

French provision (reference)	What it requires / aims to achieve (school dropout)	Related UNESCO / UNICEF / UN framework	Translation into requirements / indicators (examples)	Sources (URLs)
Compulsory training for ages 16-18 (Education Code L114-1; R114-1 to R114-7)	Ensure that every 16-18-year-old is engaged in a pathway (education/training, employment, apprenticeship, or another solution) and is followed up by the Local Mission (appointment notice, follow-up contacts, referral/reporting).	SDG 4 (access/completion, equity, skills); UNICEF (continuity of adolescent pathways); UNESCO Education 2030 (lifelong learning).	Share of 16-18-year-olds “with no solution”; time to first contact; re-engagement rate; evidence of coordination between the Local Mission and local authorities.	https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000038901960 ; https://sdgs.un.org/goals/goal4 ; https://unesdoc.unesco.org/ark:/48223/pf0000245656 ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf
Right to continue beyond age 16 and complete up to RNCP level 3 (Education Code L122-2)	Duty to avoid leaving school without a qualification, with mechanisms to extend schooling/training; protection of the right to education (including in cases of parental opposition).	Rights-based approach + SDG 4 (completion, equity); UNICEF (equity, inclusion).	Measurement of “early leavers”; RNCP level 3 attainment rate; return-to-training schemes; analysis of barriers (gender, socioeconomic status, territory).	https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000038901955 ; https://sdgs.un.org/goals/goal4 ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf
Additional qualifying training period (ages 16-25) (Education Code D122-3-1...)	Provides a structured second chance on request: an additional period leading to a diploma/award/title or an RNCP certificate.	UNESCO lifelong learning (flexible pathways, second chances); SDG 4 (access to training/skills); RALE (Recommendation on Adult Learning and Education).	Capacity (places available); completion rate; qualification obtained; transition indicators (training -> employment / further study).	https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000029852620 ; https://unesdoc.unesco.org/ark:/48223/pf0000245656 ; https://unesdoc.unesco.org/ark:/48223/pf0000245179 ; https://sdgs.un.org/goals/goal4
Lifelong guidance (career guidance) (Education Code L313-7)	Requirement to implement a guidance policy (information, counselling/support) - structural dropout prevention through informed choices.	UNESCO Education 2030 (pathways, equity); UNICEF (skills + trajectories); SDG 4.	Access to information/guidance; counselling interviews; satisfaction; reduction of involuntary guidance breaks/changes.	https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000037386709 ; https://unesdoc.unesco.org/ark:/48223/pf0000245656 ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf
Transmission of information to offer a solution (Education Code L313-8)	“Identification -> contact -> offer” mechanism (contact details are transmitted so that a solution can be offered).	UNICEF (data & systems); UNESCO Education 2030 (steering/monitoring); SDG 4 (tracking inequalities).	Referral processing chain; GDPR-compliant data sharing; timelines; rates of “successful contact” and “solution accepted”.	https://www.legifrance.gouv.fr/codes/section_lc/LEGITEXT000006071191/LEGISCTA000006166600/?anchor=LEGIARTI000038901945 ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf ; https://unesdoc.unesco.org/ark:/48223/pf0000245656
PSAD - Monitoring and support platforms for early school leavers (Education Code D331-42)	Multi-stakeholder platform: territorial coordination, case management, support.	SDG 17 (partnerships) as an enabling factor; UNICEF (intersectoral systems); UNESCO (multi-stakeholder governance).	Stakeholder mapping; referral protocol; steering committee; resolution indicators (stabilised pathways).	https://www.ih2ef.gouv.fr/prevention-et-lutte-contre-le-decrochage-scolaire ; https://unesdoc.unesco.org/ark:/48223/pf0000245656
MLDS - Mission for combating school dropout (Official Bulletin circular)	Core mandate: prevent dropout, facilitate access to a diploma/qualification, secure pathways, and operationalise the right to return.	UNESCO Education 2030 (equity + second chance); UNICEF (out-of-school adolescents); SDG 4.	MLDS intervention framework; typology of actions (prevention/remediation); QA of pathways; harmonised reporting.	https://www.education.gouv.fr/bo/17/Hebdo1/MENH1619205C.htm ; https://unesdoc.unesco.org/ark:/48223/pf0000245656

Right to return to initial education/training (16-25) (Official Bulletin circular)	Operationalises the right to return: duty to offer a solution on request (16-25).	Lifelong learning (flexibility, second chance): UNESCO/SDG 4; UNICEF (equity).	Request satisfaction rate; time to entry; offers mobilised (SRE, micro-lycées, apprenticeship, etc.).	https://www.education.gouv.fr/bo/15/Hebdo12/MENE1505327C.htm ; https://unesdoc.unesco.org/ark:/48223/pf0000245656 ; https://sdgs.un.org/goals/goal4
Prevention of school absenteeism (Official Bulletin circular)	"Early warning": a response as close as possible to the learner, with steering and coherent measures.	UNICEF (prevention/exclusion, systems); UNESCO (quality/equity); SDG 4 (completion).	Chronic absenteeism; school-level action plans; family engagement actions; impact evaluation.	https://www.education.gouv.fr/bo/15/Hebdo1/MENE1427925C.htm ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf ; https://sdgs.un.org/goals/goal4
Local Missions - social and professional integration (Labour Code L5314-2)	Key actor for social/professional integration and coordination with the compulsory training requirement, including NEET situations.	UNICEF (skills & transitions); UNESCO (TVET/skills); SDG 4 (skills for work).	Transition indicators; partnership between the education system and Local Missions; access to qualifications/employment; post-exit follow-up.	https://www.legifrance.gouv.fr/codes/article_lc/LEGIARTI000038901949 ; https://www.unicef.org/media/59856/file/UNICEF-education-strategy-2019-2030.pdf ; https://sdgs.un.org/goals/goal4