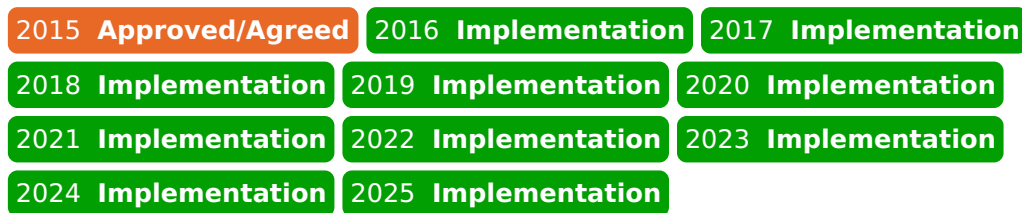


Education-economy cooperation in VET



Timeline



ID number 28220

Background

In 2015, the policy for work-based learning in VET was faced with the challenge of bringing VET institutions and enterprises closer.

Objectives

This policy development is aimed at developing relationships between businesses and education through career guidance and work-based training for young people.

Description

A circular of 2 December 2015 from the Ministry of Education announced 12 measures aimed at developing relationships between businesses and education through career guidance and work-based training for young people. They include work placements and measures to help pupils gain a better understanding of the world of work. School staff will have more opportunities to interact with the business world through courses for head teachers and continuous professional development modules on entrepreneurship. Internship hubs also contribute to this cooperation. New agreements between the Ministry of Education and sector organisations have been signed to foster the provision of vocational training courses for young people, especially dropouts. Training modules in new job search techniques geared towards teachers and other education staff are being established. Following a 2015 circular (No 2015-035) from the Ministry of Education, internship hubs (*pôles de stages*) have been rolled out in every region to organise schools and businesses into networks which support students in finding work placements. More than 350 local hubs have been set up, specialised, in some cases, by economic sector. These local internship hubs are each managed by a facilitator and coordinated at regional level. Practical tools can be found online.

In April 2015, the Ministry of Employment and the Foundation to fight exclusion (Fondation Agir Contre l'Exclusion, FACE) set up the Foundation for innovation in apprenticeship

(Fondation innovations pour les apprentissages, FIPA). FIPA's objective is to:

- (a) support developing all forms of work-based learning in companies;
- (b) propose innovative solutions to issues such as increasing apprentice mobility;
- (c) provide digital resources to support apprenticeships;
- (d) introduce apprenticeship in occupations where it does not yet exist.

2015 Approved/Agreed

2016 Implementation

2017 Implementation

2018 Implementation

2019 Implementation

IVET / Ministry of National Education and Youth

Bringing together education and the business world is at the heart of the transformation of the vocational pathway initiated in 2019, particularly via the deployment of the trades and qualifications campuses of excellence.

It is embodied, for example, in a new project-based multidisciplinary assignment (*chef d'oeuvre*, in French) that now applies to all CAP students and apprentices in the training cycle and all vocational baccalaureate students/apprentices in the final year (first and final classes).

The 'Capstone project' is a practical assignment, based on the cross-disciplinary and professional skills developed within their speciality by students or apprentices. It is the culmination of a multidisciplinary project which can be individual or collaborative. The project systematises and embodies the project teaching approach in vocational education.

A guide to the lessons in this new module has been available online since June 2019. The decree of 26 November 2019 introduces the 'Capstone project' as a means of qualifying for the certificate of professional aptitude (CAP). The economy employment education relations units (CR3E) of the education authorities can aid the establishment of partnerships with companies or professional circles.

Partnership agreements with the professional world and Business school week have been renewed: over 200 000 pupils were reached in 2019, with 700 activities in the field, 19 000 teachers involved, 5 600 schools and 11 000 businesses.

The training courses in professional environments and company visits available to all education professionals will be expanded in 2020.

Apprenticeship / Foundation for innovation in apprenticeship (FIPA)

FIPA represents 13 large companies and 27 000 apprentices (engaged in training through an apprenticeship on professionalisation contract). The Ministry of Vocational Training works with FIPA in two ways: first, FIPA has created a company CFA (apprentice training centre) working group, bringing together a number of large companies that already have their own CFAs (such as EDF, La Poste, Veolia, RATP, SNCF) and others that wish to create one (such as Axa, Lactalis, Disneyland, Saint-Gobain). They are supported by consultants in creating a guide on how and why to create a company CFA. The ministry has been participating in all the meetings of this working group for almost a year to support them in the development of this guide, which was to be officially launched in 2020. FIPA also works with partner companies and skills operators (OPCO) to support apprentices undertaking European and international placements.

2020 Implementation

IVET/Ministry of National Education and Youth

In October 2020, the theme of business school week was Partners to build the future of young people.

Apprenticeship/FIPA

FIPA published a guide for interested companies in the process of creating/transforming their own apprentice training centre (CFA)

2021 Implementation

IVET/Ministry of National Education and Youth

The first event, School-Business university for training and professional integration, was held in October 2021. It brought together 1 500 participants and 40 speakers: social partners, CEOs, HR managers, international experts, region and education authorities to construct effective responses for the training and the professional integration of young people as part of the economic recovery. The cooperation between the Ministry of Education and the Mouvement des Entreprises de France (employers' organisation representing French companies) was renewed on this occasion to better align the expectations of the younger generations with those of the socioeconomic world, as well as the needs for skills within the regions. The aim is to encourage the immersion of teachers in companies through 5 000 internship offers per year, to support 1 000 capstone projects each year, to be involved annually in 100 projects to support the entrepreneurship of upper secondary VET learners and to deploy trades and qualifications campuses.

The library of resources and ideas for capstone projects (*la bibliothèque de ressources et d'idées pour la réalisation du chef-d'œuvre*, BRIO) supports the teaching teams and learners with pooling ideas and carrying out the capstone projects included in all upper secondary VET programmes leading to the professional skills certificate (CAP) and the vocational baccalaureate qualifications. The platform lists some 400 projects proposed by 1 000 teachers.

Apprenticeship/FIPA

FIPA published its guide for international mobility of apprentices (apprenticeship and professionalisation contracts). This guide is intended to speed up mobility pathways, by presenting the regulatory framework and the funding available.

2022 Implementation

IVET/Ministry of National Education and Youth

Regarding IVET, following developments can be mentioned: The School-Business Week was organised under the auspices of the Ministry of National Education and Youth. This initiative is an opportunity to raise awareness among secondary school students about the world of business and careers. The theme chosen for the 2022 edition was: 'France 2030: putting young people and businesses at the heart of the process of developing skills'. Among the issues to be addressed by the France 2030 plan are the economic and ecological transformations underway in the world of manufacturing, as well as the issues of skills and initial training. Collaboration between schools and companies focuses on areas such as career guidance, the acquisition of vocational and life skills and facilitating the integration of pupils into the workforce.

Each year, the programme reaches more than 200 000 students thanks to the involvement of 19 000 teachers and more than 11 000 companies throughout the country.

Apprenticeship/FIPA

In 2022, with the supervision and support of FIPA there were 70 company CFAs (Apprentice Training Centre) in operation. The foundation also supports number of projects, including LOTUS, run by the company Véolia, aimed at integrating refugees into the workforce.

2023 Implementation

In 2023, the FIPA (*Fondation innovations pour les apprentissages*) reported that its member companies employed 60 000 young people in apprenticeship programmes. As an illustration of the actions undertaken, the *Nuit Des Loups-Garous*, an entrepreneurial acculturation event structured as a hackathon for apprentices, which had gathered 100 participants in 2022, expanded to 200 participants in 2023.

2024 Implementation

The FIPA has renewed its apprenticeship passport (*passeport apprentissage*) initiative. This pre-training programme, lasting 4 to 6 weeks in apprenticeship training centres (CFA) affiliated to companies, enables young people to discover a profession, learn about a company, and explore training opportunities, often leading to an apprenticeship contract. In 2022 and 2023, 865 young people not in education, employment or training (NEETs), benefited from this programme, with the majority (74%) of them having below-baccalaureate (EQF level 4) qualifications. Three months after completing the programme, 70% of participants advanced to an apprenticeship contract or another scheme for professional integration.

The establishment in each IVET school of a liaison office with local businesses, initiated in 2023/24, continued in 2024.

Some companies co-finance projects alongside the region and the State that address concrete skills challenges linked to the attractiveness, professional integration, and training offer in the industry sectors. Among the most significant examples is the online platform 'Forindustrie, the extraordinary universe', financed by Industries Méditerranée, EDF, and the Union of Industries and Trades of Metallurgy (UIMM), in collaboration with the Campus of Excellence in Future Industry. It is the first metaverse platform dedicated to vocational careers. It offers a video game, an engaging and collaborative way for lower and upper secondary learners, along with their teachers, to explore the various careers in the industry across France.

Addressing IVET teacher training needs in the regions

The Cefpep training centre (*Centre d'études et de formation en partenariat avec les entreprises et les professions*, Cefpep) is tasked with co-designing continuous training actions for education personnel in local *académies*, alongside economic partners, including businesses, associations, foundations, and public organisations. Renamed Cefpep 2030 in 2024, it is specifically supporting the reform of the vocational pathway in upper secondary schools, by allowing IVET teachers to:

- (a) establish direct connections with the economic sector to keep their technical and professional knowledge aligned with innovations and skills needs in local industries;
- (b) stimulate interdisciplinary pedagogical projects and local initiatives, particularly those driven by educational collectives within the campuses of trades and qualifications;
- (c) access a minimum of one training opportunity in a business or a campus every three years.

The Cefpep initiative meets the need for national coordination and fosters partnership relationships at local level, aligning with the evolution of the training landscape and the skills development necessary in emerging sectors. In 2024, over 10 000 training days in businesses were available to teachers to enhance their professional competences.

During 2024, new training offer for education staff was initiated by the national network of campuses of trades and qualifications in collaboration with large companies. The programme is coordinated by the EAFC network of in-service training centres for national education staff (*écoles académiques de la formation continue*, EAFC). The EAFC centres disseminate these training proposals to the school teachers and education personnel and facilitate enrolment based on the needs in each

académie (education district). The programme uses an inverted pedagogy approach and is developed in collaboration with industrial partners, including Exxotest, Renault, Renault Trucks, Volkswagen, and ANFA (the national association for training in the automobile service sector). It is funded by France 2030 to train 2 000 teachers.

As part of the ongoing reform to modernise IVET delivery, the qualification standards for VET diplomas (CAP, vocational baccalaureate, *brevet professionnel*, *certificate of specialisation*, BTS) were revised. New post-baccalaureate specialisation courses were introduced, and schools were encouraged to offer locally initiated complementary training in partnership with enterprises. The revised timetable introduced small-group teaching, while the PFMP allowance scheme - provided by the state to VET school learners in during their mandatory professional training periods/internships (*période de formation en milieu professionnel*, PFMP) - was renewed, with payments managed by the public body ASP.

2025 Implementation

The Centre for Research on Qualifications Céreq published its 2024–2025 Programme Review, listing around one hundred ongoing or completed projects on the relationships between training, employment and work. Notable actions include the evaluation of *Trades and Qualifications Campuses (CMQ)* under the “Territories of pedagogical innovation” action of the *Programme d’investissements d’avenir (PIA3)*, and a project capitalising on PIA and *France 2030* programmes to identify their effects on competence development and pedagogical practices in connection with territorial and sectoral dynamics.. Enterprise liaison offices and the revision of the training map are emerging as key levers for stronger cooperation between education and the economic fabric.

Bodies responsible

- Ministry of National Education, Higher Education and Research
- Delegate Minister for VET under the education and labour ministers
- Ministry of National Education and Youth (until 2024)
- Ministry of National Education, Youth and Sports (from 2020 till 2022)

Target group

Learners

Learners in upper secondary, including apprentices
Young people (15-29 years old)

Education professionals

Teachers

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)
VET providers (all kinds)

Other stakeholders

Social partners (employer organisations and trade unions)

Thematic categories

Governance of VET and lifelong learning

Coordinating VET and other policies

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

Developing and updating learning resources and materials

Reinforcing work-based learning, including apprenticeships

Teachers, trainers and school leaders competences

Systematic approaches to and opportunities for initial and continuous professional development of school leaders, teachers and trainers

Supporting lifelong learning culture and increasing participation

Promotion strategies and campaigns for VET and lifelong learning

Subsystem

IVET

Further reading

[Short training modules offered to teachers and other education staff](#)

[Vademecum Creating the final project](#)

[Decree No 2019-1236 of 26 November 2019 on the evaluation of the Capstone project for the examination of the certificate of professional competence \(CAP\)](#)

[Circular No 2015-035 of 25 February 2015. Developing internship hubs in education districts \(academies\)](#)

[What are the internship hubs?](#)

[1st event 'School-Business University for training and professional integration'](#)

[Renewal of the cooperation between the Ministry of National Education and the Mouvement des Entreprises de France](#)

[Presentation of BRIO, a library of resources and ideas to support the realisation of the project-based multidisciplinary assignment \(chef d'oeuvre\) in VET schools](#)

[Ministry of National Education and Youth - 2022 School-Business Week](#)

[Foundation for Innovations in Apprenticeships](#)

[Cefpep 2030](#)

[the website of the 'Forindustrie, l'Univers Extraordinaire' initiative](#)

Related policy developments

2025 Implementation

Measures fostering teachers initial training and CPD

A December 2015 circular created more opportunities for school staff to work with the

business world, including courses for head teachers and CPD modules on entrepreneurship; it also contributed to the CPD of VET school teachers.

 FRANCE

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

2025 Implementation

Modernising IVET

The transformation of the vocational high school, which began in 2018, aims to improve the link between apprenticeship and the academic path.

 FRANCE

Type of development

Regulation/Legislation

Subsystem

IVET

2025 Implementation

Trades and qualifications campuses label

In the reporting period, the initiative was further extended through labelling 95 campuses covering 12 growth and job-creating sectors: food and food-processing; chemistry and biotechnologies; creation, design, audiovisual; infrastructures, construction, eco-construction; materials, innovative ma

 FRANCE

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

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