

This publication is based on document SWD(2015)199. The Education and Training Monitor 2015 was prepared by the Directorate-General of Education and Culture (DG EAC), with contributions from the Directorate-General of Employment, Social Affairs and Inclusion (DG EMPL) and the Eurydice Network. DG EAC was assisted by the Education and Youth Policy Analysis Unit from the Education, Audiovisual and Culture Executive Agency (EACEA), the JRC's Centre for Research on Education and Lifelong Learning (CRELL) and Institute of Prospective Technological Studies (IPTS), Eurostat and Cedefop. The Members of the Standing Group on Indicators and Benchmarks (SGIB) were consulted during the drafting phase.

Manuscript completed in September 2015

Additional contextual data can be found online (ec.europa.eu/education/monitor)

*Europe Direct is a service to help you find answers
to your questions about the European Union.*

**Freephone number (*):
00 800 6 7 8 9 10 11**

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

More information on the European Union is available on the internet (<http://europa.eu>).
Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2015

ISBN 978-92-79-51664-1

doi: 10.2766/775405

Cover image: © Shutterstock.com

© European Union, 2015

Reproduction is authorised provided the source is acknowledged.

Printed in Belgium

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)

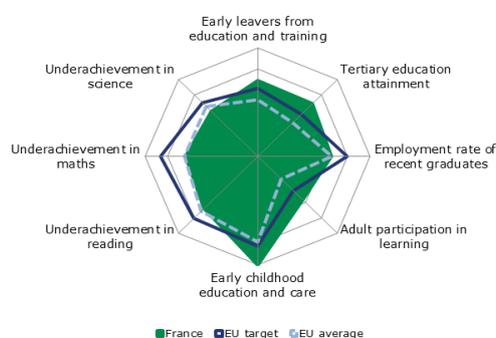
FRANCE

1. Key Indicators and Benchmarks

		France		EU average		
		2011	2014	2011	2014	
Educational poverty and spending cuts: challenges for the education sector						
Share of 15 year-olds with underachievement in:	Reading	•	: 18.9% ¹²	:	17.8% ¹²	
	Maths	•	: 22.4% ¹²	:	22.1% ¹²	
	Science	•	: 18.7% ¹²	:	16.6% ¹²	
Education investment	Public expenditure on education as a percentage of GDP		5.5%	5.5% ¹³	5.1%	5.0% ¹³
	Public expenditure on education as a share of total public expenditure		9.8%	9.6% ¹³	10.5%	10.3% ¹³
Education attainment levels of young people across Europe						
Early leavers from education and training (age 18-24)	Men		13.8%	9.5% ^u	15.2%	12.7%
	Women		10.1%	7.4% ^u	11.5%	9.5%
	Total	•	11.9%	8.5% ^u	13.4%	11.1%
Tertiary education attainment (age 30-34)	Men		39.0%	39.6%	31.0%	33.6%
	Women		47.4%	48.4%	38.7%	42.3%
	Total	•	43.3%	44.1%	34.8%	37.9%
Policy levers for inclusiveness, quality and relevance						
Early childhood education and care (participation from age 4 to starting age of compulsory education)		•	100.0%	100.0% ¹³	93.2%	93.9% ¹³
Teachers' participation in training	Any topic (total)		:	76.4% ¹³	:	84.6% ¹³
	Special needs education		:	23.2% ¹³	:	32.4% ¹³
	Multicultural settings		:	3.6% ¹³	:	13.2% ¹³
	ICT skills for teaching		:	39.8% ¹³	:	51.0% ¹³
Foreign language learning	Share of ISCED 2 students learning two or more foreign languages		52.6%	52.9% ¹²	63.0%	: ¹²
Share of ISCED 3 students in vocational education and training (VET)			44.6%	43.0% ¹³	50.4%	48.9% ¹³
Employment rate of recent graduates by education attainment (age 20-34 having left education 1-3 years before reference year)	ISCED 3-4		68.4%	66.9%	71.3%	70.8%
	ISCED 5-8		83.5%	80.4%	82.5%	80.5%
	ISCED 3-8 (total)	•	77.6%	75.4%	77.1%	76.1%
Learning mobility	Inbound graduates mobility (bachelor)		:	: ¹³	:	: ¹³
	Inbound graduates mobility (master)		:	: ¹³	:	: ¹³
Adult participation in lifelong learning (age 25-64)	ISCED 0-8 (total)	•	5.5%	18.6% ^b	8.9%	10.7%

Sources: Eurostat (LFS, UOE, GFS); OECD (PISA, TALIS). Notes: • ET 2020 benchmark; data refer to weighted EU average, covering a different number of Member States depending on the source; b= break in time series, d= definition differs, p= provisional, u= low reliability, ¹²= 2012, ¹³= 2013. Further information is found in the respective section of Volume 1 (ec.europa.eu/education/monitor).

Figure 1. Position in relation to highest (outer ring) and lowest performers (centre)



Source: DG Education and Culture calculations, based on data from Eurostat (LFS 2014 and UOE 2013) and OECD (PISA 2012, TALIS 2013). Note: all scores are set between a maximum (the highest performers visualised by the outer ring) and a minimum (the lowest performers visualised by the centre of the figure).

2. Main strengths and challenges

Participation in early childhood education and care is almost universal for children from three years old. Public investment in education remains high, and since 2013 France has been undertaking ambitious reforms in all sectors and at all levels of education and training. However, results are average in comparison to other countries and educational inequalities linked to socio-economic status have been constantly widening. Despite a below EU average early school leaving rate, significant regional disparities remain. There are still too many young people, namely among those with an immigrant background, who leave education with at most a lower secondary level diploma, while the labour market prospects of this group have significantly deteriorated. The number of apprenticeships has increased at higher education level, but there are still not sufficient apprenticeships for the least qualified. Finally, the level of adult literacy and numeracy is among the lowest in the EU for those with poor qualifications and for older age groups.

3. Investing in education and training

In recent years, general government expenditure on education as a proportion of GDP has remained slightly above the EU average (5.5% in 2013 compared to 5.0%).¹ With a 2.4% increase compared to 2014, the initial 2015 budget for education (Ministry of Education 2015a) safeguards the (global) funding needed to implement the compulsory education reform. The higher education budget is relatively stable despite the rising number of students, particularly in universities. Whilst the average public expenditure per student in tertiary education is still high, there are significant differences depending on the type of institution, with lower funding for universities. Reversing previous trends, the government has given high priority to preschool and compulsory education with the creation of 54 000 teaching posts between 2013 and 2017. The increase in resources per student may however be lower than anticipated due to higher than expected growth of the school population and to unfilled posts. This seems also to be the case for higher education where many of the 1 000 yearly new jobs planned have not yet been filled.

4. Tackling inequalities

The early school leaving (ESL) rate is below the EU average (8.5% in 2014 compared to 11.1%). The Europe 2020 national target of 9.5% has been reached but the overall rate hides large disparities linked to socioeconomic factors, between regions and sub-groups. In 2014, a gender gap persisted (9.5% of males compared to 7.4% of females) and those who are foreign-born are more at risk of ESL than native-born people (14% in comparison with 8.1%). At 15% during the 2010-12 period,² the proportion of youngsters leaving education with no qualifications³ remains significant despite a decrease compared to the 2008-10 period.

Whilst participation of children from three years old in early childhood education and care is almost universal, the corresponding rate among 2-3 year-olds declined dramatically from 35% in 2000 to 11% in 2012, affecting in particular the most disadvantaged.

Educational inequalities have been steadily widening during the last decade. In the 2012 OECD Programme for International Student Assessment (PISA), results of low achievers worsened and their proportion is somewhat higher than the EU average (OECD 2013c). This trend is confirmed by national surveys (DEPP 2015a, 2015b). There is increasing awareness of the poorer performance of pupils with an immigrant background, even when their socio-economic background is taken into account (France stratégie 2015a). Further analysis might be needed as important performance differences between different migrant groups are observed (DEPP 2013). Reports confirm the very unequal distribution of immigrant children between schools, the higher risk to be oriented towards educational pathways which are less valued (IGEN 2015) and the

¹ Source: Eurostat, General government expenditure by function (COFOG) database.

² The percentage relates to Metropolitan France.

³ Without at least an upper secondary qualification (BAC, CAP, BEP).

more difficult transition that they experience from education to work, in particular for women (Dares 2014). This concerns a large number of pupils, as France's proportion of the population with an immigrant background is the second highest in the EU (25% compared to 16% EU average) (OECD 2015).

In terms of policy response, the 2013 reform of compulsory education is being implemented, including measures to reduce educational inequalities and to raise basic skill levels. A new action plan against early school leaving was started in early 2015. It is supported by an annual budget of EUR 50 million. The plan encompasses 12 key measures organised under three strands: the mobilisation of all actors inside and outside schools; increased prevention; and acquisition of qualifications for early school leavers. Most of the measures should be implemented in 2015-16. A key measure in 2015 is the 'legal right to get back into training': any young adult (aged between 16 and 25) having left school without a certificate or a qualification may qualify for training to get a diploma. The adaptation of ICT systems to interlink data on youngsters from different sources is expected to start in 2016.

The initial phase of a new 'Priority Education' plan targeting schools in disadvantaged areas started in September 2014. The objective is to reduce to less than 10% the differences in basic skills attainment between such areas and the average. The plan, which should be fully implemented in 2016 or 2017, is organised around 14 key measures under three strands: 1) revision of the 'priority education' map and networks; 2) stronger support for improved pupil learning; 3) pedagogical reform with collaborative teaching, appropriate pedagogical approaches and stable team. Teachers will also benefit from financial incentives. The success of the plan will among other things depend on the effective implementation of the pedagogical reform, appropriate training as well as the capacity to attract and retain experienced teachers and headmasters.

The 'educational success' programme (*Programme de Réussite Éducative* - PRE) offering individualised support will be extensively developed in high-need areas from September 2015 onwards. A report (Cour des Comptes 2015a) however questions the efficiency of the numerous schemes to support individual learning, highlighting the need to improve the governance and to revise the organisation namely the teachers' time organisation at secondary level.

The 'Grand Mobilisation of Schools for the Values of the Republic' announced in January 2015 in response to the 'Charlie Hebdo' events in Paris provides for acceleration of some of these measures as well as new ones (Ministry of Education 2015b). A lot of attention will be given to civic education, teachers training in secularism and teaching of religious facts, early school leaving and a good mastery of French across all levels of education and across the various subjects taught. This encompasses the introduction of a test to detect insufficient competence in French at the beginning of the third year (8-year-old pupils). Specific measures involve greater language support for newly arrived migrants and measures related to the learning of their own language and culture. There are also first reflections on developing a specific approach targeting youngsters with an immigrant background as well as stronger and better-coordinated policies concerning education, employment, housing and the fight against discrimination. The follow-up which will be given to those reflections is not yet known.

The national strategy for 'Equality and citizenship' announced in March 2015 seeks to improve the social mix in schools,⁴ including through work on the schools' catchment area (*carte scolaire*) and pilot measures related to clusters of *collèges* (by the end of 2015). Other measures seek to avoid bypass strategies at upper secondary level (*Lycées*).

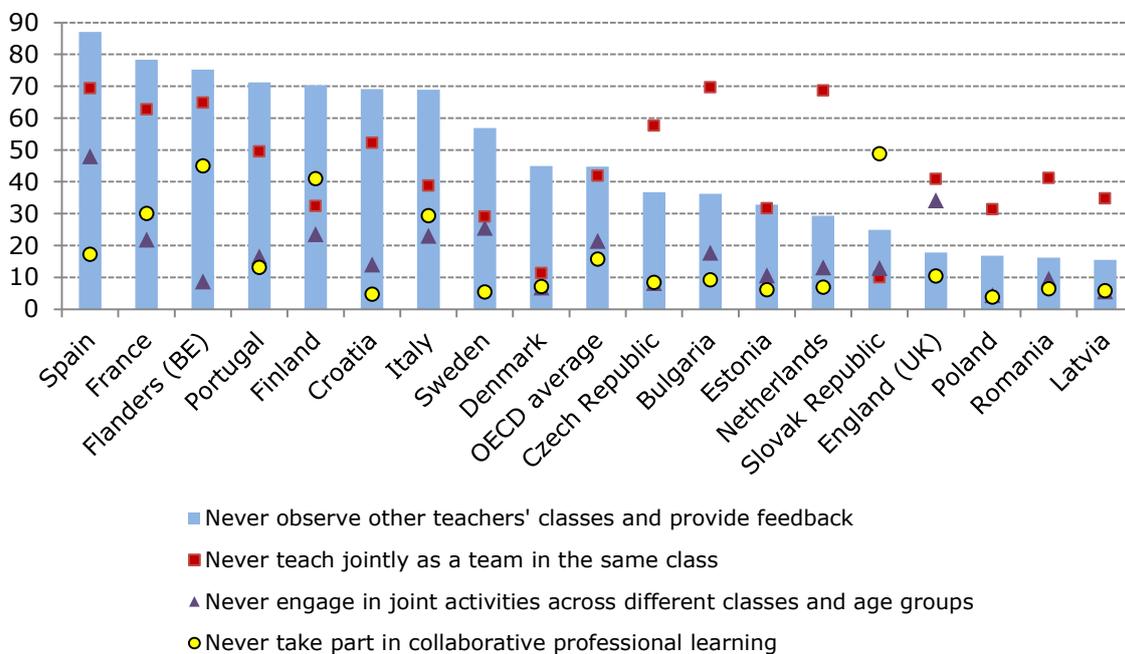
⁴ Egalité et Citoyenneté: la République en actes 6 March 2015
http://www.ville.gouv.fr/IMG/pdf/06.03.2015_dossier_de_presse_comite_interministeriel-egalite-citoyennete-la_republique_en_actes.pdf.

A new early childhood education programme is being rolled out as of September 2015.⁵ Moreover, new schemes are being introduced to raise the participation rate of children under 3 years in particular in disadvantaged urban and rural sectors and overseas regions. In priority education areas, the objective is to raise their participation rate from 17.5% in 2012 to 30% by 2017 and even to 50% for children in 'reinforced priority education' areas (REP+). The participation rate of children under three years in priority education rose to 20.6% in 2014 with however great variation across the priority education areas. Positive results are observed but further efforts will be needed (IGEN, IGAENR 2014) to address the quantitative objectives supported by new teacher's posts, and to further improve the quality namely by reinforcing the cooperation between care and early childhood education services. The 'Equality and citizenship' strategy provides for additional resources to facilitate the construction/ acquisition of buildings to avoid overpopulated classes.

5. Modernising school education

Teachers' continuing professional development is problematic in France. According to the 2013 OECD Teaching and Learning International Survey (TALIS), the proportion of teachers undertaking some professional development activities in the previous 12 months was below the EU average (76.4% compared to 84.7%) and the average duration of the training was shorter. Participation in ICT training (39.8%) and training for teaching in a multicultural or multilingual setting (3.6%) is below the EU average. French teachers are among those who feel less well prepared as regards pedagogical practice. Only 24% of teachers use ICT for students' projects or class work (the EU average is 34%). Collaborative teaching and peer mentoring are not well developed (Figure 2) and a limited number of teachers report that they assign different work to students based on their individual abilities (22% versus a 46% EU average) (OECD 2014).

Figure 2: Percentage of lower secondary education teachers who report never doing the following activities

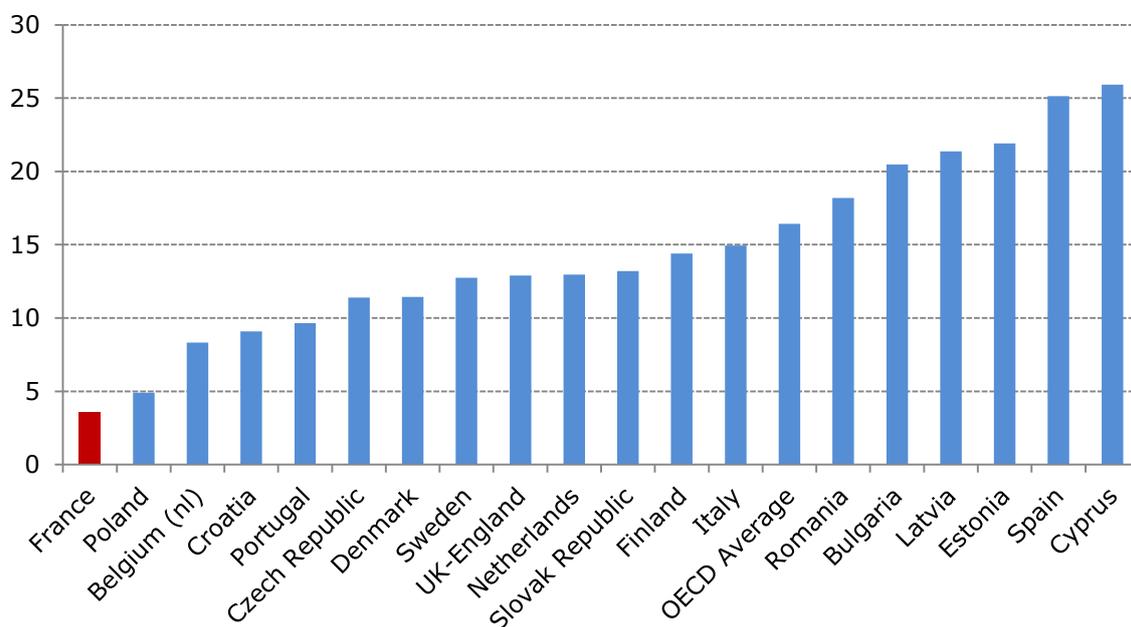


Source: OECD (2014)

⁵ The new curriculum aims at comprehensive development of the cognitive, social, emotional and physical sides of children whilst a stronger focus was placed previously on the cognitive aspect. Emphasis is on good mastery of the language, and learning is now organised in five domains: 1) use language in all its dimensions; 2) act, express and understand through physical activities; 3) act, express and understand through artistic activities; 4) build the first tools to organise one's thoughts; 5) explore the world.

As regards the teaching profession and pedagogy, the reform of compulsory education puts a strong emphasis on new pedagogical approaches,⁶ in particular collaborative teaching, pedagogical training for better inclusion, appropriate use of ICT for education as well as the extension of schemes for individual pupil support. Teacher training is a key lever. The reform of initial teacher education⁷ started in 2013. As regards continuous professional development (CPD), current measures focus on training the trainers, new forms of CPD using ICT/blended learning and revision of the training available. A recent report (Cour des Comptes 2015b) highlights that key challenges relate also to the adaptation of training programmes in terms of relevance to needs, school context, quantity and link with research. It argues also for CPD to become a real lever for human resource management.

Figure 3: Percentage of lower secondary education teachers who report participation in professional development with the following content in the 12 months prior to the survey : teaching in a multicultural or multilingual setting.



Source: OECD (2014)

Unlike in previous years, the teaching profession has been seen as more attractive since 2013. Efforts are being made to attract students from low-income backgrounds: from September 2015, the current scheme (*emplois d'avenir professeur*) will be progressively phased out and replaced by a disposal based on apprenticeships (*étudiants apprentis professeurs*). Specific financial measures aim to reward teachers in priority education areas. It is unclear if this will be sufficient to replace the teachers who are retiring, to fill the newly created posts and to contribute to stabilising teams in the most difficult schools.

Concerning curricula, reforms aim to improve the acquisition of core standards at the end of each of the three cycles. The common core of knowledge, skills and culture based on five academic domains was adopted in 2015. The curricula reforms should be implemented by 2016: three new curricula/pathways were introduced in September 2015 and the revised curricula from primary to lower secondary levels will be implemented in September 2016. A consultation on reforming pupil assessment was held in 2015.

⁶ Measures focusing on pedagogical reform and teacher training do not cover the system of allocation of teachers to schools (which does not give headmasters autonomy in recruitment), teacher evaluation and career management. See European Commission (2014).

⁷ For more details, see European Commission (2014).

The reform of French middle schools (*collège*), adopted mid-2015, will enter into force in September 2016. A first objective is to ensure that every pupil acquires the new common core of knowledge, skills and culture. It entails new programmes, new pedagogical approaches and more tailored instruction, and a reorganisation of instruction time with greater school autonomy. A second objective is to reinforce civic education and improve the school's atmosphere. The reform is intended to reinforce links with parents. It introduces a 20% teaching time margin to be dedicated to different learning approaches (e.g. small group assignments), 'interdisciplinary' teaching methods/hours and more personalised support in particular during the first year of secondary education. The pedagogical use of ICT is envisaged as well as the development of pupils' digital/media skills. A further aim is to reinforce skills in two foreign languages.⁸ Public debates about the reform relate to the greater school autonomy, the fear of insufficient involvement of teachers in the reorganisation, the interdisciplinary approach, the reduction of the number of bilingual classes, and changes in the teaching of ancient languages.

Following a national consultation on digital technology for education in early 2015, a 'Digital school' plan was launched in May 2015 with the aim being to catch up in this field. In a pilot phase, 500 additional schools and *collèges* should be connected to the Internet in 2015, resulting in over 70 000 pupils and 8 000 more teachers having access to digital forms of teaching and learning. The plan also includes objectives in terms of minimum equipment. Pupils and teachers will receive portable hardware and digital resources and teachers will benefit from specific training. Local authorities will be supported by the State when acquiring hardware.

6. Modernising higher education

The French tertiary education attainment rate remains above the EU average (44.1% in 2014 compared to 37.9% for 30-34 year-olds) with females clearly outperforming males (48.4% against 39.6%). In 2013, France was at 2.5 percentage points of its specific national target which relates to 17-33 year-olds (DEPP 2014) of 50% higher education attainment in 2017. The attainment rate for foreign-born people is lower than that of the native-born population (39.5% against 44.8% in 2014). The employment rate of recent tertiary graduates⁹ has declined and is now close to the EU average (80.4% in comparison to 80.5% in 2014).

The tertiary education completion rate is above the OECD average (80% in comparison to 68% in 2011, OECD 2013a). However, less than a third (27.6%) of students obtain their bachelor degree in the scheduled time (three years). After an additional year, 38.6% of students obtain their bachelor degree. Access to and success in higher education varies greatly according to prior educational pathways: on the basis of the '2009 generation'¹⁰ while 33.2% of students with a general baccalaureate finish the first cycle of studies in the scheduled time, only 3% of those with a vocational baccalaureate and 8.7% of those with a technological baccalaureate do so (MENESR 2015).

In 2012, France received the third highest number of international students in the world (after the USA and UK) and the second in Europe.¹¹ 75% of those students join universities and represent on average 15% of the university enrolment. This share is increasing with the education level and reaches 41.5% at doctoral level.

The implementation of the 2013 higher education reform is underway with measures aiming to widen access of under-represented groups, to reduce drop-outs and to increase employability.

⁸ Pupils will start sooner to learn a first foreign language (6 years old) and a second modern language will become mandatory for all pupils (12 years -beginning of cycle 4). Bilingual classes in primary education ('continuity classes') are maintained.

⁹ People aged 20-34 who left education between one and three years before the reference year.

¹⁰ Students enrolled in the first year in 2009 and graduating in 2012.

¹¹ The economic costs and benefits of international students were measured by Campus France in 2014: the net benefit was estimated at the level of EUR 1.56 billion with long-term positive impacts through business, industry, education and culture.

Measures designed to reduce financial barriers include: an extension of need-based scholarships in September 2014 and 2015, tuition fees that hardly increased between 2013 and 2015, 40 000 additional student housing units (*Plan 40.000*) during the 2013-17 period, and the implementation in 2015-16 of a new national plan for student life. Progress is also being made in improving guidance and the simplification of higher education provision. A new nomenclature that reduces the number of Master's degrees from nearly 6 000 to 250 will be implemented as of September 2015.

To tackle inequalities, the national 'Equality and citizenship' strategy focuses on support for students during the transition between compulsory education and higher education. This encompasses better guidance, in line with recent expert recommendations on a new higher education strategy (see below). New measures for the provision of individual support to vulnerable students by teachers and other students, digital resources and small groups' assignments are planned from September 2015.

A remaining challenge is that although the involvement and training of university teaching staff are key factors for the success of these measures, performance in teaching has little influence on academic careers (Institut Montaigne 2015). To improve the employability of tertiary graduates, financial aid for traineeships and support for student entrepreneurship have been increased. Finally, measures related to the reform of the higher education landscape are underway with the progressive setting-up of 'Communities of universities and institutions' (COMUE).

After a wide consultation of stakeholders, the 'Committee of Experts on Higher Education', tasked with proposals to define a national strategy for higher education (called 'STRANES') for the next decade submitted in September 2015 its final report to the President of the French Republic. Stakeholders' debates relate to the funding system in light of the increasing number of students, the low tuition fees and the lack of selection at entry in universities. Stakeholders have presented proposals on internationalisation, including differentiated fees for non-EU students (France stratégie 2015b; Institut Montaigne 2015).

Box 1. The 'France Digital University' initiative for higher education (2013-17)

Adapting to the digital era is central to the 2013 higher education reform. The efforts focused on two priorities: the definition of a strategic agenda and the implementation of one of its key elements.

- France Digital University (France Université Numérique – called 'FUN'): this 5-year national strategy (2013-17) is organised around four objectives/priority axes:
 - improving student success and transitions: use digitalisation to support students from school to lifelong learning through: 1) improved guidance during transition from school to higher education; 2) more diversified and personalised learning; 3) access to open resources with the setting-up of a national FUN-MOOCs (massive open online courses) platform (see below); 4) increasing possibilities for contacts to support transition from higher education to work; 5) developing learning provision for continuing education and lifelong learning
 - encouraging new pedagogical approaches and use ICT to drive new student-centred pedagogy. This covers a wide range of measures from initial teacher education and support for teaching staff and pedagogical teams to the recruitment of staff,¹² the strengthening of research, better links between teaching and research, and better rewards for the career of 'teachers-researchers'.
 - supporting the development of connected campuses: six action lines support more efficient spending by institutions in the field of ICT infrastructure (namely by encouraging them to share resources), improve information systems and their

¹² To implement this agenda MESR requires that higher education institutions allocate 10% of the 1 000 new posts (per year) provided for by the higher education reform to support digitalisation and e-learning activities.

interoperability, and encourage the development of digital services. A key action line is to support the development or renovation of infrastructure adapted to e-education and to the digital world, in particular the 'Campus of the Future' (*Campus d'@venir*).

- Improving the international competitiveness of French higher education by an open and internationally attractive university and online offer of MOOCs and other training courses. This includes, first, developing 'digital learning' material in French in cooperation with the French-speaking countries and, secondly, a good tie-in between the French initiatives and European (namely Erasmus +) or international ones.
- The FUN-MOOCs platform offers higher education institutions in France as well as other countries a platform for publishing their courses online. The objective is to increase available online courses from 3% to 20% between 2013 and 2017. The platform should support not only higher education, but also vocational and adult training and greater university-industry interaction.

With implementation underway, positive results can be observed in terms of rapidly increasing participation of higher education institutions in FUN MOOCs. In line with a trend observed for similar initiatives, many learners are graduates whilst participation among current students remains low. Recent advice from the Economic, social and environment Council (CESE 2015) on digital pedagogy in higher education points to the institutional heaviness and some lack of clarity regarding different aspects of the project. It also calls for setting up a clear funding framework. Whilst potential benefits seem large, results will depend on effective implementation and monitoring. To support implementation, the 2013 Law requires each higher education institution to appoint a vice-president for the digital agenda. In addition, a committee has been set up to provide strategic guidance to further develop the initiative. In September 2015, a public benefit corporation (called 'GIP FUN-MOOC') was set up by ministerial decision which aims to develop shared disposals helping universities which have become its members to publish their MOOCs/SPOC (Small Private Online Course).

7. Modernising vocational education and training and promoting adult learning

Participation of upper secondary students in vocational education and training remains below the EU average (43% compared with 48.9% in 2013). Around 27% of students in vocational education and training are involved in work-based learning. In 2014, the employment rate of recent upper secondary graduates¹³ was slightly below the EU average (66.9% compared to 70.8%). The number of students having obtained VET qualifications (*baccalauréats professionnels*) increased from 156 063 in 2011 to 190 700 in 2014 (MENSER2015).¹⁴ Yet, the number of young people involved in apprenticeships is down by 3% from a peak of 438 000 during the 2012/13 school year to around 424 000 during 2013/14. A similar trend is seen regarding newly signed apprenticeship contracts. The overall decrease is mostly due to a declining number of apprentices at secondary and post-secondary non-tertiary levels, while apprentice numbers at tertiary level are gradually increasing.

Between 2013 and 2014, the adult participation rate in education and training has risen by 0.9 percentage points to 18.6%, far above the 10.7% EU average. A methodological change since 2013 explains a break in time series seeing the French rate evolve from 5.7% in 2012 to 17.7% in 2013. However, France ranks low in adult basic competencies and entrepreneurial skills. The level of adult literacy and numeracy in France for those with at most lower secondary education is among the worst in the EU (OECD 2013b). Access to lifelong learning is more difficult for older people, the unemployed and those with low levels of skills.

¹³ People aged 20-34 who left education between one and three years before the reference year.

¹⁴ <http://www.education.gouv.fr/cid57096/reperes-et-references-statistiques.html>.

As regards initial vocational education and training, the main elements of the 2013 reform of compulsory education are now being implemented. The national 'Economy-Education' Council (established at the end of 2013 to improve the links between education and economic actors) has seen its remit extended to cover also connections with tertiary education. New 'Campuses of professions and qualifications' bringing together different levels of vocational education, research and companies around a specific sector have been set up (31 in 2015, working towards a medium-term objective of 100 campuses). The *parcours Avenir*, aimed at raising pupils' awareness and define their education and professional project, is to be applied for all pupils as of September 2015 (Ministry of Education 2015c).

The government's objective is to reach 500 000 apprentices by 2017. As set out in the plan to re-launch apprenticeship, a significant communication effort aimed at young people and companies has been undertaken to promote apprenticeships in private and public sectors. On top of different financial incentives applied in the framework of the plan, a new financial incentive of EUR 4 400 was introduced in June 2015 for companies with fewer than 11 employees recruiting a young (less than 18 years old) apprentice.

Regarding continuous vocational training, a key element of the 2014 law on lifelong learning and vocational training, the personal training account (*compte personnel de formation* – CPF)¹⁵ has been open since 1 January 2015. The statutory rules on funding of companies' vocational training will be implemented as of January 2016. The impact of the training reform will depend on the quality of training offered, its relevance to the needs of the labour market and the resources allocated to gearing access to the system towards jobseekers (which in 2013 accounted for 14% of vocational training expenditure) and the low-skilled. To support quality of professional life, a decree defining the 'common core of vocational knowledge and competences' was published on 13 February 2015.

In addition to these ongoing structural measures, the government has also maintained its plan of priority training for 100 000 jobseekers per year (*formation prioritaire pour l'emploi*) in economically promising sectors. This approach aims to match unoccupied jobs with the skills of the unemployed.

References

CESE, (2015), La pédagogie numérique: un défi pour l'enseignement supérieur, <http://www.france-universite-numerique.fr/preconisations-sur-la-pedagogie-numerique-le-cese-a-rendu-son-avis.html>

Cour des Comptes (2015a), Le suivi individualisé des élèves: une ambition à concilier avec l'organisation du système éducatif, Rapport public thématique, synthèse, March 2015

Cour des Comptes (2015), Référé sur la formation continue des enseignants, 14 April 2015

DARES (2014), Jeunes immigrés et jeunes descendants d'immigrés. Une première insertion sur le marché du travail plus difficile, en particulier pour ceux qui résident en Zus, N. 74, September 2014

DEPP (2013), Qui décroche?, http://cache.media.education.gouv.fr/file/revue_84/44/1/DEPP_EetF_2013_84_qui_decroche_294441.pdf

DEPP (2014), Diplômés de l'enseignement supérieur: situation contrastée en Europe, Note d'information No 5, March 2014

DEPP (2015b), Mathématiques en fin d'école primaire: les élèves qui arrivent au collège ont des niveaux très hétérogènes, Note d'information No 18, May 2015

DEPP (2015b), Mathématiques en fin de collège: une augmentation importante du pourcentage d'élèves de faible niveau, Note d'information No 19, May 2015

European Commission (2014), Education and Training Monitor 2014, http://ec.europa.eu/education/library/publications/monitor14_en.pdf

¹⁵ For more information, see European Commission (2014).

France stratégie (2015a), Jeunes issus de l'immigration: quels obstacles à leur insertion économique? Note d'analyse, 1 March 2015,

<http://www.strategie.gouv.fr/publications/jeunes-issus-de-limmigration-obstacles-insertion-economique>

France stratégie (2015b), report 'Investir dans l'internationalisation de l'enseignement supérieur, pistes et analyses',

http://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/fs_rapport_internationalisation_enseignement_12022015_web.pdf

IGEN, IGAENR (2014), Scolarité des enfants de moins de trois ans : une dynamique d'accroissement des effectifs et d'amélioration de la qualité à poursuivre , *Report n° 2014-043*, MENESR, June 2014,

http://cache.media.education.gouv.fr/file/2014/11/3/2014-043_Scolarite_moins_de_3_ans_345113.pdf

IGEN (2015), Grande pauvreté et réussite scolaire, May 2015,

<http://www.education.gouv.fr/cid88768/grande-pauvrete-et-reussite-scolaire-le-choix-de-la-solidarite-pour-la-reussite-de-tous.html>

Institut Montaigne (2015), Université pour une nouvelle ambition, April 2015,

<http://www.desideespourdemain.fr/index.php/post/2015/04/02/Universit%C3%A9-%3A-pour-une-nouvelle-ambition-Nouvelle-publication>

MENESR (2015), Repères & Références Statistiques (RERS). Enseignements, la formation et la recherche, www.education.gouv.fr/statistiques/rers

Ministry of Education (2014), Evaluation partenariale de la politique de lutte contre le décrochage scolaire, Rapport de diagnostic, 28 March 2014.

Ministry of Education (2015a), Projet de loi de finances 2015 : l'Éducation redevient le 1er budget de l'État, <http://www.education.gouv.fr/cid82613/projet-de-loi-de-finances-2015-l-education-redevient-le-1er-budget-de-l-etat.html>

Ministry of Education (2015b), La grande mobilisation de l'école pour les valeurs de la République. La concrétisation de ces mesures, Fiche 25,

http://cache.media.education.gouv.fr/file/DP_rentree/32/2/2015_rentreescolaire_fiche_25_456322.pdf

Ministry of Education (2015c), Press file for the 2015-16 academic year, Fiche 21,

http://cache.media.education.gouv.fr/file/DP_rentree/31/4/2015_rentreescolaire_fiche_21_456314.pdf

OECD (2013a), Education at a Glance 2013. OECD Indicators, [http://www.oecd.org/edu/eag2013%20\(eng\)-FINAL%2020%20June%202013.pdf](http://www.oecd.org/edu/eag2013%20(eng)-FINAL%2020%20June%202013.pdf)

OECD (2013b), OECD Survey of Adult Skills (PIAAC), <http://www.oecd.org/site/piaac/>

OECD (2013c), PISA 2012 results: What Students Know and Can do. Student Performance in Mathematics, Reading and Science (Volume I), <http://www.oecd.org/pisa/keyfindings/pisa-2012-results-volume-I.pdf>

OECD (2014), TALIS 2013 Results: An International Perspective on Teaching and Learning, Paris: OECD Publishing

OECD (2015), Indicators of immigration integration 2015. France country fiche,

<http://www.oecd.org/els/mig/press-note-France.pdf>

Comments and questions on this report are welcome and can be sent by email to:

Patricia DE SMET

patricia.de-smet@ec.europa.eu

or

EAC-UNITE-A2@ec.europa.eu

European Commission
Directorate-General for Education and Culture

Education and Training - Monitor 2015

Luxembourg: Publications Office of the European Union

2015 — pp. 10 — 21 x 29.7cm

ISBN 978-92-79-51664-1

ISSN 2466-9997

doi: 10.2766/775405

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- one copy:
via EU Bookshop (<http://bookshop.europa.eu>);
- more than one copy or posters/maps:
from the European Union's representations (http://ec.europa.eu/represent_en.htm);
from the delegations in non-EU countries (http://eeas.europa.eu/delegations/index_en.htm);
by contacting the Europe Direct service (http://europa.eu/europedirect/index_en.htm) or
calling 00 800 6 7 8 9 10 11 (freephone number from anywhere in the EU) (*).

(*) The information given is free, as are most calls (though some operators, phone boxes or hotels may charge you).

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

