

■ Acknowledgements



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Preface

LADAPT is a public interest association under the French 1901 Law. It remains true to the mission it set out over 90 years ago to support people with disabilities in their daily lives so that we can truly "*Live together, equal in our differences*".

With its 109 support, training, access, schooling and care centres and services, **LADAPT** supports nearly 19,000 people. In line with the association's goals, **LADAPT** offers people with disabilities inclusive solutions to help them to access the workplace and social sphere at each stage of their lives.

With the help of its volunteers in 25 French department committees throughout the regions, **LADAPT** helps people with disabilities to move towards independence and social and professional integration. It also raises awareness and campaigns for the association's values and missions at a local level. "*Inclusivity is not set out by decree. For this reason, LADAPT provides innovative solutions including services for young people, both at school and in apprenticeships. It has developed **supported apprenticeships** to ensure that young people working as apprentices for public services and in the private sector receive support throughout their training path.*"

IME directors in Brittany therefore created the **Supported Apprenticeship** scheme in 1992. The scheme was initially known as GRAFIC Brittany (regional grouping for concerted training and integration – groupement régional pour la formation et l'insertion concertée) **Under the leadership of Franck Gallée, LADAPT** Ouest supports training paths and access to the workplace for people with disabilities of all ages through the Supported Apprenticeship scheme.

Supported apprenticeship in the western region is based on the two pillars of apprenticeship and support. Support for the apprenticeship is delivered through a whole series of stakeholders working with the person in question and their families. The objective is to develop access for people with disabilities to training leading to a qualification, and to provide them with a secure training path with a view to long-term access to the workplace. Every year, around 400 people receive help from the scheme over the four departments of the Brittany region.


As set out by this reference framework, the **LADAPT** Ouest initiative is funded either by Agefiph, the FIPHFP and/or the ATC which receives the statutory increase from the OPCOs, based on the employer's status.

Following the work conducted by the offices of the ministers Sophie Cluzel and Muriel Pénicaud, in 2020 **LADAPT** launched a qualitative sociological study in order to gain a better understanding of supported apprenticeship development drivers. The study was carried out in the particularly difficult circumstances of the Covid-19 lockdown, by Sylvain Kerbourc'h, Sociologist with the CEMS (Study Centre for Social Movements – Centre d'Etudes des Mouvements Sociaux) which is part of EHESS (School for Advanced Studies in the Social Sciences). Its results confirm that apprenticeships help people with disabilities to train and access the workplace. Supported apprenticeships should therefore be deployed more widely. We believe that supported apprenticeships should be expanded so that they can help more young people to access the workplace.

LADAPT Ouest's expertise has been in demand by the public sector, as "*the law is particularly focused on access to apprenticeships for people with disabilities. Indeed, only 1.3% of new apprenticeships are taken up by young people with disabilities (4,000 of the 317,000 apprenticeships started in 2018), despite the fact that apprenticeships are an effective way of accessing the workplace.*

The Government is aiming to double this figure to 8,000 new apprenticeships by September 2022, offering new prospects to people with disabilities who still face mass unemployment".

An engagement letter signed by Sophie Cluzel Secretary of State for people with disabilities, was sent to Véronique Grandemange, Head of Department, expert and linchpin of the **LADAPT** Ouest initiative from the outset: "*Your mission is to ensure that the relevant stakeholders take on board and implement these provisions, including the apprenticeship training centres, skills operators and the integration and medico-social stakeholders (Pole emploi, Cap emploi, SESSAD, IME, etc.). Please also put forward your ideas for any simplifications and drivers that might help to strengthen the efficiency of these structural tools.*"



The **LADAPT** French head office and the western region therefore sought an expert methodology to help them to model this supported apprenticeship approach developed by **LADAPT**. This involved creating a comprehensive, transferable and usable reference framework for both the regions and companies. At the end of 2020 Clava Développement SAS was entrusted with this task, represented by its President Christophe Parmentier. Christophe is a Doctor in educational sciences, a graduate in education and communications graduate and university lecturer.

This reference framework was co-produced with the help of the **LADAPT** Ouest Supported Apprenticeship service, in partnership with head office and with follow-up by Aysegul Turna: *"From January 2021, all of the LADAPT Ouest VICs were involved in this modelling process. There was some very positive feedback as the process enabled them to streamline and structure their practices, improve their tools, gain some perspective on the scheme and its various phases, give each person's role a renewed sense of purpose and consistency, gain professional legitimacy, and more easily present the scheme to partners and funding providers"*.

We wish to thank all stakeholders, and we hope that this reference framework will be useful to both apprenticeship and support professionals. We hope that it will be widely promoted and circulated so that inclusion through apprenticeship can become a reality for apprentices with disabilities.

Eric Blanchet
President of **LADAPT**

User account

The following account will provide a common thread for this reference framework. Other pages refer back to it regularly. Indeed, Anthony Collet's account, written in his own words and from his own perspective, demonstrates the full meaning of the concept of a supported career path. This reference framework has been put together based on information like this received from users.

The path of apprentice Anthony Collet, in his own words

1. Beginning of apprenticeship and GRAFIC process

I started college on the SEGPA course (adjusted general and professional teaching section). From the third year of collège (ages 13-14), I did work experience with companies and visited technical and professional "lycées" (high schools for ages 15-18) as well as the Lorient and Vannes ATCs. In the fourth year of collège (14-15), I made a decision on my future career during a placement where I worked in the kitchen and in service. I realised that I enjoyed working with customers.

As I had struggled with school, my mother had been helping me with my homework since primary school. My mother was struggling with tiredness, and asked my catering teacher for a solution to help with homework during the CAP HCR course at the Vannes ATC.

Me and my parents met Vocational Integration Counsellor Nadège in June 2017. Nadège helped my mother to complete the application with the MDPH for RQTH status (official recognition of a person's status as a worker with a disability) and permission to join GRAFIC.

With the help of my parents I sent out my CV and cover letter to companies. During my interviews with future employers, my parents explained that one of my work days would need to be a support day so that I could access academic support from GRAFIC at the Lorient ATC.

We chose "le relais XX" as an employer as the lady seemed to understand my difficulties. I started at that company on 10 July and left afterwards due to internal difficulties.

Nadège helped me to end the contract by explaining the process I needed to follow. My parents and I started looking for another apprenticeship. We found a tavern nearby.

At the start of the school year in September 2017, on every Monday of the work week (rest day) I attended GRAFIC for support sessions with Nadège. During school weeks, I boarded at the Vannes ATC. Nadège stayed in contact with the company and the Vannes ATC throughout the school years.

2. Different apprenticeship stakeholders

My parents bought me a car which didn't require a licence to get to work, so that I could be independent. The fact that I had the car was attractive to my next employer. The lady was persuaded by the independence.

I had an interview with my future employer and boss at the tavern.

My mother explained to Mrs M. what the RQTH and GRAFIC were. She thought that my memory problems were just caused by a lack of confidence in myself.

She was enthusiastic about passing on her knowledge, and gave me lots of information in one go. But my brain couldn't take it all in. She wanted to teach me to record the hours I'd worked on a notepad with a column for "hours worked", and a second column for "cumulative hours" over the month. I understood and took in the explanation the first time, but the following week I had forgotten all of these explanations because they were too abstract for me.

My mother helped me to understand the calculation, but I couldn't.

Nadège contacted the company to see how the apprenticeship was going. I had a 2.5 hour meeting with Nadège because I really didn't feel at ease. My boss had started to get fed up because explaining things to me was exhausting. And I was fed up because I couldn't memorise anything.

We ended up both (boss and apprentice) being fed up, and as my boss did not want to make the decision, my mother put an end to it. The contract was terminated on 31 July 2018.

My parents and I started to look for another employer in the area to finish the final part of my CAP HCR course. We found an apprenticeship with a creperie. After a one-week trial period I was taken on in September 2018.

I felt confident straightaway. My boss started off by giving me small tasks (putting out plates and memorising table numbers). Little by little, I started taking orders and completed all of the duties that an accomplished waiter should be able to do.

As I felt really happy with this company, I asked if I could stay on as an apprentice for an additional CAP professional skills certificate (CAP APR). This suited my boss as he was happy with me, and he was also aware that it is not easy to find a good employee.

I got my CAP APR in June 2020. The boss hired me on a fixed-term contract for one season. He wants to hire me on a permanent contract, but this has not yet been signed due to the pandemic. While waiting for the creperie to reopen I have been looking for a job. I have contacted temping agencies as well as using my own personal contacts.

On Tuesday 30 March I will be starting a new job with a butcher and deli. It's a 20-30 hour per week fixed-term contract for three months. I'll be in the kitchen and washing dishes.

3. Support from a GRAFIC VIC

Nadège was always available when my mother had an administrative question about the apprenticeship, or if I was suffering with my mental health.

Nadège made an appointment with my main teacher to talk about my academic circumstances. She obtained my school grades online. She helped me with my problems and encouraged me with my homework.

4. Leaving GRAFIC

I will no longer receive support now as I have finished school. However, Nadège still helps me to look for jobs by helping me with my CV and cover letter. She has pointed me towards temping agencies.

We had to complete an application with the school doctor to obtain a third extra time during the CAP exams. My mother asked Nadège for information.

I still stay in touch with Nadège.

Anthony Collet.

March 2021

Introduction: the French Context

Anthony Collet's description of his work-study path as a person with a disability showed how important the support that he received was. For support professionals, it's their job, while for others such as friends and family, support is simply something that is needed on a day-to-day basis. But both the professionals and non-professionals involved in this process must make a shared commitment to it.

In response to clear demands such as those set out by the preface, and using Anthony Collet's account as a basis, we wanted to set out a generic term for this path, i.e. **supported work-study student with a disability**. We hope that this reference framework is useful to anyone committed to promoting an **inclusive society** in which any person with a disability can live and have access to the same services as everyone else.

"The question of inclusive education must be an absolute priority if we want to achieve the 2030 Sustainable Development Goals. This issue is becoming increasingly urgent against the current backdrop of the Covid-19 pandemic, which has had a marked impact on equal opportunity in educational progress and lifelong learning. Of all vulnerable groups, people with disabilities are the most exposed to the risks of being excluded or marginalised from society, and even more so from educational settings". Preamble to the UNESCO symposium of November 2020.

This framework, which is the first step on the ladder, is above all the result of the work of a multidisciplinary team of both laypeople and professionals from a range of backgrounds. In this case, the aim is for support professionals to deliver this process to both apprentices and their employers.

The history of apprenticeships has also been taken into consideration when producing this reference framework.

Work-study training has a long history both in France and in other countries. "On-the-job training" with master craftsmen was developed between the tenth and thirteenth centuries. Gradually, this type of training was organised on a work-study basis with work shadowing and mentoring which became mandatory between the thirteenth and fourteenth centuries.

It was later enshrined in law with:

- The Law of 4 March 1851, which set out apprenticeship rules and the duties of the apprenticeship supervisor: "treat the apprentice prudently and responsibly and oversee his conduct, either within the firm or elsewhere";
- The Law of 11 December 1880 created manual apprenticeship schools;
- The Astier Law of 25 July 1919 created mandatory professional courses for apprentices under the age of 18.

Therefore, the beginnings of formal work-study programmes date back to the end of the nineteenth and the beginning of the twentieth centuries, with apprenticeships modernised primarily to meet the need for qualifications created by the Industrial Revolution. Against this backdrop, the Law of 13 July 1925 established the apprenticeship tax. Later on, between 1971 and 1991 and under the pressure of a series of crises, there was a move towards promoting and formalising work-study programmes with mentoring to respond effectively to employment issues.

Finally, the 2018 reform marked the removal of regional management of apprenticeships towards professional disciplines. The 2018 Law has incorporated the funding and support of apprentices with disabilities into ordinary law. This notable change has had a marked influence on professional practice. This needed to be summarised in writing.

To get the most out of this reference framework, you can read it in a linear fashion from cover to cover, or refer to it based on your own questions. The pages are arranged in chronological order based on the process described. Each page includes references, solutions and warnings.

I.1 Apprenticeship contracts

All young people aged 16-29 can enter into an apprenticeship contract. There are some exceptions to these age limits, primarily for people with disabilities and some company founders. Work-study training programmes provide some time in the training centre (usually an ATC) and some time in a working environment with a public or private sector employer.

Therefore, any employer can recruit an apprentice, provided that they nominate an Apprenticeship Supervisor (see page AA5) who meets the necessary conditions, and that they comply with the apprentice quota for each Apprenticeship Supervisor.

Apprenticeships are open to public institutions (central authorities, regional authorities, public health institutions and chambers of commerce), public interest associations under the French 1901 Law and private companies, regardless of their articles of association. There are a number of specificities for the public sector, particularly in terms of remuneration.

Nature and length of the contract

Apprenticeship contracts can be entered into for a fixed term or on a permanent basis. For permanent contracts, the contract will begin with an apprenticeship period. During this period, the apprenticeship contract rules apply. At the end of the apprenticeship period, the normal permanent contract (CDI) rules apply.

The length of the apprenticeship contract is adjusted to the training cycle (usually to within about three months), which generally lasts for six months to three years. It is possible to extend or shorten the process in line with certain circumstances including academic level, disability, starting training under another status, etc.

Ending the apprenticeship contract

During their first 45 days with the company, the employer or the apprentice (or their legal representative) may terminate the contract.

After this 45-day period, based on the date on which the contract was entered into, the contract may only be terminated:

- by mutual agreement between the employer and the apprentice;
- for serious misconduct, recurring breaches of obligations, being unfit for work, force majeure, permanent exclusion of the apprentice from the ATC;
- if the apprentice gains their qualification before the end of the term initially set, provided that they give one month's notice to the employer.

The contract usually expires at the end of the term set.



Where can I find job and work-study offers online?

There are many specialist websites which provide apprenticeship vacancies. These websites all work more or less in the same way. You start by browsing the job vacancies published by employers, then create a profile, and finally upload your CV for recruiters to look at. The main specialist websites include:

- The **"1 jeune 1 solution"** platform, where you can access thousands of job and work-study offers selected by Pôle emploi (the French job centre);
- The **"Portail de l'Alternance"** (work-study portal) which lists vacancies for apprenticeship and "professionalisation" contracts;
- The **Place de l'apprentissage et des stages (PASS)** (apprenticeship and placement marketplace) website, which focuses on three public sector areas;
- The **Pôle emploi** (French job centre) website, which provides general job listings;
- The **Agefiph** website, which has its own jobs area and lists many general job ads;
- The **Place de l'emploi public** website, the first jobs site to cover the three main public sector areas;
- The website of the Executive employment agency (**Agence pour l'emploi des cadres– Apec**) which lists general job vacancies;
- The website of the Youth centre for information and documentation **Centre d'information et de documentation jeunesse(CIDJ)**. The "Employment, jobs and placements" (Emploi, jobs et stages) section includes work-study



N°10103*05

CONTRAT D'APPRENTISSAGE

Contrat régi par les articles L. 6221-1 à L. 6226-1 du Code du travail

Cerfa FA13

L'EMPLOYEUR

Nom et prénom ou dénomination : _____
 Adresse de l'établissement d'exécution du contrat :
 N° Voie
 Complément :
 Code postal : _____ Commune : _____
 Téléphone : _____ / Télécopie : _____
 Courriel : _____@_____
 Caisse de retraite complémentaire :

N° SIRET de l'établissement d'exécution du contrat :

 Type d'employeur : _____
 Employeur spécifique : _____
 Code activité de l'entreprise (NAF) : _____
 Effectif salarié de l'entreprise : _____
 Convention collective applicable :

 Code IDCC de la convention : _____

L'APPRENTI

Nom et prénom : _____

 Nom d'usage :
 Adresse : N° Voie
 Complément :
 Code postal : _____ Commune : _____
 Téléphone : _____
 Courriel : _____@_____

Date de naissance : _____
 Département de naissance : _____
 Régime social : _____
 Sexe : M F
 Nationalité : _____
 Déclare bénéficiaire de la reconnaissance travailleur handicapé : oui non
 Situation avant ce contrat : _____

Représentant légal (enseigner si l'apprenti est mineur non émancipé)
 Nom et prénom :
 Nom d'usage :
 Adresse : N° Voie
 Code postal : _____ Commune : _____

Dernier diplôme ou titre préparé : _____ Dernière classe / année suivie : _____
 Intitulé précis du dernier diplôme ou titre préparé :

 Diplôme ou titre le plus élevé obtenu, si différent du dernier : _____

LE MAÎTRE D'APPRENTISSAGE

Nom et prénom : _____ Date de naissance : _____

L'employeur atteste que le maître d'apprentissage répond à l'ensemble des critères d'éligibilité à cette fonction.

LE CONTRAT

Type de contrat ou d'avenant : _____ Type de dérogation : _____ (renseigner si une dérogation a été demandée pour ce contrat)
 Numéro du contrat précédent ou du contrat sur lequel porte l'avenant : _____ (renseigner si ce contrat a eu lieu dans la même entreprise)
 Date de début du contrat ou d'effet de l'avenant : _____ Date de fin : _____
 Durée hebdomadaire de travail : _____ heures _____ minutes
 Travail sur machines dangereuses ou exposition à des risques particuliers : oui non

Rémunération * Indiquer SMC ou SMC (salaire minimum conventionnel)
 1^{re} année, du _____ au _____ : _____ % du _____ *; du _____ au _____ : _____ % du _____ *
 2^e année, du _____ au _____ : _____ % du _____ *; du _____ au _____ : _____ % du _____ *
 3^e année, du _____ au _____ : _____ % du _____ *; du _____ au _____ : _____ % du _____ *
 4^e année, du _____ au _____ : _____ % du _____ *; du _____ au _____ : _____ % du _____ *

Salaire brut mensuel à l'embauche : _____ €
 Avantages en nature : Nourriture : _____ € / jour Logement : _____ € / mois

LA FORMATION

Établissement de formation responsable : _____ Diplôme ou titre visé par l'apprenti : _____
 Intitulé précis : _____
 N° UAI de l'établissement : _____ Code du diplôme : _____
 Adresse : N° Voie Organisation de la formation :
 Complément :
 Code postal : _____ Commune : _____
 Visa de l'établissement de formation (cachet ou signature du directeur)
 1^{re} année, du _____ au _____ : _____ heures
 2^e année, du _____ au _____ : _____ heures
 3^e année, du _____ au _____ : _____ heures
 4^e année, du _____ au _____ : _____ heures
 Inspection pédagogique compétente : _____
 Date d'inscription de l'apprenti : _____

L'employeur atteste disposer de l'ensemble des pièces justificatives nécessaires à l'enregistrement du contrat

Fait le _____ à _____
 Signature de l'employeur Signature de l'apprenti Signature du représentant légal de l'apprenti mineur

CADRE RÉSERVÉ À L'ORGANISME D'ENREGISTREMENT

Nom de l'organisme : _____ **N° SIRET de l'organisme :** _____
 Adresse de l'organisme : N° Voie
 N° de gestion interne : _____ Code postal : _____ Commune : _____
 Date de réception du dossier complet : _____ Date de la décision : _____
 N° d'enregistrement : _____ Numéro d'avenant : _____

Pour remplir le contrat reportez-vous à la notice FA 14 ou effectuez votre démarche en ligne sur le site : www.alternance.emploi.gouv.fr

I.2 Specific features of the employment contract for an apprenticeship contract

Apprentices with an apprenticeship contract have employee status. They are therefore entitled to be paid a salary based on a percentage of the minimum wage (Smic). They also pay contributions towards their retirement and unemployment insurance. They receive social security cover and have the same number of paid holidays as other employees. They are also entitled to five days of leave to prepare for their exam.

Working hours

The apprentice's working hours are identical to those of other employees. However, the employer must let the apprentice complete professional theory classes during working hours, and these will be paid.

Working hours for apprentices under the age of 18 have been increased to up to 40 hours per week or ten hours per day for certain business sectors, with certain compensation conditions in place, compared with 35 hours per week/eight hours per day previously. This provision applies to contracts entered into from 1st January 2019 in the following business sectors:

- Construction;
- Public works;
- Creation, planning and maintenance of landscaped areas.

Remuneration

The apprentice's remuneration varies based on their age. Moreover, remuneration increases in each new calendar year of the performance of their contract. The company's collective agreement may set out more favourable conditions. Finally, specific provisions apply in the event of a series of apprenticeship contracts, repeating a year or any adjustment to the length of the contract.

2021 salary table for the apprenticeship contract

Year of apprenticeship contract	Age of the apprentice			
	15-17	18-20	21-25	26+
Year 1	€419.74 (27% of minimum wage)	€668.47 (43% of minimum wage)	€823.93 (53% of minimum wage)	€1554.58 (100% of minimum wage)
Year 2	€606.29 (39% of minimum wage)	€792.84 (51% of minimum wage)	€948.29 (61% of minimum wage)	
Year 3	€855.02 (55% of minimum wage)	€1041.57 (67% of minimum wage)	€1212.57 (78% of minimum wage)	

The monthly gross minimum wage on 1 January 2021 was €1554.58.

The amounts may change for different sectors or divisions.

I.3 Official recognition of a person's status as a worker with a disability (Reconnaissance de la qualité de travailleur handicapé – RQTH)

The RQTH is part of an administrative decision which enables people with disabilities to receive targeted assistance. It is an official recognition of a person's fitness to work, based on their disability and capabilities.

This **official recognition of a person's status as a worker with a disability (RQTH)** enables employees, including apprentices, to claim any assistance awarded for their disability, which can help them both to find a job and to keep it. RQTH status is granted for a period of up to ten years, or in some cases indefinitely. RQTH is granted to anyone aged 16 or over whose ability to find or keep a job is effectively reduced due to a physical, sensory, mental or psychological impairment.

The purpose of RQTH is to provide access to a range of measures implemented in order to help people with disabilities access the workplace.

RQTH

Reconnaissance de la qualité
de travailleur handicapé

RQTH provides access to:

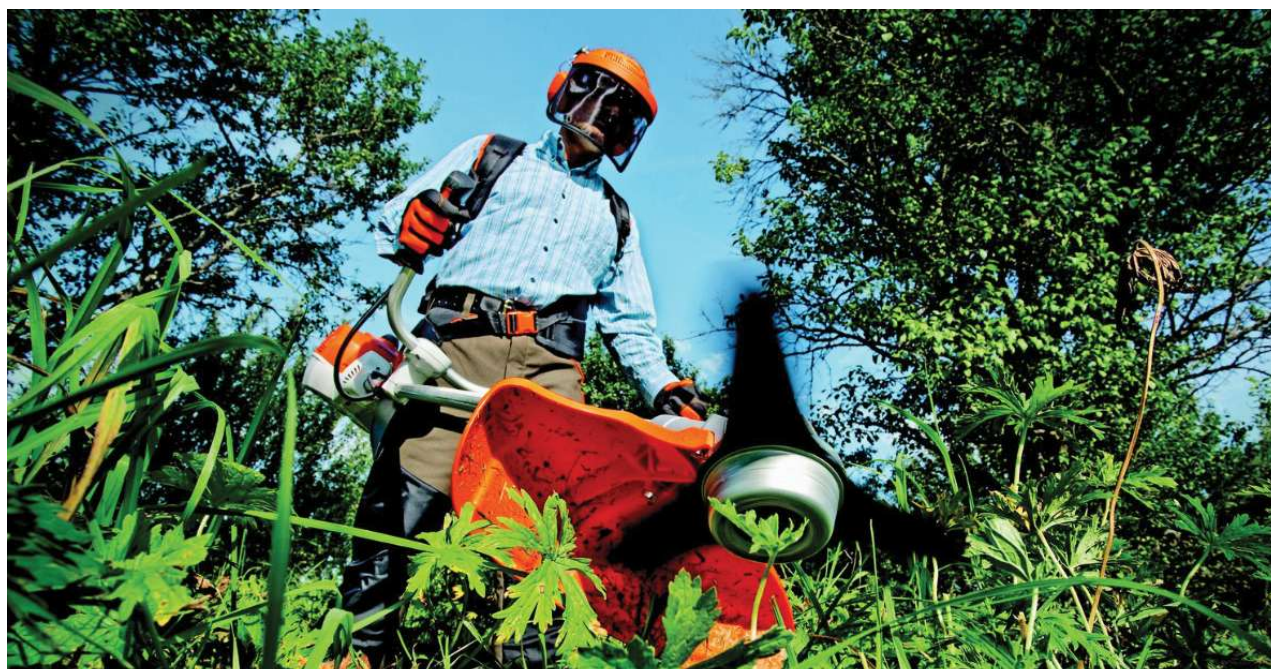
- workplace integration initiatives (including rehabilitation and re-education placements, **apprenticeship contracts**, etc.);
- adjustments to working hours and workstations;
- special job search support through services such as the Réseau Cap Emploi network;
- public sector roles, either through an adjusted competitive application process, or through specific contractual recruitment.

Who grants RQTH status?

RQTH status is granted by the Commission for the rights and independence of persons with a disability (CDAPH). The length of the decision-making process may vary depending on which French department you are located in. You must provide a medical certificate from the past 12 months.

If RQTH status is not granted, the Commission (CDAPH) may conclude either that the person in question will not be able to access a job at all, or that they will be access a job in the usual way (no recognised disability).

Existing contractual provisions such as the apprenticeship contract are adjusted in a specific way for workers with RQTH status.



I.4 Adjusted apprenticeship contracts

Adjusted apprenticeship contracts are aimed at workers with a disability who wish to do work-study training between a company and an ATC. They add to the provisions of a conventional apprenticeship contract, and cover:

- the length of the contract;
- the actual working hours;
- how the training is delivered;
- the age limit for apprenticeship contracts, which does not apply when the contract is entered into by a person with recognised worker with a disability status.

On 20/10/20, the French Ministry of Work, Employment and Integration stated that: *"Adjusted apprenticeship contracts are aimed at any worker who has **official recognition of their status as a worker with a disability (RQTH)** granted by the Commission for the rights and independence of persons with a disability (CDAPH)."*

For apprentices with a disability, the length of the apprenticeship can be extended by one year (so that the training lasts for a total of four years). In the event of an extension, the salary should be at least in line with the final year. Moreover, the minimum wage (Smic) percentage used to calculate remuneration increases by 15 points during the extension period, in comparison to the percentage applied before this period.

Who is it for?

Adjusted apprenticeship contracts are open to applicants from 16 years of age. There is no upper age limit. Based on the qualification in question, an apprenticeship contract can last between six months and three years. The maximum duration of three years can be increased to four if the apprentice has recognised worker with a disability status.

Decree no. 20206372 of 30 March 2020 sets out new potential arrangements for adjusting training for apprentices with a disability. The ATC Disability Officer puts in place these arrangements after seeking the advice of the person's general practitioner or of the MDPH doctor, which may relate to:

- Specific learning adjustment within the ATC;
- Remote training;
- Training provided by a body whereby the structure and learning are adjusted for people with disabilities, by way of an agreement signed by the ATC and the body in question.

As is the case for any apprenticeship contract, and as set out by page I.1, during the first 45 days (consecutive or otherwise) with the company, both the employer and the apprentice (or their representative) are free to terminate the contract without providing a reason.

From 1st January 2019, each ATC must nominate a Disability Officer (see page AA.6) responsible for ensuring that people with disabilities are integrated into the ATC.

The Agefiph website contains a lot of information on work-study programmes for people with disabilities.

Consult the Ministry's website here:



<https://code.travail.gouv.fr/fiche-ministere-travail/handicap-contrat-dapprentissage-amenage?q=Handicap>

Supported Apprenticeships (apprentissage accompagné) (AA)

Background:

The **GRAFIC association**, registered in 1992, was created by Brittany's medical and educational institutes (IME) to provide guidance on how people with disabilities can access and integrate into mainstream settings, and to provide preparation, work-study training leading to a qualification and apprenticeship contracts to enable young people with disabilities or difficulties fitting in to gain long-term access to jobs and social activities. They promote the **supported apprenticeship** method.

GRAFIC Brittany carried out a feasibility study in 1992-1993 which was funded by the Agefiph and the Regional Directorate of Work, Employment and Vocational Training (DRTEFP). In 1993 the first public service contract was signed by the Regional Council and Agefiph to support 25 apprentices.

Key dates:

- 1995: Creation of the **Réseau 2 APH** network.
- 2004: The 1000th apprentice received help from the Supported Apprenticeship scheme in Brittany.
- The Law on equal rights and opportunity, for the participation and citizenship of people with disabilities dated 11 February 2005 decreed that all students with disabilities should be able to access a training path adapted to their needs.
- Creation of the FIPHFP by the Decree of 3 May 2006, then of the dedicated apprenticeship fund in 2009, which were strengthened by new apprenticeship measures at the committee meeting of 11 December 2013.
- 5 November 2014: GRAFIC merged with **LADAPT**.
- October 2020: Réseau 2 APH files the apprenticeship training with the INPI property



2020: Réseau 2 Adjusted Apprenticeship and tools (French intellectual office).

AA.1 What is a supported apprenticeship?

Supported Apprenticeship as set out by this reference framework is based on the two pillars of apprenticeship and support. It was developed by the GRAFIC network and is maintained by **LADAPT** Ouest.

Apprenticeship: This forms part of the legal framework as described above. The apprenticeship forms the basis for the adjusted apprenticeship contract for people with disabilities. The provisions are set out on page I.4. However, supported apprenticeship goes beyond the legal provisions.

Support: complements the path of an apprentice with a disability, based on a proven and formal process. It involves a series of stakeholders who work with the person and their family. The Vocational Integration Counsellor (VIC) is an essential link in the chain.

Supported apprenticeship can be modelled as a series of phases and actions. Indeed, the document below from the earlier period (from 2003) describes the supported apprenticeship process as a series of phases:

Since then, the process has changed considerably as well as being enhanced by the experience and research actions

• **Monitoring the apprentice during their contract**

Overview of apprentice support, from the beginning of the process to the end of the apprenticeship contract

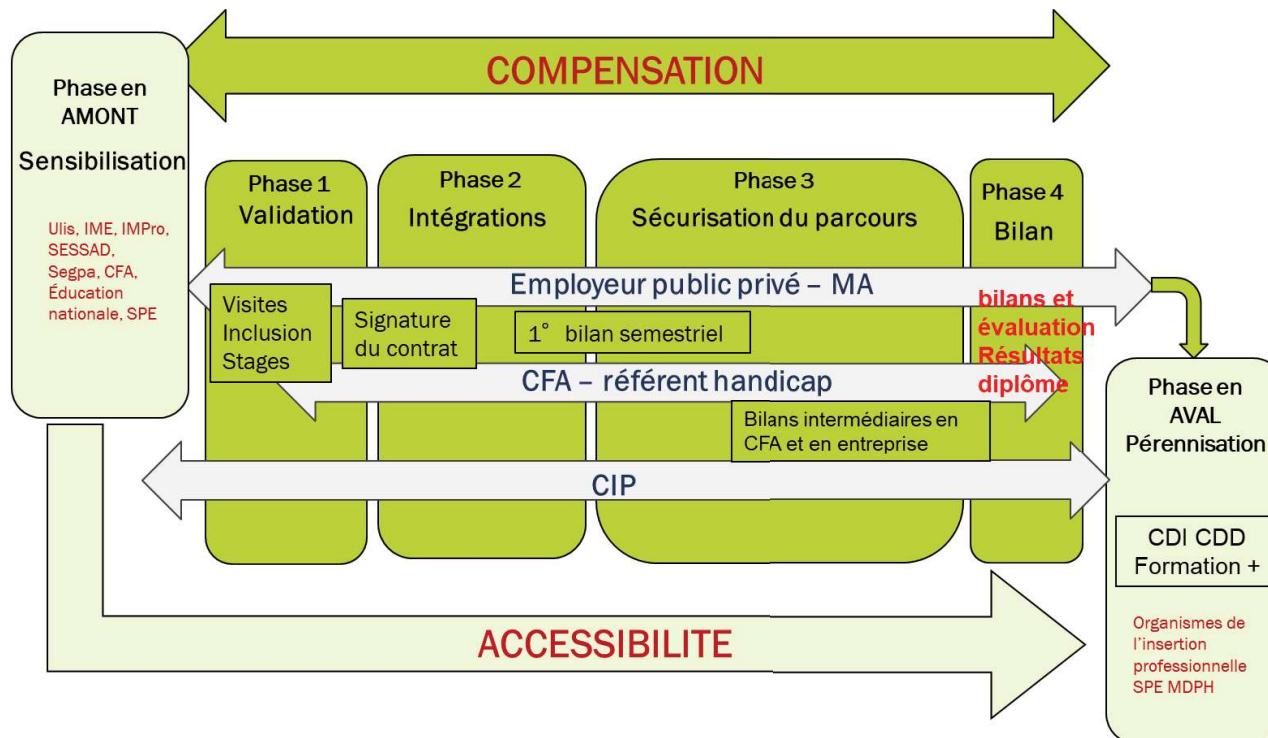
Phase 1	Phase 2	Phase 3	Phase 4
Help with preparing, checking and validating career plans	Supporting the transition from student status to work-study employee status	Securing the career path	Summary, recommendations, transition
During the final year of student status, before the contract is signed	For the first six months of the apprenticeship contracts	From 18-30 months based on the length of the contract	For the final four months of the contract

undertaken by organisations like **LADAPT**. Defining the process now is not only beneficial, but also a necessity. Indeed, there have been major changes in legislation since the process began. The removal of regional management by the 2018 law is undoubtedly one of the biggest changes to have taken place over recent years. Yet, supported apprenticeship has changed and kept pace with the legislative and social transformations. It should therefore be able to withstand any forthcoming changes. Therefore, formalising the process now provides a snapshot of the current situation, as well as enabling us to communicate and set dates for any future developments.



AA.2 The supported apprenticeship process

This process has been demonstrated by LADAPT Ouest's VIC team and modelled based on more than 20 years of experience on the ground. It is based on six phases and the actions to be carried out during each phase. The process that they use and would now like to record can be mapped as shown below:



There are two essential concepts in this process to distinguish the upstream and downstream phases of the remainder of the process (**compensation and accessibility**)

- **Temporary and individual compensation** to:
 - demonstrate the compensation requirements;
 - assess the compensation requirements;
 - fund the compensations based on the established scales (Disability compensation service PCH – MDPH funding; increase of costs covered for apprentices – OPCO funding, Agefiph, FIPHFP funding, etc.)
- **Accessibility**: collective and sustainable, environmentally focused. The France Compétences analysis note on managing disability, accessibility and universal design in professional certification reference framework, dated 18/04/2021, reiterates that the Law of 11 February 2005 on equal rights and opportunity, for the participation and citizenship of people with disabilities defines accessibility as a process which *"provides independence and participation for people with disabilities, by reducing or even eliminating firstly discrepancies between ability, needs and wants, and secondly between the various physical, organisational and cultural components in their environment. Accessibility requires the implementation of additional components which are necessary in order for anyone with a permanent or temporary impairment to be able to safely and freely travel and access all of the places, services, products and activities that make up a normal living environment."*

Therefore, managing disability is not only about internal employer issues, but also accessibility to places, services, products and activities.

Ideally, it should not be able simply resolving any issues that arise, but rather a universal design which stops accessibility problems occurring in the first place. In terms of managing disability, universal design means designing a product, piece of equipment or service which can be used by anyone, with any disability, without making any adjustments or creating a special design.

AA.3 Role and status of stakeholders in the supported apprenticeship process

List of stakeholders and parties involved in the supported apprenticeship process:

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	MDPH	Funding providers	ESAT	SPE	Educational services	SESSAD	Family mentors	VIC
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We can start by identifying the roles of some of these stakeholders during the supported apprenticeship process:

VIC	<ul style="list-style-type: none"> Helps the apprentice progress with their learning within the company, monitors their education and social development Provides support to the ATC on help for the implementation of compensation measures Provides support to the employer: recommendations on potential compensation measures, mediation, help with claiming funding Link with families Reports to funding providers on action taken
ATC/OF (Training body)	<ul style="list-style-type: none"> Disability Officer: Ensures that the learning adjustment plan is applied, raises awareness and advises the learning teams and other parties (health, organisation, catering, accommodation) Learning teams: implement the compensation measures set out by the learning adjustment plan.
Employer and Apprenticeship Supervisor	<ul style="list-style-type: none"> The Apprenticeship Supervisor helps the Apprentice to gain the necessary professional skills. They monitor the Apprentice's path with the employer Work team: helps with gaining professional skills Support roles: mentoring and completing administrative tasks for the apprentice
Mentors	<ul style="list-style-type: none"> Educational services help the apprentice with the social component Healthcare services provide support with the healthcare component
Family	<ul style="list-style-type: none"> Observe the apprenticeship experience and contact the relevant stakeholders
Funding providers	<ul style="list-style-type: none"> Financial contribution to setting up compensation measures



AA.4 The Vocational Integration Counsellor (VIC)

The VIC helps to resolve any professional issues. They provide advice and propose support actions to help with training, employment and integration. They inform and support people with disabilities and mentors on how to make choices and well-thought-out decisions.

Primary missions:

- Prepare an individual assessment on the situation of the person in question;
- Inform and provide guidance to people being advised;
- Help to prepare an integration pathway;
- Maintain a network of external partners;
- Monitor the integration activity;
- Provide administrative support.

The role is primarily carried out within the body which employs the VIC. The Counsellor may however be required to travel to other signatory or participating bodies, or to partner organisations, within a set geographical area. The role may therefore include regular travel.

The role is generally based on bilateral relations, but is evolving to include more teamwork both within the body that the VIC works for (professional team, receptionist, project managers), and externally (institutional work, partner relations).

Qualifications

■ L'Apprentissage accompagné

■ **L'équipe encadrante**
Des Conseillers en Insertion Professionnelle expérimentés dans l'accompagnement des apprentis

■ **Les moyens mobilisés**
Pour répondre aux besoins spécifiques de chaque apprenti, des compensations techniques et humaines peuvent être mises en place :

- Évaluation des besoins de compensation et définition des adaptations
- Adaptation pédagogique et aménagements des épreuves (de sélection, de positionnement, ou de validation)
- Équipement technique : acquisition - installation - appropriation - utilisation
- Soutien à la formation en entreprise
- Accès aux droits, mobilisation des dispositifs
- Accès à l'autonomie



There are degree-level qualifications available for this role. Based on your experience, you can access the role with a BTS or DUT qualification in humanities, economics and social sciences:

- TP (professional diploma) Conseiller en Insertion Professionnelle (Vocational Integration Counsellor – VIC);
- TP Chargé d'Accompagnement Social et Professionnel (Social and Professional Support Officer);
- A professional degree in human resources management specialising in integration, support and training.

Personal experience:

Why did you decide to become a VIC? Two professionals tell us their stories:

"I used to be a specialist educator, and I noticed that teenagers and their families found it difficult to imagine what type of work they could do once they'd finished school. I wanted to help them build their social and professional integration plans."

"I struggled after I finished school. It's not easy to find someone who can give you good advice, support and encourage you, and give you practical information which you can use to set realistic objectives as well as proposing solutions in order to achieve these objectives. I took on a number of placements which led me to this VIC training, and then joined the organisation."

INTITULE : CONSEILLER EN INSERTION PROFESSIONNELLE

FILIERE : SOCIO-EDUCATIVE

CONDITIONS D'ACCÈS :

Expérience attestée et reconnue, ou Certificat de formation pédagogique AFPA ou Certificat reconnu équivalent requis pour l'exercice du métier dans le champ de la formation, de l'éducation, du travail social, de l'animation socio-éducative...

MISSION GÉNÉRIQUE

Le Conseiller d'insertion professionnelle est chargé du développement, de l'organisation et de la mise en œuvre, en responsabilité et autonomie, des prestations de compensation au handicap, entrant dans l'offre de service Grafic :

- Pour l'accompagnement des apprentis
- Pour l'insertion professionnelle ou le maintien dans l'emploi de personnes handicapées moteurs ou déficients intellectuels (PPS HM/DI)
- Pour l'accompagnement de jeunes déficients intellectuels scolarisés (SESSAD professionnel)

ACTIVITES

Selon les prestations mises en œuvre

Créer les conditions du développement des prestations, sur le/les territoires d'affectation :

- Contribuer au développement et à l'entretien d'un réseau de professionnels, d'opérateurs formation, de prescripteurs
- Mobiliser et informer les parents, prescripteurs sociaux et entreprises et les organismes d'enseignement et de formation pour repérer et intégrer des bénéficiaires

Etudier et monter la solution individuelle de compensation :

- Assurer la médiation entre les acteurs concernés par la construction de la solution de compensation
- Etablir un diagnostic empirique et personnalisé des difficultés obstacles d'apprentissage et besoin de compensation : pour accéder, pour tenir le parcours, pour aboutir à la qualification)
- Etablir les conditions et le contenu de l'accompagnement individuel

Mettre en œuvre le processus d'accompagnement à l'apprentissage et à la scolarité :

- Organiser et réaliser les visites de suivi en entreprises
- Organiser, sur la base des référentiels techniques et de formation générale, et animer des ateliers de soutien à la formation
- Assurer l'accompagnement social individualisé

COMPÉTENCES ASSOCIÉES

Métiers :

- Construction et suivi du projet personnel
- Gestion de projet
- Accompagnement individuel et animation collective des bénéficiaires
- Transmission de l'information
- Communication écrite
- Outils informatiques

Transversales clés :

- Fonctionnement en équipe et en réseau
- Positionnement de la personne au cœur du dispositif
- Optimisation des ressources et de la qualité de la prise en charge
- Assurer les conditions d'hygiène et de sécurité
- Connaissance des situations de handicaps

AA.5 The Apprenticeship Supervisor (Maître d'apprentissage – MA)

In accordance with Order no. 2019-861 of 21 August 2019, the apprentice must be supported by an Apprenticeship Supervisor at the employer. This person is directly responsible for training the apprentice. They assume the role of mentor and are responsible for ensuring that the apprentice acquires the skills required for their desired qualification or diploma. They liaise with the Apprentice Training Centre (ATC).

The employer must ensure that the Apprenticeship Supervisor has time set aside within their working hours to support the apprentice and remain in contact with the ATC.

The Apprenticeship Supervisor must be an employee of the company who is willing to take on the role, must be 18 or over, and must have appropriate character references. If necessary, the employer or employer's spouse and business partner may take on the role.

The professional skills required of an Apprenticeship Supervisor are determined by the collective agreement for the relevant sector. If there is no such agreement, the professional skills required of an Apprenticeship Supervisor are determined by the regulations in force. The Apprenticeship Supervisor should meet one of the following conditions:

- Hold a qualification or diploma in the same professional field at a minimum of the same level sought by the apprentice, and have at least one year of professional experience in the area of the qualification which the apprentice is preparing for;
- Have proof of at least two years of professional experience in the area of the qualification which the apprentice is preparing for, or be at a minimum of the equivalent level.

Each Apprenticeship Supervisor may supervise a maximum of two apprentices or preparatory class students at the same time in one company, together with one apprentice who is repeating a part of their course.

Information taken from the investigation report "Supported apprenticeships for apprentices with disabilities through the GRAFIC scheme" ("L'apprentissage accompagné d'apprentis en situation de handicap au sein du dispositif GRAFIC"), November 2020. Sylvain Kerbourc'h.

In addition to the contractual component, the apprenticeship represents a meeting between the apprentice and their Apprenticeship Supervisor and other colleagues. It may be compensating for poor family support or the absence of family. One employer working in the landscaping sector explains it in the following way: *"I don't try to be a boss. It's more like being a big brother. We had been warned about his problems and difficulties with doing certain things. But in the end, we talked to him and he turned out to be far more capable than he thinks he is. I don't know his previous circumstances, but I don't believe that he is someone who should be in the protected sector."*

The GRAFIC VICs value the role of apprenticeship supervisors, which goes far beyond simply teaching the role, as it also contributes to the apprentice's social and professional development and improving their chances of finding a job in the future: *"It's true that some people have problems with understanding and memorising and require a lot of support, so I take my hat off to some of the apprenticeship supervisors who are patient and want to provide this support. Part of our role, our job, is also to show apprenticeship supervisors how to provide all of this support, as it is central to the scheme. We need to recognise their achievements in this area, and sometimes help them with the support they provide."* Nina, GRAFIC VIC

These support and adjustment tools help to align the operational standards of the Apprenticeship Supervisor or ATC teacher with those of the apprentice. These different "social worlds" can be brought together through a common language or structure used by the Apprenticeship Supervisor and the apprentice, often using basic tools: *"At our company we once had a young person who couldn't read. He was working in mass catering, and although the cleaner containers all looked the same, you had to use different products depending on the type of floor or work surface. We therefore set up a colour coding system"* Nina, GRAFIC VIC.

AA.6 The Apprentice Training Centre (ATC) Disability Officer

Since 01/01/19, each ATC now has to appoint a **Disability Officer**. Their role is to facilitate the career paths of young people with disabilities.

The Disability Officer:

- monitors how candidates are managed (before and during the course);
- secures the training path for apprentices with disabilities (including for exams);
- provides guidance to young people with disabilities;
- helps them to access the workplace;
- supports them at their workplace (liaising with their Apprenticeship Supervisor, mentorship team, integration managers and integration or maintenance counsellor from CAP emploi).

A ATC Disability Officer must listen and have a dialogue with apprentices with disabilities to help them to clarify, implement and secure their training plans in order to access the workplace. They also listen and speak to those who work with people with disabilities to raise their awareness and help them to make an active contribution to training and professional integration plans. They may include trainers, educators, apprenticeship supervisors, medical and social bodies, and specialist disability bodies.

A ATC Disability Officer must identify the negative impacts of any disability, and organise the collective implementation and monitoring of adjustment and compensation measures, and measures to improve training conditions.

The Disability Officer canvasses (in partnership with the employer relationship manager where relevant) and informs employers and makes them aware of apprenticeship-related measures and specific conditions under which people with disabilities can access jobs.

The Disability Officer is also responsible for implementing compensation services and coordinating the various stakeholders. They may delegate some or all of these actions, but they retain responsibility for them as part of their ATC missions (mandatory under the regulatory and quality process framework).

For situations that have been identified as being particularly complex, they can call on Agefiph's expertise and skills through its disability training resource (Ressource Handicap Formation – RHF). ATC Disability Officers can use these resources to confirm and/or refine compensation needs, or as a basis for an "exceptional or specific" funding application. They can also propose or use specific resources to help finalise a multi-partner intervention project.

The role according to ATC Disability Officers:

My missions: Identify apprentices who are struggling, propose support and compensations depending on the disability.

I have a dual role: I manage apprentices, but also manage the learning team (awareness on disability and potential adjustments).

I've been in my role for six months as a ATC Disability Officer. I trained as a social worker and I have experience of working for an ESAT (protected sector).

I've been in my role for two years. My role is 50% trainer and 50% Disability Officer. Being a trainer is a real plus, but I'd like to move towards a full-time Disability Officer role. I am planning to do a Disability Officer University Diploma (DU).

When I started my role as a Disability Officer, I watched the Agefiph webinar which describes a disability officer's missions. Now my online training is about different types of disabilities.

My plans: Create monitoring tools, continue to monitor training actions and exchange best practice with other disability officers, develop my network of specialist partners.

AA.7 Funding providers: focus on the Skills operators (OPCO)

The funding process for apprenticeship contract starts with first applying all ordinary law provisions which cover all apprenticeship contracts, and then finding funding to secure the training of apprentices with disabilities. Indeed, the 2018 Law on the freedom to choose your professional future sets out an increase in the amount of costs covered for training of people with disabilities.

The association for adjusted apprenticeships for people with disabilities (association pour l'apprentissage adapté des personnes handicapées – 2 APH) and the French Ministry of Work have developed a calculation tool to enable ATCs to assess the cost of the actions required in order to set up a training path for an apprentice with a disability in the private sector, and thus ensure that they can be covered by the OPCOs.

For apprenticeship contracts in private companies, the OPCO funds the training (statutory funding together with an increase for apprentices with RQTH status) which may be topped up by Agefiph grants.

For public sector employers, the FIPHFP supports apprenticeship contracts for people with disabilities.

OPCO work-study programme support for both individuals and employers:

The process of grouping professional disciplines under a specific OPCO is based on consistency criteria covering roles and skills, sectors, common skills-related challenges, training, mobility, local services and company requirements. There are currently 329 disciplines spread between 11 OPCOs.

OPCO apprenticeship contract payments were clarified following the publication of Decree no. 2019-1326 of 10 December 2019 on skills operators. The document in question sets out the work funding system which covers ATC operating costs, ancillary costs (subsistence, accommodation etc.) and investment costs. It sets out how skills operator payments will be made from January 2020.

Decree no. 2020-1450 of 26 November 2020 also sets out terms for the increase of support levels for apprenticeship contracts for apprentices with recognised worker with a disability status, as set out by Article L. 6332-14 (1) of the French Employment Code. The amount of payments made to apprentice training centres by skills operators can be increased to a maximum of €4,000, to take into account the apprenticeship path adjustment requirements and compensation requirements linked to the apprentice's disability. The Decree implements Article L.6332-14 of the French Employment Code. It amends the provisions of the French Employment Code and applies to contracts entered into from 1st January 2021.

How to identify the OPCO for a specific employer: Although you can use the company's NAF/APE code to find the OPCO, the collective agreement identifier (identifiant de convention collective or IDCC) is the most reliable way to ensure that you find the correct OPCO.

Agefiph and FIPHFP support for the Apprentice Training Centres (ATC) and training bodies (OF)

Agefiph and FIPHFP are working on a shared intervention package which covers all regions, to support the preparation of employment access paths for people with disabilities. This package aims to:

- help to provide information to, train and organise networks of disability officers;
- share compensation and accessibility development tools;
- create shared equipment lending platforms to pool responses to requirements;
- create a shared "pool" of public and private sector employers which apprentices can find through the ATCs;
- co-create professional development workshops on the topic of disability, employment and training.

Agefiph has a "Disability and Training" Officer in each region, who acts as the point of contact for ATC apprenticeship officers.

Regional aid is often provided through skills investment plans (PIC), and can vary between regions. For information on PICs, consult the Regional Council for the region in question.



AA.8 Additional information and Agefiph funding

For private sector employers:

Agefiph has changed the rules of its work-study recruitment grants. Agefiph grants are in addition to statutory grants. Their primary purpose is to fund any additional costs linked to the compensation of the disability. Companies recruiting for work-study, apprenticeship or "professionalisation" contracts may be eligible for grants. The amount depends on the length of the contract signed.

The primary purpose of Agefiph's services and funding is to secure the career paths of people with disabilities, and above all to compensate for the disability when working. Agefiph offers people with disabilities and private companies financial help and support for:

- their projects;
- their preparation, access, maintenance and development processes;
- their jobs.

Agefiph departments regularly revise the rules, so please check the most recent version.

The support provided to individuals or companies may be delivered by Agefiph itself, or by its specialist partners and service providers, depending on the beneficiaries and their requirements.

On its website, Agefiph provides details of grants for entering into an apprenticeship contract with a person with a disability.

Agefiph's apprenticeship contract signing grant is available to any employer that recruits a worker with a disability under an apprenticeship contract for a minimum of six months. In order to be eligible, the work-study student with a disability must work at least 24 hours per week (unless there is a legal or contractual exception which means that this can be reduced to 16 hours per week).

The maximum amount of the apprenticeship contract signing grant is €3,000 per company, pro-rated based on the length of the employment contract and paid from the sixth month of performance of the contract.

The grant may be extended if the student has to repeat a part of the process, or if they decide to prepare for an additional study option. It may also be renewed if the work-study student is preparing for a higher-level qualification. Grants under this scheme can be received alongside other Agefiph grants, and alongside government and regional employment and access to the workplace grant schemes.

Agefiph is increasing its work-study support in line with the government's recovery plan announced in 2020. Agefiph grants can be received alongside grants from the government "one young person, one solution" ("1 jeune 1 solution") plan and other Agefiph help. Awards have been revised upwards from €500 to €1,000 based on the length and type of contract. The basic grant of €500 to €3,000 has therefore been increased to €1,000 to €4,000, depending on the length and type of contract.

Other one-off grants can be claimed if advised to do so:

- Hosting, integration and professional development grant (Aide à l'accueil, à l'intégration et à l'évolution professionnelle): maximum of €3,000;
- One-off grant for setting up remote working (Aide exceptionnelle à la mise en place du télétravail): maximum of €1,000;
- Training equipment grant (Aide équipement pour les formations) €500;
- Travel grant (Aide aux déplacements): maximum of €100 per day;
- Operational support grant (Aide soutien à l'exploitation): grant of €1,500.

For ATCs and OFs

Agefiph has set up a student requirements assessment tool to use where there are additional costs for greater adjustment needs. This enables the amount of costs to potentially be increased further.

Agefiph rules also allow for funding of compensation needs for apprentices covered by the workers with disabilities employment obligation, who do not yet have RQTH status.



This tool is available at: <https://www.agefiph.fr/sites/default/files/medias/fichiers/2021-09/Evaluation%20des%20besoins%20des%20apprenants%20en%20situation%20de%20handicap%20AGEFIPH%20>





Specific provisions in a particular sector: the OETH

The OETH association (obligation to employ workers with a disability) is the only disability-related agreement in the private, non-profit health, social and medico-social sector. Approved by the French Ministry of Work in 1991, the OETH agreement is the first agreement on the obligation to employ workers with a disability in the private, non-profit health, social and medico-social sector. It now serves more than 16,500 institutions and 600,000 employees, and is signed by the French Croix-Rouge, Fehap, Nexem and the following trade union organisations: CFDT, CFTC, CFE-CGC, CGT and FO.

OETH provides funding capped at €5,000 per year once third-party grants have been deducted, when signing an apprenticeship contract for any role (apprenticeship or "professionalisation" contract).

Funding under the "OASIS handicap" scheme is capped at €10,000 per year. OASIS handicap offers support for people with disabilities to gain on-the-job qualifications in the social and medico-social sector. It also helps people covered by an ESAT, supported employment and long-term jobseekers.



Consult the website here: <https://www.oeth.org/employeur/employeur/les-aides-financieres>



AA.9 The FIPHFP: a public sector funding provider

For public sector employers

The purpose of the Fund for the integration of persons with disabilities into the public sector (Fonds pour l'insertion des personnes handicapées dans la fonction publique) is to help people with disabilities find jobs in the public sector, or helping them to keep working by compensating for their disability.

In keeping with this aim of helping people to find a job and keep working, the FIPHFP provides personal funding for materials and technical equipment, human resources and even training.

It also helps public sector employers to develop policies for staff with disabilities. Disability policies should gradually work towards achieving the 6% minimum employment rate, and above all offer suitable and sustainable working conditions for people with disabilities.



In 2021, the FIPHFP covers the following items for the apprenticeship contract:

- Training costs of up to €10,000 per year (including registration costs and additional costs). Applications should be submitted no later than two months before the training date, and should include a quote;
- Travel, accommodation and subsistence costs, with other funding deducted, up to a maximum of €150 per day for all costs;
- The FIPHFP also helps to cover the costs of targeted social and learning support for apprentices with disabilities, capped at an annual ceiling of 520 times the gross minimum hourly wage. This grant can be claimed once a year for the duration of the contract;
- The FIPHFP covers, with other funding deducted, up to 80% of the gross remuneration and employer's costs (with any financial aid that the employer receives for this job having been deducted) for each year of the apprenticeship. This grant can be claimed throughout the apprenticeship contract;
- Via the public sector employer, the FIPHFP will pay the apprentice a lump sum of €1,525 to cover the costs of the beginning of the apprenticeship. This grant can be claimed once for each qualification;
- If, at the end of the apprenticeship contract, the employer gives the apprentice a permanent position, the FIPHFP will pay an additional integration payment of €1,600. This grant can be claimed once.

In addition to the grants set out above, and within the limits of the applicable cumulation rules, the FIPHFP offers the following targeted grants:

- Adjustments to the work environment grant: €10,000 over three years;
- Funding for visual sign language interpretation equipment covering up to 60% of the expense incurred, up to €6,000 per year, including buying the equipment, subscription, maintenance, training and the cost of the service;
- Grant for commuting costs;
- Equipment grant for training courses: €500.

Go to the FIPHFP website to browse its services.

Also see: <https://www.cap-metiers.pro/Fiches-techniques/FAQ/447/Contrat-apprentissage-secteur-public/>

A different process for regional authorities



For regional public sector jobs, since 2020 the CNFPT covers 50% of training costs for apprentices employed by regional authorities and public institutions, while employers fund the remaining costs.

Source: Law no. 2019-828 of 6 August 2019 and circular no. 6097 of 8 July 2019.

In addition, since 1st March 2021 a new apprenticeship grant application submission platform has been open for regional authorities and public institutions.



You can submit the application using the form available at: <https://www.asp-public.fr/aide-pour-le-recrutement-des-apprentis-par-les-collectivites-territoriales>, which covers apprenticeship contracts entered into between 1st July 2020 and 31 December 2021.

AA.10 The RACI model (Responsible, Accountable, Consulted, Informed) is used to identify the role of each stakeholder

The so-called RACI model has been used in this reference framework for each action identified, to better gauge the role and function of each participant in the supported apprenticeship process. The RACI model is often used in project management. It is based on a cross-reference table listing stakeholders and actions. The suggested RACI for each action is shown for information purposes. It sets out the position and role of each stakeholder involved in the action. This RACI model provides a systematic list which can be used to check that all of the relevant stakeholders have been involved based on their status. A colour coding system highlights **R** who completes the work and is therefore central to the action.

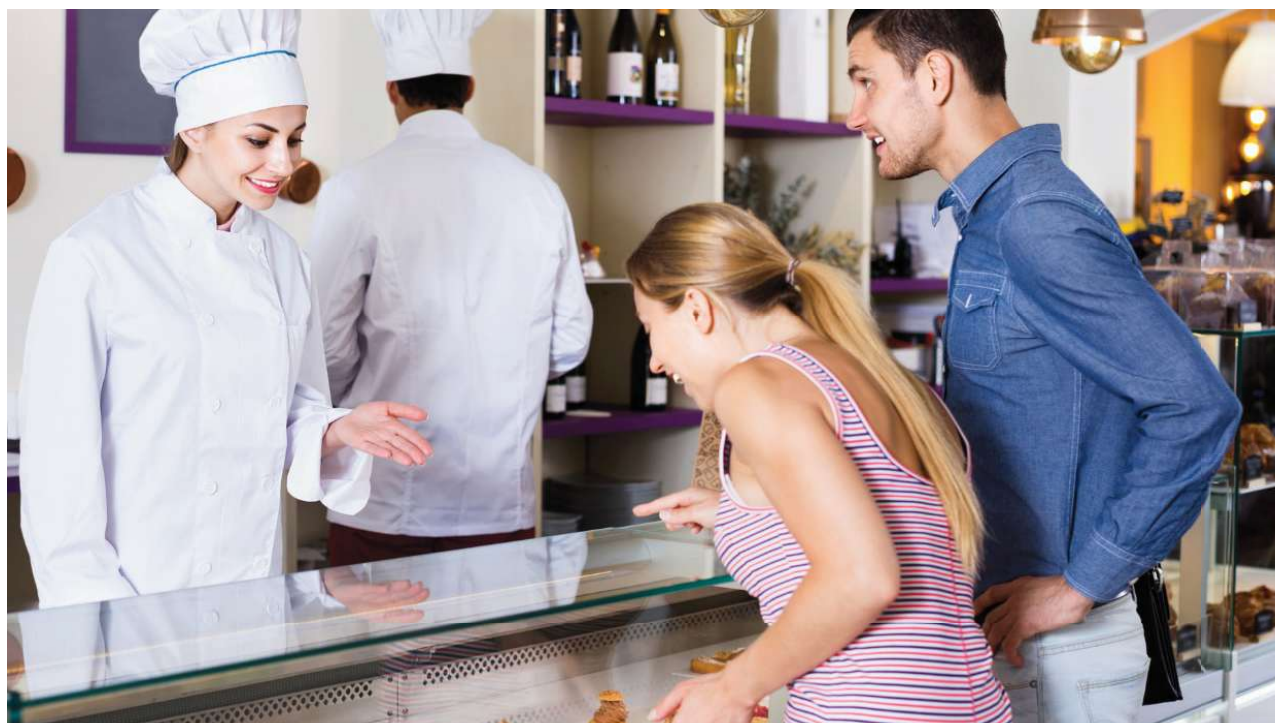
RACI are the initials of the roles of all stakeholders involved in a process.

- **Responsible**: The person who completes the work. The responsibility for the work can be shared. The degree of responsibility is set by the person marked "A".
- **Accountable**: The person with the power to change the process. They are responsible for the activity or decision. This includes the authority to say "yes" or "no", and the power of veto.
- **Consulted**: The person involved in the process when additional information is needed. They are consulted before a final decision is made or action taken.
- **Informed**: The person who must be informed after a decision or action is taken. They may have to complete an action before the activity can be closed.

Involvement of stakeholders in the supported apprenticeship process

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	MDPH	Funding providers	ESAT	SPE	Educational services	SESSAD	Family mentors	VIC
36	36	36	22	25	22	8	8	6	11	34	9	52	45

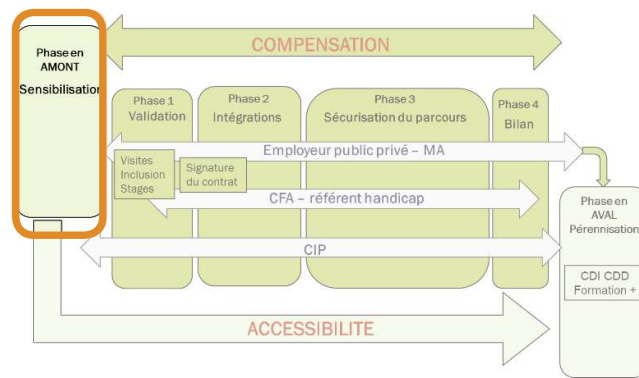
The total in each column (for information purposes only) is for the number of citations which appeared in the RACI table and give an idea of the overall investment that each stakeholder must make during the process. The mentors and VICs are of course the most invested in the process.





PAM. UPSTREAM PHASE (PhaseAMont)

This phase takes place prior to the supported apprenticeship process. Although it is not really a part of the process, it is intrinsically linked. Indeed, in order for the supported apprenticeship process to be deployed, the stakeholders on the ground need to be made aware of the issues in advance. This phase promotes the system for apprentices with a disability, and therefore kicks off the process.



At the start of this reference framework, Anthony Collet gave a description of his path:

"I started college on the SEGPA course (adjusted general and professional teaching section). From the third year of collège (ages 13-14), I did work experience with companies and visited technical and professional "lycées" (high schools for ages 15-18) as well as the Lorient and Vannes ATCs. In the fourth year of collège (14-15), I made a decision on my future career during a placement where I worked in the kitchen and in service. I realised that I enjoyed working with customers."

Stakeholders: VIC, teachers, educators, mentors. It covers people aged 15 and over, medical and social welfare centres (ESMS), companies, ATC, public employment services (SPE), National Education (EN), etc.

Partners: ESMS, ATC, National education, localised units for academic inclusion (ULIS) and adjusted general and professional teaching sections (SEGPA), public employment services (SPE: Cap Emploi, local missions, Pôle emploi), support centre in each French department for persons with disabilities (MDPH).

Method:

The family, mentor or person with a disability calls on the partners for an apprenticeship project. They direct them to the closest Vocational Integration Counsellor.

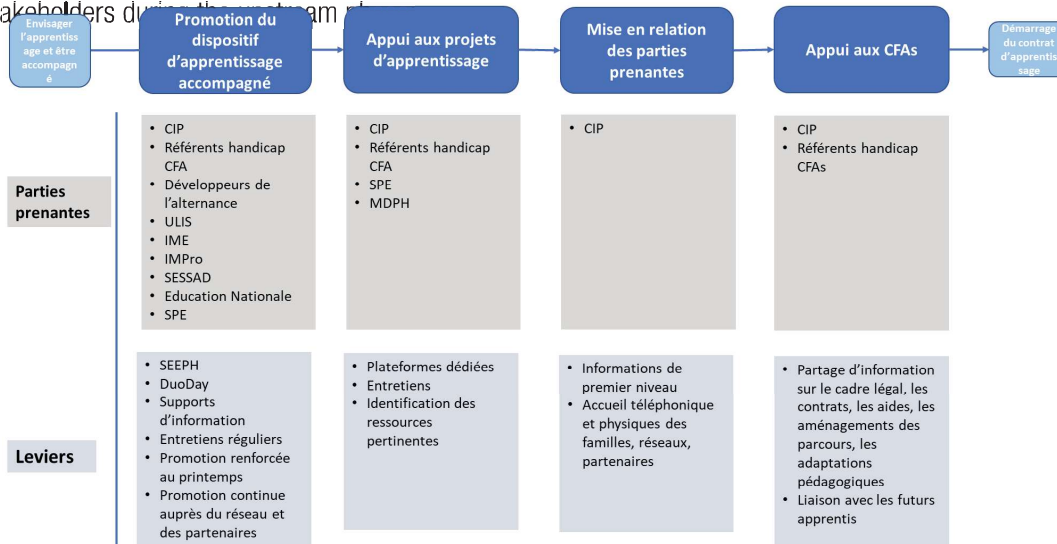
The VIC describes the project preparation and validation phases:

- Trial work placement;
- Validation placement;
- Looking for an ATC and an employer.

It requires:

- Promotion of the apprenticeship with the ESMS, National Education and SPE;
- Awareness meeting and disability information with ATC and OF;
- Length: continuously throughout the year.

Role of stakeholders during the upstream phase



Example:

The brochure produced by **LADAPT** is useful in this upstream phase:

LADAPT
OUEST
www.ladapt.net

LADAPT Bretagne
Apprentissage accompagné

Sécuriser la formation professionnelle en alternance

Association loi 1901, reconnue d'utilité publique

PHASE 1: Validation

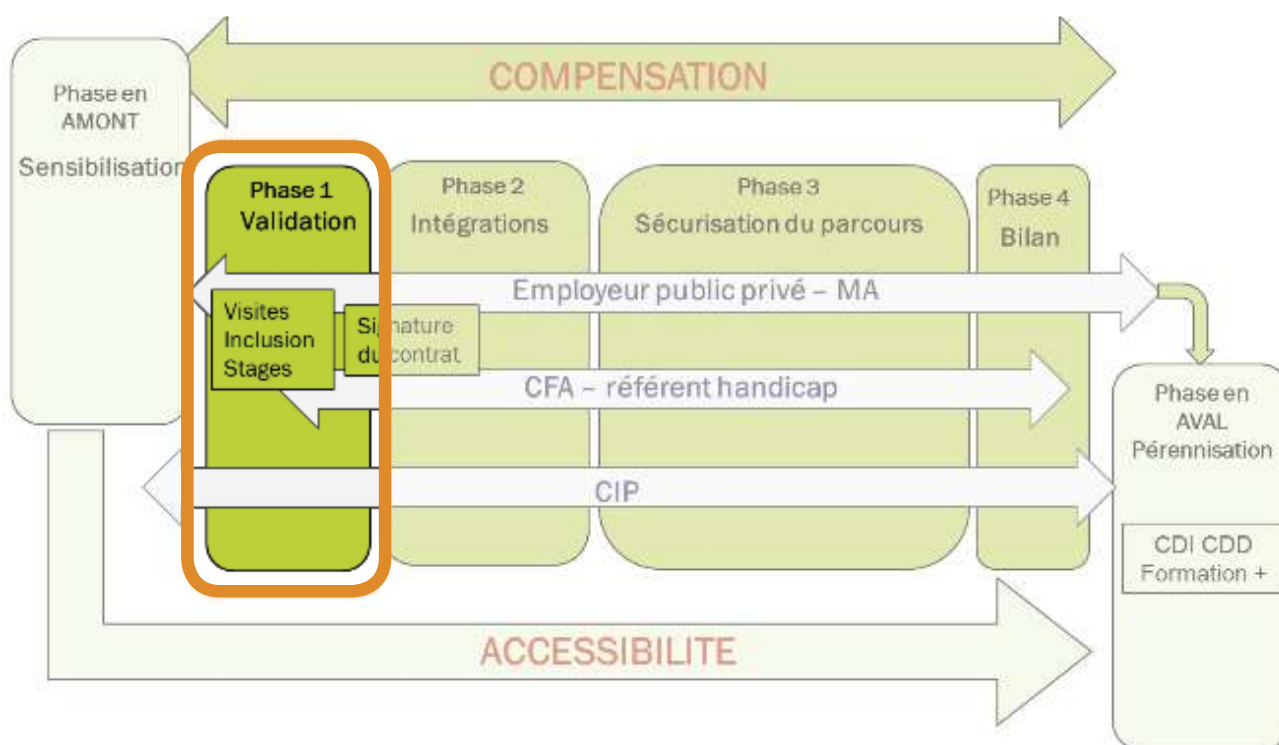
Stakeholders involved in this phase: VIC, ATC and Disability Officer, employer's HR, Apprenticeship Supervisor, Integration Manager, schemes of the Therapeutic, Educational and Learning Institute (DITEP), IME and ULIS, ESAT, EN, family and mentors.

Actions to be undertaken:

1. Finding out about ATCs and companies
2. Registering with the ATC with **LADAPT**'s support: finding out about workshops and the apprenticeship framework
3. Placement with an employer
4. Looking for an employer and an ATC
5. Negotiating an apprenticeship contract with the employer
6. Administrative processes

Length: beginning of the phase is between 3 and 10 months after signing the contract.

End point: Signing the apprenticeship contract shown on page I.1.



1.1 Finding out about potential work-study courses with the ATC and employers

Initially, the future apprentice finds out about open days organised by the various ATCs in their employment area. They also look at local online resources. At the open days, they can meet different employers and set a date for a trial work placement.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	Educational services	Family mentors
RA	A	CI	A	I	RACI	CI	RACI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).



Useful documents and references:

Open day example.

Also see: page I.1 and the ONISEP Regional public guidance service (SPRO) website.

1.2 Registration with the ATC: Find out about workshops and the apprenticeship framework.

To find out about ATC workshops, the applicant may:

- Obtain a placement agreement issued by the academic institution. The institution which the applicant is attached to sets up a placement agreement for an immersive experience with the ATC technical facility;
- Register for an apprenticeship preparatory course (State Skills Investment Plan - funded by the Caisse des Dépôts et Consignation): The preparatory course is a good route into an apprenticeship, and offers:
 - a support path which enables the young person to identify their skills and knowledge, build the relationships that they need in advance and secure their place on the apprenticeship contract;
 - support for the company taking on the young person with the administrative tasks required for the recruitment of work-study students.

The preparatory course may take a few days or several months, depending on the young person's circumstances and plans.

- Obtain an agreement for a professional immersion period (PMSMP). PMSMPs are open to anyone who received personalised social and/or professional support, regardless of their status, age or support framework.

Who does what? :

Apprentice	ATC	Disability Officer	Integration Manager	Educational services	Family mentors	VIC
RA	A	ACI	RACI	CI	ACI	CI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

<p>An apprentice is in the final year of the ULIS. They have completed various successful placements with companies. They register for two days with the ATC. They feel stigmatised because of their disability. They start to question their career plans.</p>	<p>Work with the ATC on accessibility throughout the year. Set up an immersion for two or three students, or a ULIS visit to the ATC.</p>
<p>An apprentice has validated a career plan, but does not want to sign the apprenticeship contract before taking their summer holidays.</p>	<p>Register again in a different way, in another institution, with the help of a "veteran" - peer help (if possible, find a class where there are long-term ULIS students). Reassure, inject new energy into the project, explain differences in status: e.g. student, apprentice.</p>



Useful documents and references:

- Placement agreement issued by the academic institution:
<https://www.enseignementsup-recherche.gouv.fr/cid88594/convention-de-stage.html>
- PIC prépa apprentissage
<https://travail-emploi.gouv.fr/le-ministere-en-action/pic/prepa-apprentissage-pic>
- PMSMP
<https://www.pole-emploi.fr/employeur/vos-recrutements/preparez-vos-recrutements/anticipez-vos-recrutements-avec.html>



1.3 Placement with an employer

The process for finding out more about companies is primarily based on the documents set out on the previous page.

The applicant and those supporting them contact companies to look for a placement, and can ask for a CIP to create a report at the end of the placement.

Who does what?

Apprentice	Employer HR	Apprenticeship Supervisor	ESAT	Educational services	Family mentors
RA	R	CI	C	CI	A

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

An employer takes on an apprentice for a placement. At the end of the placement, the employer indicates that everything has gone well, but that they don't want to extend the placement. The placement assessment is not objective.	During this discovery period, you should do at least two placements with two different companies, and find out their opinions on the relevance of the career plan.
An apprentice's father is a mechanic. The apprentice did three placements with garages during their third SEGPA. They have registered for the car mechanic professional skills certificate (CAP).	Has the project been validated? To make sure, you should organise placements with other, neutral companies which have no link to the family.

Useful documents and references:

Example of company placement report prior to contract

From 25/11/2019 to 6/12/2019	
Role: Shadowing placement with a hairdresser	
Name of trainee: Josiane (Jo)	
Company/Host institution: XX Hairdresser	
Address:	
Telephone:	
Name of mentor: Mrs Le Normand	
Objectives:	
Objectives of the immersion period	Description of duties
Shadowing placement: <ul style="list-style-type: none"> - Finding out about the job - Finding out about the professional environment - Learning how to be professional 	<ul style="list-style-type: none"> - Welcoming customers - Window display - Laundry - Cleaning the salon

Report dated: 3/12/2019

Criteria	Explanation of criteria	Assessment			
Presentation					
Overall presentation	Clean and tidy appearance Personal hygiene	<input type="checkbox"/> Very good	<input checked="" type="checkbox"/> Good	<input type="checkbox"/> Could be better	<input type="checkbox"/> Very bad
Punctuality Attendance	Arriving on time each day	<input checked="" type="checkbox"/> Always on time and no absences	<input type="checkbox"/> Very infrequent lateness and absence with good reason	<input type="checkbox"/> Frequent lateness and absence with good reason	<input type="checkbox"/> Frequent lateness and absence without good reason
Compliance with rules	Minimum discipline for any job	<input checked="" type="checkbox"/> Willingly complies with all rules	<input type="checkbox"/> Sometimes forgets	<input type="checkbox"/> Has problems complying with the rules	<input type="checkbox"/> Cannot comply with the rules
Work					
Motivation	Motivation and energy at work	<input type="checkbox"/> Energetic and motivated	<input type="checkbox"/> Motivated but not energetic	<input checked="" type="checkbox"/> Not very motivated	<input type="checkbox"/> Passive and unmotivated
Working pace	Working quickly	<input type="checkbox"/> Works quickly	<input type="checkbox"/> Works quite quickly	<input checked="" type="checkbox"/> Works slowly	<input type="checkbox"/> Works very slowly
Reliability and consistency	Working reliably over a long period	<input type="checkbox"/> Very consistent	<input type="checkbox"/> Quite reliable	<input checked="" type="checkbox"/> Rather unreliable	<input type="checkbox"/> Unreliable and inconsistent
Work quality	Work completed to a good standard as required	<input type="checkbox"/> High quality	<input type="checkbox"/> Average quality	<input checked="" type="checkbox"/> Very average quality	<input type="checkbox"/> Mediocre quality
Maintenance of work area	Cleaning of work area and equipment	<input type="checkbox"/> Very good	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Forgets some things	<input type="checkbox"/> Not good
Physical resilience	Stamina and sustained effort	<input type="checkbox"/> Good	<input checked="" type="checkbox"/> Average	<input type="checkbox"/> Very average	<input type="checkbox"/> Poor
Ability to learn	Being capable of doing something after being shown	<input type="checkbox"/> Yes	<input type="checkbox"/> Some problems	<input checked="" type="checkbox"/> Many problems	<input type="checkbox"/> No, does not understand
Comprehension, adjustment					
Initiative	Can make an independent decision on less important matters	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> Poor	<input checked="" type="checkbox"/> None
Ability to think things through	Thinking before acting	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input checked="" type="checkbox"/> Poor	<input type="checkbox"/> Very poor
Ability to work independently	Bring able to complete a task set by the manager without having to ask for further advice	<input type="checkbox"/> Independent	<input type="checkbox"/> Somewhat independent	<input type="checkbox"/> Not very independent	<input checked="" type="checkbox"/> Not at all independent
Checking of work	Checking if the work completed is in line with what has been requested	<input type="checkbox"/> Checks thoroughly	<input type="checkbox"/> Checks some of the time	<input checked="" type="checkbox"/> Does not check very well	<input type="checkbox"/> Does not check at all
Relationships with others					
Relationships with the team	Attitude towards work colleagues	<input checked="" type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Some problems	<input type="checkbox"/> Many problems
Relationship with manager	Attitude towards line manager	<input checked="" type="checkbox"/> Very good	<input type="checkbox"/> Good	<input type="checkbox"/> Some problems	<input type="checkbox"/> Many problems

Tasks carried out:

- Folding towels
- Sweeping
- Greeting customers, taking coats
- Putting on robes
- Preparing the Christmas window display
- Helping to put in hair rollers
- Offering and serving coffee

Job structure:

Josiane completed a 15-day placement at a hairdresser's salon. She worked from Monday to Friday (except Wednesdays), the same hours as the boss. She joined a team of three hairdressers. She went back home at lunchtime.

The salon's customers encompass local people from a wide age range and a range of backgrounds.

Skills identified:

- Friendly
- Punctual, polite
- Cleans and sweeps hairdressing area after being asked to do so
- Folds towels: with model and help
- Offers customers a coffee: needs help to serve it
- Can put robe onto the customer but needs help to fasten it

Conduct:

Josiane is polite, friendly and has a good relationship with customers. Her punctuality and attendance has been good throughout the placement. She works as part of a team. She needs to be actively asked to do something, or she will take a step back. Josiane is happy to wait passively for the boss to tell her what to do.

Josiane does not currently come across as professional. Her behaviour is slightly childish (jumped for joy when she was told that she would have a rest day on Wednesdays, giggles when someone talks to her). Josiane does not seem to grasp the importance of the feedback given to her.

Observations/comments:

Josiane states that she does not wish to work in a hairdresser's in the future. She enjoyed working with the team and customers, but cannot see herself doing this job. The boss, Ms Le Normand, agrees with Josiane's comments.

Ms Le Normand states that Josiane was not committed to the placement. She had to be told what to do - no initiative taken. She did not automatically sweep as soon as the customer had left. She is not able to complete tasks independently. You need to specifically ask her to do things.

As an example of this: Josiane offers customers a coffee but is not able to start up the coffee maker, and is too shy to ask for help.

Some points to note:

- To support Josiane, it is essential to give her one-off, concise and precise instructions;
- Create a welcoming environment with a climate of trust;
- Ask Josiane to do things and demonstrate tasks;
- Ask her to work in a small team and have a main contact person.

1.4 Looking for an employer and an ATC

This search usually starts with statutory websites (apprenticeship grant) and local networks.

Since the 2018 Law came into force, even if the apprenticeship applicant is unable to find an employer, they can still register with the ATC to do a six-month training course of their choice. The ATC has the final say on this, and may change their decision.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Educational services	Family mentors	VIC
RA	AC	CI	A	CI	RCI	R	RI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

During the placement appraisal, the VIC informs the employer of the disability and support needs. They mention the associated funding, but the employer seems reluctant.	The VIC suggests a schedule of meetings to look at the support in stages. If at this stage any difficulties arise, it may be wise to look for a new employer.
An apprentice benefits from a very positive and supportive family environment. They validate their career plan by completing placements. The ATC identified is far away. The work-study programme will require the apprentice to travel and be independent.	Prepare the integration plan and travel to the ATC

Useful documents and references:

Map of ATCs and OFs from the regional CARIF and SPRO (Regional public guidance service). Guidance should be made an entirely separate public action area in order to legitimise the SPRO's lifelong and current guidance work. Guidance should be more easily understandable for any audience, regardless of age or status. It should help to build both personal and career plans which meet everyone's needs, based on the economic needs of each region, and helping with gaining and boosting independence.

The apprenticeship grant is developed in each region by the CCI consular networks and CMA professional networks.



Websites:

- Public sector jobs: <https://place-emploi-public.gouv.fr/>



- Agefiph
- Duoday Alternance

Voir fiche I.1

1.5 Negotiating an apprenticeship contract with the employer

The VIC provides an overview of funding, aids and grants (government, OPCO and Agefiph, FIPHFP) to ensure that apprentices with disabilities can receive support. These differ depending on whether the apprenticeship is with a private company or a public institution (see page AA.7,8,9).

The one-off government apprenticeship grant is reserved for companies recruiting apprentices who are preparing for a qualification or professional diploma which is at an equivalent or lower level than the Baccalaureate. The following conditions must be met:

- The company must recruit an apprentice on an apprenticeship contract;
- The company must have at least 250 employees;
- The company must recruit an apprentice who is preparing for a qualification or professional diploma which is at an equivalent or lower level than the Baccalaureate (or Baccalaureate + two years for overseas regions and departments).

The employer must send the apprenticeship contract to their OPCO. According to the OPCO, the contract must be submitted either online via their website, or by post. Amount of the grant paid by the Service and Payment Agency (Agence de service et de paiement – ASP):

- on an exceptional basis under the 2020-2021 recovery plan: year 1 of contract performance: the grant amount is €5000 for an apprentice under the age of 18, and €8000 for an apprentice over the age of 18.
- Year 2 of contract performance: the grant amount is €2000.
- Year 3 of contract performance (and year 4 if the contract is longer than three years): the grant amount is €1200.

Who does what?

Apprentice	ATC	Employer HR	Apprenticeship Supervisor	Integration Manager	SPE	Educational services	Family mentors	LADAPT VIC
R	RA	RA	RC	RC	R	CI	R	CI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

An apprentice needs more time to get acquainted with an apprenticeship. The VIC advises a three-year apprenticeship contract.	Negotiate a longer apprenticeship contract with the employer. Also be aware of any appraisals, including the 18-month appraisal.
An apprentice aged 26 or over must negotiate their own apprenticeship contract.	Look for potential funding and opportunities with different private and public employers in a sector which interests the apprentice.



Useful documents and references:

Cerfa 10103*03 FA16 form: Form to claim payment of apprenticeship grants - lump sum compensatory payment:
https://travail-emploi.gouv.fr/IMG/pdf/formulaire_1ace3.pdf

One-off 2021 funding:

<https://travail-emploi.gouv.fr/formation-professionnelle/entreprise-et-alternance/aide-exceptionnelle-apprentissage>

https://www.alternance.emploi.gouv.fr/portail_alternance/jcms/leader_9920/l-aide-unique-pour-les-employeurs-qui-recrutent-en-apprentissage

⁴² <https://www.service-public.fr/professionnels-entreprises/vosdroits/F23556>

1.6 Administrative processes

Registration with the ATC

The **apprenticeship contract** is a written private-law contract. It may be a limited-term contract (CDL) or a fixed-term contract (CDD). A permanent contract (CDI) will begin with an apprenticeship period. Editable Cerfa form no. 10103*09 - French Ministry of Work: FA13 (see page I.1) and its explanatory note. For the apprenticeship contract, you will need documents containing the requested information:

- Information about the company: SIRET (company registration) no. of the employer's business/establishment, supplementary pension fund, headcount of the employer's business/establishment;
- Information about the Apprenticeship Supervisor: qualifications, professional experience, and the number of apprentices and work-study students that they supervise;
- The apprentice's CV showing their previous career path and, if required, any previous apprenticeship contract;
- The company's collective agreement.

The employer registers the contract with the chamber of commerce responsible for recording apprenticeship contracts. Once the contract has been registered, the Chamber then sends the declaration into DREETS (see French Employment Code Art. R. 6223-4). Since 1st April 2021, DIRECCTE is now DREETS (Regional directorates for the economy, employment, work and the community – Directions régionales de l'économie, de l'emploi, du travail et des solidarités). They are the single regional point-of-contact for any issue regarding employment policy and the labour inspectorate.

The employer must send the apprenticeship contract to the skills operator with the support of the chambers of commerce, within five working days of the beginning of the contract (or apprenticeship period for a permanent contract). They can complete this submission online. The skills operator has 20 days to decide whether or not to cover the costs of the contract. If the OPCO fails to respond, the application is automatically rejected. Submission of the apprenticeship contract is free-of-charge.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	ESAT	SPE	Educational services	Family mentors	VIC
CI	RA	I	A	I	RCI	I	R	CI	CI	RCI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).



Useful documents and references:

Data for the contract:

https://www.alternance.emploi.gouv.fr/portail_alternance/jcms/leader_9654/demarches-administratives

Explanatory notice :

<https://www.formulaires.service-public.fr/gf/getNotice.do?cerfaNotice=51649&cerfaFormulaire=10103>

Registration with the ATC:

Example training agreement for each apprenticeship (they are currently different for each OPCO) This training agreement template, shown as an example, includes all information that must be included in this document (Art. D. 6353-1 para 2 of the French Employment Code). This document should be printed in two copies on the headed paper of the training body.

Example of a training agreement based on an apprenticeship

TRAINING AGREEMENT BASED ON AN APPRENTICESHIP

Between the undersigned:

ATC Registered name

Located at *(Address)*

Registered under SIRET (company registration no.) *(complete)*

ATC UAI (registered administrative unit) no. *(complete)*

Registered under activity declaration no. *(complete)* with the regional Prefecture *(complete)*.

Legal representative: *(Forename, Surname and role within the ATC)*

hereinafter referred to as the ATC

and

The company Registered name

Located at *(Address)*

Registered under SIRET (company registration no.) *(complete)*

IDCC *(complete)*

Legal representative: *(Forename, Surname and role of signatory)*, under the local businesses skills operator, the following agreement is entered into pursuant to Books II and III of section six of the French Employment Code.

hereinafter referred to as the company

Article 1: Purpose of the agreement

The ATC sets up a training action for each apprenticeship as defined by Article L. 6313-6 of the French Employment Code.

- Name or purpose of the action: Prepare for the following qualification or diploma
[provide qualification/diploma+ RNCP code]

- Content of the action: *[to be completed or refer to reference frameworks for the qualification/diploma in question]*

- Length of training action: *[training dates - number of hours]*

- Primary location of training:
[Name, address, UAI if relevant and SIRET no. - adapt based on the circumstances - e.g.: ATC/UFA]

- Periods spent with the company and with the ATC:
[stipulate periods and refer to appended work-study schedule or schedule to be provided at a later date]

Article 2: Arrangements for delivery of the training and for obtaining the qualification or diploma

Arrangements for delivery of the training: *[face-to-face, remote, hybrid, European and international mobility]*

Resources provided: *[human and technical resources and resources provided during theory and practical training at the ATC]*

How the training will be monitored:

How the qualification/diploma will be awarded: *[final exam/continuous assessment]*

Article 3: Beneficiary/ies of the apprenticeship training action

Forename and surname/s - contract start and end dates

If the young person began their training under another status (e.g. professional training trainee under Article L.6222-12-1 – before signing the contract or pursuant to Article L.6231-2 - if the contract was terminated) or if the contract follows a previous apprenticeship contract, provide the status, training start date and previous contract dates (where relevant) for each period.

Article 4: Financial provisions

Please note: The training is free-of-charge for the apprentice and their legal representative. Therefore, no amount may be requested.

Table to be amended based on the length of the contract:

	Price of the service Net of tax ¹	Amount of costs covered - OPCO ²	Costs covered by the company Net of tax
Year 1 of contract performance € € €
Year 2 of contract performance € € €
Year 3 of contract performance € € €

1 Article 261 4, 4° of the French General Tax Code

2 This is the amount of costs covered for the company's specific sector. It is paid by the relevant skills operator (OPCO). An increase may be applied for an apprentice with a disability.

Article 5: Ancillary costs - time spent at ATC only

If costs are funded by the ATC, the OPCO will cover part of these costs.

Accommodation costs: Yes – No

Provisional annual number of nights

For information purposes, the amount per night paid by the OPCO is € net of tax

Subsistence costs: Yes – No

Provisional annual number of meals

For information purposes, the amount per meal paid by the OPCO is € net of tax

Initial learning equipment: Yes – No

For information purposes, the lump sum paid by the OPCO is € net of tax

International travel costs: Yes – No

(Information for the company OPCO)

The training balance must be paid on receipt of invoice. Invoices for training costs and certificates of completion will be sent directly to the OPCO.

Article 6: Payment terms: *[if costs are covered by the company]*

Specify payment methods if costs are covered by the company, specifically if the contract is terminated or withdrawn.

Article 7: Suspension clause

The performance of this agreement is subject to the OPCO submitting the contract to the ministerial departments responsible for professional training (Art. L.6224-1 of the French Employment Code).

Article 8: Disputes

If an amicable settlement cannot be found to a dispute or litigation, the Court of shall be the only court with jurisdiction to settle the dispute.

Article 9 – Effective date and term of the agreement

This agreement applies throughout the performance of the training action set out by Article 1.

Two copies made, in [town/city] on [date]

For the company

Name and role of signatory
Stamp of company (client)

For the body

Name and role of signatory
ATC stamp.

PHASE 2: ONBOARDING

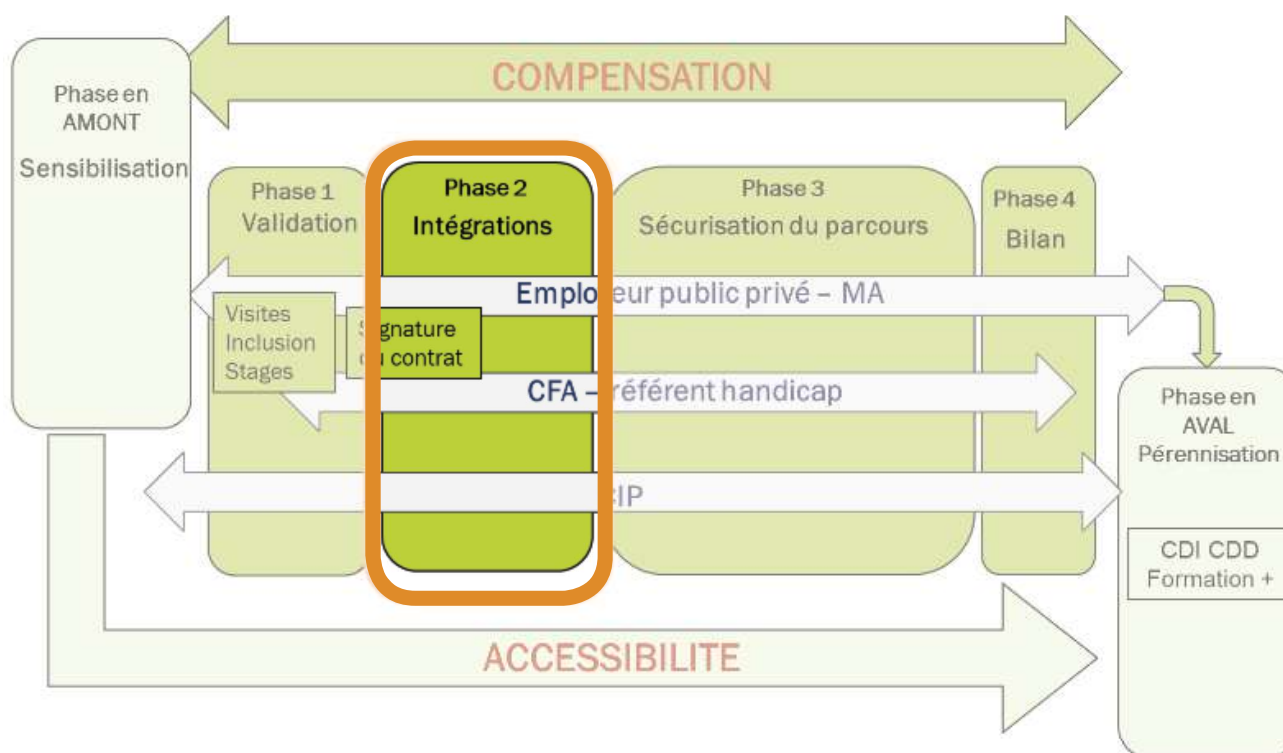
Stakeholders involved in phase 2: VIC, ATC/OF (learning team, Disability Officer), Company (Apprenticeship Supervisor, work team, support roles), mentors (educational services, health services, family), funding providers.

Actions to be undertaken:

1. Placement test
2. Assessment of compensation requirements: ATC and employer
3. RQTH application
4. Application for an increase to cover contract costs
5. Preparing a learning adjustment plan
6. Implementing the adjustment plan with the ATC, in the company and at home
7. Change of status support: school student to work-study student (employer + ATC)

Length: six months from employer's commitment

End point: First six-monthly appraisal



2.1 Placement tests

During the first week of training at the ATC, all apprentices take a placement test for the purpose of creating groups for general learning courses, and so to tailor the training path where necessary.

The test results help with identifying any difficulties experienced by apprentices with disabilities. They provide information which can be used to provide support in specific situations which would not otherwise have been discovered or identified (e.g. via the administrative route).

The learning team which marks the tests informs the ATC's Disability Officer of the results and any possible consequences. The Disability Officer then meet apprentices who are struggling and their mentors. They may also ask the VIC to help them to:

- set up an assessment of compensation needs;
- prepare a learning adjustment plan;
- complete the RQTH status application process, if required.

The Disability Officer may also suggest an amendment to the training agreement which provides details of the disability, needs and required compensation. They send this to the OPCO to apply for an increase in costs covered.

Who does what?

Apprentice	ATC	Disability Officer	Integration Manager	Educational services	SESSAD	Family mentors	VIC
RA	RA	RA	CI	CI	CI	I	CI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

If the ATC is aware of the disability, it must adjust the placement tests accordingly. France Compétences emphasises this point in its summary note:

"...the overall basis for adjustments made for tests should be set out before the training starts, and communicated to the future candidate in the case of training leading to a qualification, regardless of whether the training is carried out by the same body as is issuing the qualification, or by one of its partners. (On this point, indicator 4, criterion 2 of the national quality reference framework set out above stipulates that: *"If the service provider takes on people with disabilities, the provider must demonstrate that it has considered the circumstances of the disability and the compensation requirements"*)." "

Useful documents and references:

Example of an ATC placement test.

POSITIONNEMENT DE DÉBUT DE FORMATION
FRANÇAIS CAP

NOM :
Prénom :
Section :

Classe précédente :
Diplôme(s) obtenu(s) :

Ce test de positionnement est destiné à vous situer en Français pour mieux vous aider à préparer votre formation et votre projet professionnel.

Vous devez répondre à **toutes** les questions et plus vous vous appliquez, mieux nous pourrons faire le point sur ce que vous savez faire et sur ce que vous ne savez pas encore faire.

Étude de la langue :	/4 pts
Compétences de lecture :	/10 pts
Compétences d'écriture :	/6 pts
Total :	/20 pts

2.2 Assessment of compensation requirements: ATC and employer

The law sets out an increase in the amount of apprenticeship contract costs covered for people with recognition of worker with a disability status. These apprentices' compensation requirements should be specifically assessed so that their apprenticeship path can be adjusted. The ATC must apply for the increase, and the Disability Officer is responsible for assessing the apprentice's needs, together with the relevant stakeholders.

Adjustments needed in order to secure the path may well include human, animal and technical assistance (reading/transcription equipment, safety conditions) as well as learning and apprenticeship adjustments (reduction of weekly working time, extending the length of the contract). They can also include special support for key skills which should have been acquired but which have not been able to be consolidated (see previous page).

These various different adjustments can be sought based on the needs of future apprentices and the training centre environment. They are individual, personalised adjustments which are broken down over six modules:

- **Module 1:** Assessing compensation needs and defining adjustments
- **Module 2:** Learning adjustment and adjustments made for tests (including selection, placement and validation tests)
- **Module 3:** Technical equipment: acquisition - installation – familiarisation – use
- **Module 4 :** On-the-job training support
- **Module 5 :** Accessing and claiming entitlements, using schemes
- **Module 6:** Access to independence – personal support

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	MDPH	Funding providers	Educational services	SESSAD	Family mentors	VIC
A	I	RA	I	CI	C	C	I	CI	CI	ACI	RCI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

You cannot link a specific compensation to a disability type. Therefore, it is not possible to adopt a generic approach. A situational analysis at the ATC and at the employer's premises is required in order to fully understand the circumstances of the disability, and to identify the consequences for the job and apprenticeship training. The ATC Disability Officer is responsible for this analysis, and has a number of resources that they can call upon including the occupational health doctor, CAP emploi, specialist services like **LADAPT**, special Agefiph support services.

Useful documents and references:

See the Guide on the increase in the amount of costs covered for apprenticeship contracts for the private sector - French Ministry of Work: Decree no. 2020-1450 of 26 November 2020 on the increase in the amount of costs covered for apprenticeship contracts for apprentices with recognised worker with a disability status: NOR: MTRD2014305D



ELI: <https://www.legifrance.gouv.fr/eli/decret/2020/11/26/MTRD2014305D/jo/texte>

The **Réseau 2APH** network also offers a series of tools which are available on its website.



2.3 Application for official recognition of a person's status as a worker with a disability (RQTH)

In his account, Anthony Collet highlights the need for RQTH status in order to be accepted onto this apprenticeship path:

Me and my parents met VIC Nadège in June 2017. Nadège helped my mother to complete the application with the MDPH for RQTH status (official recognition of a person's status as a worker with a disability) and permission to join GRAFIC.

See page I.3 for an overview of the RQTH. Ideally, the application should be submitted before signing the contract, i.e. during phase 1. However, an apprenticeship contract or apprenticeship period as part of a permanent contract is often the first work experience that the person has as an employee. Consequently, the application is not always planned in advance and is submitted, without prejudice to status, only after the apprenticeship contract is signed.



Where should I submit the application?

The application should be submitted to the Support centre in each French department for persons with disabilities (MDPH). Each centre has a multidisciplinary team responsible for assessing the person's needs based on their life plans. The team includes professionals with a range of complementary skills including doctors, occupational therapists and psychologists, as well as social workers and support workers.

There is an MDPH in each French department which can provide any information you need on the process. The MDPH is a hub where people with disabilities and their families can find help, information, support and advice. Contact your departmental board (Conseil départemental) services for contact details of your nearest MDPH.

Based on the assessment, the team will make recommendations which are formalised in a personalised compensation plan (PPC). RQTH status is granted by the Commission for the rights and independence of persons with a disability (CDAPH) through the MDPH, and is based on the PPC.

RQTH status is granted for a set or indefinite period, and it is up to the beneficiary to renew the request if required. Decree no. 2018-850 of 5 October 2018 extends RQTH status to the next decision, to avoid situations in which entitlements are lost on renewal, and more generally so as not to impose processing deadlines. During the Covid-19 pandemic, entitlements have been extended until the end of the state of emergency.

On the MDPH application form, the "professional direction" ("orientation professionnelle" or ORP) refers to the mainstream working environment.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	MDPH	Funding providers	Educational services	SESSAD	Family mentors	VIC
A	I	I	I	I	CI	AC	I	C	C	RI	RI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often

afterwards).

Please note:

<p>Analysis of the path (all situations now demonstrate this related need).</p>	<p>The administrative circumstances should be checked in detail (adult or under 18, under guardianship, educational or legal measures in place, residence permit) together with lifestyle-related matters (accommodation, budget, travel, etc.).</p> <p>Look into academic background and previous plans implemented (e.g. PAP, PPS, PAI).</p> <p>Search for previous medical and social care/management plans to help with diagnosis: disability or difficulty.</p>
<p>A recently arrived foreign-language speaker.</p>	<p>Family support to put together the file: medical certificate (young person, no designated doctor, setting up CPAM (health insurance) entitlement for a young isolated adult).</p>
<p>An apprentice's parents are divorced and in conflict.</p>	<p>Check that the RQTH application has been sent in full.</p> <p>Monitor the file with the MDPH and provide support for any appeal.</p>

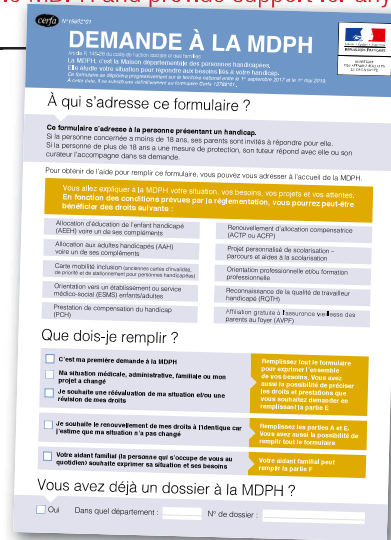
Useful documents and references:

"Demande auprès de la MDPH" ("Application to the MDPH") (Form 15692*01) - Cerfa no. 15692*01 - French Ministry of Social Affairs - Use this form to apply for a range of services (AAH, PCH, transport passes, etc.) with the MDPH.

The reference tool is needed in order to identify the person with a disability's compensation requirements. The tool allows you to assess the person's circumstances, what their environment enables them to do and what it prevents them from doing. The GEVA (Guide d'ÉVALUATION – Guide to assessing the compensation needs of the person with a disability) helps the MDPH multidisciplinary teams to make an assessment. It is a tool that can be used with the person with a disability to look at which areas need to be considered when assessing requirements, including the professional, academic, social, medical and environmental factors. It is not a replacement for other appraisals or expert reports, but summarises them in a single document which can be used by the whole multidisciplinary team.



<https://www.cnsa.fr/outils-methodes-et-territoires-mdph-et-departements/evaluation-des-besoins-des-personnes-handicapees-et-reponses/le-geva>



PHASE 2

2.4 Application for an increase to cover the costs of the apprenticeship contract

As regards the contract cost for apprentices with disabilities, the 2018 Law on the freedom to choose your professional future sets out an increase in the amount of costs covered for training of people with disabilities.

ATCs are responsible for welcoming, assessing requirements and setting up support for apprentices with disabilities. They have each nominated a Disability Officer, who is the key to this activation process. The communications actions that they have put in place in terms of entitlements enable apprentices to gain (or regain) recognition of their disability and to start the process of assessing their requirements, should they wish to do so. They therefore bring together all regional skills and resources in order to proceed with assessing and defining requirements. The ATC then sends the funding application to the funding provider (OPCO).

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	MDPH	Funding providers	Educational services	SESSAD	Family mentors	VIC
A	RA	RA	I	I	CI	AC	I	C	C	RI	RI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

The ATC has not submitted the application.	Send the RQTH to the ATC with the apprentice's agreement.
The OPCO has rejected the application.	If the OPCO rejects the application, send a financial grant application to the Agefiph, together with the OPCO's rejection.

Useful documents and references:

There are other options available for apprentices with RQTH status: universal access to ATCs, accessibility guide, a Disability Officer in each ATC, etc.



Tools are available here:

<https://handicap.gouv.fr/presse/communiqués-de-presse/article/developper-l-apprentissage-des-personnes-handicapees>

2.5 Preparing a learning adjustment plan (PAP)

Anthony Collet revealed his own path in the preamble to this reference framework. In his words:

"She (Apprenticeship Supervisor) was enthusiastic about passing on her knowledge, and gave me lots of information in one go. But my brain couldn't take it all in. She wanted to teach me to record the hours I'd worked on a notepad with a column for "hours worked", and a second column for "cumulative hours" over the month. I understood and took in the explanation the first time, but the following week I had forgotten all of these explanations because they were too abstract for me.

My mother helped me to understand the calculation, but I couldn't."

On reading this passage from the account, we can see that paths do need to be adjusted. Learning adjustment covers any element of support that is specifically designed to compensate for the disability, enabling the young person to complete their training path in the best possible conditions, while maintaining a balance between personalising the path and integrating the trainee into the original group. There are a number of potential solutions:

- academic support, cognitive remediation;
- adjustments of hours, examinations, continuous assessment;
- support within the professional environment.

Adjustments may be made to:

- Training content and arrangements:
 - Dispensation from certain subjects, change to the pace of the training, change to the length of the path.
- Learning tools and methods:
 - Adjustments to learning materials
 - Adjustment of tools or implementation of new tools (software, FOAD)
 - Learning approaches adapted to the person's difficulties, additional time (assessment or other).
 - (...)
- Individual learning support for the student:
 - Going back over the lessons and help with homework, refreshers, individual revision for a test or exam
 - (...)
- Raising awareness of ATC staff:
 - Making everyone in the training group (teachers and other students) aware of the repercussions of the learner's disability, presenting the recommended adjustments
- Human apprenticeship support and assistance:
 - Communication aids: Interpreter, interfaces, LPC coders, etc.
 - Personal organisation and lifestyle aids
 - Planning of a sharing and consultation meeting to secure the student's path (learning dimension)
 - Time for monitoring and/or appraisal of the adjustments made
 - Time for coordination with the person's medical, social and educational team, checking that available financial grants have been claimed
 - (...)
- Raising awareness of people at the workplace, and supporting the employer with apprenticeships:
 - Support for company apprenticeships, link with adjustments suggested at the centre, making people at the company aware of the consequences of the disability, presentation of adjustments
 - (...)
- Technical aids and familiarisation:
 - Equipment - to compensate for the disability: magnifying glass, special software and applications, etc.
 - Training - how to familiarise yourself with the suggested technical aids.
- Other:
 - Help with travel, support for the next stage of the path
 - Support with independence (health, hygiene, etc.)
 - Preparing for the next stage of the path, links to use

An action agreement can be signed by the young person, ATC and the company to cement the commitments of each party.

Who does what?



Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	Funding providers	ESAT	SPE	Educational services	SESSAD	Family mentors	VIC
CI	AI	RA	RAC	CI	C	A	C	C	C	C	ACI	RC

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

The ATC does not know how to create a learning adjustment plan.	Propose a service which can be funded by the ATC, the Agefiph or the FIPHFP. Train the ATC Disability Officer.
---	--

PHASE 2



2.7 Change of status support: from academic to professional

The transition from school student to employee or worker is an experience that all people have when they start their first job. For apprentices with disabilities, the first six-monthly appraisal is a key indicator in this analysis and in tracking the move from one status to another.

The person's family and mentors will gradually become aware of this change of status over the first six months. The reality of this first foray into the world of work may take on greater significance when the person is working during their student peers' summer holiday. The same is true of their first doctor's appointment using their own social security number, which opens up access to new entitlements such as daily sickness payments.

The RQTH application is a more subtle but nevertheless true representation of the irreversible transfer from student to employee.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	Educational services	Family mentors	VIC
RA	R	I	A	CI	CI	CI	CI	RCI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

The family or general practitioner are not aware of the person's apprentice status (entitlement to sick leave and holidays).	Check statements of entitlements with Social Security. The apprentice is an employee with their own obligations and benefits.
--	---

First six-monthly appraisal with the company

Apprentice:

Employer:

Qualification prepared:

People met:

CIP:

Date: First six months

Description of working conditions: activities (site, shop floor, maintenance/production), work organisation, composition of the team, customers, hours, travel, constraints, benefits, etc.

Duties: list duties, specifying which ones have been mastered and which ones are still in the process of being mastered

Pace and quality of work: reliability, in line with MA (Supervisor's) expectations, dexterity (skill, workmanship), highlight development or lack of development

Independence: self-control, initiative, sees work to do, memorises a list of instructions, memorises from one day to the next, from one week to the next, after returning from ATC weeks and after holiday or leave. **Highlight development or lack of development**

Integration into the team: communication, time management and breaks

Punctuality, attendance: manages impacts from the everyday ups and downs of life, travels independently, scooter maintenance,

Assessment of the Apprenticeship Supervisor and/or the team:

Apprentice's opinion: (can be gained before and after the meeting)

Sharing of information on progress at ATC and work completed with support: mention the ATC transcript or discussions with trainers

Administrative: Agefiph file, closure of the company, paid holiday, sick leave, occupational health appointments etc.

PHASE 3: SECURING THE CAREER PATH

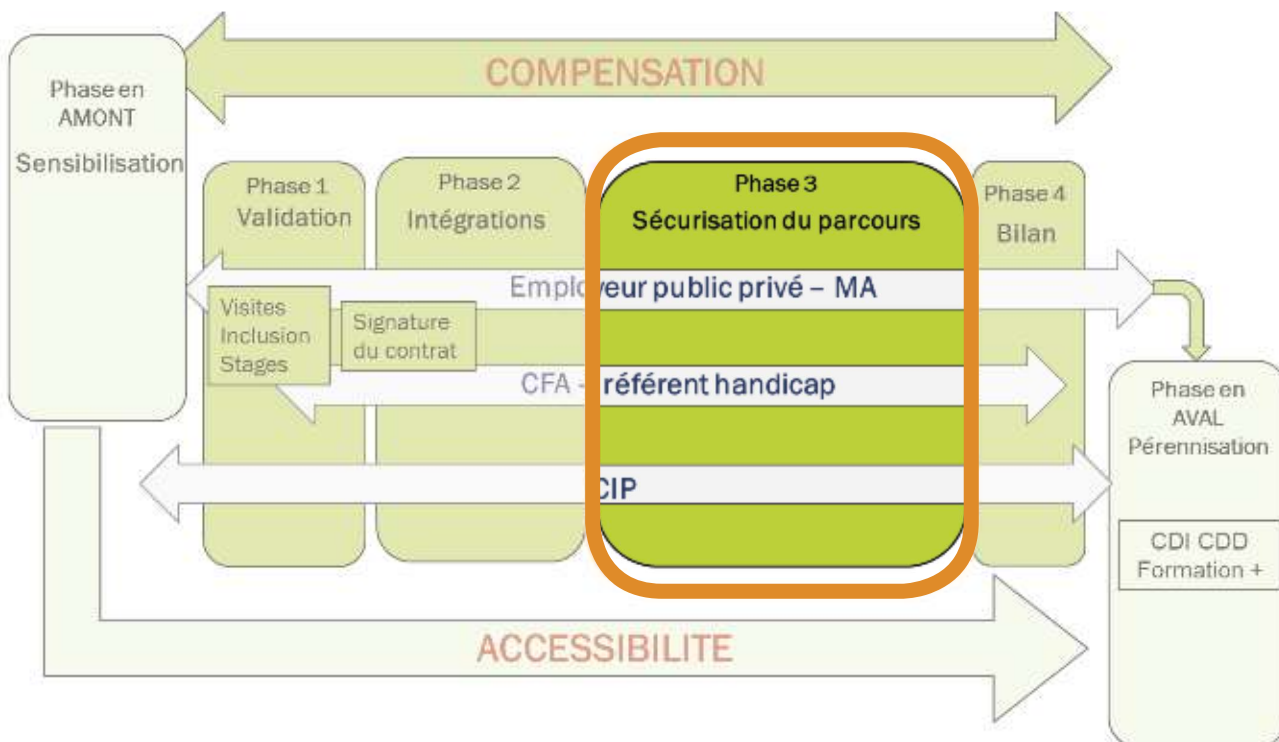
During phase 3, any change to the environment is likely to trigger a reaction that could compromise the apprenticeship contract. Apprentices often need help to react positively to changes and to secure their apprenticeship path, given their lack of experience and disability. **LADAPT** Ouest's Vocational Integration Counsellors (VICs) now have enough experience to know and anticipate the types of events that might trigger the termination of the contract during phase 3. They are therefore able to work quickly and effectively with the apprentice, employer and/or ATC to resolve the issue.

Actions to be undertaken:

1. Acquisition of knowledge and building of skills, adjusting learning progress and employer ATC/OF compensations
2. Interim and six-monthly appraisal with the employer and the ATC/OF
3. Help with building a solid framework, managing unforeseen events at work and home
4. Producing a third six-monthly appraisal in two years (or fifth in three years)

Length: 18-30 months

End point: 18-month appraisal (for two-year contracts) or 30 months (for three-year contracts)

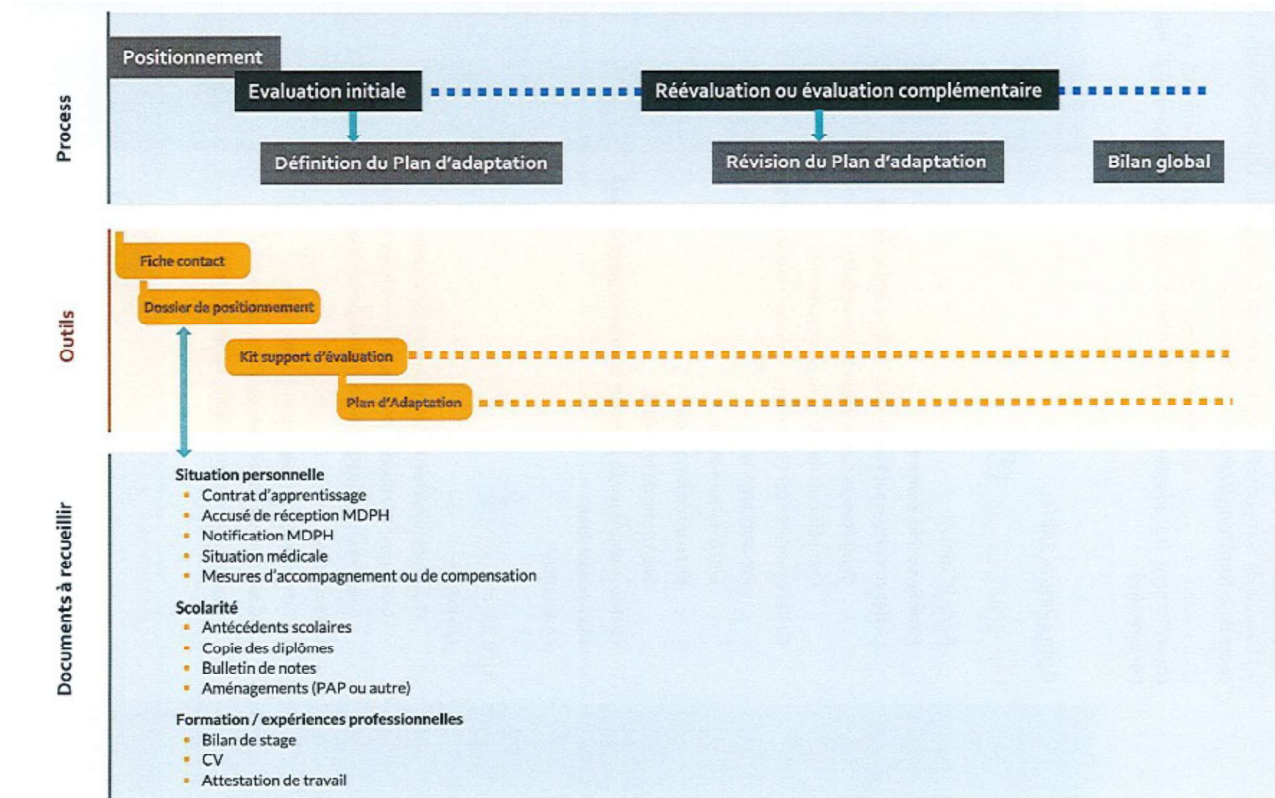


PHASE 2

PHASE 3

3.1 Acquiring knowledge and developing skills, adjustment of learning progress

Monitoring tools are described in the diagram below taken from the 2 APH catalogue of services:



Who does what?

Apprentice	ATC	Disability Officer	Apprenticeship Supervisor	ESAT	SPE	Educational services	SESSAD	Family mentors	VIC
R	A	RCI	A	I	I	I	I	I	RCI

RACI: **R** completes the action, **A** Accountable and in control of the action, **C** Consulted (often in advance), **I** Informed (often afterwards).

Please note:

Despite the apprentice's commitment to the ATC, he only receives negative feedback from the learning team. He seems to be withdrawing into himself.	Ensure that communication between the ATC and the Apprenticeship Supervisor takes place as regularly as possible.
During year two of the CAP (Professional skills certificate), an apprentice explains that he is only being given handling tasks.	
During some of the training time, the apprentice does not have the necessary working tools to properly complete the requested job.	Observe the apprentice at their workstation to recommend new adjustments and compensations if required.

The work team regularly asks the apprentice to increase his/her working pace.

Look for financial or organisation assistance or equipment that can compensate for the difference in pace.

Useful documents and references:



From the end of 2021, ATCs are subject to the Qualiopi quality certification. This means that ATC and OF learning services and equipment are subject to a quality control process. The certification sets out seven disability indicators which must be complied with.



Organisation of the procedure and adjustments of examination and entry tests for applicants with disabilities:
<https://www.education.gouv.fr/bo/20/Hebdo47/MENE2034197C.htm>



3.2 Interim and six-monthly appraisal with the employer and the ATC/OF

The apprentice will have successive six-monthly appraisals to mark their progress and development. The first six-monthly appraisal is shown on page 2.7. This appraisal is a key part of the monitoring process. Appraisal comparators include both progress indicators and alerts.

SMART criteria can be partially applied here. **SMART** indicators are used in a range of areas including marketing, management, human resources and project management. The **SMART** acronym can be used to refer to different terms depending on which characteristics you are looking to define:

- **S**pecific: A direct link to the person's job
- **M**esurable: Quantified or qualified
- **A**chievable: Shared between the participants
- **R**ealistic: the threshold of realism must be defined
- **T**ime-bound: a deadline should be set

It may be worth encouraging the apprentice to self-assess their own development during appraisal periods. The SMART approach is useful for all employees, regardless of whether they have a disability.

Who does what?

Apprentice	ATC	Disability Officer	Apprenticeship Supervisor	Family mentors	VIC
R	RCA	RCI	RC	ACI	R

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

The Apprenticeship Supervisor is retiring before the end of the contract.	Anticipate changes to the organisation, renew awareness actions with new participants.
The company for which the apprentice works has been bought out. This will lead to internal changes.	Awareness actions with new colleague, or handover with an existing team member.

Useful documents and references: see page 2.7 and page 3.4

3.3 Help with building a solid framework, managing unforeseen events at work and home

Environment	Trigger events
Employer	<ul style="list-style-type: none"> • Return from holiday • Increase (or reduction) in the level of activity • Change to work schedule • Reorganisation of staff (voluntary departure, redundancy, arrival of a trainee or new apprentice) • Sale of the company/change of directors • Interference of the family • Change of salary band (moving up to year 2 and to a new age category) • Meeting/appraisal with the ATC • Signing the apprenticeship booklet ("livret d'apprentissage")
ATC	<ul style="list-style-type: none"> • Lack of information on the disability and its consequences within the ATC • Replacement of trainers during the year • Forthcoming assessment or examination • Low grade - tense relationship with a trainer • Settling in for apprentices boarding at the ATC • Difference between ATC instructions and those of the company • Exclusion or bullying by apprentice group • Lack of training for disability officers
Home life	<ul style="list-style-type: none"> • Family crisis, change of foster family • Accident or sick leave lasting several weeks • Medical treatment • Change to educational monitoring (guardianship, young adult, etc.) • Moving into own accommodation: leaving the family unit

Anthony Collet's description of his path appears in the introduction. He says:

Nadège contacted the company to see how the apprenticeship was going. I had a 2.5 hour meeting with Nadège because I really didn't feel at ease. My boss had started to get fed up because explaining things to me was exhausting. And I was fed up because I couldn't memorise anything.

We ended up both (boss and apprentice) being fed up, and as my boss did not want to make the decision, my mother put an end to it. The contract was terminated on 31 July 2018.

My parents and I started to look for another employer in the area to finish the final part of my CAP HCR course. We found an apprenticeship with a creperie. After a one-week trial period I was taken on in September 2018.

Of course, issues can arise. The best thing is to anticipate them, and to deal with them in everyone's best interests.

There are three areas to take into consideration to ensure that the contract remains stable:

- Training with the ATC (training component);
- Training with the employer (professional component);
- The apprentice's environment (home component).

Who does what?

Apprentice	ATC	Disability Officer	Apprenticeship Supervisor	SPE	Educational services	SESSAD	Family mentors	VIC
R	R	RC	I	RCI	RCI	RCI	ACI	R

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often

afterwards).

Please note:

<p>An apprentice has allergic reactions when using some of the usual products.</p>	<p>The VIC may make contact with the general practitioner and/or the occupational health doctor if the apprentice, employer or family asks them to do so.</p>
<p>An apprentice seems increasingly tired due to commuting to and from work.</p>	<p>Remind the employer of their health, safety and environment obligations. Advise them to ensure that these measures are in place and are being followed.</p>
<p>An apprentice has a number of periods of sick leave during the second six months.</p>	

Useful documents and references:

There is support available to help the apprentice with their home life.

Young adults who would like a special young adult contract can apply to the inspector for childhood social assistance. They must create a file which demonstrates their problems, path and plans for the future.

The purpose of Social life support services (SAVS) is to help adults with disabilities realise their life projects by helping them to maintain to recreate family, social, academic, university or professional links and by helping them to access a range of services.



PHASE 3



3.4 Third six-monthly appraisal in two years (or fifth in three years)

This appraisal is important throughout the contract, but particularly towards the end of the contract (six months before expiry) Indeed, it is still possible to take corrective actions. At this stage, six months before the end of the path, you can still legitimately work with other local stakeholders to predict the next step of the social and professional integration pathway. You can of course also adapt and anticipate potential changes before launching phase 4, the consequences of which will be more important in the long run.

Who does what?

Apprentice	ATC	Apprenticeship Supervisor	Family mentors	VIC
R	RACI	RC	CI	R

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

An apprentice has educational measures in place until the end of their apprenticeship contract. They may be worried about these measures ending when the contract ends. This anxiety can increase the risk of accidents or cause the apprentice to fail their exam.

The ATC increases the apprentice's grades so that they will leave.

Anticipate the end of the contract from around February/ March rather than waiting for it to actually end. Get all of the partners involved from the third six-monthly appraisal. After the exam, take the time to help the apprentice to plan for the future. Help them to identify their worries so that they can be overcome.

Useful documents and references: Example of an assessment grid

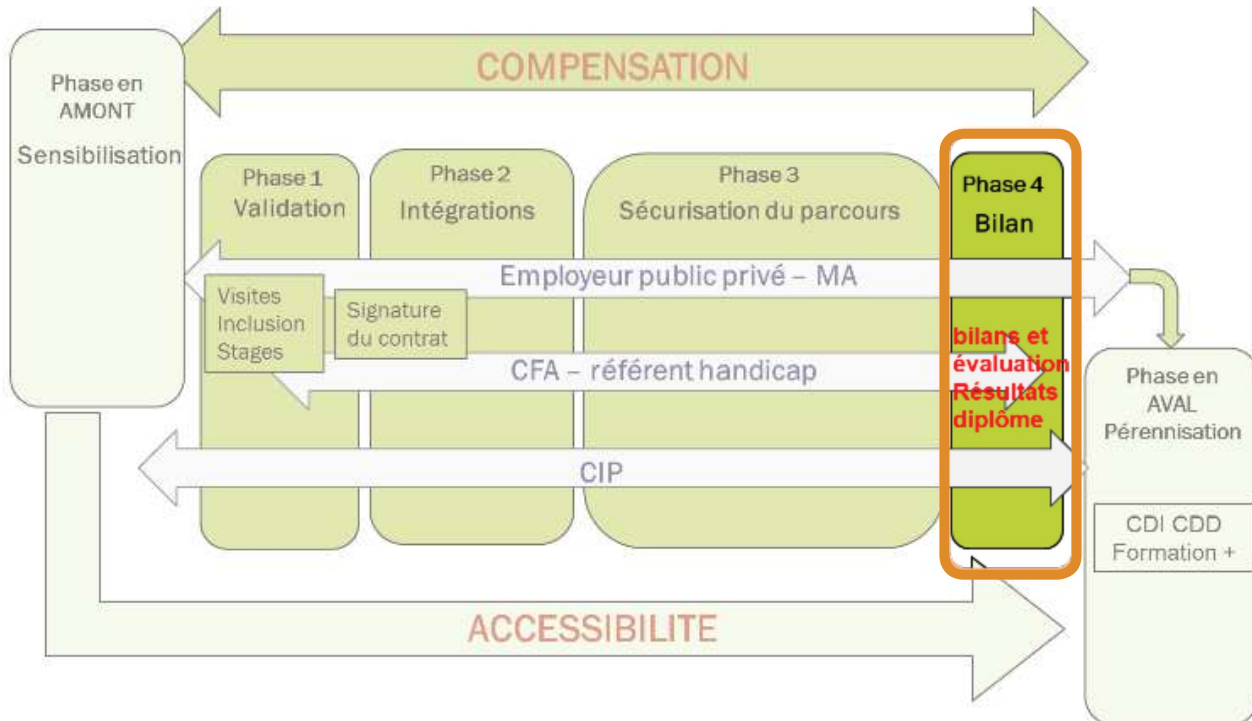
During the young person's training and integration pathway as part of the apprenticeship contract, a number of people are

Example grid showing skills used

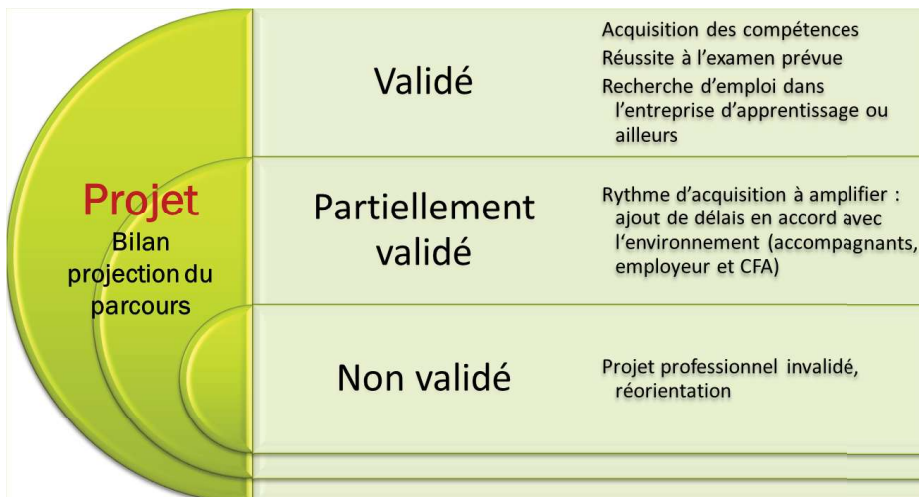
Apprentice: Age:
Role prepared: Business sector:
Year:

Using tools interactively	Using languages	<ul style="list-style-type: none"> Mastering use of the French language Using mathematical symbols 	<ul style="list-style-type: none"> Reading Writing Verbal expression Counting 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate
	Using machines and tools interactively	Using tools and machines in a working environment	<ul style="list-style-type: none"> Following safety instructions Using and maintaining machines and tools: developing manual skills. Assessing the quality of the work and analysing corrections and improvements to be made Performing one task after another 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate
Interacting within mixed groups	Establishing good relationships with others. Cooperating	<ul style="list-style-type: none"> Respecting others and yourself Being able to separate home life, public life and work life 	<ul style="list-style-type: none"> Communicating with and working in a team Assessing the consequences of your actions Accepting your limitations and recognising your needs Overcoming conflict 	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory <input type="checkbox"/> Satisfactory	<input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Inadequate

PHASE 4: APPRAISAL



The appraisal system and particularly the final appraisal can lead to the three situations shown in the diagram below:



Four actions need to be undertaken for appraisal monitoring:

- Career plan appraisal linked to the job reference framework
- Consequences of a validated path
- Consequences of a partially validated path
- Consequences of a non-validated path

Stakeholders: VIC, ATC and Disability Officer, Apprenticeship Supervisor, mentors, funding providers

Length: 4-6 months

End point: End of the apprenticeship contract

4.1 Career plan appraisal linked to the job reference framework

There are often a few weeks between the exam result and the end of the apprenticeship contract, which provide time to:

- Launch the necessary ongoing processes;
- Update the projects identified during the most recent assessments (see page 3.4).

Anthony Collet's description of the end of a path as described at the beginning of this reference framework shows how an apprenticeship cycle ends and can be extended.

I felt confident straightaway. My boss started off by giving me small tasks (putting out plates and memorising table numbers). Little by little, I started taking orders and completed all of the duties that an accomplished waiter should be able to do.

As I felt really happy with this company, I asked if I could stay on as an apprentice for an additional CAP professional skills certificate (CAP APR). This suited my boss as he was happy with me, and he was also aware that it is not easy to find a good employee.

I got my CAP APR in June 2020. The boss hired me on a fixed-term contract for one season. He wants to hire me on a permanent contract, but this has not yet been signed due to the pandemic. While waiting for the creperie to reopen I have been looking for a job. I have contacted temping agencies as well as using my own personal contacts.

On Tuesday 30 March I will be starting a new job with a butcher and deli. It's a 20-30 hour per week fixed-term contract for three months. I'll be in the kitchen and washing dishes.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	Integration Manager	Educational services	SESSAD	Family mentors	VIC
C	C	C	C	C	C	I	I	I	RA

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

An apprentice who shouldn't have passed their exam has passed.	This is not necessarily good news in the long term. It means that they will not be able to continue to develop their skills in that particular professional field. Or that they will need to quickly look for connected training courses linked to their abilities and what they already know.
An apprentice who should have passed their exam hasn't passed.	Paradoxically, this situation is undoubtedly less serious. Other than the short-term shock, agreement can be reached with the employer and the ATC to find the resources to continue the training. (See pages 4.3 and 4.4).

These situations arise every year without fail. Action needs to be taken before the results are published (see page 3.4).

Useful documents and references:

Example statement showing exam results:

Example grid showing skills used

Apprentice:
VIC:
Company:

CAP obtained
CAP not obtained
Did not attend
Results in September

Situation at the end of the contract

Continuation of training or looking for new training Same company Transition
Job or supported contract
Guidance towards MP
Permanent contract
Fixed-term contract < 6 months > 6 months
Don't know
Other

4.2 Validated: continue with employer or another role elsewhere

The apprenticeship professional training path has been validated:

- It has been confirmed by the employer;
- The apprentice feels ready to more independently occupy the role of employee or worker;
- The family and mentors take on this new independence;
- *Finally*, the apprentice gains a new qualification, diploma or CQP (professional certification).

In some cases, the employer might offer a contract (seasonal, one-year fixed-term contract or permanent contract). The employer may also make "referrals" to its contacts in the sector.

The VIC may contact Cap Emploi to help with the job search. Financial aid can be claimed from Agefiph or the FIPHFP.

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	SPE	Educational services	Family mentors	VIC
RA	CI	CI	RA	CI	CI	CI	CI	CI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

<p>An apprentice gets their CAP and their contract ends. They look for work independently. They do not wish to renew their RQTH status.</p>	<p>RQTH renewal: Explain the renewal conditions and the benefits of doing so, and that RQTH status does not necessarily need to be shown when looking for a job.</p> <p>Explain to the apprentice which compensations will be required in a new company.</p> <p>Work with the apprentice's mentors, possible transition to the Public employment services (SPE).</p>
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Useful documents and references:

Example of an agreement with CAP employi

Partnership agreement ADIEPH/LADAPT Ouest – GRAFIC Service

Between the undersigned:

ADIEPH

Represented by its Director

Party of the first part

and

LADAPT Ouest – GRAFIC Service

Legal form: public interest association under the French 1901 Law

Registered office: Tour Essor 14-16 rue Scandicci – 93508 Pantin, France

Represented by the LADAPT Ouest Regional Director

Party of the second part

THE FOLLOWING HAS BEEN AGREED UPON:

ARTICLE 1: Purpose of the agreement

ADIPH35 and LADAPT Brittany, through its GRAFIC service, are forming a partnership in order to develop work-study apprenticeships in Morbihan, for people with intellectual disabilities.

ARTICLE 2: Prior to signing apprenticeship agreements

In order to support the project set out above:

2.1 LADAPT Brittany – GRAFIC service undertakes to send Cap Emploi a contact table. The table records young people who are on track to sign an apprenticeship contract, as well as the business sector and contact details of the GRAFIC service contact.

2.2 ADIPH35 will get in touch with the GRAFIC service contact to plan a meeting with the young person at the company. Cap Emploi will provide up-to-date details of grants available and initiate the Agefiph award process.

ARTICLE 3: During the apprenticeship agreement

The GRAFIC service monitors the young person during their apprenticeship contract.

At the request of the GRAFIC service, ADIPH35 may visit the company or young person.

ARTICLE 4: End of the apprenticeship contract

ADIPH35 completes an appraisal with the GRAFIC service and the company. It may claim any available grants in order to continue or renew the contract.

It is agreed that the GRAFIC service will refer young people with a validated project who are not kept on at the end of their apprenticeship contract to ADIPH35. This referral will happen on the date of the end-of-support appraisal which takes place in around mid-July (around 17 July this year).

Young people can then visit ADIPH35's premises or offices with their GRAFIC service contact. They can meet ADIPH35 counsellor and make an appointment within a reasonable time frame.

ARTICLE 5: Consideration to be given to setting up a dedicated adjusted apprenticeship forum for young people with disabilities

Both partners undertake to jointly consider organising a dedicated adjusted apprenticeship forum in Rennes.

ARTICLE 6: Assessment and contractual provisions

The two partners shall meet at least once a year to assess the implementation of this agreement (ideally between the end of November and the beginning of December).

This agreement is entered into for a one-year term from the date of signing. It is renewable and may be terminated following a two-month notice period.

Signed in Rennes, on

In two original copies, one of which has been issued to each Party

ADIPH35

Director

LADAPT Brittany

GRAFIC service

Director

4.3 Partially validated: extend deadlines according to environment

The apprentice has gained their diploma, but the ATC has not recognised them as employable as they are not independent enough or not fast enough. They need to gain independence, maturity and above all confidence.

One additional year of training with the employer and the ATC (additional study option or connected training) may enable them to gain what they are still missing, e.g. a driving licence, adulthood, etc. The employer may also benefit from being able to renew the apprenticeship contract for another year with no salary to pay.

Regardless of which compensations are in place, depending on the nature of the disability, there will be elements of the job which cannot be completed. Whether with the current employer or another employer, it may be advisable to create a tailored role (weekly plan, division of tasks by the employer, or if required, an RLH process can be initiated to claim recognition of the impact of the disability (Reconnaissance Lourdeur du Handicap)).

Who does what?

Apprentice	ATC	Disability Officer	Employer HR	Apprenticeship Supervisor	MDPH	Funding providers	Family mentors	VIC
C	RA	C	RA	C	I	I	CI	RCI

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

<p>An apprentice is in year 2. During the company assessment with the ATC, their grade is adjusted to be nearer to the real skills for the job. They can therefore continue their training for a further year with the same company.</p>	<p>Work with the stakeholders (apprentice, ATC mentors, employer) on different ways in which the training can be continued.</p> <p>Get all stakeholders on board. The apprentice must be involved in decisions on the participation of stakeholders. Ask the apprentice which stakeholders they would like to involve in this approach.</p>
<p>An apprentice has completed their CAP. They complete their training at the age of 17. They have gained the skills that they need for the job, but are lacking in independence (under 18, mobility, etc.). As a minor, there are certain company tasks that they can't yet be entrusted with (operating the till).</p>	<p>Propose additional training if required.</p>

4.4 Not validated: career change

It is not possible to create a tailored role. Instead, a career change is required:

- Change of professional sector, as the role does not seem to be suited to the person;
- Look for a partially voluntary social activity. An income would be provided by the Benefit for adults with a disability (AAH);
- Change environment and apply for a "professional direction" (ORP) in order to join a centre providing care through employment (ESAT).

Who does what?

Apprentice	ATC	Disability Officer	Integration Manager	MDPH	ESAT	SPE	Family mentors	VIC
C	I	I		ACI	I	RA	RACI	R

RACI: **R** completes the action, **A**ccountable and in control of the action, **C**onsulted (often in advance), **I**nformed (often afterwards).

Please note:

<p>During the 18-month appraisal, it is noted that the project has not been validated. A career change to another sector is proposed.</p> <p>At the end of an apprenticeship contract, in agreement with the employer and the ATC, an apprentice acknowledges that their career plan cannot be validated. They are therefore looking at a career change.</p> <p>An apprentice signed their apprenticeship contract without any real motivation or career plan. After one year of training, the project has not been validated. In search of security, they therefore repeat a choice which did not have a sound initial basis, by committing to a second contract too quickly.</p>	<p>Listen to the apprentice, look at their environment and give them the time to take on board recommendations.</p> <p>Provide support with the help of all stakeholders.</p>
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Useful documents and references:

Consult the following document, which sets out a "Reference framework for professional guidance in the MDPH. Support guide on multidisciplinary teams": click on the link https://www.cnsa.fr/documentation/ref_orp_2019_vf.pdf



PAV. DOWNSTREAM PHASE: CAREER PATH CONTINUATION AND CONSOLIDATION

Actions:

The diploma has been validated, and there is the option to continue to another qualification (e.g. BP) to gain skills, maturity and independence.

Think about jobs with another employer: list transferable skills, take into account the professional environment, working conditions, and the types of roles and employers to prioritise (e.g. size of the company).

Job search support:

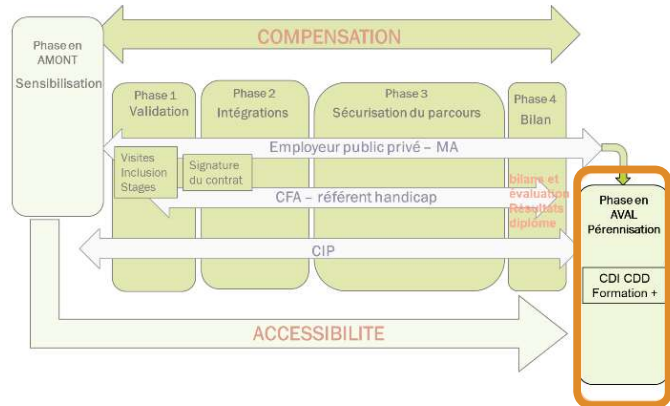
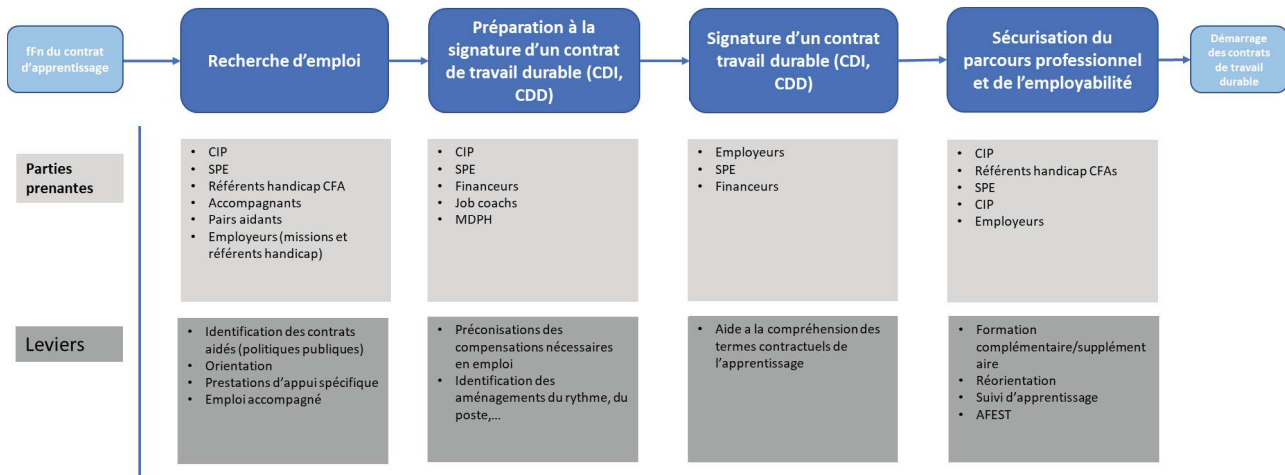
- registration with Pôle emploi (the job centre – PE), creating the right tools (CV, cover letter);
- recommendation of compensations required for a role, supported job with a job coach, special services, adjustment of pace, etc.
- making use of public policies (supported contracts), signing of a permanent contract.

Stakeholders: VIC, ATC and Disability Officer, mentors

Partners: Employer, SPE Cap Emploi, local initiatives, Pôle emploi, MDPH, management centre

Length: unspecified

Role of stakeholders during the downstream phase:







CONCLUSION

Reference frameworks such as this one reflect the exact moment at which they were created. Professional training and apprenticeship legislation will continue to adapt to societal changes, and is embedded in the economic, political and social context. This framework goes beyond specific, dated references to provide the embodiment of a global approach which listens to everyone involved. **Users of this reference framework are therefore encouraged to regularly check for legislative and regulatory updates and the ensuing impacts.**

The image of apprenticeships has changed since they began, and particularly over the past ten years. Traditionally, apprenticeships have been aimed at young people, while adult jobseekers were directed towards "professionalisation" contracts. Now the boundaries between these two work-study paths are starting to blur.

Apprenticeships are no longer only for young people. They have become a great option for gaining professional training and for people with disabilities to access jobs at different times in their careers, although for young people they still first and foremost provide training and an initial professional experience.

Both the regional health agencies (ARS) and various reports highlight three main and symbolic life stages at which people with disabilities may wish to try an apprenticeship:

- The transition from the school environment to paid work. This is the first professional experience;
- Professional retraining following the emergence of an incapacity or disability;
- The bridge from the protected sector (ESAT) to an ordinary working environment.

People with disabilities who have been out of work are particularly vulnerable. Having access to lifelong professional training is a key factor for their inclusion through and in employment. Clearly, this reference framework could benefit many people who have been out of work, regardless of the reasons behind this.



AFTERWORD

An essential reference framework for the successful inclusion of people with disabilities.



Supporting apprenticeships for people with disabilities is a major driver of access to employment. It also secures professional choice and is a fundamental component of long-term employability. VINCI companies are fully committed to this initiative.

Trajeo'h have been delivering on VINCI's ambitions for the long-term employability of people with disabilities, since 2008 in the Rhône Alpes region and since 2014 throughout France. Trajeo'h's teams offer tailored and structural long-term employability solutions to people with disabilities, their managers and their HR departments. Since 2014, 5,000 employees and applicants with disabilities have benefitted from our personalised career path support.

Apprenticeships are one of the main routes for access to the workplace, and are a building block of long-term employability. As a responsible employer, VINCI is particularly mindful of the inclusion of people with disabilities. Trajeo'h offers apprenticeships and provides support. Its teams have expertly identified relevant regional initiatives to supported personalised projects, and have created the relevant links between local stakeholders and apprenticeship support. Trajeo'h provides support to people with disabilities and VINCI companies with signing and implementing apprenticeship contracts, from identifying the advantages of each apprenticeship at the outset to setting out long-term employment opportunities at the end of the process.

Based on the ambitions that we share with **LADAPT** and our respective apprenticeship support experience, VINCI and particularly staff at its eight Trajeo'h branches in France were delighted to accept the invitation to proofread this reference framework.

It was an honour and a pleasure for us to have been able to contribute to this framework, which will help both stakeholders and beneficiaries to better understand supported apprenticeships. It offers a guided explanation of the various initiatives, stakeholders and aid available. It also sets out the key factors for a successful apprenticeship project for people with disabilities.

This reference framework is an essential tool which aims to create the right conditions to ensure that employers can help people with disabilities access the workplace successfully at the end of their apprenticeship. It provides both public and private sector employers with the ability to offer long-term jobs and rewarding careers within their day-to-day business activities.

We believe that if this reference framework is implemented, it will provide people with disabilities with security and independence and allow them to fully exercise their rights.

VINCI

Tanguy de Belair

Director of Inclusion and Diversity



GLOSSARY

Acronyms which appear in this reference framework:

- AAH:** Benefit for adults with a disability (Allocation pour adulte handicapé)
- AESH:** Support for students living with a disability (Accompagnant des élèves en situation de handicap) (this status came into force in September 2014, and eventually the AESH will replace the AVS)
- Agefiph:** Association for the management of the fund for the integration into the workplace of persons with disabilities (Association de gestion du fonds pour l’insertion professionnelle des personnes handicapées)
- ARS:** Regional health agency (Agence régionale de santé)
- ASE:** Social care for children (Aide sociale à l’enfance)
- ASH:** Academic adjustment and schooling of children with a disability (formerly AIS which stood for academic adjustment and integration)
- CAP APR:** Professional skills certificate for food service and catering (Certificat aptitude professionnelle Agent polyvalent restauration)
- CAP HCR:** Professional skills certificate for hospitality – hotels, cafés and restaurants (Certificat d’aptitude professionnelle Hotel café restaurant)
- CARIF:** Training activity, resource and information centres (Centres d’animation, de ressources et d’information sur la formation)
- CDAPH:** Commission for the rights and independence of persons with a disability (Commission des droits et de l’autonomie des personnes handicapées)
- ATC:** Apprentice training centre
- ICF:** International Classification of Functioning, Disability and Health
- CLIS:** Class for academic inclusion (Classe pour l’inclusion scolaire). There are four types of CLIS
- CMA:** (Chambers of trades and crafts) Chambres des métiers et de l’artisanat
- CNSA:** National solidarity for independence fund (Caisse nationale de solidarité pour l’autonomie)
- CPAM:** Primary health insurance fund (Caisse primaire d’assurance maladie)
- DITEP:** Scheme of the Therapeutic, Educational and Learning Institute (Dispositif institut thérapeutique, éducatif et pédagogique)
- EA:** Adapted enterprise (Entreprise adaptée)
- ESAT:** Centre providing care through employment (Établissement et service d’aide par le travail)
- ESMS:** Medical and social welfare centre (Établissement et service d’aide médico-social)
- FIPHFP:** Fund for the integration of persons with disabilities into the public sector (Fonds pour l’insertion des personnes handicapées dans la fonction publique)
- GEVA:** Guide to assessing the compensation needs of the person with a disability (Guide d’évaluation des besoins de compensation de la personne handicapée) (for use by multidisciplinary MDPH teams)
- GEVA-SCO:** GEVA for academic purposes (GEVA-Scolarisation). Academic component of the GEVA which is a joint effort between the French Ministry of National Education and the CNSA. This document is an assessment and decision-making guide for MDPH centres when assessing an application for an academic pathway
- IEM:** Motor skills development institute (Institut d’éducation motrice)
- IEN-ASH:** Inspector of national education in charge of ASH (Inspecteur de l’éducation nationale chargé de l’ASH)
- IME:** Medical and educational institute (Institut médico-éducatif). Delivers specialist teaching to children and teenagers

with a learning disability. IMP and IMPro both fall under this category

ITEP: Therapeutic, Educational and Learning Institute (Institut thérapeutique, éducatif et pédagogique)

MDPH: Support centre in each French department for persons with disabilities (Maison départementale des personnes handicapées)

OASIS: Support guidance for social intervention (Orientation accompagnement secteur intervention sociale)

OETH: Obligation to employ workers with a disability (Obligation d'emploi des travailleurs handicapés)

OF: Training body (Organisme de formation)

OPCO: Skills operator (Opérateur de compétences)

PAI : Tailored placement project (Projet d'accueil individualisé)

PAP: Personalised support plan (Plan d'accompagnement personnalisé) aimed at children and teenagers with learning problems

PCH: Disability compensation service (Prestation de compensation du handicap)

PIC: National or regional skills investment plan (Plan d'Investissement dans les Compétences)

PPC: Personalised compensation plan (Plan personnalisé de compensation) proposed by multidisciplinary MDPH teams to assess the person with a disability's compensation needs

PPRE: Personalised educational success programme (Programme personnalisé de réussite éducative)

PPS: Personalised schooling project (Projet personnalisé de scolarisation)

RQTH: Official recognition of a person's status as a worker with a disability (Reconnaissance de la qualité de travailleur handicapé)

SAAAS or S3AIS: Support service for acquiring independence and academic integration (Service d'aide à l'acquisition de l'autonomie et à l'intégration scolaire) for children and teenagers with a visual impairment (the SAAAS acronym is also used)

SAEH: University support service for students with disabilities (Service d'accueil des étudiants handicapés)

SAVS: Social life support service (Service d'accompagnement à la vie sociale)

SEGPA: Adjusted general and professional teaching section (Section d'enseignement général et professionnel adapté)

SESSAD: Specialist education and home care service (Service d'éducation spéciale et de soins à domicile), which covers learning difficulties and motor impairments, as well as issues related to character and behaviour

SESSD: Education and specialist home care service (Service d'éducation et de soins spécialisés à domicile) (motor disability)

SIPFP or SIPFPRO: Initiation or first professional training section (Section d'initiation et de première formation professionnelle – the acronym IMPro is also used).

SPE: Public employment services (Services Public de l'emploi)

SPRO: Regional public guidance service (Service public régional de l'orientation)

SSAD: Home care and assistance service (Service de soins et d'aide à domicile) for people with multiple disabilities which combine a motor impairment with a severe or profound intellectual impairment

SSEFIS: Support service for family education and school integration (Service de soutien à l'éducation familiale et à l'intégration scolaire), which covers severe hearing impairments for children aged three and over.

ULIS: Localised unit for academic inclusion (Unité localisée pour l'inclusion scolaire) (replaces UPI – Learning integration unit)

Other acronyms:

AEEH: (Education benefit for a child with a disability) Allocation d'éducation de l'enfant handicapé

AEMO: Educational action in an open environment (Action éducative en milieu ouvert)

ANCRA: National association of autism resource centres (Association nationale des centres ressources autisme)

ANCREAI: National association of regional centres for difficult childhood and adolescence (Association nationale des centres régionaux pour l'enfance et l'adolescence inadaptée)

ANESM: National agency for the assessment and quality of social and medico-social institutions and services (Agence nationale de l'évaluation et de la qualité des établissements et services sociaux et médico-sociaux)

BEP: Specific educational needs (Besoins éducatifs particuliers)

CAF: Family benefits fund (Caisse d'allocations familiales)

CAMSP: Centre for early medical and social action (Centre d'action médico-sociale précoce)

CAPA-SH: Professional skills certificate for specialist help, adjusted teaching and schooling of students with disabilities (Certificat d'aptitude professionnelle pour les aides spécialisées, les enseignements adaptés et la scolarisation des élèves en situation de handicap) (previous acronym was CAAPSAIS: Skills certificate for specialist school adjustment and integration learning measures (Certificat d'aptitude aux actions pédagogiques spécialisées d'adaptation et d'intégration scolaires))

CDOEA or CDOEASD: Departmental commission for guidance towards teaching adjusted to secondary level (Commission départementale d'orientation vers les enseignements adaptés du second degré)

CMP: Medical and psychological centre (Centre médico-psychologique) (healthcare sector), treatment centre dedicated to psychological and psychiatric problems and learning difficulties for children and teenagers up to the age of 18

CMPP: Medical, psychological and learning centre (Centre médico-psycho-pédagogique) (medico-social sector). The role of this body is to diagnose and set up outpatient or home treatment for children aged 3-18 whose problems fitting in are causing them neuropsychological or behavioural issues.

CNCPH: National advisory council for persons with a disability (Conseil national consultatif des personnes handicapées)

CNED: National centre for remote teaching (Centre national d'enseignement à distance)

CRA: Autism resources centre (Centre de ressources autisme)

CREAI: Regional centre for difficult childhood and adolescence (Centre régional pour l'enfance et l'adolescence inadaptée)

EI: Integration enterprise (Entreprise d'insertion)

EPE: Multidisciplinary assessment team (Équipe pluridisciplinaire d'évaluation) within an MDPH. The team comprises professionals and experts who assess a person's requirements based on their disability, environment and life plans

EREA: Regional adjusted teaching centre (Établissement régional d'enseignement adapté)

ERSEH: Teacher specialising in the schooling of children with disabilities (Enseignant référent à la scolarisation des élèves handicapés)

ESS: Academic monitoring team (Équipe de suivi de la scolarisation)

HAS: Supreme health authority (Haute autorité de santé)

IMPRO: Medical and professional institute (Institut médico-professionnel) open to teenagers with a learning disability from the age of 14 (the acronyms SIPFP and SIPFPRO are also used)

INS HEA: National higher institute of training and research for the education of young people with disabilities and adjusted teaching (Institut national supérieur de formation et de recherche pour l'éducation des jeunes handicapés et les enseignements adaptés)

MDA: Centre for independence (Maison de l'autonomie) Scheme piloted in certain French departments to provide information, support and assessment of the circumstances of older people and persons with a disability

PJJ: Legal protection for young people (Protection judiciaire de la jeunesse)

RASED: Specialist help network for struggling students (Réseau d'aides spécialisées aux élèves en difficultés)

REP: Priority education network (Réseau d'éducation prioritaire)



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- 2020 S. Kerbourc'h, "**L'apprentissage aménagé** d'apprentis en situation de handicap au sein du dispositif Grafic" (Supported apprenticeships for apprentices with disabilities through the GRAFIC scheme), investigation report for **LADAPT** Brittany Ouest, November 2020.

Websites:

- The "**1 jeune 1 solution**" platform, where you can access thousands of job and work-study offers selected by Pôle emploi (the French job centre);
- The "**Portail de l'Alternance**" (work-study portal) which lists vacancies for apprenticeship and "professionalisation" contracts;
- The **Place de l'apprentissage et des stages (PASS)** (apprenticeship and placement marketplace) website, which focuses on three public sector areas;
- The **Pôle emploi** (job centre) website, which provides general job listings;
- The **Agefiph** website, which has its own jobs area and lists many general job ads;
- The **Place de l'emploi public** website, the first jobs site to cover the three main public sector areas;
- The website of the Executive employment agency (**Agence pour l'emploi des cadres– Apec**) which lists general job vacancies;
- The website of the Youth centre for information and documentation (**Centre d'information et de documentation jeunesse– CIDJ**). The "Employment, jobs and placements" (Emploi, jobs et stages) section includes work-study placements.
- **2APH**
- French Ministry of Labour website: <https://code.travail.gouv.fr/fiche-ministere-travail/handicap-contrat-dapprentissage-amenage>
- <https://www.monparcourshandicap.gouv.fr/>
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"Professional" social networks:

- www.linkedin.com

