational training.

The self-employed (farmers, artisans, freelancers, shopkeepers, professionals) also have access to training. They are obliged to contribute to the funding of their training by paying a contribution to a State approved collection agency.

Under certain conditions, job-seekers can receive payment for training. For young people aged 16-25, training can be undertaken within the framework of:

- a special type of employment contract, such as the professional upgrade contract, financed by the company and exempt from social contributions. It provides access to a sandwich course sanctioned by a recognised professional certification:
- training initiatives financed by the Regional Councils.

Job-seekers can receive training within the framework of:

- a special kind of employment contract, which **must** include training schemes (professional upgrade contract) or which **may** include training schemes (single integration contract);
- training initiatives financed by the Region or the State;
- training initiatives financed by the unemployment insurance system.<sup>40</sup>

### 2.1.5 Lifelong vocational training bodies

In 2009, a total of 15,447 lifelong training bodies together earned revenues of €7 billion. 95% of the training bodies are in the private sector (for-profit companies, non-profit companies and individual training providers): They earned three quarters of the revenues and more than 9 million people passed through their training centres, 81% of the total. Private, for-profit providers, the largest section of the private training sector, represented 36% of the total number of providers in 2009. Alone, they trained 39% of people on courses and generated almost 40% of revenues. For their part, private, non-profit organisations (associations, unions, cooperatives, foundations,...) represent a quarter of training providers but around a third of the market in terms of revenues and client numbers. Individual training providers represent 34% of the total, almost as much as the for-profit sector. However, they deal with only one in ten trainees, and earn only 4% of revenues in the sector.

Public and semi-public bodies are far less numerous: they only represent 5% of providers. However, they trained one person in five and earned one quarter of revenues in the sector.<sup>41</sup> The main public or semi-public bodies involved in lifelong learning programmes are:

- The GRETA (GRoupements d'ETAblishements – public educational establishment groupings) created by the Ministry of National Education.
- The CNAM (*Conservatoire national des arts et métiers*): a public institution that falls within the remit of the minister responsible for Higher Education.
- The CCI consular schools, which are attached to the Chambers of Commerce and Industry, themselves attached to the Ministry of Economics. Operating in the field of vocational higher education, the consular schools notably include 29 higher business schools, 25 schools of management and commerce and 9 engineering schools.<sup>42</sup>
- The AFPA (*Association pour la formation des adultes* – national association of adult vocational training). AFPA mostly provides training for job-seekers, using Regional or Government funds. With 215 centres, AFPA provides courses leading to one of the 273 professional qualifications issued by the Ministry of Employment.<sup>43</sup>

In addition, it should be noted that all French universities have a lifelong learning department, which offers adults access to most sectors of higher education.

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40 Lifelong vocational training in France. Centre Inffo. May 2010

41 Appendix to the finance White Paper 2012 – Vocational training

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

43 Annual Report 2010. AFPA

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

### 2.1.6 Work Experience Accreditation

Since the social modernisation act of 17 January 2002, work experience accreditation (VAE *validation des acquis de l'expérience*) has offered a third means of access to qualifications and professional credentials, alongside initial education and lifelong learning. By this means, any person can obtain a full qualification or credential based on his or her professional experience, whether acquired as an employee, a self-employed worker or a volunteer.<sup>44</sup> In order to obtain accreditation, the applicant must submit a dossier and perhaps undergo an interview with the jury for the relevant qualification, which then decides whether to award the chosen qualification fully or partially.<sup>45</sup>

## 2.2 Government-regulated VET provision

The VET schemes regulated (and managed) by the State are primarily about access to certification. The State remains the only body capable of creating certifications that can be accessed through initial education (see diagram p.). By contrast, although there are other certifications created by different bodies (see § 2.3), which can be obtained via a training course, all the qualifications created by the State can also be accessed via lifelong learning.

In France, different ministries develop and award qualifications, university degrees and vocational credentials on behalf of the State. These ministries are above all the Ministry of National Education and the Ministry of Higher Education, but also the ministries responsible for Agriculture, Employment, Social Affairs, Youth and Sport, Health and Culture.<sup>46</sup> All the qualifications awarded by the State are permanently valid and nationally recognised.

### 2.2.1 VET and the Ministry of Education

The vocational qualifications awarded by the Ministry of National Education stand at levels V (level 3 of the European Qualifications Framework – EQF) and IV (EQF level 4) in the French scale for training levels. These qualifications cover almost 450 specialisms, corresponding to different careers or fields of activity. They all require the acquisition of both professional and general skills and knowledge.<sup>47</sup>

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44 VAE in 2010 in the accrediting ministries, around 30,000 qualifications and degrees awarded. Dares Analyses-Dares, Juin 2012, n° 037

45 National education and vocational training in France, Ministry of National Education, 2010

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

47 National education and vocational training in France, Ministry of National Education, 2010

### 2.2.1.1 The main qualifications: EQF level 3 and 4

#### CAP (*Certificat d'aptitude professionnelle* – certificate of professional skills) – EQF level 3

The certificate of professional aptitude is the oldest vocational qualification. It demonstrates a first level of qualification: recipients have a qualification as a qualified worker or employee. Focusing on the acquisition of practical know-how in a given trade, it leads directly into the labour market. The CAP encompasses more than 200 specialist activities in the small-business, production and service sectors.<sup>48</sup> In initial vocational training, preparation takes two years after the end of *collège*. The main purpose of this qualification is access to employment, but once they have obtained their CAP, students can choose to continue studying for a further 2 years to prepare for a vocational baccalaureate.<sup>49</sup>

#### BEP (*Brevet d'études professionnelles* - vocational studies certificate) – EQF level 3

The BEP is given for the first level of vocational qualification. Relatively broad-based, the BEP usually focuses on acquiring standard skills for a single area of employment. There are currently some forty BEP specialisms.<sup>50</sup> In initial vocational training, preparation takes two years after the end of *collège*. Since the 2009 reform of the Education Code, referred to as the “Renovation of vocational education”, BEP has become an intermediate qualification presented exclusively during the curriculum that leads, 3 years after *collège*, to the vocational baccalaureate.<sup>51</sup>

#### The vocational baccalaureate - EQF level 4

This demonstrates the holder’s ability to carry out a highly qualified professional activity. The vocational baccalaureate offers 70 specialisms in a wide variety of sectors (retail and wholesale trade, services, catering, maintenance, secretarial, accounting, construction, agriculture...), and in highly specialised sectors (watchmaking, jewellery, fashion...). In initial vocational education, since the 2009 reform, preparation for this qualification takes three years after *collège*. It can also be taken two years after the CAP qualification. The main purpose of the vocational baccalaureate is entry to the job market. However, as with any baccalaureate in France, it also entitles one to move on to higher education.

### 2.2.1.2 The different methods of accessing qualifications

During their initial education and vocational training, young people can study for these qualifications as students in a vocational *lycée*, or as apprentices in an Apprentice Training Centre (CFA - centre de formation des apprentis).

At the vocational *lycée* (senior high school), studying for qualifications includes general

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48 List of all CAP at: <http://eduscol.education.fr/cid47637/le-certificat-d-aptitude-professionnelle-cap.html>

49 National education and vocational training in France, Ministry of National Education, 2010

50 List of all BEP at: <http://eduscol.education.fr/pid23236-cid47638/le-brevet-d-etudes-professionnelles-bep.html>

51 <http://www.education.gouv.fr/cid2573/la-voie-professionnelle-au-lycee.html>

education, theoretical and practical vocational education, project work and internships. For the certificate of professional skills (CAP), the course comprises 2300 hours over two years, of which 420 to 560 hours (12 to 16 weeks) are spent in an internship. For the vocational baccalaureate, the course consists of 3400 to 3500 hours over three years, of which 770 hours (22 weeks) are spent in an internship.

The apprenticeship combines training with an employer and training at a CFA. The apprentice spends 60% to 75% of his or her time in a company. Apprentices are supported by an apprentice supervisor, who is responsible for passing on knowledge and expertise and assigning jobs. The period of training in a CFA is at least 800 hours for the two-year CAP and at least 1850 hours for the three-year vocational baccalaureate. The curriculum is organised by the CFAs. Two thirds of the course focuses on general and technical training. The remaining third is set aside for practical education.<sup>52</sup>

The Ministry of National Education's vocational qualifications can also be acquired, through lifelong learning schemes, by employees in the private sector, public servants, self-employed workers or job-seekers. In the public sector, preparation for these qualifications under lifelong learning schemes is essentially provided by the *GRETA* (public educational establishment groupings – see § 2.1.2.3). Private training bodies can also provide courses leading to National Education Ministry vocational qualifications.

And finally, as with all vocational qualifications created by the State, these same national qualifications can be obtained through accreditation of work experience (VAE).

## 2.2.2 VET and the Ministry of Higher Education

Apart from qualifications in general or technological education, the Minister of Higher Education and Research offers vocational qualifications running from level III (EQF level 5) to level I (EQF level 7) in the French qualification scale.

### 2.2.2.1 The main qualifications: level 5 to 7 of the EQF

#### *Brevet de technicien supérieur (BTS – advanced technician certificate)– EQF level 5*

The *BTS* provides evidence that its holders have acquired a professional qualification giving them the capacity to work as advanced technicians in the industrial and commercial professions, in-service activities or in the applied arts. In particular, the *BTS* prepares people for a management support role reporting to an engineer or department head. Preparation for this qualification, accessible after the baccalaureate or equivalent, takes place at *lycée* in the advanced technician sections. It consists of specialist training accompanied by one or more internships. In initial education, preparation for the *BTS* takes 2 years. Although the purpose of the *BTS* is an immediate entry into work, it is nevertheless possible to continue studying, in particular towards a vocational degree. This means that the *BTS* forms part of the LMD (*Licence-Master-Doctorat* – Bachelors-Masters-Doctorate) structure of French higher education, giving its holder 120 European credits. As of September 2011, there were 88 *BTS* specialisms, covering all fields of activity.<sup>53</sup>

52 National education and vocational training in France. Ministry of National Education. July 2010

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

### *The vocational licence – EQF level 6*

Created in 1999, the vocational licence enables students who so wish to quickly acquire a professional qualification corresponding to clearly identified needs and positions. The 1,620 vocational degree specialisms (divided into 46 national categories) created in France's universities cover all sectors of primary, secondary and tertiary economic activity. In the standard indication system, preparation for the vocational degree takes 1 year (or 2 semesters) after an EQF level 5 qualification, such as the BTS (advanced technician certificate). The one-year programme consists of a combination of theoretical and practical courses, with training on methods and instruments, a 12 to 16 week internship and the completion of a supervised project. Although the purpose of a vocational degree is immediate entry into work, it is nevertheless possible to continue studying, in particular with a view to a vocational Masters degree.<sup>54</sup>

### *Vocational Masters degree– EQF level 7*

The national Masters degree was created in 2002 at the time of the so-called “LMD” (*Licence-Master-Doctorat* – “Bachelors-Masters-Doctorate”) reform, designed to bring France's higher education system into line with European standards. A national Masters degree can be undertaken for vocational, research or non-specific purposes. Within the standard educational curriculum, preparation of the Masters degree takes 2 years (4 semesters) after the Bachelors degree. It is worth a further 120 European credits on top of the Bachelors. The course content includes theoretical, methodological and applied elements and, when required, one or more internships. It also includes an initiation to research and, in particular, the completion of a dissertation or other personal research work.

Admission to a first year Masters degree (M1) is usually automatic for graduates with a Bachelors degree in the same field as the Masters. Admission to a second-year Masters degree (M2) is more selective and depends on the student's results, notably completion of the M1, and a positive assessment by the Masters programme director.

The structure of the course varies between institutions and specialities. For example, the Masters programme may have a core component in M1 and then divide into 2 branches in M2, one with an immediate vocational focus, the other focusing more on research and subsequent Ph.D. studies. In certain Masters programmes, it is only in the final semester of M2 or during the M2 internship, that the purpose of the course is defined.<sup>55</sup>

In France, there are currently more than 2,500 vocational Masters specialisms, and more than 1,800 non-specific Masters specialisms.<sup>56</sup>

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

55 <http://www.onisep.fr/Choisir-mes-etudes/Apres-le-bac/Filieres-d-etudes/Les-masters>

56 <http://www.letudiant.fr/etudes/3es-cycles-et-masters/bien-choisir-son-master-professionnel-ou-recherche-13543/master-pro-ou-master-recherche-vers-un-diplome-unique-17578.html>

### 2.2.2.2 The different routes to qualifications

During their initial educational curriculum, young people can prepare for a BTS as students in a lycée, or as apprentices in an Apprentice Training Centre (CFA). The BTS is also accessible through a lifelong learning scheme. These courses are provided by the *Gretas* (public educational establishment groupings) – for the public sector – or by private training structures. And finally, as with all state-created vocational qualifications, a BTS can be obtained through accreditation of work experience (VAE).

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

In the standard educational curriculum, people can study for a vocational Bachelors and Masters degree:

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

It is also possible to obtain a vocational Bachelors or Masters degree through accreditation of work experience.

### 2.2.3. VET and the other ministries

Whilst the Ministries of National Education and Higher Education are the main two bodies that award degrees on behalf of the State, they are not the only ones. There are also other ministries involved in education and more particularly in vocational education.

#### 2.2.3.1 Main vocational qualifications awarded by the Ministry of Agriculture

Public agriculture education is a complete system of education and training that offers a variety of general, technological or vocational courses, going from third-year high school to Ph.D. An education in agriculture prepares students for jobs in food and farming, the environment, sustainable development, landscape, human services, veterinary medicine, leisure and the wholesale and retail trades. At secondary school level, the Ministry of Agriculture's vocational education programme is very close, in its structure, to that of the Ministry of National Education. It consists of the CAPA (*Certificat d'aptitude professionnel agricole* – professional certificate of agricultural aptitude), the BEPA (*Brevet d'études professionnelles agricoles* – professional diploma in agricultural studies) and the vocational baccalaureate. In the sphere of vocational higher education, the Ministry of Agriculture mainly awards the BTSA (*Brevet de technicien supérieur agricole* – advanced agricultural technician diploma). In addition, it should be noted that the public

engineering schools that report to the Ministry of Agriculture award, in their own name, Masters level engineering degrees. These degrees are not awarded in the name of the State (see section 2.3).

Vocational agricultural qualifications can be accessed through school, through apprenticeship, through lifelong learning programmes and through accreditation of work experience. Preparation for the secondary level qualifications and BTSA takes place in public or private agricultural *lycées* (senior high school). In general, the public agricultural *lycées* have a CFA (apprentice training centre) where they can teach apprentices, and CFPPA (agricultural vocational training and promotion centres) where they can train adults under lifelong learning programmes.<sup>57</sup>

### 2.2.3.2 Vocational qualifications awarded by the Ministry of Employment

The Vocational Qualification (*Titre professionnel*) is a professional accreditation awarded, on behalf of the State, by the Minister of Employment. It confirms that its holder possesses the skills, capacities and knowledge required to exercise qualified professional activities. It is helpful to people wishing to advance their careers or returning to work.<sup>58</sup> There are at present approximately 260 professional qualifications running from EQF level 3 to 5, in most professional sectors.<sup>59</sup> Professional qualifications are aimed at anyone who is no longer in education, and is already on the labour market, whether they are in a job or looking for work. A professional qualification can be acquired through a vocational training course or through accreditation of work experience. The course generally involves time in a company. The qualification can be awarded following a continuous or discontinuous vocational training course. To obtain a qualification, the applicant must prepare a work experience summary (*dossier de synthèse de pratique professionnelle*) and pass the tests required to meet the qualification criteria.

The training course must take place in a training centre approved by the Minister of Employment, or on an AFPA campus. At present, AFPA is the only training body legally authorised to award all the Ministry of Employment's vocational qualifications, with no limit on duration.

The qualification can also be obtained by accreditation of work experience (VAE).

### 2.2.3.3 Vocational qualifications awarded by the Ministry of Social Affairs

The Ministry of Social Affairs awards vocational qualifications, called "State qualifications", for the social work professions. These professions are divided into four areas of operation:

- Social, economic and cultural support for people and families (social worker, family counsellor, family support worker, career).
- Specialist education for individuals with particular physical, sensory or intellectual disabilities or social needs (special-needs worker, childcare worker, technical special-needs worker, special-needs support worker, occupational therapist).

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57 <http://www.chlorofil.fr/systeme-educatif-agricole/etablissements-denseignement-agricole.html>

58 <http://www.emploi.gouv.fr/dispositif/titres-professionnels>

59 <http://certification.afpa.fr/>

- Homecare for young children and the elderly, people with disabilities (nursery assistant, family assistant).
- Team management, institutional management or social valuation.<sup>60</sup>

Each of the qualifications awarded by the Ministry of Social Affairs is for a specific job. These qualifications have very much structured jobs in the sector, to the point that the job very often has the same name as the qualification.<sup>61</sup> Focusing strongly on the development of practical skills, the training for social work qualifications consists very largely of workplace-based learning, through job placements and internships.

Social work qualifications can be accessed through standard education (including apprenticeship), through lifelong learning programmes and by accreditation of work experience (VAE). The specialist institutions (around 350) that provide training for these qualifications are present across France and are mostly managed by non-profit organisations.<sup>62</sup>

#### **2.2.3.4 The main vocational qualifications of the Ministry of Health**

The Ministry of Health awards 12 qualifications providing access to certain jobs in the paramedical sector. Ministry of Health qualifications provide training for a single profession, and are in fact often compulsory in order to work in that profession. The training courses for these qualifications are generally accessible by examination, and some are highly selective. Focusing strongly on the development of practical skills, the training for health work qualifications consists very largely of workplace-based learning, through job placements and internships.

The main qualifications awarded by the Minister of Health are:

- The State degree for ambulance drivers (*EQF level 3*)
- DE-AP State degree (childcare assistant – *EQF level 3*)
- DE-AS State degree (assistant nurse – *EQF level 3*)
- The State degree for physiotherapists (*EQF level 5*)
- The State degree for nurses (*EQF level 6*).

Of the 12 qualifications awarded by the Ministry of Health:

- 11 are accessible through the initial education system, including all the qualifications listed above;
- nine are accessible through lifelong learning programmes, including the qualifications for ambulance drivers and physiotherapists;
- five are accessible through apprenticeship, including the ambulance driver, DE-AP and DE-AS qualifications, and the degree level qualification for nurses;
- four are accessible through VAE, including the DE-AS and DE-AP qualifications.

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60 Becoming a social worker, for a more inclusive society. October 2009

61 Guide to professions and jobs in the social, special-needs and infant care sectors. September 2010

62 Guide to professions and jobs in the social, special-needs and infant care sectors. September 2010

The courses for Ministry of Health qualifications are generally provided by non-profit specialist training institutes, both public and private.

### 2.2.3.5 The main vocational qualifications of the Ministry of Culture

The Ministry of Culture primarily awards qualifications in higher education, running from EQF levels 5 to 7, in the fields of architecture, plastic arts, performance art, cinema and audiovisual.

The main qualifications awarded by the Minister of Culture are:

- Bachelors degree in architecture (*EQF level 6*)
- Masters degree in architecture (*EQF level 7*)
- DN-AT (National diploma in arts and techniques – *EQF level 6*)
- DN-AP (National diploma in plastic arts – *EQF level 6*)
- Higher national degree in artistic expression (DN-SEP), Masters level (*EQF level 7*)
- Higher national professional qualifications (DN-SP), in 4 specialities: music, dance, theatre and circus arts).

Depending on the field, training for these qualifications can be carried out in public education establishments such as national and regional advanced art schools (for the plastic arts), advanced national schools of architecture, advanced national conservatories of music and dance. It can also be done in private institutions, generally non-profit. The Ministry's qualifications are not generally accessible via apprenticeships (with the exception of the DN-SEP and the DN-SP). Access through lifelong learning programmes is possible for certain qualifications (DN-SEP, State architectural diploma, DN-SP) and not for others (architectural studies diploma, DN-AT, DN-AP, DN-SEP). Accreditation of work experience is always possible, except for the State architecture qualification. Finally, all Ministry of Culture qualifications are accessible through the standard initial education and training.

## 2.3. Other forms of VET

Alongside the diplomas, university degrees and vocational qualifications awarded on behalf of the State, there are also vocational training schemes that can either deliver qualifications created and awarded by players other than the State, or that can meet specific needs for the acquisition or development of professional skills.

### 2.3.1. Vocational qualifications

In France, the training market is free; this means that training bodies have no obligation to make public the way they construct their courses and/or qualifications. Nevertheless, in 2011, the RNCP (see § 3.3) had 6920 qualifications, of which 4529 (those created by the State) were legally registered and 2931 were self-registered.<sup>63</sup>

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63 Report to the Prime Minister. CNCP. 2011

### *Certificats de qualification professionnelle (CQP – vocational qualification certificates)*

Certificates of Professional Qualification enable employees to acquire an operational qualification. The CQP, recognised by the collective or branch agreement it relates to, is thus created and issued within an industry sector by a joint industry body, usually the CPNE (National Joint Employment Committee).<sup>64</sup> It should be noted that CQPs are not attached to a level of qualification, but are classified separately in the RNCP (National Register of vocational certifications – see § 3.3), by sector of activity.<sup>65</sup> They can only be accessed through lifelong learning programmes and training is usually provided by a body created and managed by the branch in question.

### *The title of “qualified engineer”*

Possessing the title “qualified engineer” (titre d’ingénieur diplômé) allows a person to work as an engineer. The education required to reach this level generally lasts 5 years after baccalaureate. It can be provided by public or private engineering schools. In France, the title of “qualified engineer”, which has both an academic and professional quality, is protected and controlled by the CTI (*commission des titres d’ingénieur* - engineering qualification committee): only institutions accredited by the CTI are allowed to award the title of “qualified engineer”.<sup>66</sup>

### *Business and management qualifications*

Thirty-seven business and management schools are authorised to award “State approved” qualifications. These *grandes écoles* are generally private structures managed by professional organisations. Approval is a recognition procedure conducted by the Ministry of National Education which gives the diploma the value of a national qualification. It is granted for a maximum renewable period of 6 years. A State approved qualification provides access to the LMD cycle (*Licence-Master-Doctorat*), whether in France or abroad.

## **2.3.2. Training schemes without qualifications**

There are a certain number of training schemes managed by the State or other public bodies, which do not award qualifications. The purpose of these schemes is generally to facilitate integration or reintegration into work for certain categories of people for whom employment is a problem. There are many measures of this kind, three of which are presented by way of example.

### *The “key competences” scheme*

The “key competences” scheme consists of tailored training modules designed to help people develop one of the five “basic” skills (written comprehension and expression, initiation to a foreign language, mathematics and basic scientific and technological skills, numeracy, the ability to develop knowledge and skills). The aim is to facilitate access to employment, a work study contract or training for qualifications, success in an examination or professional advancement, and such

64 <http://formation.cqp.free.fr/spip/spip.php?article3>

65 <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Repertoire>

66 [http://extranet.cti-commission.fr/frontend.php/fr/fond\\_documentaire/document/6/chapitre-element/257](http://extranet.cti-commission.fr/frontend.php/fr/fond_documentaire/document/6/chapitre-element/257)

schemes can take place in parallel with a subsidised contract or training for a qualification.

The “key skills” scheme is primarily aimed at the following groups: job-seekers; young people between the ages of 16 and 25 who are unemployed and no longer in education; employees in work reintegration schemes or in subsidised contracts. It comes in addition to the employer’s training obligations.<sup>67</sup>

#### *Schemes in favour of detainees and people in prison*

Broadly speaking, these vocational training schemes form part of integration processes designed to give qualifications to people in prison, and prepare them for freedom and the return to work. The prison administration is responsible for analysing needs, designing and implementing training programmes, and monitoring and assessing their effectiveness in establishments under its control. In 2010, as a result of funding from the European Social Fund, the Government, the Regional Councils, the National Agency for Social Cohesion and Equality of Opportunity (ACSE - agence nationale pour la cohésion sociale et l’égalité des chances), 23,878 detainees were able to take advantage of vocational training schemes and initiatives implemented in and out of prison.<sup>68</sup>

#### *Schemes in favour of people with disabilities*

Labour Law requires from the State to take part in the establishment and implementation of agreed regional policies for the training of people with disability is, in order to foster greater consistency between training schemes and to guarantee an appropriate response to the needs of individuals and companies. In 2010, the Government funded 29,386 training initiatives for people with disabilities, for a cost of €250 million. The other funding structures for vocational training for people with disabilities are primarily the Regional Councils and Agefiph (fund management association for access to work for people with disabilities).<sup>69</sup>

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67 <http://www.emploi.gouv.fr/dispositif/competences-cles>

68 Appendix to the 2012 finance White Paper. Vocational training

69 Appendix to the 2012 finance White Paper. Vocational training

## CHAPTER 3

### 3. Shaping VET qualifications

In France, the expression “professional certification” refers to the act of assessing an individual’s professional skills against a given criterion<sup>70</sup> and also to the document, obtained by an individual following a set procedure, which confirms these professional skills and refers to a precise description and a set of standard descriptive documents (descriptive forms, criteria).

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

- vocational qualification certificate (certificat de qualification professionnelle - CQP) created by the social partners of a branch (see § 3.2)
- title of “qualified engineer” (titre d’ingénieur diplômé) created and controlled by the CTI (*commission des titres d’ingénieur* - engineering qualification committee)
- vocational certificate (certificat professionnel) created by public or private training providers such as
  - consular schools placed under the agis of the chambers of trades and crafts, the chamber of commerce and industry,
  - CNAM (*Conservatoire national des arts et métiers*) or the AFPA (*Association pour la formation des adultes* – national association of adult vocational training),
  - Private establishments in their own name.

These certifying structures have set up specific organisations and procedures to develop their certifications.

Most of them are included and classified in the National Register of Vocational Certifications.

#### 3.1 The development of certifications awarded on behalf of the State

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

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

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<sup>70</sup> The French national accreditation framework, towards the European lifelong learning accreditation framework. CNCP. October 2010

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

The CPC are made up of representatives of employers, employees, the government and qualified individuals, and are divided into major spheres of economic activity. They are a compulsory locus of consultation between the social partners for all vocational qualifications. This role was reinforced by the so-called “social modernisation” act of 17 January 2002. All ministries with an interest in training were invited to form CPCs. So far, six ministries have set up such committees.<sup>71</sup> The Ministries of Social Affairs, of Agriculture, of Youth and Sport and of Culture each have a CPC.

As for the Ministry of Employment, it has seven CPCs in the following spheres: construction and public works; wholesale and retail trade; industry; management and data processing; the tourism, leisure, hotel and restaurant sectors; transport and logistics; and finally “other services to businesses, local authorities and individuals”.<sup>72</sup>

The Ministry of Education, which is the ministry that manages the largest number of certification processes, and also has the most sophisticated procedure.

For the purpose of developing and updating its professional qualifications, the Ministry of National Education relies on 14 CPCs, corresponding to the main business sectors in the French economy.<sup>73</sup>

The first ministry to have set up a CPC, as far back as the 1970s, the Ministry of National Education is also the first to have made public its qualification development processes. These are formally set out in two guides: First, “Guidelines for the development of professional qualifications”, and second “Guidelines for members of the Professional Consultative Committees”<sup>74</sup>. At the Ministry of National Education, any plan to update or create a qualification is preceded by an opportunity study, in which all the essential information (prospective and economic data, sectoral trend analysis,...) is brought together with a view to planning for needs and developments in jobs and qualifications. On this basis, outside research bodies can be commissioned to pursue the work.

As soon as the relevant CPC reaches a decision, the directory of professional activities is drawn up on the basis of an analysis of actual jobs and job trends, together with a certification directory which defines the expected skills outcomes, associated knowledge and assessment and approval procedures.

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

- the Higher Council for Education (CSE - Conseil supérieur de l'Éducation): chaired by the Minister of National Education or their representative, it is made up of representatives of teachers, parents, lycée pupils, students, local authorities and voluntary organisations. It is a

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71 Guidelines for members of consultative professional committees, Ministry of National Education, February 2004

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

73 <http://eduscol.education.fr/cid46815/cpc.html>

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

consultative body charged with the task of giving opinions on the objectives and operation of the public education service, programmes, examinations, qualifications, any issue of national interest relating to teaching or education;

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

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

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

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

- AERES (higher education and research assessment agency) for training programmes provided by universities and certain schools;
- CTI (engineering qualification committee) for engineering courses and qualifications;
- Management training and qualification assessment committee for business and management schools.

In the next phase and on the basis of this assessment, the decision on whether or not to approve a course is taken by the Ministry of Higher Education, after an appraisal by scientific advisers working with the Director General Higher Education and Employment. The appraisal takes into account a number of criteria, notably the link with research, the relevance of the course to the establishment's overall training opportunities and subsequent professional opportunities.

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

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

Ultimately, it may be said that the assessment of training programmes and qualifications, at several levels and by several bodies, constitutes the “quality assurance procedure” of our higher education system.<sup>75</sup>

### 3.2 The development of certifications in the professional sectors

When they decide to create their own certifications, the professional bodies generally rely on work done by two of their structures:

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

#### *The joint employment and vocational training committees (CPNEF)*

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

- produce recommendations on employment and training;
- to study quantitative and qualitative trends in employment: for this purpose, they generally rely on work by the Employment and Qualifications Observatories;
- to make decisions on identifying priorities for training and defining specific sectoral qualifications.<sup>76</sup> In this capacity that certain branches have delegated to their CPNEs the responsibility for creating, if necessary, their own *Certificats de qualification professionnelle* (CQP - Vocational Qualification Certificates).<sup>77</sup> It should also be noted that it is the CPNEs, not the professional branches, that can request that a CQP should be registered with the RNCP (see § 3.3).<sup>78</sup>

#### *The qualifications and employment prospective's observatories (OPQM)*

The 4 May 2004 law on lifelong learning and social dialogue makes the creation of a “qualifications and employment prospective's Observatory” (OPQM) compulsory for every industrial sector. These bodies generally produce three main types of output:

- studies on topics associated with the management of jobs and skills in the sector (diversity and gender equality, training, aged management, skills replacement,...) ;
- statistical databases (on sectoral economics, jobs and workforce, basic or lifelong

<sup>75</sup> The French national accreditation framework, towards the European lifelong learning accreditation framework. CNCP. October 2010

<sup>76</sup> <http://www.cpnfsv.org/nav:cpnfsv-missions>

<sup>77</sup> Collective bargaining in 2005. Ministry of Employment

<sup>78</sup> <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Enregistrement-sur-demande>

training,...);

- job maps or directories (job descriptions, job lists,...).

The purpose of the OPMQ is to:

- help companies defined their training policies and employees to draw up their career objectives;
- to provide the CPNEs with research they can use to investigate qualitative and quantitative trends in employment and qualifications, in order to decide training priorities. This is the framework within which the work of the OPQMs can be used by the Professional Consultative Committees (CPC) or the Joint Employment and vocational Training Committees (CPNE) to identify the branch's qualification development requirements.<sup>79</sup>

As regards the way they develop their certifications, the professional organisations are free to implement the method that suits them best. However, in March 2012, the Joint National Committee for Professional Training (CPNFP) published a "Methodological guide for use by the CPNE" for the creation of Professional Qualification Certificates (CQP). The proposed approach is to:

- conduct an opportunity study to confirm the relevance of creating the CQP;
- to draw up activity and qualification (and possibly training) lists;
- to develop tools and procedures for assessing applicants;
- to formalise the process for implementing the different stages leading to the acquisition of the CQP.<sup>80</sup>

### 3.3. The National Register of Vocational Certifications

Since 2002, all professional qualifications recognised by the State and the social partners, at national level, have been registered in the National Register of Vocational Certifications (Répertoire National des Certifications Professionnelles - RNCP). As a single reference source, the purpose of the RNCP is to provide individuals and companies with up-to-date data on professional qualifications. It includes public and private qualifications, based on initial and lifelong learning programmes, provided that they are vocational in nature. So the RNCP does not include general qualifications such as the national *brevet* qualification, general baccalaureates or doctorates.<sup>81</sup> The RNCP is managed by the National Committee of the Vocational Certification (CNCP - *Commission nationale de la certification professionnelle*), a body accountable to the Ministry Responsible for Vocational Training.<sup>82</sup>

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79 Report on forward surveys on professions and qualifications. Céreq. 2010

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

81 The French national accreditation framework, towards the European lifelong learning accreditation framework. CNCP. October 2010

82 <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Commission>

The RNCP includes three categories of certification:

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

Qualifications registered in the Register are recognised throughout France. Vocational qualifications and diplomas are classified by sphere of activity and level of qualification. It should be noted that private training organisations have no obligation to register their professional qualifications in the RNCP, provided that they do not use terms in the description such as «*licence*», «*master*» or «*diplôme d'État*».

## CHAPTER 4

### 4. Promoting participation in vocational education and training

At national level, education and training policies are supported by a set of policies that reflect three priorities:

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

#### 4.1 Lifelong career guidance

Guidance is an important stage in deciding one's career priorities.

The framework training law of 24 November 2009 including the principle of a universal and lifelong right to career guidance and created a public career information and guidance service (SPO - service public de l'orientation). Today, everyone has the right to career information, advice and guidance.

This career information and guidance service has two main components:

- the availability of an online “guidance for all” service at [www.orientation-pour-tous.fr](http://www.orientation-pour-tous.fr) combined with a telephone scheme (single national number 08 11 70 39 39).
- the establishment of local career information and advice services based on regionally approved partnership agreements backed by the Regional Council.
- The right to career guidance depends on different organisations and instruments, depending on age and individual status.

##### 4.1.1 Career guidance for young people, schoolchildren and students

There are several systems available to help schoolchildren and students to make career and training choices: Career and training information schemes, personal career interviews, work experience courses, alternate training or “pre-apprenticeship” courses for schoolchildren from the age of 15 onwards.

Course databases have been set up in order to increase the fairness of pupil access to work experience in their school years, in particular the compulsory one-week work experience sessions for year three classes in France.

In order to provide this career guidance service for young people, an educational and vocational career guidance network has been set up by the Ministries of National Education, Higher Education and Youth Integration. This network, made up of information and guidance counsellors, works in schools, colleges, lycées, universities, and also in dedicated structures such as Onisep (national office for education and career information) or CIDJ (centre d'information et de documentation jeunesse - youth information and documentation centre).

#### **4.1.2 Career guidance for adults, employees or jobseekers**

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

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

### **4.2 Information on employment and training**

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

This information is provided by numerous public and private structures.

#### **4.2.1 At national level**

##### *Job information*

Public bodies produce quantitative and qualitative studies on employment and training. These include the Centre for Strategic Analysis (centre d'analyse stratégique – CAS), Centre of studies and researches on certifications (centre d'études et de recherches sur les qualifications - Céreq), the Centre for Employment Research – CEE, the National Institute for Statistics and Economic Research – INSEE, the Research and Statistics Management Department – Darès. The purpose of this research is to elucidate the activity of government departments and social stakeholders in the development of employment, the labour market, vocational training and corporate technologies and policies. (See also the qualifications and employment observatories (OPMQ) – § 3.2)

The national online "career guidance for all" platform [www.orientation-pour-tous.fr](http://www.orientation-pour-tous.fr), run by the Centre Inffo in partnership with the main support, information and guidance providers, i.e. the different ministries, the regions, the professional bodies, the CARIF-OREF, Pôle emploi, Onisep (national office for education and career information) or CIDJ (youth information and documentation centre). With real-time data, this platform provides information on careers, jobs, training courses, events, and includes videos and personal stories. It offers more than 2000 job descriptions, 200,000 basic education and lifelong learning courses, a directory of approved structures, practical information on schemes, entitlements and procedures.

#### *Information on information sources*

Such information is subject to new requirements for clarity and visibility.

Since May 2012, the Government has published a list of registered and approved training structures: <https://www.listeof.travail.gouv.fr/>

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

Finally, in 2011 the Government commissioned Centre Inffo to implement a national information system on training provision. The purpose of this database, called DOKELO, is to list all training providers and their services, to elucidate their methods of financing and to identify the dates and availability of training. This system will be gradually rolled out starting in the first half of 2013.

## **4.2.2 At regional and subregional level**

### *Carif – Training management, resource and information centres*

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

### *Oref – Regional employment and training observatories*

These organisations provide regionally based systems for analysis and research on the relationship between employment, training and qualification requirements.

Using data provided by their national and regional partners, they conduct research and provide expertise in order to anticipate economic changes and adjust skills to the employment needs of tomorrow. Their scope of observation relates to training needs, job trends, the link between employment and training, sectoral approaches, professional mobility, economic development.

### 4.3 Financial and support incentives

The development of training is also fostered by public and private initiatives that seek, either through direct support or through financial measures, to support evaluation, forecasts and initiatives relating to training processes.

#### 4.3.1 Public subsidies

The French government provides public subsidies for companies, primarily small and very small companies, and for professional organisations, to promote the development of training, employment and skills.

The purpose of these subsidies is varied:

- Direct subsidies can be granted to companies for advice and evaluation. These subsidies fund the cost of a consultant to assess and/or advise the company on its human resource management policies and training plans, and to facilitate the forward management of jobs and skills.
- Direct subsidies can be given to companies for training and employment. Their aim is either to support a particular and exceptional educational effort designed to resolve an identified employment problem or a mismatch of skills, or to provide equal access to training and employment.
- Subsidies can also be granted to professional or interprofessional bodies in order to anticipate and accompany a change in jobs and skills.

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

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

The main subsidies are:

- a one-off lump sum payment made by the region, under certain conditions, to employers who take on an apprentice,
- the *Bonus alternance* offered since 2005 to companies that employ apprentices,

In addition to these subsidies, apprenticeship contracts are fully or partially exempt from social security charges, the costs of training apprentice supervisors are included in the legal training costs, and specific subsidies are granted for the recruitment of apprentices with disabilities.

### 4.3.2 The role of the OPCA

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

- the internship bonus, a subsidy granted to companies employing 250 people or more, which go beyond the minimum threshold for employees on work study contracts.
- to contribute to the development of professional training,
- to inform, educate and support companies in defining their vocational training needs,
- to contribute to the identification of skills and qualifications that companies require and to the definition of collective and individual needs.

To carry out these roles, the OPCA provide a local service for small, small and very small companies. They can contribute to the funding of qualification management and cover the costs of assessing training needs.

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

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

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Ministère de l'Éducation nationale ; DGESCO - Direction Générale de l'Enseignement Scolaire

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[http://media.eduscol.education.fr/file/dossiers/61/8/formation\\_professionnelle\\_VA\\_151618.pdf](http://media.eduscol.education.fr/file/dossiers/61/8/formation_professionnelle_VA_151618.pdf)

### **L'enseignement en France 2012-2013**

ONISEP - Office National d'Information Sur les Enseignements et les Professions

Juin 2012, Schéma

<http://www.onisep.fr/content/download/535347/10915609/version/5/file/L%27enseignement+en+France+%282012-2013%29.pdf>

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## *Chapter 3*

### **La négociation collective en 2011**

Ministère du Travail, de l'Emploi et de la Santé ; DGT - Direction Générale du Travail

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CEREQ - Centre d'Etudes et de Recherches sur les Qualifications ; Centre associé régional du CEREQ pour la région Pays-de-la-Loire ; Dictys Conseil ; Pascal Caillaud [et al.]

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à l'initiative du Comité observatoires et certifications du CPNFP – Comité Paritaire National pour la Formation Professionnelle ; réalisé par le CEREQ - Centre d'Etudes et de Recherches sur les Qualifications ; Alexandra d'Agostino ; Anne Delanoë ; Julien Machado

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## *Chapter 4*

### **La réforme des OPCA : de nouvelles missions et un nouveau paysage**

ERREFOM - Espace Régional de Ressources sur l'Emploi, la Formation et les Métiers en Basse-Normandie

Point Virgule, No 46, Juillet 2012, p. 16-23

[http://www.errefom.info/documentation/pdf/pv46\\_dossier.pdf](http://www.errefom.info/documentation/pdf/pv46_dossier.pdf)

### **Rapport remis au Premier Ministre sur l'activité et les propositions de la Délégation à l'Information et à l'Orientation [DIO] en 2011-2012**

Jean-Robert Pitte

Paris : DIO, Juin 2012, 91 p.

<http://ressources.centre-inffo.fr/NRapport-remis-au-Premier-Ministre.html>

### **L'agrément des OPCA : intentions et résultats d'une réforme**

CNFPTLV - Conseil National de la Formation Professionnelle Tout au Long de la Vie

Paris : CNFPTLV, Mai 2012, 8 p. (JALONS de la formation professionnelle)

[http://www.cnfptlv.gouv.fr/IMG/pdf/9\\_jalons\\_opca.pdf](http://www.cnfptlv.gouv.fr/IMG/pdf/9_jalons_opca.pdf)

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Catherine Quentric

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<http://ressources.centre-inffo.fr/Service-public-de-l-orientation.html>

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Centre Inffo - Centre pour le développement de l'information sur la formation permanente ; Marie-Hélène Cauet ; Brigitte Caule... [et al.]

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Béatrice Delamer

L'Inffo formation, No 794, 16 Juillet - 31 Août 2011, p. 15-18 – ISSN 2103-3390

**Service public de l'orientation tout au long de la vie : création du label "Orientation pour tous" – Dossier**

Patricia Gautier-Moulin ; Centre Inffo - Centre pour le développement de l'information sur la formation permanente

L'Inffo formation, No 790, 16-31 Mai 2011, p. 15-18 – ISSN 2103-3390

## Annex 2 : Glossary

- ACSE : Agence nationale pour la cohésion sociale et l'égalité des chances - National Agency for Social Cohesion and Equality of Opportunity
- AFFA : Association pour la formation des adultes - national association of adult vocational training
- Bac général : General Baccalaureate
- Bac professionnel\* : Vocational Baccalaureate
- Bac technologique\* : Technological Baccalaureate
- BEP : Brevet d'études professionnelles : Vocational studies Certificate
- BEPA : Brevet d'études professionnelles agricoles – professional diploma in agricultural studies
- BMA : Brevet des métiers d'art : Art's profession certificate
- BP : Brevet professionnel : Vocational Certificate
- BTM : Brevet technique des métiers : Profession's technical certificate
- BTS : Brevet de technicien supérieur : Advanced Technician Certificate
- BTSA : Brevet de technicien supérieur agricole – advanced agricultural technician diploma
- CAP : Certificat d'aptitude professionnelle : Professional skills Certificate
- CAPA : Certificat d'aptitude professionnelle agricole : Professional skills Certificate in agriculture
- Carif : centre d'animation, de ressources et d'information sur la formation - Training management, resource and information centres
- CBC : congé de bilan de compétences - skills audit leave
- CEC : Cadre européen de certification : EQF : European Qualifications Framework
- CFA : centre de formation des apprentis : Apprentice Training Centre
- CIDJ : centre d'information et de documentation jeunesse - youth information and documentation centre
- Cite : Classification internationale type de l'éducation - Isced : International Standard Classification of Education
- CNCP : Commission nationale de la certification professionnelle - National Committee of Vocational Qualification
- CPC : Commission professionnelle consultative - Professional Consultative Committee
- CPNEF : commission paritaire nationale de l'emploi et de la formation professionnelle - National Joint Employment and vocational training Committee
- CPRDF : contrat de plan régional de développement de la formation - regional training development planning contract
- CQP : Certificats de qualification professionnelle – certificates of professional qualification
- CTI : commission des titres d'ingénieur - engineering qualification committee
- CUI : contrat unique d'insertion - single integration contract
- CVAE : congé de Validation des acquis de l'expérience - work experience accreditation leave

DE : Diplôme d'État : State degree

DIF : droit individuel de formation - individual training right

DN : diplôme national - national degree or diploma

DUT : Diplôme universitaire de technologie : University Technological Diploma

EFP : Éducation et Formation professionnelles : Vocational Education and training (VET)

EPSCP : établissements publics à caractère scientifique, culturel et professionnel - public scientific, cultural and professional establishments

OPCA : organismes paritaires collecteurs agréés - approved joint collecting bodies

OPMQ : Observatoires prospectifs des métiers et des qualifications - qualifications and employment prospective's observatories

Oref : Observatoire régional de l'emploi et de la formation - Regional employment and training observatories

Paces : Première année commune des études de santé : First common year of the studies of health

RNCP : répertoire national des certifications professionnelles - National Register of Vocational Certifications

SPO - service public de l'orientation - public utility of lifelong guidance

VAE : Validation des acquis de l'expérience - work experience accreditation