

Supporting apprenticeship mentors and tutors

POLICY DEVELOPMENT

REGULATION/LEGISLATION

 FRANCE

Timeline



ID number 28244

Background

In initial vocational education and training, apprenticeships are a form of training alternating periods of theory education at apprenticeship training centres (*centres des formations des apprentis*, CFA) and practical training in the workplace (under an apprenticeship contract, *contrat d'apprentissage*). In the workplace, the apprentice is under the responsibility of an apprenticeship mentor (*maître d'apprentissage*). In the framework of the 'professional development contract' scheme, the person responsible for the young person is called 'tutor'. The apprentice mentor/tutor can be a company manager or an employee who contributes to their acquisition of professional skills.

In continuing training, the revival of work-based learning programmes requires greater recognition of the role of apprenticeship mentors and tutors in companies. There is a need for more employees in this role.

Objectives

The support systems for apprenticeship mentors/tutors are aimed at improving the integration of young people into the company, spreading the work-based learning culture, and improving employee retention.

Description

In initial vocational education and training apprenticeship schemes, learners receive guidance and support during their in-company training by professionals in the company they work. Depending on the scheme, these professionals are called mentors (within the apprenticeship contract scheme) or tutors (within the professionalisation contract scheme).

The role of apprenticeship mentor is recognised under the Citizen's commitment account (*Compte d'engagement citoyen*, CEC), which is part of the personal activity account (*compte personnel d'activité*, CPA). The Citizen's commitment account tracks voluntary

activities undertaken by individuals, helping to recognise the skills gained through these activities and enabling access to funded training. To qualify for recognition under the Citizen's commitment account, a mentor must serve in this role for at least six months.

The 2018 law for the freedom to choose one's professional future supports mentors and tutors by making it easier for them to obtain certification through training or validation. In some cases, social partners and sector associations are involved in training and funding for these mentors and tutors.

To encourage more people to become apprenticeship mentors, various initiatives are in place within professional sectors.

2015 Approved/Agreed

To create a strong foundation for apprenticeship mentors in IVET, a 2015 circular established specific criteria for those working in the non-industrial and non-commercial public sectors.

Apprenticeship mentors must:

- (a) be familiar with the apprentice recruitment process;
- (b) complete prior training about their role's expectations;
- (c) learn about their responsibilities during working hours;
- (d) participate in exchanges with other mentors.

If there is no sectoral agreement, an apprenticeship mentor must either hold a relevant diploma or degree for the apprenticeship qualification (at least at the same level) and have two years of relevant professional experience, or have at least three years of relevant professional experience.

In 2015, the first national competition was established in the craft industry to enhance the recognition of apprenticeship mentors.

2016 Implementation

In 2016, the second competition in the craft industry was organised to enhance the recognition of apprenticeship mentors.

2017 Implementation

2018 Approved/Agreed

The 2018 Law for the freedom to choose one's professional future supports mentors/tutors in companies accessing certification via training or validation. Social partners and sector associations are, in some cases, involved in managing the training and funding of mentors/tutors.

2019 Implementation

In initial VET, from 1 January 2019, access to the position of apprenticeship mentor (*maître d'apprentissage*) has been extended and simplified (Decree No 2018-1138 of 13 December 2018). This has primarily been done by reducing the number of years of professional experience required: two years of professional experience related to the qualification for which the apprentice is studying (compared to three years previously) or one year of experience (compared to two years previously) for those holding a diploma or a qualification in the professional field corresponding to the diploma or qualification being studied for by the apprentice.

This is accompanied by the deployment of the apprenticeship mentor/tutor skills certification introduced by the order of 17 December 2018, which was developed by the labour ministry in cooperation with social partners, the apprentices training centres (CFAs) and the professional branches; it is included in the special directory of certifications and accreditations (RS) established by France Compétences. This

certification aims to reduce the number of apprenticeships abandoned by apprentices/work-study students by strengthening support for them through improved professionalisation of apprenticeship mentors/tutors.

For companies with fewer than 50 employees, training expenses for tutors and apprenticeship mentors can be financed by a skills operator (OPCO) up to a limit of 40 hours at EUR 15/hour. This support covers tuition fees, remuneration, social security contributions, catering and accommodation costs.

For work as a tutor, support of up to EUR 230/month/work-study student may be provided for a maximum period of six months (12 months for an apprenticeship mentor.)

Moreover, the hours acquired towards the Citizen's commitment account (*Compte d'engagement citoyen*, CEC) are converted into euros at a rate of EUR 12. The ceiling is set at EUR 240 per calendar year, up to a total of EUR 720.

Certification recognises skills and secures career paths, expanding the potential mobility of apprenticeship mentors/tutors. The certification consists of nine skills, ranging from welcoming the apprentices, introducing them to the staff and the work, informing them of internal rules and practices, organising and planning their workstations, liaising with the apprentices training centres (CFA) and assessing the skills acquired.

Obtaining this certification is a real asset for the different players involved in apprenticeships: for mentors and tutors, it allows for better recognition of their skills and makes their career path more secure, and supports mobility; for branches and companies, it makes it possible to professionalise employees and encourage them to take on this role; for apprentices, it helps secure the success of their experience.

2020 Implementation

The measures related to the PD are operational and run as regular practices

2021 Implementation

The certification relating to apprentice mentor/tutor skills (*maître d'apprentissage/tuteur*, MATU), created by the labour ministry, has been registered for five years, from 15 October 2021, in the specific register (*répertoire spécifique des certifications et des habilitations*, RS).

2022 Implementation

The Ministry of Labour (via the Carif Oref network) has conducted a survey on the professionalisation of apprentice training centres (CFA), which according to the Labour Code (art. L. 6231-2), are assigned with 14 different tasks (e.g. supporting and assisting apprenticeship applicants in their search for an employer; ensuring consistency between the training provided within the centre and that provided within the company etc.). The ultimate goal of this survey is, based on a self-assessment questionnaire the key players of CFA answered, to identify a range of services that complement the ones currently in place.

This survey process helps building a common set of core competences required to improve the quality of services offered to apprentices. The survey involved the heads of CFA networks, CFAs employees and apprenticeship advisors. Based on their responses, the majority of CFA respondents felt that they had made significant progress in implementing the 14 tasks, but they also indicated the need for further professionalisation, particularly in tackling external impediments, enhancing apprentice mobility and implementing anti-discrimination measures.

2023 Implementation

The Ministry of Labour and Employment has mandated the Carif-Oref network to co-

develop a professionalisation programme for apprenticeship training centres staff in 2023-24. This initiative targets directors, educational leaders, coordinators, and trainers at apprenticeship training centres in both mainland France and overseas territories.

The learning kits serve to synthesise, capitalise on, and structure existing information and resources—such as legal texts, infographics, and guides—related to the missions of apprenticeship training centres (CFA). These resources will be regularly updated and supplemented with region-specific kits to address local needs and contexts. The first resource kit was published in September 2023, focusing on supporting individuals with disabilities, reflecting a commitment to inclusivity in vocational training.

2024 Implementation

As part of the Carif-Oref network's professionalisation programme for apprenticeship training centre staff, a second set of resources was published in January 2024. It focuses on equality, diversity, and inclusivity within vocational training. Additionally, in 2024, a webinar was organised to address the rights and obligations of apprentices. Another webinar focused on health and safety regulations in the workplace.

2025 Implementation

The Ministry of Labour organised a series of webinars on apprenticeship for employers, including support for recruitment, access to State financial aid, integration of apprentices in enterprises, the role of apprenticeship mentors, recruitment in the civil service and inclusion of apprentices with disabilities.

The Centre for Research on Qualifications (Céreq) published a study on the role of workplace tutors. *Céreq Bref* No. 473 analyses the conditions under which employees act as mentors for apprentices, trainees or new recruits. It shows that mentoring, often perceived as a natural task, is in fact a specific activity requiring time, competences and adequate recognition. The study highlights the diversity of mentoring practices and the need to better document and value this function in human resource and training policies.

Bodies responsible

- Ministry of Labour, Employment and Professional Integration (until 2022)
- Ministry of Labour, Full Employment and Inclusion

Target group

Education professionals

Teachers
Trainers

Entities providing VET

Companies
Small and medium-sized enterprises (SMEs)

Thematic categories

Governance of VET and lifelong learning

Engaging VET stakeholders and strengthening partnerships in VET

Modernising VET offer and delivery

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

Attractiveness of the teaching and training profession/career

Supporting lifelong learning culture and increasing participation

Financial and non-financial incentives to learners, providers and companies

Subsystem

IVET CVET

Further reading

[Decree on the citizen's commitment account and the personal activity account](#)

[Decree No 2018-1138 of 13 December 2018 relating to the conditions of professional competence required of an apprenticeship mentor](#)

[Order of 17 December 2018 on the creation of the certification relating to the skills of apprentice mentors/tutors](#)

[Ministry of Labour, apprenticeship mentors/tutor skills certification](#)

[Order of 7 December 2021 revising the certification relating to the skills of apprenticeship master/tutor \(JORF No 0291 of 15 December 2021\)](#)

[Labour Code Article L6231-2 - CFA assignments](#)

Related policy developments

2025 Implementation

Reinforcing access for all to lifelong learning (the 2018 law)

The 2018 Law for the freedom to choose one's professional future provides for:

 FRANCE

Type of development

Regulation/Legislation

Subsystem

CVET

2025 Implementation

Strengthening apprenticeships in the public sector

A 2015 circular established conditions for apprenticeship contracts within the non-industrial

and non-commercial public sector.

 FRANCE

Type of development

Practical
measure/Initiative

Subsystem

IVET CVET

“ … ” **Cite as**

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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28244>