

Does vocational training help young people find a (good) job?

Discussion: what policy implications for France ?

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Key findings (1)

- “Vocational education and training at the **secondary level** can ease the **transition from school to work**”
 - ⇒ Causal evaluations show that **apprenticeship effects decrease with qualification** => a higher return to apprenticeship at the high school level
 - ⇒ Positive effects of apprenticeship on **non-cognitive skills** (social interactions and socialization) => **particularly useful for young dropouts**
 - ⇒ **!!! In France** the development of apprenticeship has **benefitted the highest qualification levels** in the last decades

Key findings (2)

- “Dual vocational training leads to certified skills that are **relevant to employers and portable in the labor market**”
 - ⇒ In France training contents of apprenticeship programs are **not always relevant to employers**. Field surveys point out some mismatch between training and firms’ needs
 - ⇒ Alternative to apprenticeship “contrat de professionalisation” may have less substantial training contents (150h/year vs. 400/year for apprenticeship contracts) => **but how about portability ?**

Key findings (3)

- “To be sustainable and have a major impact, dual vocational training needs to be **actively supported** by a sufficient number of **employers, trade unions, and policymakers**”
 - ⇒ !!! In France, key role of the Ministry of Education and the regions in the opening of new apprenticeship programs
 - ⇒ Reluctance among teachers to guide the most needy students to apprenticeship

Key findings (4)

- “A successful dual vocational training system is not easy to implement on a large scale because it requires **complex institutional and cultural foundations** ”
 - ⇒!!! In France, a complex governance... large number of stake holding agents
 - ⇒ **Results:** high management costs and bad allocation of resources
 - ⇒ In addition to **poor coordination**, not all of these agents share a common interest in promoting apprenticeships, in particular towards **young people with few or no qualifications**

Policy implications: learning from abroad

- In countries where apprenticeship is well developed (Germany, Switzerland, Denmark, etc.) the systems rely on common principles:
 - **A predominant role for firms** in the opening of apprenticeship trainings and in the **choice of their contents**
 - **A limited public financing** => three times more apprentices in Germany than in France... with a three times lower public cost per apprentice (Martinot, 2015)
 - A selective system **focused on high school**
 - **Independant control** and **certification** of training

Towards an effective work-based vocational training system in France

- **Simplify** tax collection and **consolidate** support grant mechanisms
- Develop a **common market for the certification** of professional training courses
- Focus government resources on apprenticeships and preapprenticeships to promote access to employment for young people **with few qualifications**
- **Reduce the relative importance of formal education** courses in CAP diplomas, and promote **tutoring for apprentices**