
VET IN EUROPE - Country report 2014 France



This country report is part of a series of reports on vocational education and training produced for each EU Member State plus Norway and Iceland by members of ReferNet, a network established by Cedefop (European Centre for the Development of Vocational Training).

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In France people can, throughout their lives, access education as part of a process of lifelong learning. In 2011-2012, 71.7% of people aged 14-22 were in education, or almost 15 million schoolchildren and students in total. In 2011, 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 all ages.

The resources provided for vocational education and training accounted for 1.55% of France's gross domestic product in 2012.

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

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

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 and 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 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 4th October 1958.¹ The legislative power is held by the Parliament, who draws up and passes laws, and monitors governments.²

Executive power is shared between the President of the Republic and the government. The President of the Republic who is elected for five years at a time by universal direct suffrage, appoints the Prime Minister and the members of the Government.³

The government, led by the Prime Minister, decides and conducts the national policies. Each member of the government is placed at the head of a group of services, which constitute his or her ministerial department and over which(s) he exercises hierarchical authority.⁴ Within this system, primary and secondary education are under 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.

There are three levels of territorial authority: the municipalities (36,767 in mainland France as of 1 January 2014)⁵, the departments (96 excluding overseas departments)⁶ and the regions (22 in mainland France), plus 5 overseas departments and regions. 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.⁷

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-sesalentours/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

5. « Les collectivités locales en chiffres. 2013 » Direction générale de collectivités locales

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

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

The departmental and regional levels are also under the government's jurisdiction, and are represented by the prefects.⁸

The status of French overseas territories differs. Some of them, like Guadeloupe, La Réunion and Mayotte, are departments and regions. Others have the status of Overseas authorities, with varying degrees of jurisdiction and autonomy.⁹ Since the 1980s, the 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 premises¹⁰.

1.2 Population

France is the European Union's biggest country, with a total surface area of 675,417 km². Most of its territory (543,965 km²) and population 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 1st January 2014, the population of France was 65.8 million, with 63.9 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 12,9% of the population of Europe, France is the continent's second most populous nation (behind Germany 16,2%) and ahead of the UK and Italy¹¹.

France's demographic dynamism is primarily based on a high birth rate and a still relatively low death rate. The natural surplus in 2013, estimated at 238,000, is nevertheless slightly below last year's level. In France in 2012, the fertility rate was 2.01 children per female: within the European Union, only Ireland has a higher fertility rate, with 2.01 children per female¹².

The migratory balance, estimated at +50,000 in 2013, also contributes, though to a lesser degree, to the increase in the French population¹³. In 2010, there were 5.51 million immigrants living in France, 8.5% of the

8. http://www.assemblee-nationale.fr/connaissance/fiches_synthese/fiche_11.asp

9. <http://www.vie-publique.fr/decouverte-institutions/institutions/collectivites-territoriales/categorie-collectivites-territoriales/que-sont-departements-regions-outre-mer.html>

10. 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 - 2014 edition

12. Insee - Charts of the French economy - 2014 edition

13. Insee - Charts of the French economy - 2014 edition

population, of whom 42.8%, i.e. 2.36 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 37.4% in 2010, as compared with 50% in 1990. 14.3% of France's immigrants are from Asia.¹⁴

As people live longer, France's population continues to age. People aged 65 or more represent 18% of the population (compared with 16% ten years ago), and more than half of them are aged 75 or over. Since 1980, the number of people aged 60 or more has grown from 17% to 24.2%, and their proportion in the French population as a whole is almost the same as that of young people aged under 20 (respectively 23.4% and 24.7%)¹⁵. 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%¹⁶.

1.3 Economics

In 2012, France's gross domestic product (GDP) stood at €2 032.3 billion¹⁷, making it the world's fifth ranked economic power, behind the USA, China, Japan and Germany, and in front of the United Kingdom¹⁸.

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 War¹⁹. In 2012, in constant Euro, gross domestic product (GDP) stagnated, after rising 1.7% in 2010 and 2.0% in 2011. However, because of the sovereign debt crisis in the Eurozone, the OECD predicts a significant slowdown in France's growth, which is not expected to exceed 0.8% in 2014²⁰.

The economy depends primarily on the tertiary sector: indeed, services (commercial and non-commercial) accounted for almost 80% of the gross added value generated nationally in 2012, way ahead of industry (12.5%), construction (6.3%) and agriculture (2%). Within the tertiary sector, the main branches of activity are: real estate (13.2%), wholesale and retail trade (11.2%), services to enterprise (12.4%) and non-market services (22.6%). Wholesale and retail trade is the branch with the largest number of enterprises. Of the 3.6 million enterprises listed in 2012 (excluding agriculture

and non-commercial activities), 29.85% belonged to this sector. This was followed by "Professional, scientific and technical activities and administrative and support service activities" (16.93%), construction (13.51%) and "Public administration, education, human health and social work activities" (13.44%). According to the same source, the majority of French companies are very small enterprises: 67.1% have no employees and 27.21% have between 1 and 9 employees²¹.

1.4 The labour market

In 2012, the working population of mainland France was estimated at 28.6 million people aged 15 or more, indicating an employment rate of 63.9%. As has occurred every year since 1976, the working population grew in 2012 (by 221,000). This increase results exclusively from the increasing participation of senior citizens in the labor market. Trends in the working population also depend on changes in working behaviour, for example the growing female participation in the labour market.

On average in 2012, the employment rate in the 15-64 age bracket was stable at 70.9%, with three quarters of working-age men and two thirds of working-age women in employment. With a dynamic workplace training, employment rates in the 15-24 age group increases for women (+0.5), and also for men (+0.5 since 2010) in 2012, respectively to 66.6% and 75.3%. The employment rates in the 55-64 age group grew up since 2010 (up 0.5 points since 2010).

According to Insee's most recent projections for the working population, the number of working people is expected to rise strongly until 2025 and then stabilise. Always after INSEE statistics on the evolution of the workforce, 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 2010²².

For the last 30 years, France has been characterised by a high level of unemployment: from only 3.5% in 1975, the unemployment rate rose to 5.4% in 1980, then to 9% in 1985, to remain at a high level for the last 20 years, with close to 10% of the working age population unemployed²³. 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 France²⁴. On average at the end of the year 2012, almost 2.8

14. Insee - France, social portrait - Insee Références - 2014 edition

15. Insee - Charts of the French economy - 2014 edition

16. Insee - France, social portrait - Insee Références - 2014 edition

17. Insee - The French economy - Insee Références - 2014 edition

18. International monetary fund (<http://www.imf.org/external/pubs/ft/weo/2013/01/weodata/index.aspx>)

19. Insee - The French economy - Insee Références - 2014 edition

20. <http://www.oecd.org/fr/eco/perspectives/franceprojectionseconomiques.htm>

21. http://www.insee.fr/fr/themes/tableau.asp?reg_id=0&ref_id=NATTEFO9203

22. Insee - Charts of the French economy - 2014 edition

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

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

million people were unemployed in mainland France, signifying an unemployment rate of 9.3% of the working age population. In general, relatively fewer women than men are affected by unemployment: in 2012, the unemployment rate among women was thus 0.3 points higher than that of men in mainland France (10.1% compared with 9.8%)²⁵.

Another feature of the labour market is that both young and older people are relatively disadvantaged in unemployment terms. Young people experience lasting problems in finding work and frequent periods of unemployment. The people over 50 find it hard to remain in work and face a high level of long-term unemployment²⁶. On average at the end of 2012, the unemployment rate in the 15-24 age bracket was 23.9%, in the 25-49 bracket 9% and amongst the over 50s more than 7%. Although the rise in unemployment in the second half of 2012 affected all age brackets, it affected young people the most: Since 2010, the unemployment rate in the 25-49 age group grew by 0.7 points and among the over 50s by 0.6 points, whereas youth unemployment grew by 1 points.²⁷

1.5 Average level of education

Having a qualification, especially a high one, plays 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 people who have a qualification is markedly better than that of young people with a secondary level qualification (CAP-BEP, baccalaureate or equivalent) or those leaving education with a basic or no qualification.

In 2012, 17,0 % of unqualified were unemployed, as compared with respectively 5,4 % those who have Bac + 2 degree.

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%, (27.7 in 2012) 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 1990-2012)²⁸.

Until the mid-1990s, young people became steadily better qualified. On average, amongst youngsters leaving initial education in 2009, 2010 or 2011, 42% were graduates, 42% had at most a secondary school qualification and 16 left school with low qualification; 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 2012, in mainland France, 11.6% of young people aged 20 to 24 had not achieved this level and are not in a trained situation²⁹.

According to the 2012 employment survey, 51% of people aged 25-64 had undertaken a training course in the previous 12 months, whether for professional or personal reasons. Amongst the working age people, the unemployed undertake less frequent training but follow courses that are longer on average than employed people. The majority of courses taken by job-seekers are funded by the Regions, which target their interventions at young people. Amongst employed people, the self-employed take fewer courses than salaried employees. Managers and technicians have more access to training than other employees, with 68.3 % of them in 2012 stating that they had taken a course in the previous 12 months. Fewer unskilled workers had been on courses (25.6%). Overall, "training goes to the trained", insofar as access to training rises with educational achievement. Amongst those aged 25-64, only 25.6 % of people without qualifications are trained compared with 66.6 % of those who have bac +2.

25. Insee - The French economy - Insee Références - 2014 edition

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

27. Insee - The French economy - Insee Références - 2014 edition

28. Insee - France, social portrait - Insee Références - 2014 edition

29. Insee - France, social portrait - Insee Références - 2014 edition

Chapter 2 **PROVIDING VOCATIONAL EDUCATION AND TRAINING IN A LIFELONG LEARNING PERSPECTIVE**

Lifelong learning includes initial training, including apprenticeship, and subsequent training, which are continuing vocational training for adults and young people already engaged in active life.

Since an act passed in 2009³⁰, every working person has a right to a professional qualification. Under this right, everyone – whatever their status – must be allowed to choose a training course that enables them to progress in their career by at least one level, by acquiring a qualification corresponding to the short- or medium-term needs of the economy. This qualification can be a RNCP registered certification, recognised in the professional sector classifications, or a certificate of qualification in a professional sector or cross-sector.

The State remains the only body capable of creating certifications that can be accessed through initial education (see diagram). All the qualifications created by the State can also be accessed via lifelong learning and VAE.

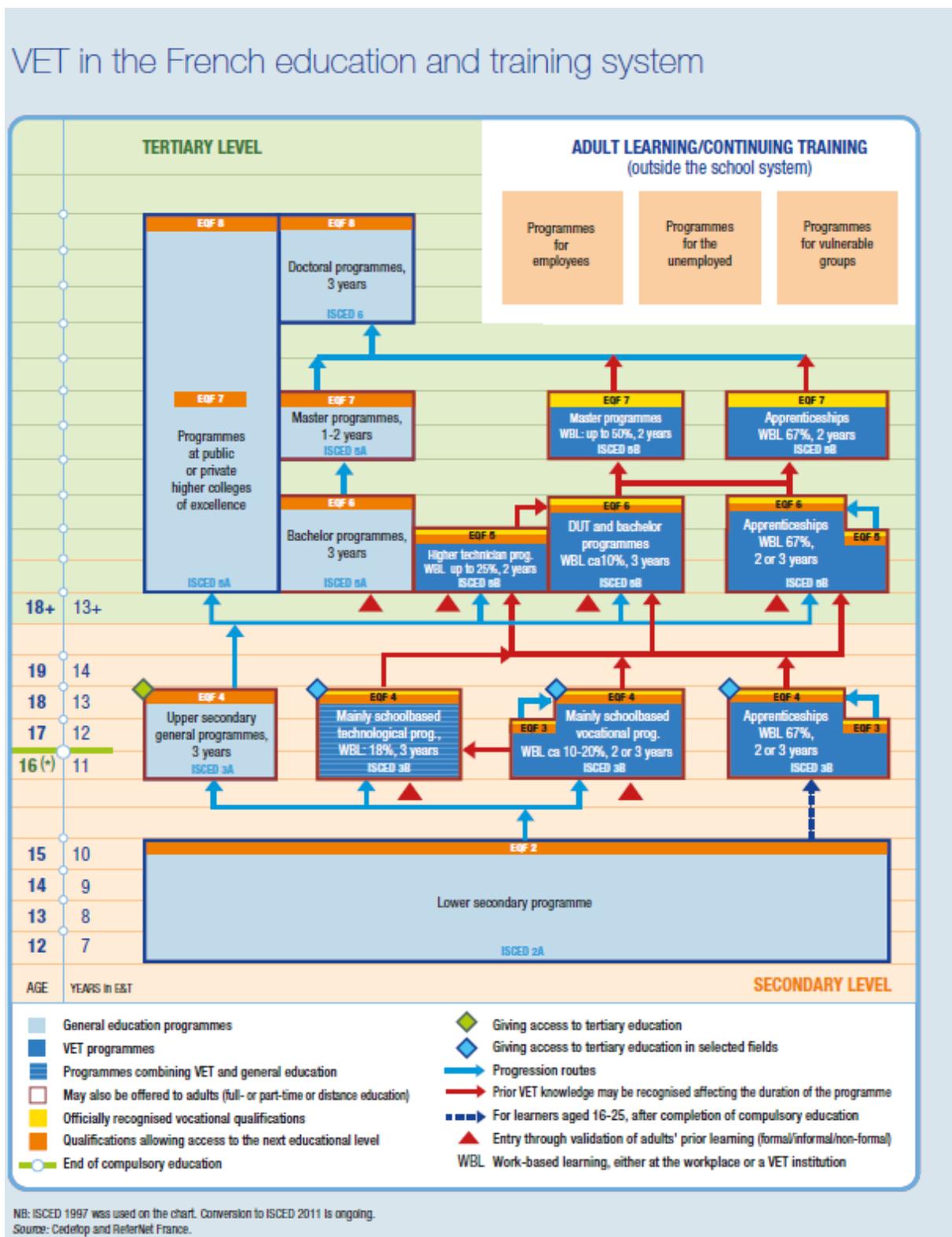
Beside the state certifications, there are some other possibilities for training courses that lead to an evaluation which can qualify as a certification. By contrast, with the state certifications, the other certifications are created, recognized and delivered by different bodies (see § 2.3), and some of them can only be obtained via a training course.

In other words, the methods for accessing different qualifications are flexible. They can be accessed through the initial education system, but also through lifelong learning. It should be noted that a qualification acquired through lifelong learning will have exactly the same value as one obtained in initial education.

30. Act No 2009-1437 of 24 November 2009 on lifelong career guidance and vocational training

2.1 Main characteristics of the national education and training system

Diagram of the national education and training system



The system of vocational education and training refers to different levels of training. It begins at secondary high school level and continues until the higher level.

Each pathway prepares students to complete an exam to obtain a certification. There are general certifications and vocational ones for a total of almost 18.000 identified certifications.

The first one is the lower grade school certification. With or without this certification, there are several opportunities to continue on to upper secondary level and then to higher learning but after that, just a few gateways exist between these pathways.

Higher levels open the possibility of a university degree. It achieves at different levels including doctor's state degree. At a level corresponding to the same value, other courses are available among other training providers, such as business schools, health and social establishments as well as the "Grandes écoles".

In order to give an example of a qualification developed by the Ministry of Higher Education and his main qualifications: level 5 to 7 of the EQF

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.

For the main qualifications: level 5 to 7 of the EQF, there is the Brevet de technicien supérieur (BTS – advanced technician certificate) – EQF level 5.

2.2 Government-regulated VET provision

Among the factors that distinguish initial education and lifelong learning are the difference between the tutelary ministries, the sources of funding and even the objectives.

2.2.1 Initial vocational training

Initial vocational training includes various levels of training from lower secondary until the higher level.

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. All the qualifications awarded by the State are permanently valid and nationally recognised.

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and Culture³¹. All the qualifications awarded by the State are permanently valid and nationally recognised.

2.2.1.1 The different levels and certifications in initial vocational training

The breakdown in terms of levels covers two successive stages of education: the first includes primary education, itself made up of pre-elementary and elementary education. The second stage, or secondary education, goes up to the baccalaureate, which opens the door to higher education.

Only secondary and higher education include entire curricula or periods of vocational education, of varying lengths.

Second-degree education

At the beginning of academic year 2013, public and private secondary institutions were educating 5,472,800 pupils in mainland France and in the overseas territories. Secondary education is provided mainly in collèges (middle school) and lycées (upper school).

Middle school

Apart from sixth to third grade classes (age 11-15), middle school in secondary education includes vocational classes to prepare students for apprenticeship. The classes take place at a collège, an educational institution that teaches all school-age children. They stay at this school for four years. In the final year, pupils choose their subsequent educational direction. At the end of their time at the collège, students take their general certificate of secondary education (diplôme national du brevet).

Upper school

After collège, pupils can continue their school education at upper school, either on a general and technological curriculum or a vocational curriculum. Upper school lasts three years. Teaching is done in lycées, essentially state schools, which have the status of local public educational establishments (EPL). They are built and maintained by the regional authorities.

In upper school, the vocational curriculum prepares students in the vast majority of cases for the CAP (vocational training certificate), the vocational baccalaureate and the brevet des métiers d'arts (BMA – skilled trades certificate).

The CAP

The CAP (certificate of professional skills) is a qualification as a worker or qualified employee in a given employment sector. There are around 200 CAP specialities in the industrial, commercial and service sectors. CAP provides a first level of qualification. Holders of this qualification can begin work or continue their studies to prepare for a brevet de maîtrise (advanced diploma) or a baccalaureate, either at school or through an apprenticeship.

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

The vocational baccalaureate: This is a qualification that allows successful candidates to enter a profession. It takes three years to prepare (age 15-18). There are almost 80 specialities.

In two generations, the proportion of holders of a baccalaureate rose from 3% in 1945, to 25% in 1975, reaching 71.6% in 2011.

In 2011, amongst holders of this qualification:

- 50% went on to university, excluding IUT (university institute of technology);
- 23% studied for technological qualifications (BTS or DUT – two-year technical degrees);
- 6% registered for preparatory classes to enter France's elite grandes écoles;
- 14% continued their education in specialist schools.

BMA (skilled trades certificate)

This is a national qualification in a specific skill, which aims to retain and pass on traditional techniques while promoting innovation. It is available to holders of a CAP in the same professional sector. The programme consists of vocational training specific to each BMA speciality, general education, and work placements lasting between 12 and 16 weeks. There are currently 22 BMA specialities.

Higher education

As part of the process of harmonising higher education curricula in Europe, the national framework for higher education degrees is structured around three levels: Bachelors degree, Masters degree and PhD (LMD in French).

Alongside these three, there are also two-year technology degrees: the DUT and the BTS.

DUT

The DUT (university technology degree) is a two-year vocational degree open to people with a baccalaureate or equivalent. It offers training in 24 specialities. Preparation for a DUT is provided by IUTs (university technology institutes) attached to universities. These qualifications prepare people for technical and professional management roles in certain sectors of production, applied research and the service industries. It is also possible for students to pursue their education, for example towards a Bachelors degree.

BTS

Study for the BTS (advanced technician certificate) takes place in the advanced technician section of a so-called vocational lycée. This course, open to people with a baccalaureate or equivalent, provides specialist education and training. It includes one or more internships. It gives access to a two-year professional qualification. At the beginning of the 2011 academic year, there were 88 BTS specialities, across all fields. While the purpose of the BTS is immediate entry into work, it is nevertheless possible to continue

studying, in particular towards a vocational Bachelors degree.

The Bachelors degree

The Bachelors degree is a national higher education qualification awarded after six semesters (3 years) at university, following the baccalaureate or via the accreditation of work experience (VAE). It is available in virtually all disciplines and sectors of activity. The degree and vocational degree programme begins with a common multidisciplinary core of subjects. The curriculum then becomes gradually more specialised. Students have the option to make a final choice on their educational direction at several stages in the course.

Once they have obtained their degree, students can then apply to enter the Masters programme.

The vocational Bachelors degree is a national qualification issued by a university.

It is open to people with a baccalaureate, but also those who have obtained post-baccalaureate qualifications, such as a BTS or a DUT. It requires two semesters of study (one year), and combines theoretical and practical learning, learning about methods and tools, a 12-16 week work placement and the completion of a supervised project.

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

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

Masters degree

The national Masters degree requires the acquisition of 120 recognised credits, spread over 4 semesters. It is open to people with a Bachelors degree or through the accreditation of work experience.

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 original research work.

The Masters degree provides access to high-level jobs for people with five years of education following the baccalaureate or access to further study. Some regulated professions, i.e. professions which can only be exercised with certain qualifications, require people to hold a Masters level degree. People with a Masters degree can apply to enter a PhD programme.

The EPSCP

Bachelor's or Master's 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 Bachelor's or Master's degrees, unless they have signed a partnership agreement with an EPSCP.

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

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

Breakdown of people leaving initial education on the basis of their highest qualification

Year of departure from initial education	2007-2008-2009		2010-2011-2012 (p)	
	All		All	
	in 000s	in %	in 000s	in %
DEA, DESS, Masters, PhD	71	10	90	13
Advanced schools	38	5	37	5
Bachelors, Masters	74	11	62	9
DEUG, BTS, DUT and equivalent	86	13	86	13
Paramedical and social	23	3	19	3
Total with higher education degrees	292	42	294	43
General baccalaureate	58	8	56	8
Technological, vocational and equivalent baccalaureate	113	17	133	20
Total with baccalaureate and equivalent degrees	171	25	189	28
CAP, BEP or equivalent	114	16	93	14
Total with upper school qualifications	285	41	282	42
Certificate only	57	8	47	7
No qualifications	65	9	54	8
Total certificate and no qualifications	122	17	101	15
Total leaving initial education	699	100	677	100

Source: Repères et références statistiques 2014, Ministry of National Education, Higher Education and Research

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

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

During their initial education and vocational training, young people can study for qualifications as students of 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 education, theoretical

and practical vocational education, project work and internships in companies. For the certificate of professional skills (CAP), the course comprises 2 300 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 3 400 to 3 500 hours over three years, of which 770 hours (22 weeks) are spent in an internship.

The apprenticeship combines alternatively 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 supervised by an apprentice supervisor, who is responsible for passing on knowledge and expertise and assigning jobs. The period of training in a CFA is at least 800 hours for the two-year CAP and at least 1 850 hours for the

three-year vocational baccalaureate. The curriculum is organised by the CFA. The course focuses on general and technical training.

2.2.1.3 Funding IVET

Education funding includes:

- educational activities in all their forms (school at all levels including apprenticeship);
- activities contributing to the organisation of the educational system (general administration and educational research) supporting and facilitating it;
- other associated activities: food and lodging, advice and school medicine;
- the purchase of goods and services associated with education: school transport, educational manuals, supplies...

Across all funding sources, the contribution to educational activities for 2012 was estimated at 6.9% of GDP, €139.4 billion.

Funding of educational activities

Education level	Percentage of funding	Amount of funding (in millions of euros)
First degree	22.77%	31,763
Second degree	32.94 %	45,943
Higher education	17.95 %	12,930

Source: Repères et références statistiques 2014, Ministry of National Education, Higher Education and Research

2.2.2 Continuing vocational training - CVET

The lifelong learning system provides several training possibilities for young people, people in work and jobseekers. These arrangements provide access to state-recognised qualifications. However, a state-recognised qualification does not always exclude other qualifications, for example those recognised by a professional sector, such as CQPs – certificates of vocational qualification (see 2.3).

People may follow a training programme in order to acquire a qualification, but this is not always the case.

2.2.2.1 Main lifelong learning programmes

Target populations, objectives and funding

Programme name	Target population	Target qualification	Funding
Professional development contract	Young people Jobseekers People on basic welfare benefits	RNCP registered diploma or qualification other than CQP: 60.3% Certificats de qualification professionnelle (CQP – professional qualification certificates): 12.5% Qualification recognised in the classification of a non-RNCP registered collective agreement: 27.1%	Social partners Employers State
Training plan	Employees	These training initiatives mainly aim to adapt, develop, acquire, maintain or enhance skills.	Mainly the employers Social partners
Professional development period	Mainly employees	67% of these periods do not lead to a recognised diploma, title or qualification	Mainly social partners, Employers
Individual training leave	Employees, Jobseekers who have previously held a temporary contract	Diploma or title: 74.6% CPNE (joint employment and vocational training committee) list: 5.68% No qualification: 8.34%	Mainly social partners
Personal training account (new system to be introduced 1 January 2015)	Employees, Jobseekers Unqualified young people	Notably: - Courses providing basic knowledge and skills; - Courses leading to a RNCP-registered qualification or to an identified part of a vocational qualification, classified in the list, for the purpose of acquiring a set of skills; - CQP; - work experience accreditation (VAE) support initiatives	All funding sources: Regions, local job centres, social partners, people undertaking the training...
Courses funded by the Region	Mainly jobseekers, sometimes employees	Courses leading to and preparing for qualifications, professional development courses 84.6% Social and professional integration courses 15.4%	Regions Possible joint funding by social partners
Courses funded by local job centres	Jobseekers	Courses for qualifications 49% Professional development 24% Job adaptation 27%	Regions Possible joint funding by social partners

Appendix to the finance White Paper 2015 – Vocational training

2.2.2.2 Routes and progression opportunities

Work Experience Accreditation

Since the social modernisation act of 17th January 2002, work experience accreditation (VAE validation des acquis de l'expérience) has offered a third route of access to qualifications and professional credentials, alongside initial education and lifelong learning. Through that, anybody 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 volunteer³². 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. This interview is

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

not related to his profession, the evaluation of his work by his employer.

2.2.2.3 Education and training providers

In 2012, a total of 19 500 lifelong training bodies received revenues of €8.6 billion. 97% of them are in the private sector (for-profit companies, non-profit companies and individual training providers): They received three quarters of the revenues and more than 9 million people passed through their training centres, 86% of the total. Private, for-profit providers, the largest section of the private training sector, represented 54% of the total number of providers in 2012. Alone, they trained 54% of people on courses and generated 50% of revenues. For their part, private, non-profit organisations (associations, unions, cooperatives, foundations, etc.) represent a fifth of training providers but 25% of the market in terms of revenues and client numbers. Individual training providers represent 23% of the total, almost as much as the for-profit sector. However, they deal with only one in ten trainees, and receive only 3% of revenues in the sector.

Public and semi-public bodies are far less numerous: they only represent 3% of providers. However, they trained 14% of people on courses and received 21% of revenues in the sector³³. The main public or semi-public bodies involved in lifelong learning programmes are:

The GRETA (GRoupements d'ETAbliissements – public educational establishment groups) 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, attached to the Ministry of Economics. The consular schools, operating in the field of vocational higher education, include 29 higher business schools, 25 schools of management and commerce and 10 engineering schools³⁴.

The AFPA (Association pour la formation des adultes – national association of adult vocational training) which mostly provides training for job-seekers, using Regional or Government funds. With 232 centres, the AFPA provides courses leading to one of the professional qualifications issued by the Ministry of Employment³⁵.

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

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

33. Appendix to the finance White Paper 2015 – Vocational training

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

35. Annual Report 2011. AFPA, September 2012

2.2.3 Learning opportunities for vulnerable group

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 their needs, designing and implementing training programmes, and monitoring and assessing their effectiveness in establishments under its control. From 1st January of 2015, by application of the law n° 2014-288 of 5th March 2014 of vocational training, employment and social democracy, the Regional councils are responsible for the training of the people in prison. Regional councils will finance and plan the training programmes. A convention with the state will specify the operating of the public regional council of vocational training within the prison establishments. In 2013, as a result of funding from the European Social Fund, the Government, the Regional Councils, the National Agency for Social Cohesion and Equality of Opportunity (ACSE - agence nationale pour la cohésion sociale et l'égalité des chances), 26 661 detainees were able to take advantage of vocational training schemes and initiatives implemented in and out of prison³⁶.

Schemes for people with disabilities.

The Labour Law requires the State to take part in the establishment and implementation of agreed regional policies for the training of people with disabilities, in order to foster greater consistency between training schemes and to guarantee an appropriate response to the needs of individuals and companies. In 2013, the Government funded 26 048 training initiatives for people with disabilities, for a cost of €160.3 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)³⁷.

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 consult the State about the way they construct their courses and/or qualifications.

36. Appendix to the 2015 finance White Paper. Vocational training

37. Appendix to the 2015 finance White Paper. Vocational training

The three main certification beside these from the state are the CQP, the "titres d'ingénieur diplômé", (qualified engineer), the "qualifications des grandes écoles" (Business and management qualifications).

Certificats de qualification professionnelle (CQP – vocational qualification certificates) 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).³⁸ 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.³⁹ They can only be accessed through lifelong learning programmes and training is usually provided by a body created and managed by the branch in question.

Possessing the title "qualified engineer" (titre d'ingénieur diplômé) allows a person to work as an engineer. The education required to reach this level generally lasts 5 years after baccalaureate. It can be provided by public or private engineering schools. The title of "qualified engineer", which has both an academic and professional quality, is protected and controlled by the CTI (commission des titres d'ingénieur - engineering qualification committee): only institutions that are accredited by the CTI are allowed to award the title of "qualified engineer"⁴⁰.

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

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

These certifications can be registered by application to the RNCP (national professional qualifications directory), following referral by the CNCP (national professional qualifications committee). If registration takes place, the

certification is recognised as a national certification, with a level (from V to I), by the State and the social partners representing employers and employees.

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

2.3.2. Training schemes without qualifications

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

The "early school leavers" scheme

For early school leavers, the authorities have an obligation to follow the youth aged 16 to 18 without a diploma and unemployed. The aim is that no one among them is left out of any system of training, integration or employment support. Each early school leaver has an interview to assess his/her needs, skills and level of education. A solution going back to vocational education and training is offered, accompanied by a tutor of National Education during the training course.

In December 2013, 20,000 early school leavers were back in the initial education or in Civic Service. In addition, a further 11,000 young early school leavers are currently following an education return process and 3,000 are beneficiaries of a system that includes tutorship as a minimum.

For the academic year 2014-2015, the aim is to offer 25,000 young school dropouts a return to education.⁴¹

In November 2014, a new plan to combat early school leaving was presented by the Minister of National Education. It comprises a set of prevention measures and tools to foster qualification. Systems and practices designed to help involve parents will be reinforced and generalised, in particular at key stages of educational choice.

More modular courses and flexible course options will be tested: for example, in the event of a student having to repeat a year after failing a vocational education examination, the course may be adjusted to take acquired skills into account, so that only subjects in which the required standard was not achieved need to be repeated.⁴²

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

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

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

41. Ministry of National Education, Mobilisation against early school leaving: Report on action undertaken in 2013 and prospects for 2014

42. Ministère éducation nationale «Dossier de présentation «Tous mobilisés pour vaincre le décrochage scolaire»

The “**key competences**” scheme consists of tailored training modules designed to help people develop one of the five “basic” skills (written comprehension and expression, initiation to a foreign language, mathematics and basic scientific and technological skills, numeracy, the ability to develop knowledge and skills). The aim is to facilitate access to employment, a work study contract or training for qualifications, success in an examination or professional advancement. Such schemes can take place in parallel with a subsidised contract or training for a qualification. The “key skills” scheme is primarily aimed at the following groups: job-seekers; young people between the ages of 16 and 25 who are unemployed and no longer in education; employees in work reintegration schemes or in subsidised contracts. It comes in addition to the employer’s training obligations⁴³.

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

Chapter 3 SHAPING VET QUALIFICATIONS

The expression “professional certification” refers to a description of the skills, abilities and knowledge associated attesting a qualification that is necessary for the exercise of this profession this function or employment. It’s a document, obtained by an individual following a set procedure, which confirms these professional skills according to a given criterion.

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:

- the 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 control of the chambers of trades and crafts or 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 and included key competences.

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.

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 place of consultation between the social partners for all vocational qualifications. This role was reinforced by the so-called “social modernisation” act of 17th January 2002. All ministries with an interest in training were invited to form CPCs. So far, six ministries have set up such committees⁴⁴. 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 “other services to businesses, local authorities and individuals”⁴⁵.

The Ministry of National Education manages the largest number of certification processes and has the most sophisticated procedure. For the purpose of developing and updating its professional qualifications, the Ministry relies on 14 CPCs, corresponding to the main business sectors in the economy⁴⁶. Being the first ministry to have set up a CPC, as far back as the 1970s, the Ministry was also the first to make its qualification development processes public. These are formally set out in two guides: the Guidelines for the development of professional qualifications and the Guidelines for members of the Professional Consultative Committees⁴⁷. At the Ministry, 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, etc.) is brought together with a view to plan for the 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 representatives, made up of representatives of teachers, parents, lycée pupils,

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

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

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

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

students, local authorities and voluntary organisations. It is a 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 education⁴⁸;

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

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

With the exception of the 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:

High Council for the Evaluation of Research and Higher Education for training programmes provided by universities and certain schools⁴⁹;

CTI (engineering qualification committee) for engineering courses and qualifications⁵⁰;

Management training and qualification assessment committee for business and management schools⁵¹.

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.

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 system⁵².

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 perspective'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 Inter-professional Agreement on job security of 10th February 1969. Initially, their role was to work on the redeployment of employees made redundant for economic reasons, but their scope rapidly widened to vocational training. Today, the role of the CPNE is 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 qualifications⁵³. It is in this capacity that certain branches have delegated to their CPNEs the responsibility for creating, if necessary, their own Certificats de qualification professionnelle

48. <http://www.education.gouv.fr/cid56490/organismes-consultatifs.html>

49. <http://extranet.inserm.fr/informations-juridiques/la-recherche-en-france>

50. <http://www.cti-commission.fr/>

51. <https://www.cefdg.fr/>

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

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

(CQP - Vocational Qualification Certificates)⁵⁴. It should also be noted that it is the CPNEs, and not the professional branches, that can request that a CQP should be registered with the RNCP (see § 3.3)⁵⁵.

The qualifications and employment prospective observatories (OPQM)

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

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

The purpose of the OPMQ is to:

- help companies defined their training policies and employees to draw up their career objectives; and
- to provide the CPNEs with research they can use to investigate qualitative and quantitative trends in employment and qualifications, in order to decide on training priorities. This is the framework within which the work of the OPQMs can be used by the Professional Consultative Committees (CPC) or the Joint Employment and vocational Training Committees (CPNE) to identify the branch's qualification development requirements⁵⁶.

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

- conduct an opportunity study to confirm the relevance of creating the CQP;
- draw up activity and qualification (and possibly training) lists;
- develop tools and procedures for assessing applicants; and
- formalise the process for implementing the different stages leading to the acquisition of the CQP⁵⁷.

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. This means that the RNCP does not include general qualifications such as the national brevet qualification, general baccalaureates or doctorates⁵⁸. 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 Training⁵⁹. The RNCP is a centralised assessment of key competences.

The RNCP includes three categories of certification:

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

Qualifications 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».

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

55. <http://www.cncp.gouv.fr/site/cncp/Accueil35701/Enregistrements-sur-demande>

56. Report on forward surveys on professions and qualifications. Céreq. 2012

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

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

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

Chapter 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; and
- promoting the development of vocational training, jobs and skills by offering specific financial incentives to companies and professional organisations.

4.1 Lifelong career guidance

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

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

This career information and guidance service has two main components:

- the availability of an online "guidance for all" service at www.orientation-pour-tous.fr combined with a telephone scheme (single national number 08 11 70 39 39);
- 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

Several devices are implemented to help students in initial vocational training to discover different professions and the world of work, to provide information on the professions, training leading to it and the business sector.

In the secondary level, an individual route of vocational guidance, and discovery of economic and professional world is offered to every student at every stage of their education.

The law on vocational guidance and planning for the rebuilding of the school of the Republic from 2013

provides the implementation in 2015 of a new journey of discovery of economic and professional world. It will be address to all students and will be in place in the common party of the initial vocational training between the 6th year and the 9th year.

In order to provide this career guidance service for young people, there are some 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.

A device of counselling on professional evolution (conseil en évolution professionnelle) for all persons engaged into working life was established in 2013. Its objective is to assist the development and the security of the professional evolution. This assistance allows the person to be informed on the work environment and the evolution of jobs in the territory, to know his skills acquired and to acquire and develop, to identify the various devices to mobilize. This free counselling is implemented within the framework of public career information and guidance service. This counselling is provided by the five national operators and by regional operators appointed by the Region. This is a good example of a legislation including career management skills.

4.2 Information on employment and training

Career guidance assumes the availability of clear, comprehensible, accessible and objective information on jobs, the qualifications needed to do them, the training courses available to access them, the bodies

that provide such training and the recruitment needs of companies. Lifelong access to such information, both nationally and locally, is a key factor in the success of each person's career experience.

This information is provided by numerous public and private structures.

4.2.1 At national level

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

4.2.2 At regional and subregional level

Carif – Training management, resource and information centres

These Centres provide information in all the regions on training options and entitlement and access to training; they assist local information providers in their role of

providing information, guidance and support and training. By producing, collecting and sharing useful information on employment and training, they help the public, as well as training providers and operators, to understand and implement the right tools and systems for each situation.

Oref – Regional employment and training observatories

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

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

4.3 Financial and support incentives

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

4.3.1 Public subsidies

The government provides public subsidies for companies, primarily small and very small companies, and for professional organisations, to promote 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 inter-professional 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 three main subsidies are :

- a one-off lump sum payment made by the region, under certain conditions, to employers who take on an apprentice;
- the internship bonus, a subsidy granted to companies employing 250 people or more, which go beyond the minimum threshold for employees on work study contracts;

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

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:

- to contribute to the development of professional training and apprenticeship ;

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

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.

Chapter 1 : External factors influencing VET [Facteurs extérieurs impactant l'éducation et la formation professionnelles (EFP)]

Enseignement-Education

INSEE - Institut national de la statistique et des études économiques

Données les plus récentes citées : novembre 2014

<http://www.insee.fr/fr/themes/theme.asp?theme=7>

Données statistiques concernant : élèves, établissements et enseignants, diplômes - formation, dépenses d'éducation :

- Publications et statistiques pour la France ou les régions.
- Statistiques sur une commune, une communauté de communes, une zone d'emploi, un département...

Travail-Emploi

INSEE

Données les plus récentes citées : novembre 2014

<http://www.insee.fr/fr/themes/theme.asp?theme=3>

Données statistiques concernant emploi - population active, fonction publique, caractéristiques de l'emploi, chômage :

- Publications et statistiques pour la France ou les régions.
- Statistiques sur une commune, une communauté de communes, une zone d'emploi, un département...

France, portrait social - Édition 2014

INSEE

Paris : INSEE, novembre 2014, 280 p. (INSEE Références)

http://www.insee.fr/fr/publications-et-services/sommaire.asp?ref_id=FPORSOC14&nivgeo=0

http://www.insee.fr/fr/ffc/docs_ffc/FPORSOC14.pdf

Emploi et salaires - - Édition 2014

INSEE

Paris : INSEE, septembre 2014, 176 p. (INSEE Références)

http://www.insee.fr/fr/publications-et-services/sommaire.asp?ref_id=EMPSAL14&nivgeo=0

http://www.insee.fr/fr/ffc/docs_ffc/Empsal14.pdf

Une photographie du marché du travail en 2013

Fabien Guggemos, Joëlle Vidalenc ; INSEE

INSEE Première, n° 1516, septembre 2014, 4 p. + Données complémentaires en fichier XLS - ISSN 0997-3192

http://www.insee.fr/fr/themes/document.asp?ref_id=ip1516

Bilan Formation-Emploi

INSEE

Mise à jour 16 juin 2014, fichiers XLS

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

Tableaux sur : L'école et ses sortants ; L'insertion des jeunes ; La formation tout au long de la vie

Les chiffres-clés des collectivités locales 2014

Ministère de l'Intérieur ; Ministère de la Décentralisation, de la Réforme de l'Etat et de la Fonction publique ; DGCL - Direction Générale des Collectivités Locales

Paris : DGCL, juin 2014, nombreux tableaux

http://www.collectivites-locales.gouv.fr/files/files/corrections_vf_hd%281%29.pdf

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INSEE

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http://www.insee.fr/fr/ffc/docs_ffc/ECOFRA14.pdf

Les collectivités locales en chiffres 2014

Ministère de l'Intérieur ; Ministère de la Décentralisation, de la Réforme de l'Etat et de la Fonction publique ; DGCL, Département des études et des statistiques locales

Paris : DGCL, mai 2014, 115 p. - ISBN 978-2-11-129637-4

http://www.collectivites-locales.gouv.fr/files/files/Publication_globale%287%29.pdf

Chômage : dossier

INSEE

Mise à jour mars 2014

http://www.insee.fr/fr/publications-et-services/default.asp?page=dossiers_web/chomage/chomage.htm

Tableaux de l'économie française [TEF] - Édition 2014

INSEE

Paris : INSEE, février 2014, 265 p. (INSEE Références)

http://www.insee.fr/fr/publications-et-services/sommaire.asp?ref_id=TEF14&nivgeo=0

http://www.insee.fr/fr/ffc/docs_ffc/tef2014.pdf

Formations et emploi - Édition 2013

INSEE ; DARES ; DEPP ; CÉREQ ; SIES

Paris : INSEE, décembre 2013, 112 p. (INSEE Références)

http://www.insee.fr/fr/publications-et-services/sommaire.asp?ref_id=FORMEMP13&nivgeo=0

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Articles et fiches thématiques : Face à la crise, le diplôme protège du chômage et favorise l'accès à la formation continue ; Origine et insertion des jeunes sans diplôme ; Les défis des demandeurs d'emploi face à la formation professionnelle : accéder aux formations et s'insérer ; L'école et ses sortants ; L'insertion des jeunes ; La formation tout au long de la vie.

La France en bref = France in figures - Édition 2013

INSEE ; Françoise Martial [et al.]

Paris : INSEE, juillet 2013, 19 p. - ISSN : 1152-4987 - ISBN : 978-2-11-068636-7

<http://www.insee.fr/fr/pdf/france-en-bref-2013.pdf>

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coordonné par Guillaume Delautre ; DARES - Direction de l'Animation de la Recherche, des Etudes et des Statistiques
Document d'études, n° 173, septembre 2012, 46 p.

En français : <http://travail-emploi.gouv.fr/etudes-recherche-statistiques-de,76/etudes-et-recherche,77/publications-dares,98/documents-d-etudes,327/2012-173-programme-national-de,15365.html>

In english : <http://travail-emploi.gouv.fr/etudes-recherche-statistiques-de,76/etudes-et-recherche,77/publications-dares,98/documents-d-etudes,327/2012-173-french-national-reform,15368.html>

Chapter 2 : Providing VET in a lifelong learning perspective [L'éducation et la formation professionnelles tout au long de la vie]

Loi formation : la loi du 5 mars 2014, décrets d'application, arrêtés

Centre Inffo - Centre pour le développement de l'information sur la formation permanente

<http://www.loi-formation.fr/>

Base de données EUROSTAT : « Education et formation »

Commission européenne

<http://epp.eurostat.ec.europa.eu/portal/page/portal/education/data/database>

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Ministère du Travail, de l'Emploi, de la Formation Professionnelle et du Dialogue Social

Paris : Ministère du Travail, de l'Emploi, de la Formation Professionnelle et du Dialogue Social, novembre 2014, 32 p.

http://travail-emploi.gouv.fr/IMG/pdf/GUIDE_reforme_formation_professionnelle.pdf

<http://travail-emploi.gouv.fr/espaces,770/formation-professionnelle,1937/formation-professionnelle,2506/>

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Chantal Deslandes

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<http://ressources.centre-inffo.fr/Dossier-documentaire-Reforme-de-la>

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Paris : DEPP, octobre 2014, 20 p. - ISBN 978-2-11-38949-6

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Knock Billy ; Benjamin d'Algerre ; Mathilde Bourdat (Interviewée)

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

Marne-la-Vallée : ONISEP, septembre 2014, 1 p.

<http://www.onisep.fr/Choisir-mes-etudes/Espace-parents/Vous-etes-parents-d-etudiant/Le-schema-des-etudes-apres-le-bac>

<http://www.onisep.fr/Media/Files/PDF/Guides-d-orientation-V2.2/Schemas-des-etudes/2014-2015/Schema-des-etudes-superieures-rentree-2014>

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Eurydice – Réseau sur les politiques et systèmes d'éducation en Europe

Bruxelles : Commission européenne / EACEA, 2014

France : Aperçu des principaux éléments - Année de référence 2013/14

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/France_fr:Aper%C3%A7u_des_principaux_%C3%A9l%C3%A9ments

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Noémie Cavan

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<http://travail-emploi.gouv.fr/IMG/pdf/2014-055.pdf>

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Groupe de travail « formation professionnelle », présidé par Mathilde Lemoine

Paris : Terra nova, juin 2014, 81 p.

<http://www.tnova.fr/note/entrer-et-rester-dans-l-emploi-un-levier-de-comp-titivit-un-enjeu-citoyen>

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Ruby Sanchez, Annie Delort, Élise Pesonel

DARES Analyses, n° 042, juin 2014, 12 p. - ISSN 2109-4128 - ISSN 2267-4756

<http://travail-emploi.gouv.fr/IMG/pdf/2014-042-2.pdf>

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Marion Lambert et Isabelle Marion-Vernoux (Coordination)

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Ruby Sanchez

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<http://travail-emploi.gouv.fr/IMG/pdf/2014-033.pdf>

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JORF - Journal officiel de La République française, 6 mars 2014

Version consolidée : http://www.legifrance.gouv.fr/affichTexte.do;jsessionid=DAF43EB22CE7086BC4F1E10730E0B410.tpdjo07v_1?cidTexte=JORFTEXT000028683576&dateTexte=20141128

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Marlène Bahu

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Bruno Garoche, Brigitte Roguet

DARES Analyses, n° 018, février 2014, 17 p. - ISSN 2109-4128 - ISSN 2267-4756

<http://travail-emploi.gouv.fr/IMG/pdf/2014-018-2.pdf>

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CEDEFOP - European Centre for the Development of Vocational Training

Luxembourg : Publications Office of the European Union, February 2014, 124 p. - ISBN 978-92-896-1444-3 - ISSN 1608-7089 - DOI 10.2801/54941

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/way-2020-data-vocational-education-and-training-policies-1>

http://www.cedefop.europa.eu/files/3066_en.pdf

Chapitre sur la France (4 p.) : http://www.cedefop.europa.eu/files/3066_en_VetCountryOverview_FR.pdf

Les Fiches pratiques de la formation continue : tout le droit de la formation. Edition 2014 ; Livre 1 : entreprises, OPCA, salariés ; Livre 2 : pouvoirs publics, prestataires, demandeurs d'emploi

Centre Inffo

Saint-Denis-La Plaine : Centre Inffo, janvier 2014, 672 p. + 808 p. - ISBN 978-2-84821-140-4

Note: Les deux tomes de la version papier de ce guide, sont complétés par un site Internet <http://www.droit-de-la-formation.fr/> comprenant : une base de données « Fiches pratiques », des actualités, des adresses utiles, les textes conventionnels, et des mini guides thématiques.

Schéma des études après la 3eme - 2013/2014

ONISEP

Marne-la-Vallée : ONISEP, janvier 2014, 1 p.

<http://www.onisep.fr/Choisir-mes-etudes/Au-lycee-au-CFA/Schema-des-etudes-apres-la-3eme>

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Jérôme Lè

DARES Analyses, n° 007, janvier 2014, 9 p. - ISSN 2109-4128 - ISSN 2267-4756

<http://travail-emploi.gouv.fr/IMG/pdf/2014-007.pdf>

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Janvier 2014, 14 p.

<http://www.education.gouv.fr/cid76190/mobilisation-contre-le-decrochage-scolaire-bilan-2013-et-perspectives-2014.html>

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Annie Delort

DARES Analyses, n° 080, décembre 2013, 16 p. - ISSN 2109-4128 - ISSN 2267-4756

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Ruby Sanchez

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Les prestataires de formation continue en 2011 : le secteur de la formation continue à croître sur fond d'activité économique ralentie

Annie Delort

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<http://travail-emploi.gouv.fr/IMG/pdf/2013-062.pdf>

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Jérôme Lè

Paris : DARES, juillet 2013, 36 p. (Document d'études ; No 176)

http://travail-emploi.gouv.fr/IMG/pdf/DE_176.pdf

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Johanne Aude

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http://www.legifrance.gouv.fr/jo_pdf.do?cidTexte=JORFTEXTO00027677984

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The validation challenge: how close is Europe to recognising all learning ?

Briefing Note, n° 2, November 2014, 4 p. - ISSN 1831-2411

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Annexe 2 GLOSSARY

ACSE	Agence nationale pour la cohésion sociale et l'égalité des chances - National Agency for Social Cohesion and Equality of Opportunity
AFPA	Association pour la formation des adultes - national association of adult vocational training
Bac général	General Baccalaureate
Bac professionnel*	Vocational Baccalaureate
Bac technologique*	Technological Baccalaureate
BEP	Brevet d'études professionnelles : Vocational studies Certificate
BEPA	Brevet d'études professionnelles agricoles – professional diploma in agricultural studies
BMA	Brevet des métiers d'art : Art's profession certificate
BP	Brevet professionnel : Vocational Certificate
BTM	Brevet technique des métiers : Profession's technical certificate
BTS	Brevet de technicien supérieur : Advanced Technician Certificate
BTSA	Brevet de technicien supérieur agricole – advanced agricultural technician diploma
CAP	Certificat d'aptitude professionnelle : Professional skills Certificate
CAPA	Certificat d'aptitude professionnelle agricole : Professional skills Certificate in agriculture
Carif	Centre d'animation, de ressources et d'information sur la formation - Training management, resource and information centres
CBC	Congé de bilan de compétences - skills audit leave
CEC	Cadre européen de certification : EQF : European Qualifications Framework
CFA	Centre de formation des apprentis : Apprentice Training Centre
CIDJ	Centre d'information et de documentation jeunesse - youth information and documentation centre
Cite	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
DIF	Droit individuel de formation - individual training right
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
RNCP	répertoire national des certifications professionnelles - National Register of Vocational Certifications
SPRO	Service public régional de l'orientation - regional public utility of lifelong guidance
VAE	Validation des acquis de l'expérience - work experience accreditation