

National Reports
Erasmus+ project
Services for Apprenticeships (SERFA)
Guidelines- FRANCE



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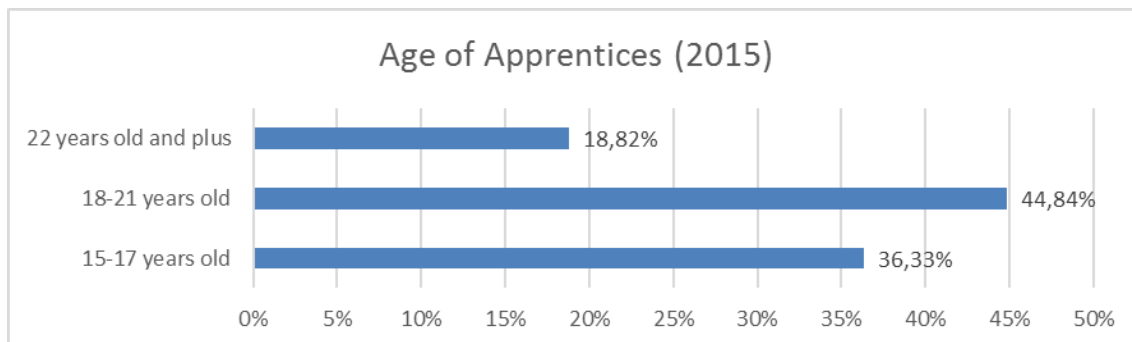


1. Apprenticeship and Work-based learning in France – Status quo

1.1. Statistical information (if available):

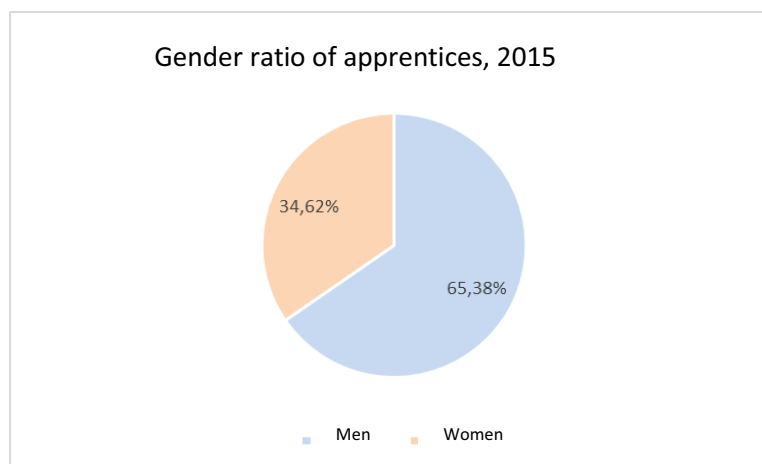
- Apprentices (by age, sex)

Age of Apprentices, France, 2015 data collection



Most French apprentices were aged 18-21 as of 2015. Considering the increasing number of apprentices who work towards a higher diploma, their age and level of graduation are getting ever higher.

Gender ratio of apprentices, France , 2015 data collection



Apprenticeship contracts are mostly signed by males. The fields of training and trades are persistently gendered. Males apprentices are highly represented in commerce, car and motorcycle repair, construction, non-food manufacturing and agriculture.

Young female apprentices most often head for positions in the service sector where they are highly represented (personal care attendant, hairstylist, beautician).

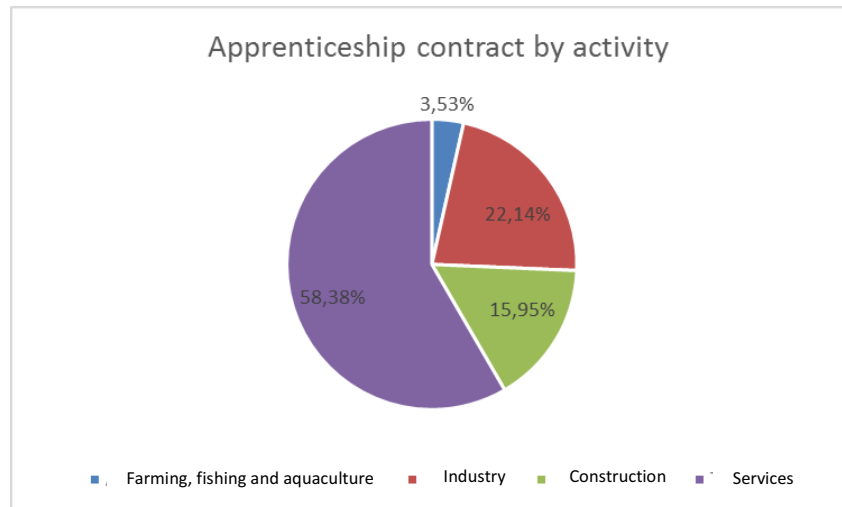
- Interns (by age, sex)

Information not available

- Training companies (by size, industry)



Apprenticeship enrolments based on the **Employer's line of business**; private sector, France, year 2015

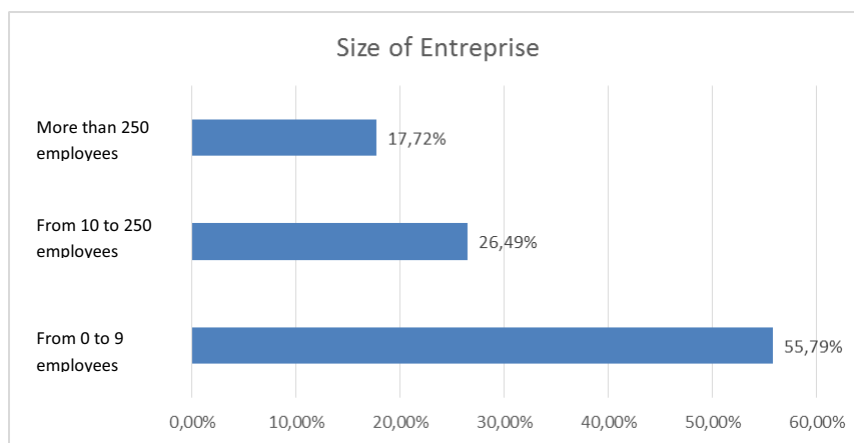


The service sector is the most represented. It includes jobs in the following fields: jobs in trade, car and motorcycle repair, transport and warehousing, accommodation and catering, computer and information science (IT), finance and insurance, real estate, business support, education, human health and social work, public administration, hairstyling and beauty care. It is worth mentioning that agricultural, forestry and fishing jobs only make up 3.53% of all apprenticeship contracts.

The public sector also is open to apprentices. Apprenticeship hiring by local authorities adds up to 46.66%, State services 23.29% and State institutions 30.05% (State hospitals, middle schools, high schools...).

Company size

Not including the non-industrial, non-commercial public sector, France, 2015.



The businesses who take on most apprentices are those with a workforce ranging from 0 to 9 (55,79%). They rank first as employers of apprentices. This may be because apprentice training has been historically specific to arts and crafts.

The levels of training in the private sector.



	2015
Flux de contrats enregistrés	272 315
I à III (bac + 2 et plus)	33,85
IV (bac pro., BP)	21,38
V (CAP, BEP)	42,06
Mentions complémentaires	2,71

Mostly level V diplomas (lower vocational diploma, BEP-see *glossary below*) are prepared through apprenticeship contracts: 42.06% of all apprenticeship contracts are level V. Whatever the training level, graduating is critical for the subsequent inclusion of the young apprentices into the job market.

Termination of contracts ;rates

The rates of termination are high in the case of long training periods - when apprenticeship contracts are planned over 24 months. Age and diploma also account for termination rates, as early termination most often occurs among under 18s (37.9% of the first employments) ; 38.3% of those who are preparing a level V diploma (lower vocational diploma -BEP) terminate their contract.

Terminations are most likely to happen in some sectors, and specifically in and catering where indeed 1 apprenticeship contract in 2 is terminated.

The rate of termination seems higher among companies with workforces ranging from 0 à 49.

- **Apprenticeships (by profession)**

- **Longitudinal data (e.g. Development of share of apprentices on age group)**

1.2. Legal Framework

In France, the contract of apprenticeship is defined in the following articles of work law: L. 6211-1 and s., Art. D. 6211-1 and s. It states, notably, that: « *The purpose of [the contract of apprenticeship] is to deliver a general, theoretical and practical training to young workers that have completed their compulsory education, so that they get a vocational qualification-either a diploma or a vocational certificate that is listed in the national directory of vocational certificates. »*

Apprenticeship is a work-school scheme based on:

- The activity of the apprentice as he/she works in an organisation (company...)
- Attending a curriculum that necessarily leads to getting a diploma in a specific training centre, a CFA¹ (possibly including another training centre that has received an accreditation by the CFA)
- A specific contract: the apprenticeship contract

¹ Un Centre de Formation d'Apprentis (CFA) est un établissement de formation qui dispense à l'apprenti une formation générale associée à une formation technologique et pratique. Cette formation complète celle reçue en entreprise. Le CFA assure la coordination avec l'entreprise tout au long de la période d'apprentissage.



Apprenticeship contracts are considered as initial training, which means that they are part of a youth's initial curriculum following middle school or high school.

Apprenticeship allows to prepare for :

- a vocational diploma of secondary education: Certificat d'Aptitude Professionnelle -Lower vocational diploma-(CAP)= youth training NVQ 1,2; vocational GSCE, vocational certificates, complementary qualification.
 - a higher diploma : higher vocational diploma (BTS), higher diplomas (DUT), vocational bachelor's degree, Master's Degrees in Engineering, Graduate school, business school, etc.
 - a vocational certificate as listed in the French national directory of vocational certificates (RNCP), including all those that under the supervision of the Ministry of Employment.
- Training is delivered by specific training centres. (Apprentice training centres or CFA).

Apprenticeship contracts are meant for young people aged 16 to 25. Entry may also be possible at an older age for apprentices who work towards further graduation-aiming at a certificate or diploma higher than their current level of qualification; for people recognised as disabled; for people that need the considered certificate or diploma to set up a business or buying an existing one; high-level athletes. Entries until the age of 30 will be experimented as provided by the law dated 8 August 2016 «employment, the modernisation of dialogue between labour and management and career protection» (known as the « Employment» Bill). Region Bretagne is among the regions involved in the experiment. Finally, the youths that have completed their first part of secondary education (GCSE under C level) may attend apprenticeship schemes as school pupils in technical high schools/colleges or apprentice training centres as long as they are over 15.

Apprenticeship contracts may be signed for a limited period or as part of a long-term employment contract.

The duration of an apprenticeship contract may range from 1 to 3 years, depending on the type of job and qualification.

1.2.1. Responsibilities

In France, the State-mostly including the Secretary of Education- and the Regional Councils share the responsibility for apprenticeship schemes. The State initiates actions and measures, passes laws, communicates on apprenticeship and regulates the field. Regional Councils have ordinary competence related to apprenticeship: they manage the training offer, its funding and the objectives and means as part of a contract.

The Secretary of Education is responsible for the teaching content while the Ministry of Employment mainly manages the communication, promotion and information to the general public and the businesses. That is precisely why the Ministry has been retitled into the Ministry of Work, Employment, Vocational Training and social dialogue.

1.2.2. Professions and branches

Any business may sign an apprenticeship contract with a trainee. The employer thus pledges to assign the trainee with tasks that are fully relevant to the object of the diploma, as defined in the apprenticeship contract. Employers shall also take an active part into the organisation of the apprentices' training and make sure the session is duly managed by an apprentice master.



According to the 2015² data, the most represented sector is Services, notably trade, car and motorcycle repair.

1.2.3. Curricula

The vocational qualification is acknowledged and stated by the obtainment of a level-based diploma, with levels of qualification ranking from V for the low first to 1 for the higher. The vocational diploma are granted by the Ministry of Education and are valid nation-wide. The certificate is listed in the national directory of vocational certifications.

This section addresses the vocational diplomas hereafter mentioned:

-level V diplomas : CAP lower vocational diploma, BEP, complementary certification

-level IV diplomas : vocational GCSE baccalauréat professionnel, vocational certificate and arts and crafts training certificate, complementary certification

The time spent at the training centre (CFA) is a minimum 400 to 675 hours based on the diploma that is being prepared. It is therefore critical that the training centre and the workplace liaise closely.

The Commission Nationale de Certification Professionnelle suggests this transposition be used to match the RNCP certificates and diplomas to European references:

Nomenclature 1969	Grille CEC
I - Grade de Doctorat	8
I - grade de Master	7
II - Grade de Licence	6
III	5
IV	4
V	3
Sans objet	2
Sans objet	1

The requests for French diploma equivalence abroad shall be sent to the NARIC or ENIC centre of the country where you wish your diploma to be acknowledged.

1.2.4. Remunerations

Apprenticeship contracts include provisions related to the remuneration of the apprentices, based on age ; besides, the salary will be raised every next year the contract is performed. An apprentice's minimum salary is a percentage of the minimum legal salary or, for those aged over 21, the minimum salary as defined in the convention of the branch he/she works in.

² Source Dares, base de données issue du système Ari@ne de gestion informatisée des contrats d'apprentissage et tableau de bord des politiques de l'emploi et de la formation professionnelle, hors employeurs du secteur public non industriel et commercial ; France entière)



Year of the contract	Apprentice under 18 years old	Apprentice from 18 to under 21	Apprentice of 21 years old and over
1st year	25%	41%	53% *
2nd year	37%	49%	61%*
3rd year	53%	65%	78%*

* or the conventional minimum wage for the job

Special provisions in the contract or agreement may provide for a higher remuneration for the employed worker.

1.2.5. Formal and qualificatory requirements for trainers

There is no need to pass a selective examination to be an instructor in CFAs. The process of selection is carried out by the Centres.

Although no selective exam is required, there are indeed conditions. A set of qualifications and skills is necessary to apply to a teaching position with any Apprentice Training Centre.

The requirements are defined in the French work law, and two situations are considered:

- 1) Justification of the same qualification as required to fill a similar position in State institutions.
- 2) Or else, in a more flexible way, when the position involves technical, practical and theoretical teaching:
 - Instructors shall hold a diploma the level of which is, at least, the same as the diploma that is being prepared by the apprentices at the Centre. For instance, an instructor who trains apprentices toward a Brevet Professionnel (Vocational training certificate) shall hold such certificate him/herself at the very least.
 - Instructors shall also be significantly experienced in the related field: a minimum two years' experience in the last 10 years is expected. Applications will be considered even more favourably when applicants have previously been supervising apprentices or if they have managed a team of workers.

However, the requirements for those who wish to apply with CFAs *and* vocational high schools differ from those above, and conditions are stricter: a selective examination is to be passed – the CAPLP.

1.2.6. Assessment

Assessments take place during the training period (CCF): the procedure leads to getting a diploma. The CCF includes assessing the final skills, knowledge and soft skills-clustered as *units* of requisites- that shall be gained by apprentices as defined in the decree that defines of all vocational diplomas.



The French work law provides that the apprentice's supervisor, his/her legal guardian -if under 18- , representatives of the Training Centre and the apprentice him/herself shall meet within two months of entry. Besides, it is stated that representatives of the Centre meet supervisors and visit the workplace once a year, at least. Those meetings are meant to assess the apprentice's progress in group situations. Most commonly, the process of skill assessment is this:

- Trainees are assessed on a daily basis while performing a task as part of a continuous, very specific procedure of assessment,
- Trainees are assessed during the course of their training following specific training sequences,

Trainees are assessed at milestones, when behaviour and objectives are typically considered: as they get included into the scheme, as they are departing from/returning to the Centre in between periods at the workplace, at the end of each year of training or at the outcome of the whole training scheme. Then, assessment is more comprehensive.

The procedures of assessment are defined by the Regions as they nearly entirely subsidize the Centres. Each region may freely define their own indicators to assess the relevance of the training schemes. For instance, indicators typically include: « The cost of the training, the evolution of the class number, the rate of attendance, the rate of contract termination and success at the final examinations, the rate of inclusion in the job market, the diversity of the attendees”. Those seven criteria have been selected by the Regional Council of Île-de-France to assess the efficiency of the Centres. Moreover, performance contracts have been settled as of January 2017 in an attempt to adjust subsidies based on results, no longer on means.

1.3. Institutional Framework/ Involvement of Stakeholders

1.3.1. National authorities

The French State is responsible for setting up and supervising apprenticeship schemes. It impels, regulates and communicates on apprenticeship.

A specific, regional, department (SAIA) supervises the actual training that is delivered to apprentices. The SAIA follows up on teaching contents and methods and is appointed by the State to control the Centres and businesses where apprenticeship schemes are being carried out.

In 2015, the Minister of Work, Employment, Vocational Training and Social Dialogue, François REBSAMEN and the President of FACE and CEO of ENGIE, Gérard MESTRALLET, have set up the Fondation Innovations Pour les Apprentissages (FIPA), under the aegis of Fondation pour Agir Contre Exclusion (FACE).

Translator's note :

FIPA : foundation 'for innovative apprenticeships'

FACE :foundation 'acting against social exclusion'

1.3.2. Regional authorities



The Regional Council has common competence regarding apprenticeship (the training offer, subsidizing, objectives and resources contracts). The Regional Council has the following roles :

- Set up Apprenticeship Training Centres (CFA) and apprenticeship units.
- Fund CFAs and apprenticeship units (subsidies for equipment and running costs).
- Allocate funds to the businesses that are involved in apprenticeship schemes.

The local authorities may also allocate support to spur the local Very Small Businesses to take on apprenticeships.

Besides, the *Maisons de l'Emploi* may also set up special events where all stakeholders- applicants, training organisations and businesses- meet to boost apprenticeship.

1.3.3. Social partner institutions (Chambers, Trade Unions)

The Chambers (*see glossary*) support the businesses through the administrative process and particularly help them with apprenticeship contracts.

Since 2006, the Chambers must approve apprenticeship contracts to make them valid and acknowledged by the social services. The Chambers check if the contracts meet the requirements as per the Work Law.

After receipt the contract files are registered by the Chamber which in turn transfers duplicates to the DIRRECTE -the authority in charge of regulating work conditions- the Urssaf, retirement pension funds, the authority that supervises apprenticeship, the Regional Council and the training centre (CFA).

Regionally, the Chambers of Commerce and Industry (CCI), Guilds of Arts and Crafts (CMA) and the Chambers of Agriculture et les Chambres d'Agriculture (CA) have appointed the regional Chambers of Commerce and Industry to collect and allocate the tax for apprenticeship and the additional contribution to apprenticeship.

1.3.4. VET Institutions (Colleges, public or private VET providers)

Apprenticeships are offered by various organisations which meet specific needs and develop the training schemes in their own way.

Those organisations are set up on the basis of a convention and are assigned to deliver the training courses that have been defined to fit well-identified training needs.

As a result, the frames differ and several training organisations have been set up.

	Creation	Liability
Apprentice Training Centre (CFA)	All natural or legal person	Full liability of the CFA
Unit for Apprenticeship Training Courses(UFA)	A State or State-contracted private training organisation ou a training and research organisation that is attached to a State Department other than the Ministry of Education	The training centre is responsible for the teaching/curriculum UFA The CFA is financially and administratively liable
Apprenticeship Section (SA)	A State or State-contracted private training organisation or	The SA ('Apprenticeship Section') is fully liable : teaching/curriculum, administrative and financial



	a training and research organisation that is attached to a State Department other than the Ministry of Education	aspects
Contract for the provision of services with a training organisation	A private or State organisation that makes their teaching facilities and accommodation available	Full liability of the CFA
Company	A company that is accredited by the Inspector of Apprenticeship schemes or the competent regional director	Full liability of the CFA

Assignments of the training centre:

- deliver the theoretical training to the apprentices so that they gain the adequate knowledge and get the expected diploma or qualification;
- deal with the training partnerships and liaise closely with the partner companies.

1.3.5. Companies

Any business in the private sector and even non-profit organisations may hire apprentices if employers commit themselves to take the measures that are required for apprenticeship schemes. Employers shall therefore ensure that their workplace is relevantly equipped and has the appropriate technical means and proper hygiene and safety conditions; a competent supervisor, having the necessary vocational and teaching skills, shall also be duly available onsite.

Temporary job agencies may also take apprentices on, and apprenticeship contracts may be signed for seasonal jobs too.

The non-industrial, non-commercial public sector, including the 3 branches of Civil Service, may contract apprentices as per the provisions of the French work law (L. 6227-1 to L. 6227-12 and D. 6271-1 to D. 6272-2). Most apprentices work in the local Civil Service (11,000 agents), while the government services and State hospitals employ 700 and 900 apprentices respectively.

Role as an employer:

- make all efforts for the inclusion of apprentices at the workplace;
- allocate apprentices with the means they need for their practical training;
- make it effectively possible for an apprentice's supervisor to teach and coach the apprentice aptly while still performing his/her own tasks; this can be made through worktime reduction for example.

When an apprentice joins a company, the employer shall appoint a tutor or supervisor, based on the type of contract that has been signed. Tutors and supervisors are in charge of guiding apprentices through their theoretical and practical training.

The apprentice's master's role is multifold :

- he/she coaches the youth at the workplace to facilitate skill gain,
- he/she liaises with the trainee's instructors at the Centre (CFA).



It is compulsory to appoint a supervisor. Two requirements, at least, shall be met:

- volunteering. In other words, only the workers who are willing to fulfill a tutoring role and show an interest for the mission shall be appointed,
- vocational competency. Tutors/supervisors shall be duly qualified and experienced, holding diploma or certificate that corresponds to the qualification prepared by the apprentice with a minimum 2 year-experience working in the related field. Special administrative authorisations may allow to appoint non-qualified professionals but the required work experience is then 3 years.

No more than 2 apprentices and one retaking the year shall be under one supervisor's responsibility.

A supervisor may be the company manager him/herself or an employed worker.

It is crucial that the apprentice's master be available to devote sufficient time to the apprentice.

There are training opportunities for tutors/supervisors. Although those are not compulsory, they are recommended.

The Chamber offers a training path that strengthens the supervisors' expertise and their role in the apprenticeship process 'job-like'.

Tutors/supervisors help the theoretical and work-based teaching contents make sense together. They are also responsible for liaising with the training centres.

Together with the CFAs, supervisors at the workplace help apprentices gain the skills they are expected to master for the diploma or qualification.

1.4. Financial Implications

1.4.1. Cost responsibility

Apprenticeship is funded through financial support to the training facilities and plans and the subsidies and incentives to the businesses that take apprentices on.

There are three main stakeholders in the funding process : the State, the Regions and the businesses whose funding merges at some point. Intermediates come in the process to manage the flows and allocate the resources (industrial branches, organisations that collect contributions, equalisation funds...)

- The businesses

In addition to wage their apprentices, the businesses directly or indirectly contribute to apprenticeship :

- * through the apprenticeship tax (TA)
- * through contributing to certain industrial branches
- * through the contribution of the Chambers
- * through an additional tax to the Apprenticeship Tax (TA): Complementary Contribution to Apprenticeship (CSA)

The industrial branches may fund apprenticeship in two ways :

- * through the transfer of one part of the funds collected for 'inclusion' apprenticeship contracts.



* through additional taxes, as defined in some branches – car repair, construction,

The Regions

They have to complement the Apprenticeship Tax that is allocated to the regional CFAs so that they reach a balance. The intricacy of the collection process and the principle by which the tax may be freely allocated make it particularly difficult for the Regions to get accurate information about how much businesses pay to CFAs.

As of January 2003, the management of the compensation plans that help employers of apprentices has been handed from the State over to the Regions. That transfer further strengthens the role of the Regions in apprenticeship funding.

For that purpose, a 'decentralised, non-specific endowment for apprenticeship and training schemes' is allocated to the Regions by the State.

The Regions also allocate financial support the businesses through apprenticeship.

The State

The State now hardly comes in directly: only does it make up for the employers' and employees' social security contribution cuts. However, it supports apprenticeship through endowments to the Regions.

It is thanks to the businesses paying the Apprenticeship Tax that the expenses related to apprenticeship, technological and vocational training schemes are funded. The tax amount is based on the payroll. Its payment adds up to the complementary contribution (CSA, see *above*) also based on payroll.

The Apprenticeship Tax shall be paid by any organisation subjected to income or corporation taxes, non-regarding status: individual business or company, business, industrial or handicraft, entrepreneurs, non-profit organisations, agricultural co-op or Economic Interest Grouping (GIE).

Training costs are generally paid for by the CFAs, using the resources hereafter:

- The Apprenticeship Tax they get,
- The financial support of the organisation in charge of dishing out the training resources,
- State or Regional subsidies to set up the Centre unless otherwise provided in the agreement
- Revenues from running the Centre (CFA).

It is worth noting that the apprentice's salary is about the only cost an employer has to pay. As a rule, employers do not pay for tuition fees.

1.4.2. Public funding

Various forms of financial support are meant to help the employers who take on apprentices. All add up.

-tax cuts on salaries

While apprenticeship contracts are being carried out, employers do not pay social taxes but the *employer's contribution for vocational injury and sickness*, plus others as per the



agreements within the Industry. Apprentices do not pay specific contributions -CSG and CRDS.

Depending on the company payroll, those may be total or partial tax cuts- the payroll is considered on 31 December preceding the signature of the apprenticeship contract.

-Support to Very Small Businesses/Young apprentices

A business with a less than 11 payroll may get a quarterly 1,100 € support package when it hires an apprentice under 18 years of age. A total 4,000 € support may therefore be received during the first year of the contract.

Other existing measures may add up to the package:

-apprenticeship bonus, financial support through hiring your first apprentice or one more apprentice, further tax cuts for instance.

Once the Chamber has registered the apprenticeship contract, the employer can have his/her request for subsidies validated online.

-Regional bonus for apprenticeship

A business with a less than 11 payroll may get a yearly 1,000 € -or more-support package from the Regional or the Corsican local authorities where the apprentice's workplace is located.

An additional 1, 000 €-or more- yearly support package may be allocated to businesses with a payroll up to 249 if :

- Either they are taking their first apprentice on – no apprentice must have been hired since 1st January of the previous year,
- Or they are hiring one more apprentice, so that the current number of apprentices within the company is now higher than it was the previous year, on January 1st.

Both options add up for eligible companies with a less than 11 payroll.

The amount of the bonus and the procedure are set by the Regional Council.

The region also adds up 2 bonuses:

- 500€ for any entrepreneur who employs fewer than 21 people, and fulfills job-specific gender equity requirements
- 500€ for any signature of a long-term, full-time contract or a *Contrat de Génération* at the outcome of the traineeship.

-Tax cuts

Businesses that are subject to effective tax regime may get a tax cut when it employs an apprentice for more than 1 month.

-Support for hiring a worker with disabilities.

The employer and the disabled worker may request subsidies from the Association for the Management of the Fund for the Inclusion of People with Disabilities. (Agefiph)

The request shall be made within 3 months following hiring, using the single file template used for the inclusion bonus, together with copies of the apprenticeship contract-duly signed, the 1st payslip and a justification of their status as a disabled person.

It is worth mentioning that Region Bretagne also supports apprentices financially through the related fees they have to pay (equipment, transport, accommodation or catering).



1.5. National trends in apprenticeship and/or work-based learning

As part of the Government's objective of signing 500 000 apprenticeship contracts by 2017, the ambition is to:

- take on 10 000 in the Civil Service
- spur similar approaches in State hospitals and the local Civil Service.

The Government will make sure that obstacles be lifted through promoting the role of apprentice master for instance. Consideration will be given to allowing apprentices to sit for the selective entry examinations of the Civil Service.

The National School system concentrates on apprenticeship issues: the aim is to train 60 000 apprentices, with a special focus on the lower levels of qualification and sectors experiencing labour shortage.

Train staff from the National School System

Teachers and career counsellors will attend a training module related to the teaching practice in apprenticeship as part of their initial and continuing curriculum. Instructors and managers will also be trained on apprenticeship engineering and assessment.

2. Support Services for Companies – Status quo

2.1. Supporting Institutions

2.1.1. Public Institutions

2.1.2. Social Partnership institutions

The Chambers support the businesses through the administrative process of contracting apprentices.

Generally speaking, the local and regional authorities and the Regions most notably promote the advantages of apprenticeships.

As mentioned in the above section on Funding, the Regions allocate funds to the businesses and apprentices.

2.1.3. Social Partnership institutions

The Chambers (Chambre de commerces et d'industrie, chambre d'agriculture et chambres de métiers et de l'artisanat) support the businesses through the administrative process of contracting apprentices.

Generally speaking, the local and regional authorities and the Regions most notably promote the advantages of apprenticeships.

As mentioned in the above section on Funding, the Regions allocate funds to the businesses and apprentices.



2.1.4. Private institutions

In 2015, the Fondation d'Innovation Pour l'Apprentissage (FIPA) was set up. The FIPA, working under the aegis of foundation FACE, is meant to develop all forms of apprenticeships based on the businesses' initiatives. The FIPA's purpose is to reach a target figure while it is striving to develop innovative apprenticeship patterns for all, including senior workers and job seekers as part of an actual culture of apprenticeship. However, no significant contribution has been seen since it was set up.

2.2. Statistical data on support services (if available)

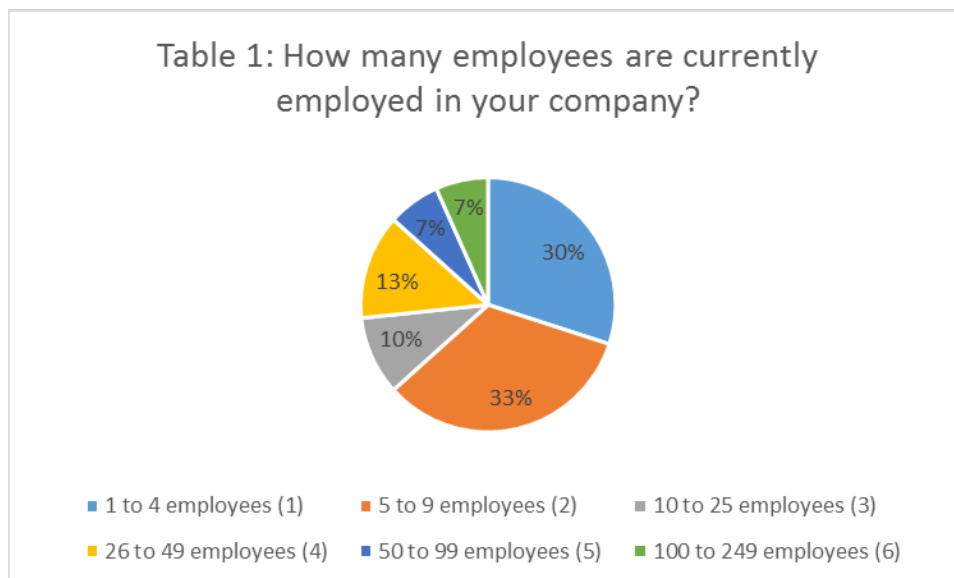
3. Examples of best practice

4. Experience and needs of enterprises: results of the company survey

4.1. Target groups chosen for survey

4.2. Statistical Profile of participants

The MEFP has circulated the survey to 627 companies. Among the 54 that have handed in a response, 24 have only partly answered the survey questions. Incomplete responses have not been factored in our survey analysis. As a result, 30 questionnaires have been studied.



Most of the respondents have fewer than 10 employees. One third of the respondents have a workforce between 5-9.

Among the 30 respondents, one half of the businesses is currently hiring one or more apprentice(s) and interns. The other half does not hire any.



Business sector

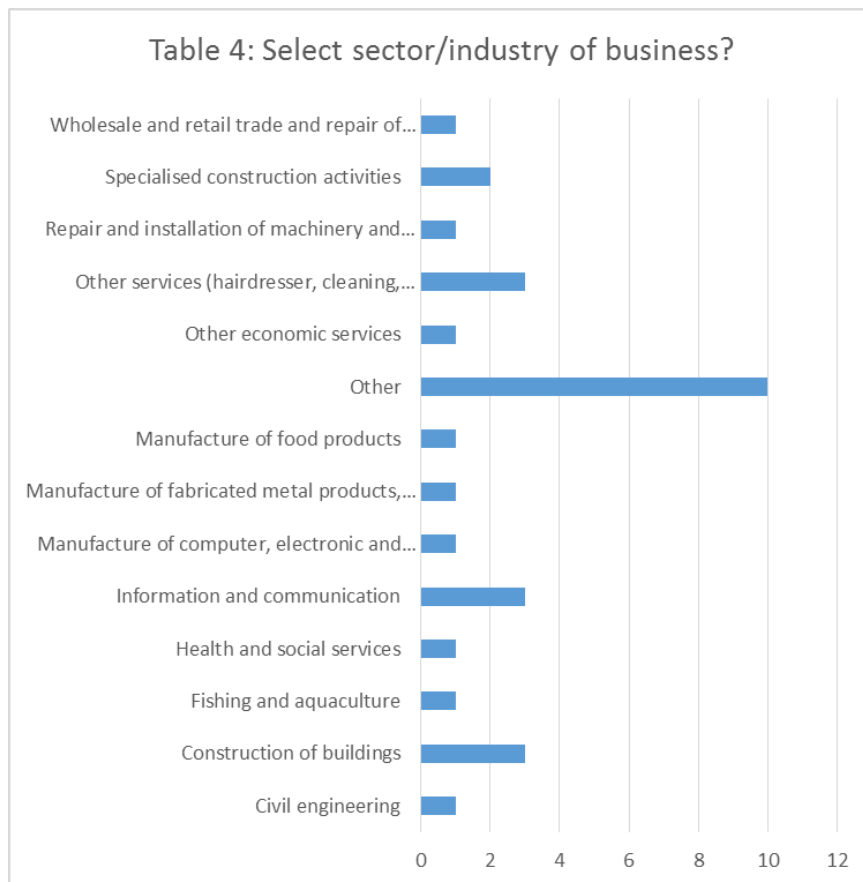
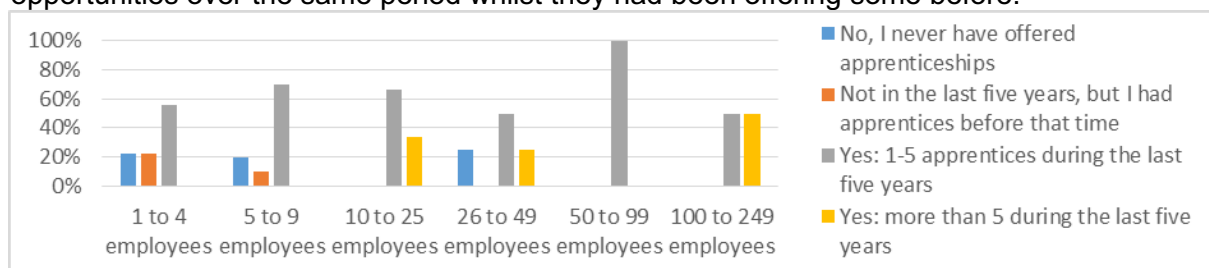


Table 5: Have you offered an apprenticeship in the last five years?

Answer	Count	Percentage
No, I never have offered apprenticeships (1)	5	16,7%
Not in the last five years, but I had apprentices before that time (2)	3	10,0%
Yes: 1-5 apprentices during the last five years (3)	19	63,3%
Yes: more than 5 during the last five years (4)	3	10,0%
Total	30	100,0%

Most of the surveyed companies have hired 1 to 5 apprentices over the past 5 years. Yet, 17% of them have never hired any, and 10% of them have not offered apprenticeship opportunities over the same period whilst they had been offering some before.



There seems to be a link between company size and the potential for apprenticeship opportunities. Indeed, the bar chart shows that companies with the smallest workforce (<10) are those who have not taken apprentices on over the past five years. However, the surveyed sample is rather limited so the trend cannot be held true in all situations.



4.3. Reasons for training apprentices/interns

Among the 8 companies that have not hired any apprentice over the past 5 years, one half reports these reasons: no fit apprentice could be found or the training curricula were considered irrelevant.

The lines of business of those companies are: communication and information, metal fabrication-not including machines and equipment, wine merchant, repair and installation of machines and equipment. 7 out of those 8 businesses are Very Small Businesses (1 to 9 employees) and one only has a payroll of 26 to 49.

Other reasons are mentioned :

- Training apprentices does not bring any advantage to our business
- The training is too complex
- Too much regulation
- Too much/too fussy paper work
- Training costs are too high
- The apprentices too often leave the company after completing their course
- The apprentices too often quit while completing their course
- The apprentices spent too little time at the workplace during their training
- Our business is too specialised and cannot fully deliver the training content
- Training apprentices is too time consuming
- Our needs for skilled workers are adequately fulfilled through training our present staff
- We lack experience in the process of apprenticeship
- We have had a negative experience with apprentices- including for example behavioural issues, lack of motivation, absenteeism, addictions, ...)

However, none of the surveyed businesses reported the following:

- We just don't have any experience at all in the matter/ We do not know how to address the topic
- We lack the relevant skills: no worker here might be eligible as an instructor.

Below are the suggestions that those 8 businesses have put forward:

Have a training centre here in Cornwall where metalworkers could be trained for there is no any such centre locally, and most families are reluctant to relocate their youths because they cannot afford it.

Be offered specific training courses

As a matter of fact, we did try to take an apprentice on this year, but the costs were far too high for a startup as his/her salary plus training expenses would have costlier than just hiring an employee for a monthly 1, 500 € net pay.

Answers are hard to give because the survey questions do not really mirror the actual problems

4.4. Reasons for training apprentices/interns

As a reminder, 22 companies have already hired at least 1 apprentice over the past 5 years. Among those, 12 have a workforce of 1 to 9, 6 employ 10 to 49 people and 4 more than 50 people. The represented sectors are the following:



Other services (hairdresser, cleaning, employment services)	4
Construction of buildings	3
Health and social services	3
Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials	3
Specialized construction activities	2
Civil engineering	1
Fishing and aquaculture	1
Information and communication	1
Manufacture of computer, electronic and optical products	1
Manufacture of food products	1
Manufacture of fabricated metal products	1
Wholesale and retail trade and repair of motor vehicles and motorcycles	1

For 18 of those companies, the main advantage of offering apprenticeship opportunities is that the training may be adjusted to their needs. 13 businesses consider apprenticeships as a means of securing long-term skill availability and 10 think apprenticeships are great to boost their image.

Other reasons, however, are not thought to be essential as far apprenticeship is concerned:

- The employers doing their share in the local job market
- Training apprentices is generally more profitable than hunting for applicants
- Trainees may come up with new, useful ideas
- Apprenticeship schemes help cut youth unemployment

4.5. Recruitment of apprentices/interns: Problems, challenges and needs

The 9 businesses who have experienced issues report the following:

- The apprentice's insufficient behavioural and interpersonal skills (6 such reports)
- The apprentice's insufficient comprehension of practical skills and/or insufficient basic practical skills. (5 such reports)
- Insufficient school knowledge (4 such reports)
- There were too few/no/ applicant(s) (3 such reports)
- The lack of training resources and the training schedule (3 such reports)
- Remoteness from urban areas and mobility issues (3 such reports)

None of the businesses has received support when facing the issues that have arisen during the process of hiring an apprentice.

4.6. Support received

N/A

4.7. Need for support

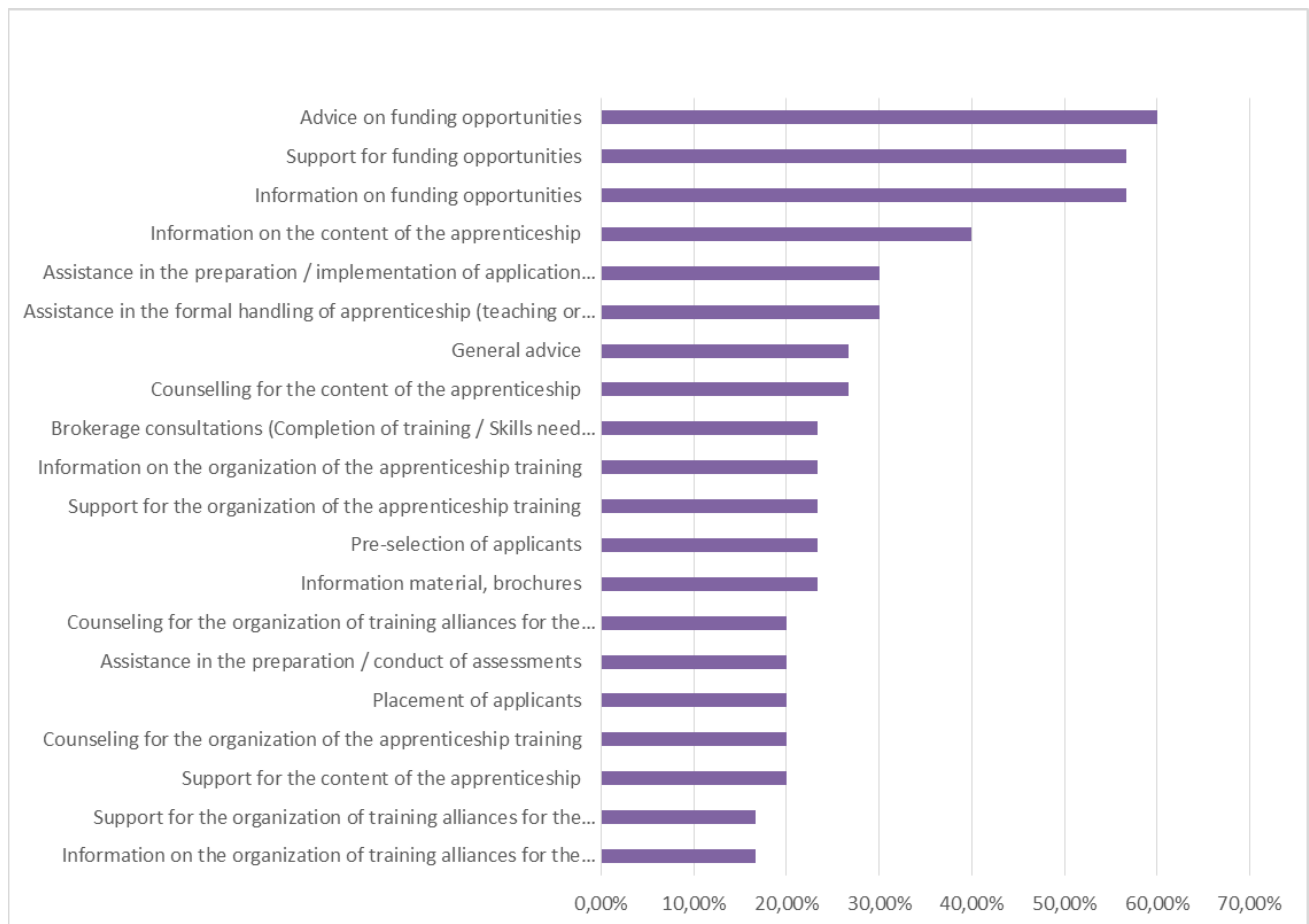
The need for support, information and financial help has been highlighted by 60 % of the respondent businesses.

They also wish to be updated on the actual training contents of apprenticeship contracts. Moreover, they expect to be supported through the related formalities -training or internship contracts, insurance, pay- and while preparing and setting up the scheme.

The surveyed businesses do not express the need to be informed or helped with the process of partnering up.



Similarly, they think it less useful to get support through implementing the training contents or organising the apprenticeship training onsite.



The businesses have put forward the following suggestions:

-Improve the overall context surrounding apprenticeship schemes:

- smooth financial and administrative aspects,
- liaise with one single contact person,
- be helped through defining the best training methods,
- have better interaction with the Training organisation when facing issues with apprentices: have a CFA representative over to the workplace, arrange meetings to settle conflicts, consider the employer's viewpoint just as much as the apprentice's, as it may not fully reflect the actual workplace situation.

-Get informed better.

Most importantly, the businesses want to be supported by the local or regional authorities. Besides, they expect support from the education and training organisations -including middle and primary schools...-, the Chambers, Guilds and entrepreneurs 'clubs. They also wish to get support from a dedicated agency.

None of the surveyed companies is willing to get support from non-profit organisations or external consultants.

Eight businesses are willing to be emailed following the survey procedure.



5. Conclusion

5.1 In general

5.2 Aims and objectives of the project



Glossary

BEP: the *Brevet d'Etudes Professionnelles (BEP)* is a step toward getting a vocational GCSE. It takes 3 years to complete after reaching the normal grade for 14-15-year-old pupils in the National school system. As a national diploma of intermediate level, it shows that some vocational skills have been gained although it is not required to get a vocational GCSE.

BTS : the *Brevet de Technicien Supérieur (BTS)* is similar to a Higher Vocational Diploma. It takes two years after GCSE to complete. Entry is selective, and the attendees are under strict supervision and have a rather intense work schedule. Higher diplomas have been designed to meet hiring requirements and company needs

CAP: the *certificat d'aptitude professionnelle (CAP) -youth training certificate-* is similar to a Lower Vocational Diploma. The CAP is a qualification for skilled workers or employees in a given job. It can be obtained through initial or vocational training.

CCI: the *Chambres de Commerce et d'industrie (CCI)*, or Chambers, are non-private organisations that are administered by elected members from the trade and industries who work as local representatives of those sectors. The Chambers are also the advocates of the interests of trade and industry in general, and they manage the formalities related to business creation, with their CFE department (centres for the formalities related to entrepreneurship)

CCF: the *Contrôle en Cours de Formation (CCF)* is a procedure of assessment that is carried out during the course of an apprenticeship training scheme. It is part of the diploma. The CCF assesses final skills as defined in the decrees defining the contents of the diplomas.

CFA: the *centres de formation d'apprentis (CFA)* are Apprentice Training Centres where general and technical training is delivered to complete the training at the workplace.

CMA: The *Chambres de Métiers et de l'Artisanat (CMA)* or Guilds of Arts and Crafts support the craftspeople and those who are planning to join the trade at every stage of their career: they offer initial and continuing training, preparation prior installation, help with the formalities when starting/buying, developing or closing a business.

CSA :

CSG : The *contribution sociale généralisée (CSG)* is a specific tax to finance social welfare.

DGD : The *dotation générale de décentralisation (DGD)* is a decentralized State subsidy allocated to the local authorities. A law was passed on 2 March 1982 following the transfer of some of the State responsibilities to the local authorities; that law ruled that the subsequent increase in local expenses should be made up for by a parallel transfer of resources.

DUT: a *DUT, or diplôme universitaire de technologie (DUT)* is a higher national diploma. It is more comprehensive and less specific than the BTS, making further higher education easier. It is available from one of the 115 Institutes of Technology that are attached to one University.



FACE : since 1993, the FACE foundation has been striving to rally the businesses for social improvement and the fight against all sorts of social exclusion, discriminations and poverty. The FACE -for *Fondation Agir Contre l'Exclusion*- includes more than 5400 organisations.

FIPA : The FIPA, working under the aegis of foundation FACE, is meant to develop all forms of apprenticeships based on the businesses' initiatives. The FIPA's purpose is to reach a target figure while it is striving to develop innovative apprenticeship patterns for all, including senior workers and job seekers as part of an actual culture of apprenticeship

RNCP : In France, the *répertoire national des certifications professionnelles (RNCP)* is meant to fill the general public and the businesses up on the updated list of vocational diplomas, certificates and qualifications as defined by the Labour and Management commissions.

TPE : In France, the *très petites entreprises (TPE)* are Very Small Businesses with a less than 10 payroll.

UFA : A UFA is a specific training unit within a school – either a State school or an approved private school, or else a training and research organisation. Such units are commissioned by CFAs to train apprentices.



Source

<https://www.alternance.emploi.gouv.fr>

<http://www.cci.fr/>

<https://www.service-public.fr>

<http://dares.travail-emploi.gouv.fr>

source: Dares, database from Ari@ne, the computerised management system of apprenticeship contracts and indicator of employment and vocational policies.)

Guide pratique de l'apprentissage à l'usage des entreprises, FAFIEC et concepteurs d'avenir

(A Practical Guide to Apprenticeship for Companies)

<http://www.contratdapprentissage.fr>

<https://www.alternance.emploi.gouv.fr>

