



# **European Alliance for Apprenticeships (EAfA) Apprenticeship Support Services**

*Survey report*

June 2019



## Introduction

This report presents the results of the Pledge monitoring survey promoted among the European Alliance for Apprenticeships (EAfA) members. The survey was launched on the 14<sup>th</sup> February 2019 and the last response was recorded on the 4<sup>th</sup> April 2019. The survey invitation was sent to all the EAfA members that have submitted a pledge by December 2018 (282). The overall number of valid responses collected is 103, hence the final response rate is approximately 37%. In order to provide a balanced survey analysis, we have not considered particularly incomplete responses and duplicates<sup>1</sup>. The survey collected information on the pledge implementation in the two years period of 2017-2018.

Finally, the large majority of responses were complete (95%) while only 5 responses were partial<sup>2</sup>.

## Background information

The first set of questions aimed to identify the pledge collecting general information as the name of the pledge, the type of organisation submitting the pledge, the year of submission and the support received by partners.

Table 1 below provides an overview of the pledges reviewed through this survey.

Table 1: Please indicate the name your pledge:

No.	Name of the pledge
1.	Adecco Group
2.	Albanian Skills
3.	Algemene Onderwijsbond - AOb
4.	Alliance for YOUth
5.	Allianz SPA
6.	Anglesairlanda
7.	Apprenticeships 4 England
8.	Assemblée Permanente des Chambres de Metiers et de l'Artisanat (APCMA)
9.	Association of Chartered Certified Accountants - ACCA
10.	Austrian Federal Economic Chamber (WKÖ)
11.	BASF
12.	Basque Government Regional Authority
13.	Bertelsmann SE & Co. KGaA
14.	Berufliche Schulen des Unstrut-Hainich-Kreises „Johann August Röbling“
15.	Bildungszentren des Baugewerbes e. V. (BZB)
16.	Bouwunie, Unie van het KMO-bouwbedrijf vzw
17.	Câmara Municipal de Lisboa

<sup>1</sup> Only the answers that was possible to reconcile to specific pledges were considered. In a few cases, multiple answers for the same pledge were received. In these cases, the submitting organisations were contacted and asked to choose which answer to retain for the purpose of this analysis.

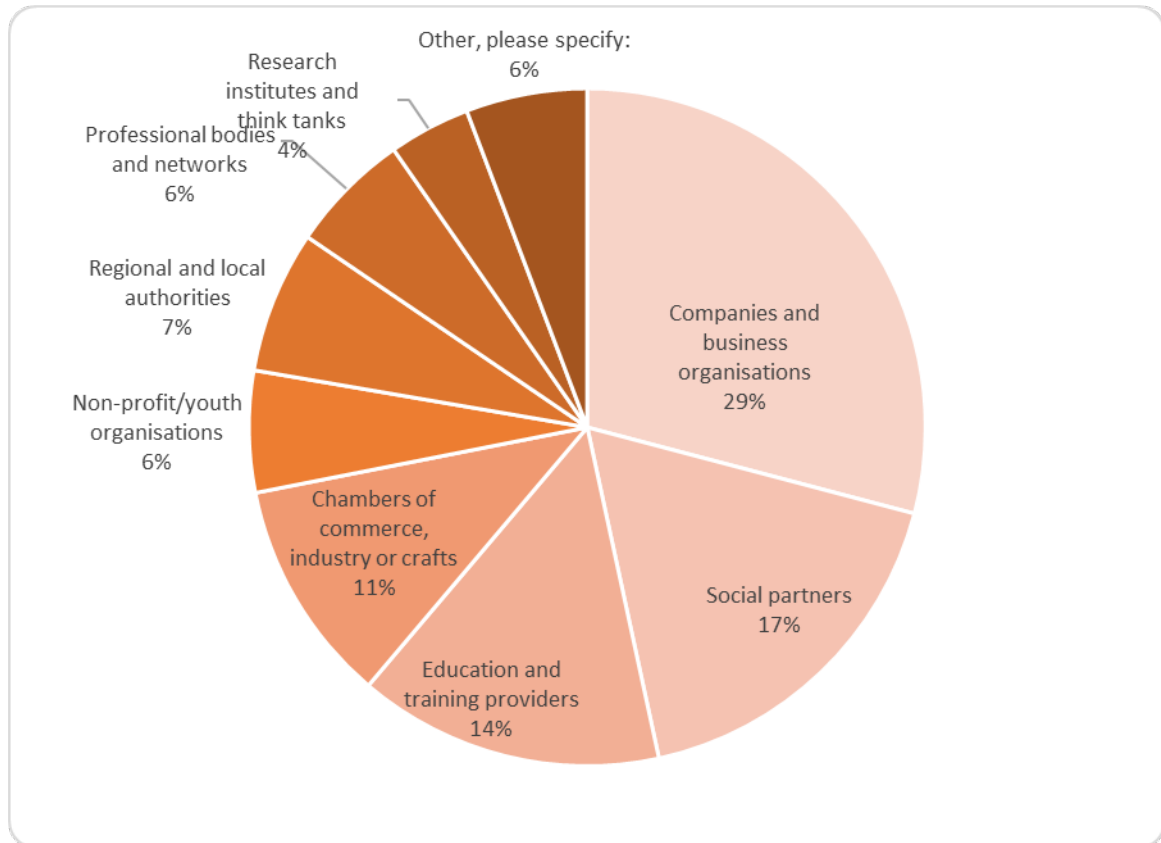
<sup>2</sup> In order to ensure the quality of the survey analysis, a large number of partial responses have been disqualified, due to the lack of responses in a large number of key questions or because the respondents have not provided realistic responses. The total number of disqualified responses is 170.

18.	Capita Talent Partnerships
19.	CCI Nantes-Saint Nazaire
20.	CFE-CGC ENERGIES
21.	Chamber of Commerce and Industry of Serbia
22.	Chamber of Commerce and Industry of Terrassa
23.	Chambre de Commerce et d'Industrie Auvergne Rhône-Alpes
24.	Comité Européen de Coordination
25.	Confederación Empresarial Vasca CONFEBASK Basque Business Confederation
26.	Connect Trade Union Ireland
27.	Cornwall Apprenticeship Agency
28.	CYPRUS CHAMBER OF COMMERCE AND INDUSTRY (CCCI)
29.	dm drogerie markt GmbH
30.	Don Bosco International
31.	EARLALL - European Association of Regional and Local Authorities for Lifelong Learning
32.	EFFAT-HOTREC
33.	EfVET - European Forum of Technical and Vocational Education and Training
34.	ENAIP NET
35.	Enel Group
36.	ESB Networks
37.	EUCEN - European University Continuing Education Network
38.	EUROCHAMBRES
39.	European Builders Confederation (EBC)
40.	European Parents' Association
41.	European Roundtable of Industrialists (ERT)
42.	European Trade Union Committee for Education (ETUCE), European Federation of Educational Employers (EFEE)
43.	Figlmüller Group
44.	FNE National Federation of Education (Portugal)
45.	Fondazione Casa di Carita Arti e Mestieri Onlus
46.	Food & Drink Training & Education Council
47.	FoodServiceEurope and EFFAT
48.	FRENSIONA shpk - KOLONA Vlore Albania
49.	General Council of Chambers of Commerce of Catalonia
50.	General Workers and the Reggie Miller Foundation
51.	German Economic Institute (Institut der deutschen Wirtschaft Köln)
52.	GEW - Gewerkschaft Erziehung und Wissenschaft
53.	Gi Group
54.	HAK-IS TRADE UNION CONFEDERATION
55.	HIDROMEK
56.	High Council of Official Chambers of Commerce, Industry and Navigation
57.	Hotel Sacher Wien
58.	I.F.O.A. - Istituto Formazione Operatori Aziendali
59.	industriAll European Trade Union - CEEMET
60.	Institute for Training, Employment and Mobile Learning - IFOM
61.	Intern Europe
62.	k.o.s GmbH
63.	MANPOWER EMPLOYMENT ORGANISATION (OAED)
64.	Microsoft and European Youth Forum
65.	Nestlé S.A.
66.	NGi (UK) Limited
67.	Northern Regional College
68.	Norwegian National Council for VET (SRY)
69.	Opetusalan Ammattijärjestö OAJ

70.	Organising Bureau of European School Student Unions (OBESSU)
71.	OZPŠaV of Slovakia (Trade Union of Workers in Education and Science of Slovakia)
72.	Pôle de formation Pasteur
73.	Porsche Inter Auto GmbH & Co KG
74.	Public Employment Service of Catalonia
75.	ReKreata I/S
76.	Réseau international des Cités des métiers
77.	REWE International AG
78.	Robert Bosch GmbH
79.	Saica
80.	Scottish Government
81.	Scuola Centrale Formazione
82.	Siemens AG
83.	SINDEP - Nacional and Democratic Teachers Union
84.	Stichting International Parents Association
85.	Suomen Oppisopimusosaajat ry (Association of Apprenticeship Experts in Finland)
86.	Teachers' Union of Ireland (TUI)
87.	Teachers Union Serbia
88.	The Danish Construction Association
89.	The Mentoring School (the root of it trading as)
90.	Trades Union Congress - TUC
91.	TRIVALOR
92.	UNIEP - International Union of Painting Contractors
93.	Unión General de Trabajadores de España
94.	Unioncamere Piemonte
95.	University of Strathclyde
96.	UNSA-Education
97.	Verallia Spain
98.	Volkswagen Group
99.	Welsh Government
100.	Wiener Stadtwerke GmbH
101.	Xarxa FP
102.	YouNet
103.	ZDH (German Confederation of Skilled Crafts and Small Businesses)

About a third of the respondents represent companies and/or business organisations (29%). Figure 1 below provides a breakdown of the respondents per type of organisation. The share of respondents per category is generally in line with the category breakdown of the EAfA members. In fact, the largest group of EAfA members is composed of representatives from companies and business organisations (38%), followed by social partners (17%) and education and training providers (15%).

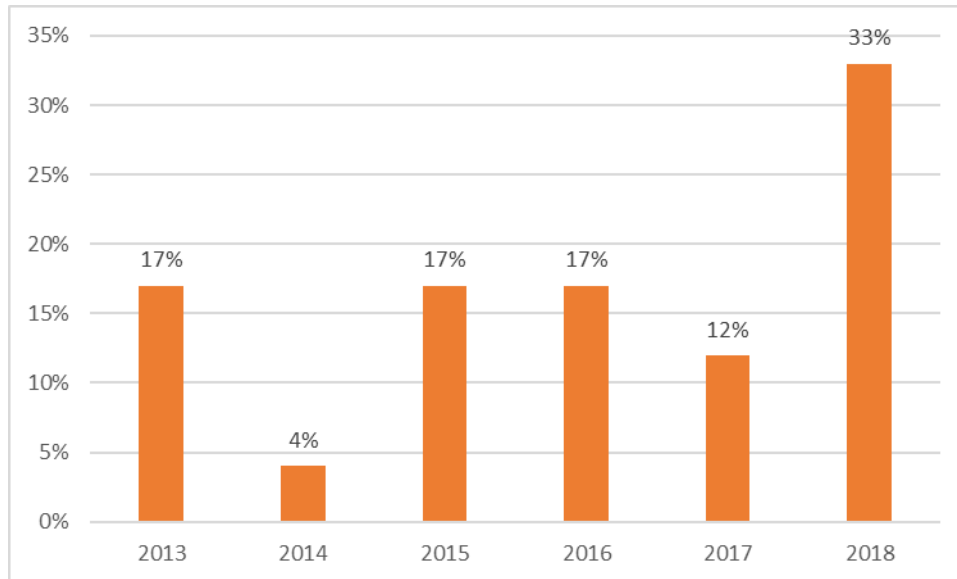
Figure 1: Please indicate the type of the EAfA member organisation that you represent:



N=103

Figure 2 below provides an overview of the years in which the respondents have submitted their pledges. Approximately one third of the respondents reported that their pledges were submitted in 2018 (33%), while 17% of the pledges monitored through this survey were submitted either in 2013, 2015 or 2016.

Figure 2: Please indicate the year in which you submitted your EAfA pledge:



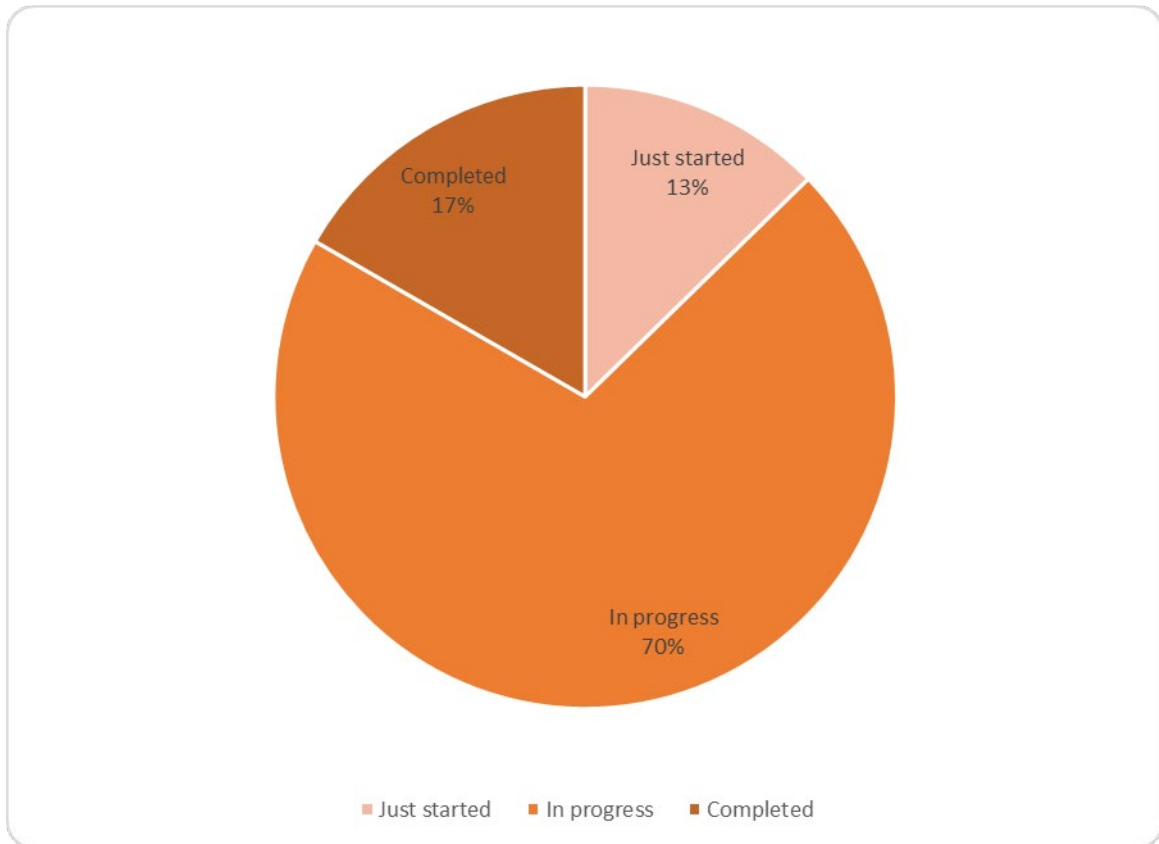
N=100

The respondents reported that in the implementation of their pledges they were supported by different types of institutions or stakeholder groups, such as: education and training providers, regional authorities, chambers of commerce, and companies. In addition to this, few of them reported that pan-European events such as the European Vocational Skills Week events were particularly important to develop connections and partnerships for the implementation of their pledges.

### **Pledge status**

As shown in Figure 3, the large majority of respondents (70%) reported that their pledges are still in progress. On the other hand, 17% stated that their pledges are currently being completed, while 13% reported that their pledges have just started.

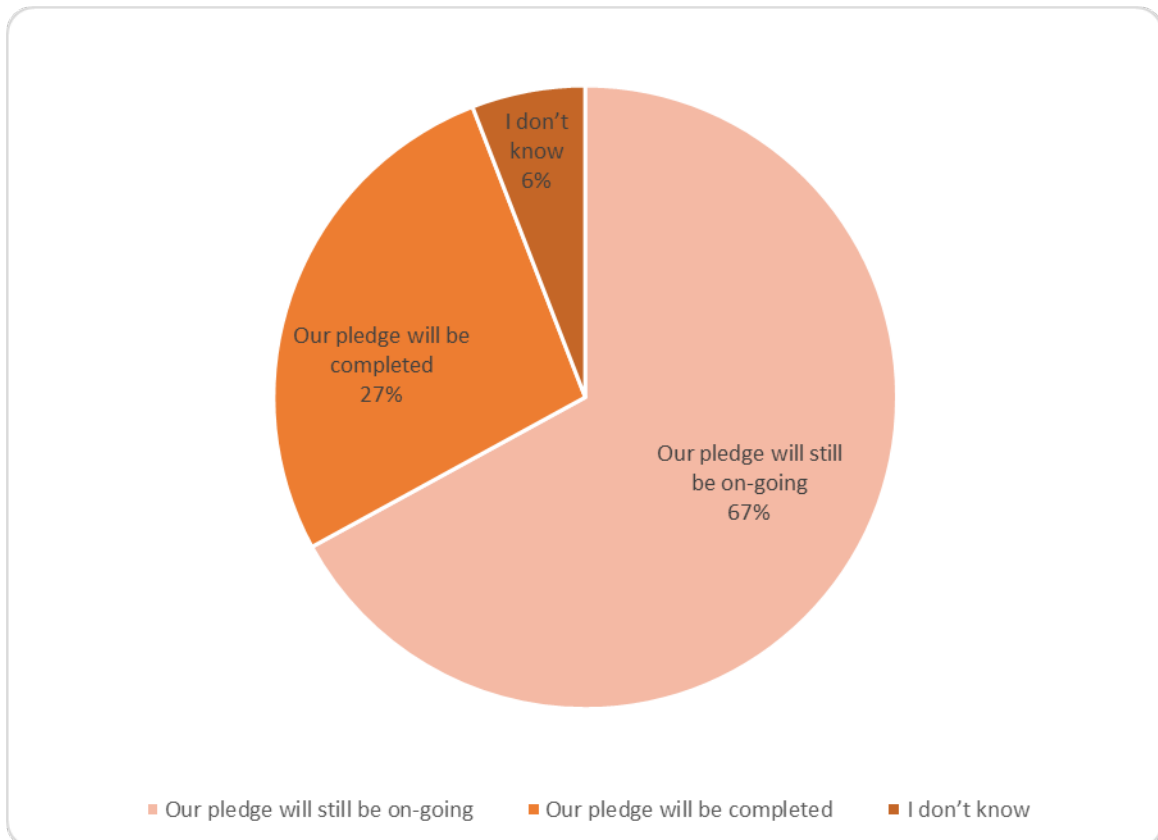
Figure 3: What is the current status of your pledge?



N=102

Among those reporting that their pledges are in progress or that they have just started, almost three quarters indicated that their pledges will still be ongoing in the next two years. As illustrated in Figure 4, 27% of them reported that their pledges will be completed within the next two years.

Figure 4: What do you anticipate will be the progress achieved with the implementation of your pledge within the next two years?



N=85

The respondents stating that their pledges were completed were asked which activities they have planned to disseminate and share the results of their pledges. According to the survey results, a large number of stakeholders have organised *ad-hoc* events (i.e. conferences, networking events, etc.) or produced communication materials (banners, articles, etc.). However, the majority of them have used the most common channels of communication, such as their website or social media platforms.

In order to assess and monitor the status of the pledges completed, these respondents were also asked whether their pledges could be marked as 'complete' in the EAfA records. The majority of respondents that have completed their pledges provided their consent to update the status of their pledges in the EAfA records (81%). The remaining respondents reported that they need to implement a second phase of their pledges.

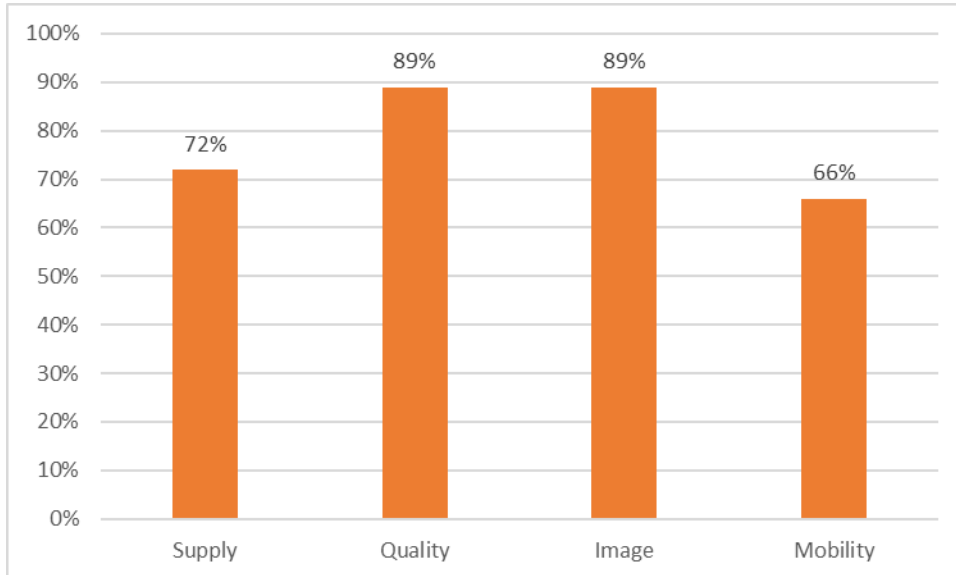
### Progress achieved

In order to monitor and assess the level of progress achieved with the implementation of the pledges, the respondents provided their assessment in relation to each of the four EAfA objectives (i.e. mobility, image, quality and supply). Figure 5 shows the share of pledges monitored through this survey focusing on each of the four EAfA objectives. According to the survey results most of the pledges monitored focus on



improving the quality and image of apprenticeship (89%) while only around two third of the respondents reported to focus on supply and to a smaller extent on mobility.<sup>3</sup>

Figure 5: Share of pledges focusing in each of the EAfA objectives (Multiple answers possible)

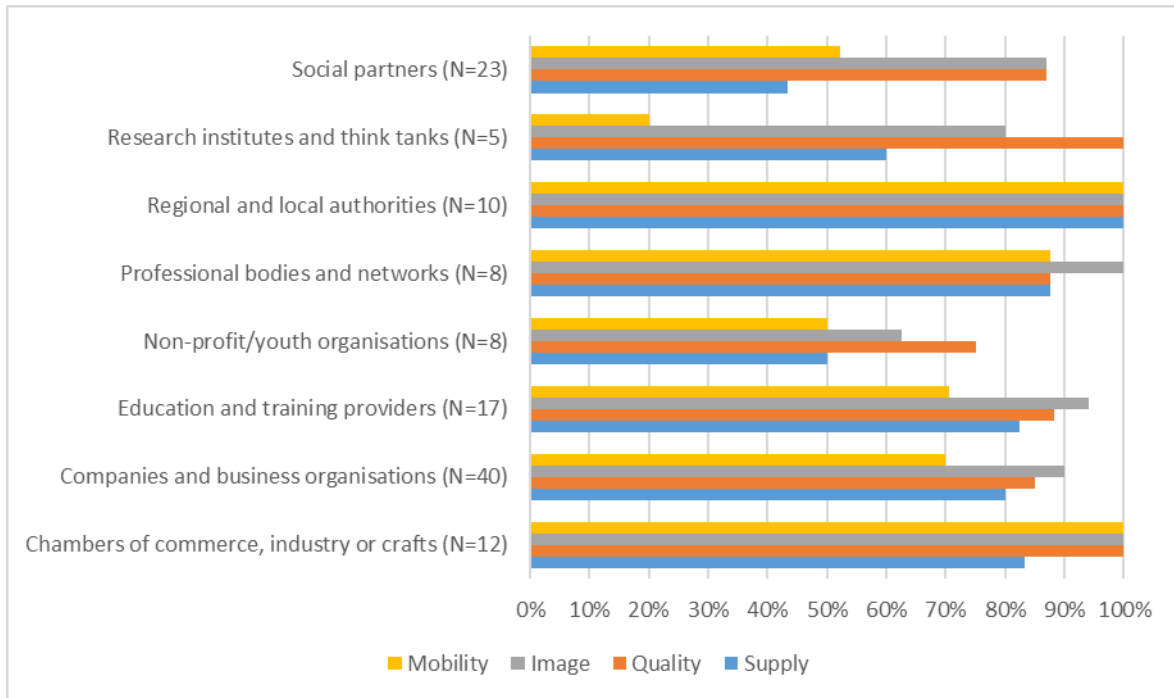


N=99

Figure 6 below provides a breakdown of the share of pledges focusing on each of the EAfA objectives per type of stakeholder submitting the pledge.

<sup>3</sup> According to the monitoring data collected by the EAfA on the 282 pledges received the majority of pledges focus on the quality of apprenticeship (79%), followed by the supply (66%) and image (64%) of apprenticeship. Finally, 36% of the total number of pledges submitted focus on the mobility of apprentices.

Figure 6: Share of pledges focusing in each of the EAfA objectives, per stakeholder category (Multiple answers possible)

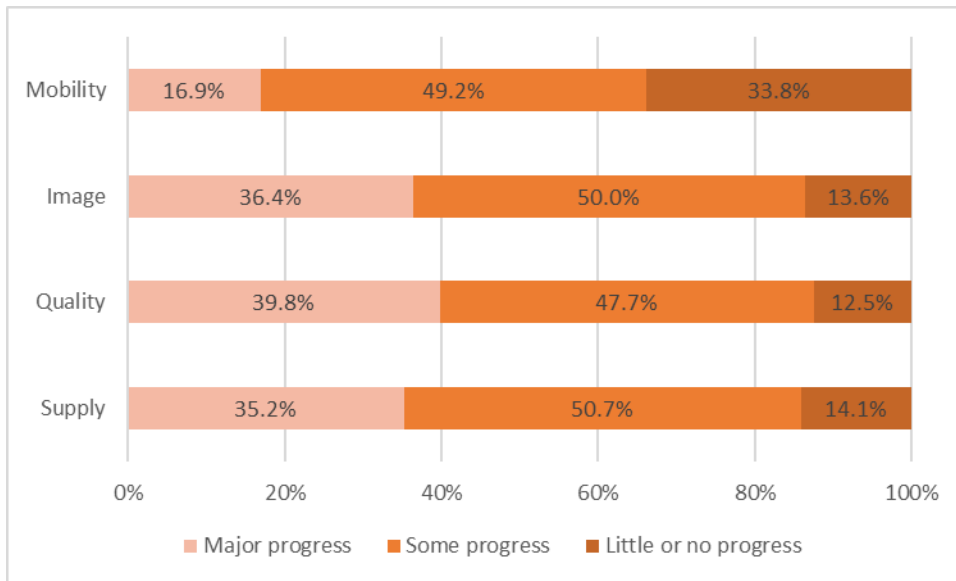


As illustrated in Figure 7, some progress have been achieved in relation to the quality (48%) and image (50%) of apprenticeships. Respondents also reported that major progress have been achieved in relation to these two areas<sup>4</sup>. Finally, Figure 6 also shows that relevant progress have been achieved in relation to the supply of apprenticeship<sup>5</sup>, while almost 70% of respondents whose pledge focuses on mobility of apprentices reported either major progress (17%) or some progress (49%) with the implementation of their pledges.

<sup>4</sup> Approximately half of respondents whose pledge focus on quality (40%) and image (37%) of apprenticeship reported that they have achieved some progress.

<sup>5</sup> 35% of respondents affirmed that they have achieved major progress with the implementation of their pledge, and more than half of them reported some progress (51%).

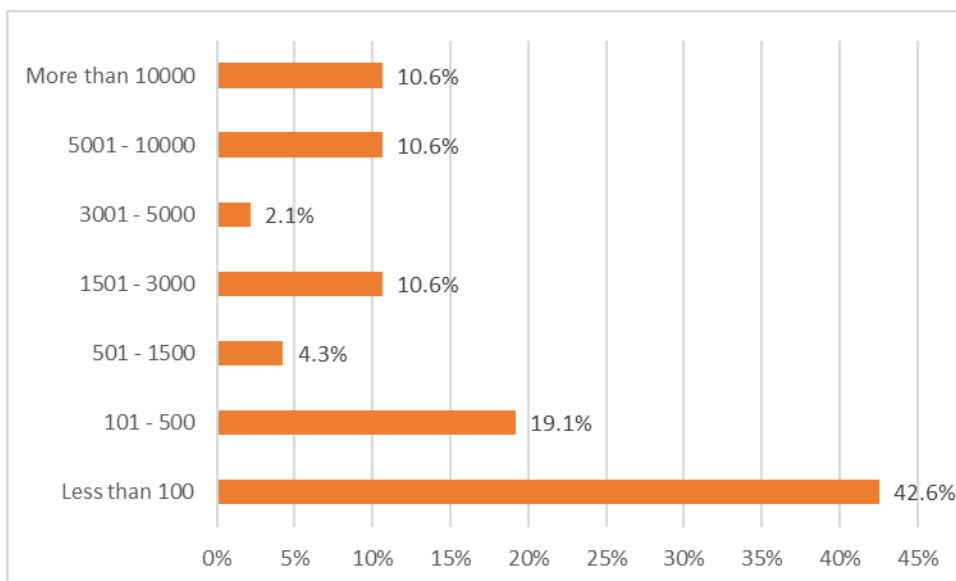
Figure 7: How would you assess the progress you have made with your pledge in relation to the four objectives of the EAfA? (Multiple answers possible)



N=99

The respondents stating that their pledges achieved major or some progress in relation to the supply of apprenticeships were also asked whether they could estimate the number of opportunities created. Figure 8 below, provides a breakdown of the responses collected. In particular, almost half of the respondents reported that their pledges contributed to the creation of less than 100 opportunities, while 10% of them stated that more than 10,000 opportunities were created in the context of their pledges. According to the survey results, the total number of apprenticeship places created through the monitored pledges is approximately 220,000.

Figure 8: Could you please estimate the number of apprenticeship places that were created, in relation to the pledge, in the period 2017-2018?



N=47

Moreover, respondents were also asked to outline how they contributed to improve the quality of apprenticeship, by listing the main activities, results and impacts of their pledges. In total, 79 respondents provided their feedback on how their pledge has improved the quality of apprenticeship. In particular, the adoption of the European Framework for Quality and Effective Apprenticeships is deemed as a crucial step to boost the quality of apprenticeships and internship schemes. Moreover, the quality of apprenticeships is considered generally improved also thanks to specific monitoring and communication activities, as these provide evidence-based results and eventually enhance the visibility of apprenticeship among other stakeholders and policy-makers.

According to the survey respondents, their pledges have also contributed to improve the image of apprenticeships, and 75 respondents provided more details. For example, through the submission of a pledge to the EAfA, it has been possible to increase the number of dissemination and communication activities undertaken, by for instance organising conferences and high-level meetings (i.e. Social Dialogue, Ministerial level roundtables, etc.). The opportunity to organise these types of communication activities strongly contributed to raise awareness on the topic among both key stakeholders and the general public.

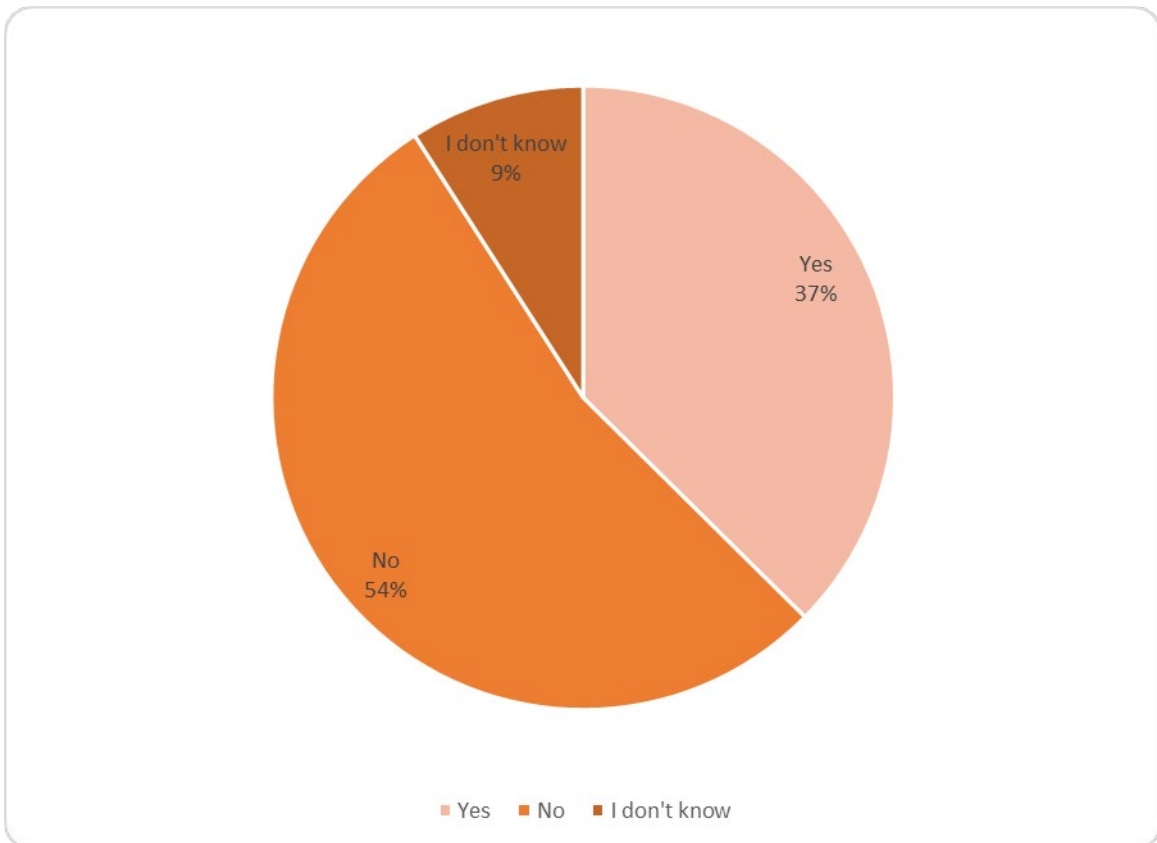
In addition to this, 39 respondents outlined in which way they have contributed to the mobility of apprentices. Of these, seven respondents highlighted the importance of the Erasmus+ programme in contributing to the mobility of apprentices. Also company-based internal mobility programmes were mentioned as a way to foster cross-border mobility of apprentices. However, other respondents argued that the lack of funding at the national level to support mobility of apprentices represents an important barrier for many SMEs and organisations in different Member States.

Finally, 33 respondents indicated the reasons for the lack of substantial progress with the implementation of their pledges. One third of them reported that this was mainly due to the recent submission of their pledges. In fact, as also illustrated in Figure 2, one third of the pledges monitored through this survey, were submitted in 2018. In addition to this, a few respondents claimed that the main reason behind the lack of substantial progress could be ascribed to cutbacks and reduced investments on education in several Member States.

## **Main challenges and obstacles**

Figure 9 illustrates the share of respondents that have encountered major obstacles with the implementation of their pledges in the period considered for this evaluation (2017-2018). More than half of respondents (54%) claimed that they have not faced any major barrier or challenges, while 37% reported major barriers in the implementation of their pledges.

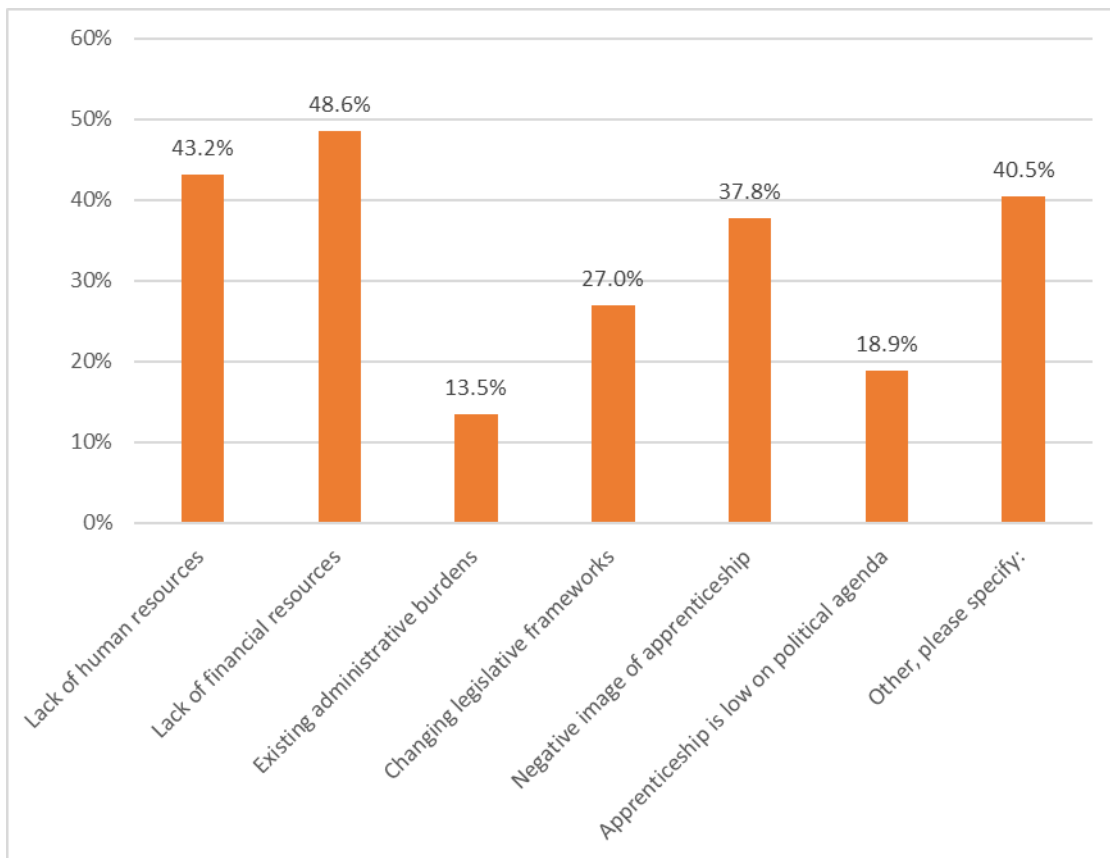
Figure 9: Have you encountered any major obstacles in the implementation of your pledge during the last two years (2017-2018)?



N=99

As shown in Figure 10, the lack of financial resources is an important barrier. However, also the lack of human resources (43%) and a negative image of apprenticeships (38%) are considered hindering factors.

Figure 10: Please let us know if any of the following have been among the main obstacles that you have encountered in the implementation of your pledge (please select all that apply):



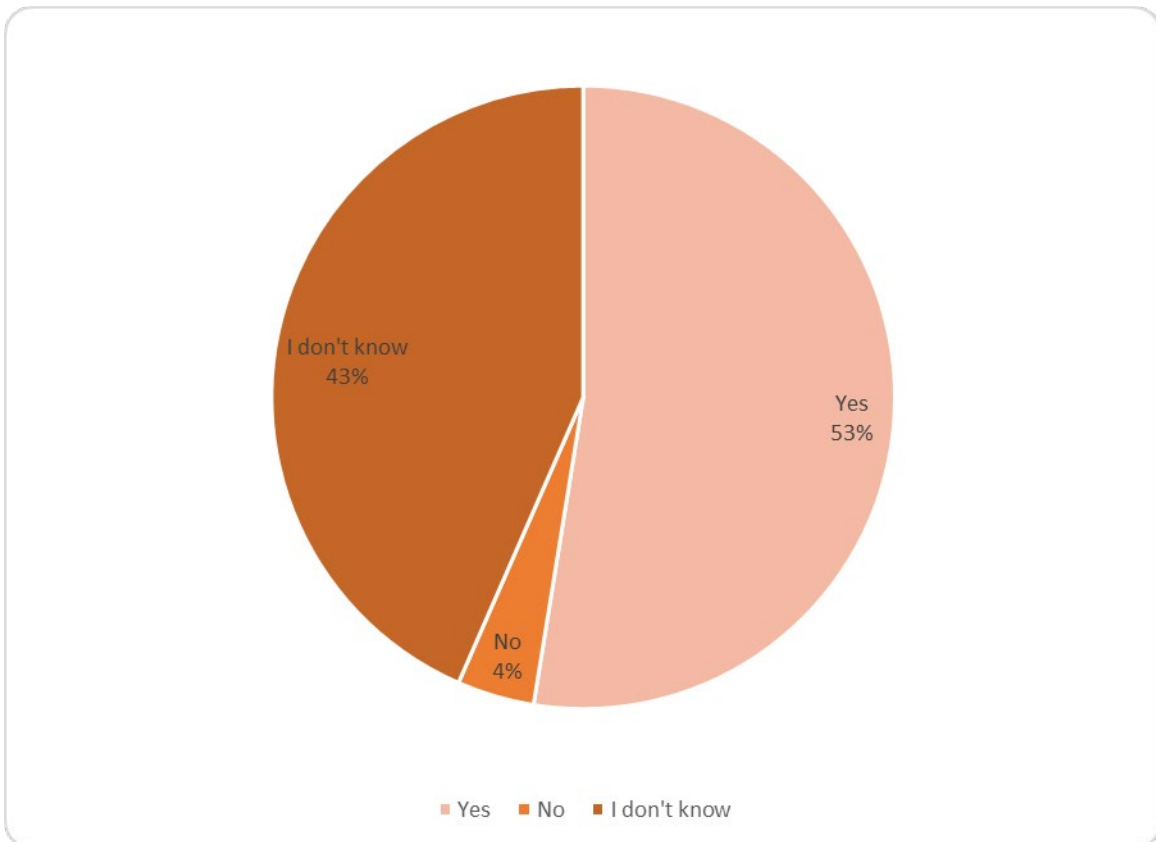
N=57

Finally, a large number of respondents selected the 'Other' option and subsequently specified which have been the main barriers that they have faced when implementing their pledges. Among the different responses collected, the lack of social dialogue and lack of involvement of teachers and education providers in the policy development and implementation in the field of apprenticeships were reported as important barriers. Another respondent argued that the lack of cooperation between companies and education and training providers results in policy makers having low levels of awareness and understanding of the importance of strengthening apprenticeship schemes and the related differences between apprenticeship and work-based learning.

### Good practice examples

As illustrated in Figure 11, more than half of respondents argued that their pledges constitute a good practice example that could be shared with other members of the EAfA.

Figure 11: In your view, does your pledge to the EAfA constitutes a good practice that could be shared with other EAfA members?



N=99

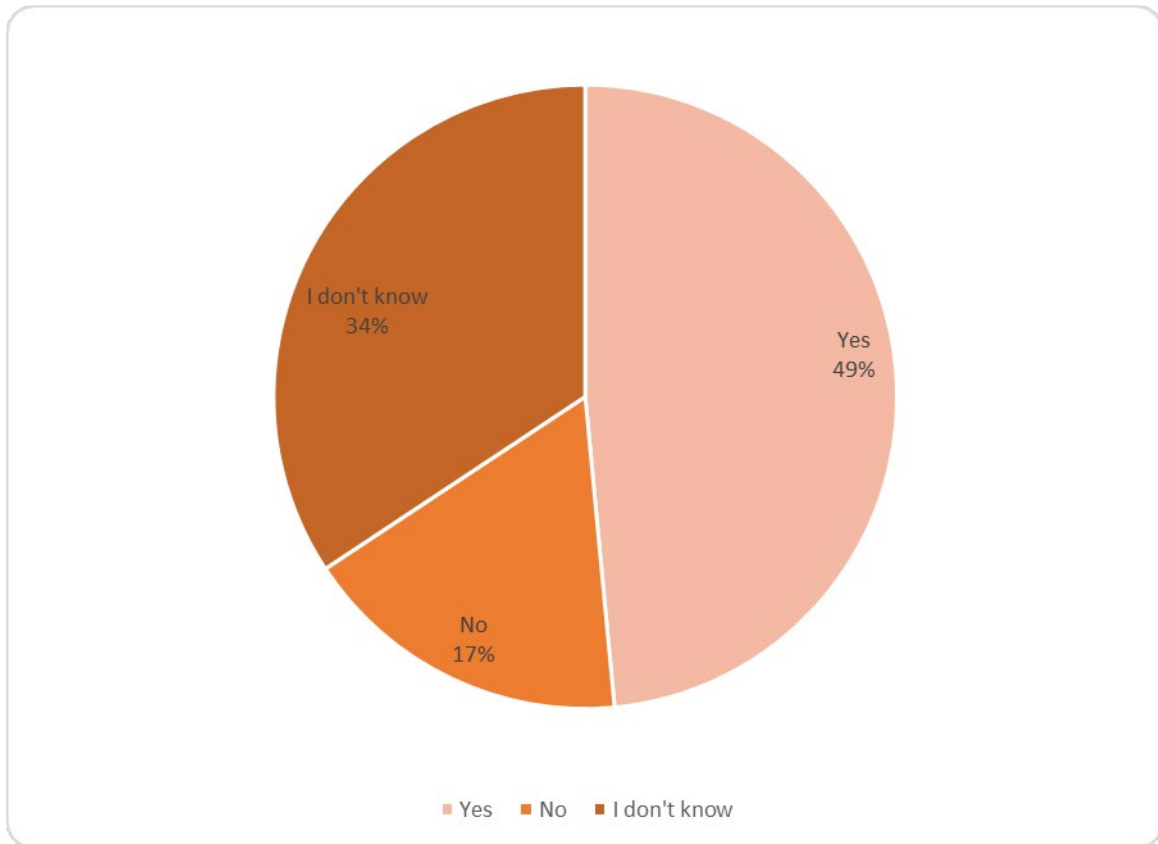
Looking at the different examples provided, two key aspects are the most common among the pledges suggested as possible good practice examples:

- **cooperation between different types of stakeholder**, such as social partners, education providers, national agencies, etc. The respondents mentioned that their pledges might encourage other EAfA members to develop stronger and durable partnerships with stakeholders at different levels, which would eventually boost the quality and supply of apprenticeship schemes.
- **strong focus on improving the quality of the apprenticeships**, in particular, through the development of innovative and dual schemes, thus combining educational and vocational training, but also through focus on the language and cultural experience linked with the mobility of apprentices.

### Pledge renewal

When asked about their intention to renew their pledges, nearly half of the respondents answered positively. However, as shown in Figure 12, more than half of them are either uncertain (34%) about renewing their pledges, or do not intend to renew them (17%).

Figure 12: Do you intend to renew your pledge?



N=99

The large majority of the respondents indicating that they will renew their pledges aim to provide continuity with the pledges currently implemented or completed. In particular, several respondents reported that they wish to continue improving the quality and image of apprenticeships, but also to focus on increasing the supply of apprenticeship places and to foster the inclusion of socially disadvantaged groups. While the focus of the pledges will potentially remain the same for the large majority of respondents, few of them reported their intention to include more and different types of partners, in order to increase the awareness among a larger audience and enhance the engagement of policy makers.

Among those indicating that they will not submit new pledges, only a few respondents explained in which way they would still like to contribute to the EAfA in the future. In particular, these members remarked their interest in participating in EAfA events in order to share their experiences and learn from other stakeholders. Other respondents reported that they would still like to promote the EAfA in their networks of companies or associations.

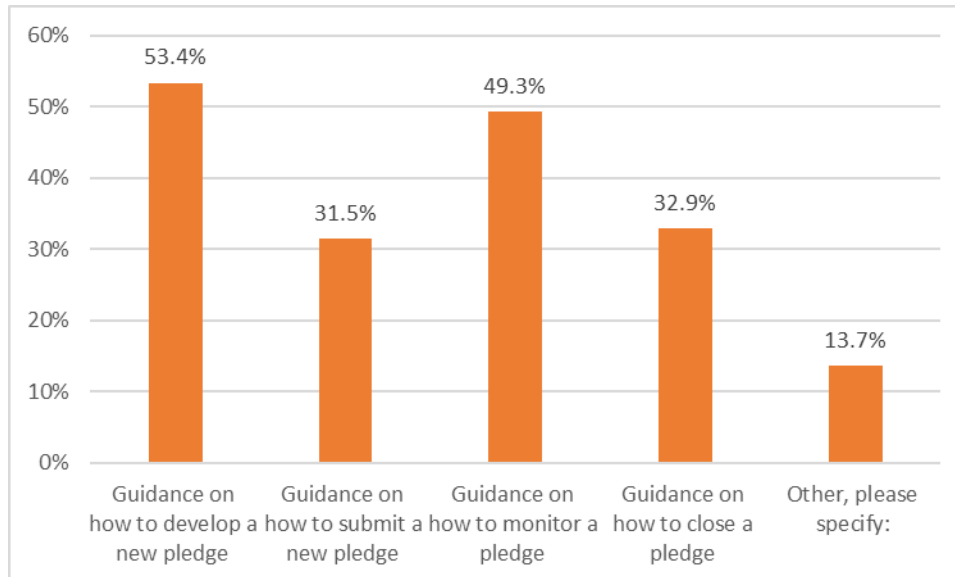
### EAfA's role and support

The pledge monitoring survey also aimed to assess and identify how the EAfA might improve the support provided to its members. In particular, Figure 13 shows that more than half of the respondents would like to receive additional guidance on how to develop a new pledge (53%). To a lesser extent, respondents would also like to receive guidance on how to monitor a pledge (49%), while one third of them would



like to receive guidance on how to close a pledge (33%) and on how to submit a new pledge (31.5%).

Figure 13: Would you like to receive additional guidance on how to develop, submit, monitor or close a pledge? (Please tick all that apply)

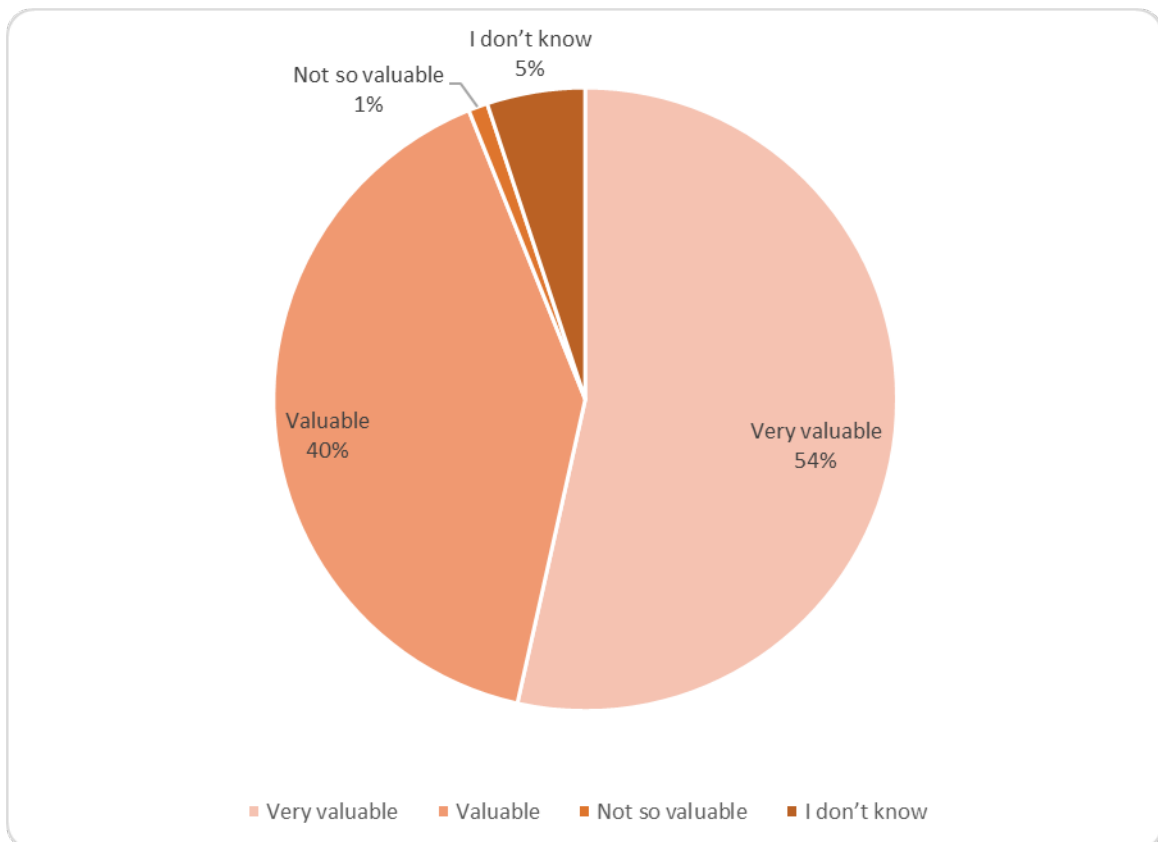


N=73

Among those respondents selecting the 'Other' option, some of them suggested that it would be useful to receive more information on the existing funding opportunities aimed at boosting the creation of apprenticeship places, as well as on independent and up to date researches on the different apprenticeship reforms within the EU. One respondent also indicated the need to organise more awareness-raising events across Europe in order to encourage exchanges and partnerships between social partners, education and training providers and businesses.

As part of this survey, respondents were also asked how they would assess the value of the EAfA as a multi-stakeholder platform aimed at boosting the quality, supply, image and mobility of apprenticeships. Figure 14 below, shows that the large majority of the respondents consider the EAfA as either a very valuable (54%) or valuable (40%) multi-stakeholder platform.

Figure 14: What is your assessment of the value of the EAfA as a multi-stakeholder platform to boost the quality, supply, image and mobility of apprenticeships?



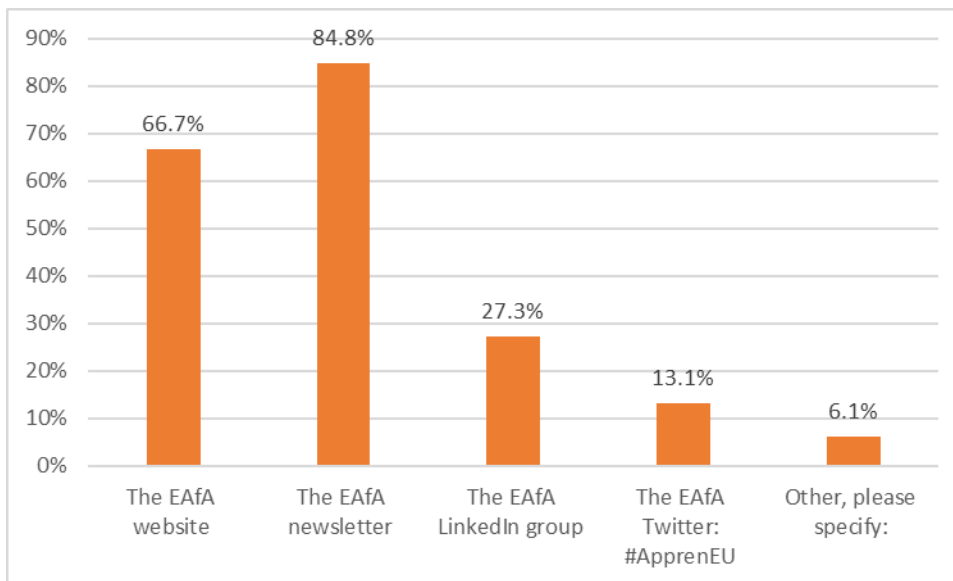
N=99

### Apprenticeship Support Services

The last section of the survey collects the feedback of the respondents on the newly established Apprenticeship Support Services. This support service provides a knowledge-hub to share information on apprenticeship design and delivery but also training and networking opportunities to facilitate exchange of ideas and learning.

In this context, respondents were firstly asked to indicate which would be their preferred channel to receive information on the Apprenticeship Support Services. As illustrated in Figure 15, the large majority of respondents would like to receive information on these services through the EAfA newsletter (85%), while the EAfA website is also considered an important source of information (67%).

Figure 15: What would be your preferred channels for receiving information on the Apprenticeship Support Services? (Multiple choice)



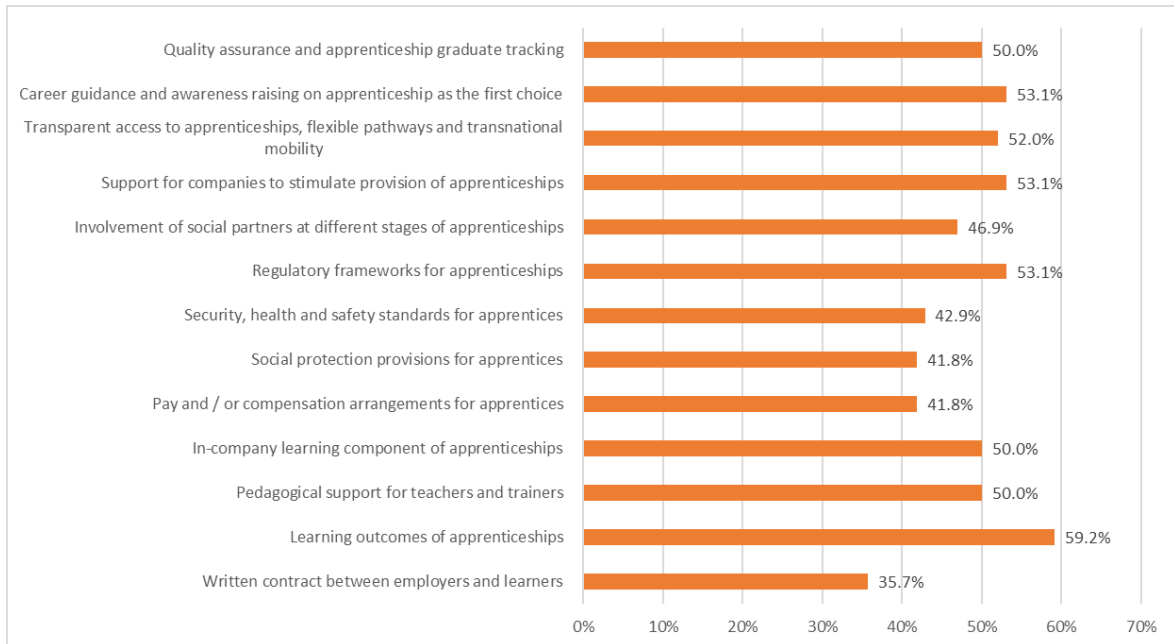
N=98

Among those respondents selecting the 'Other' option, some respondents mentioned that they would like to receive this information through Facebook, while a few others via email.

The Apprenticeship Support Services will also develop an online library. For this reason, the respondents were asked to indicate up to five materials that could be featured in this library. This service will provide a single-point of access to quality materials, practical tools and guidance on apprenticeship with the aim to help the EAfA members to design and deliver effective apprenticeships. In total, 120 different materials at national or international level (i.e. websites, videos, toolkits, academic papers, etc.) were suggested by the survey respondents.

Figure 16 below shows which areas of the European Framework for Quality and Effective Apprenticeships are more interesting for the work of the EAfA members. Approximately 60% of the respondents considered the learning outcomes of apprenticeship as an area of particular interest within the European Framework for apprenticeship, followed by the opportunity to provide career guidance and raising awareness on apprenticeship as a first choice (53%).

Figure 16: Please select all the areas that are of particular interest for your work (Multiple choice)

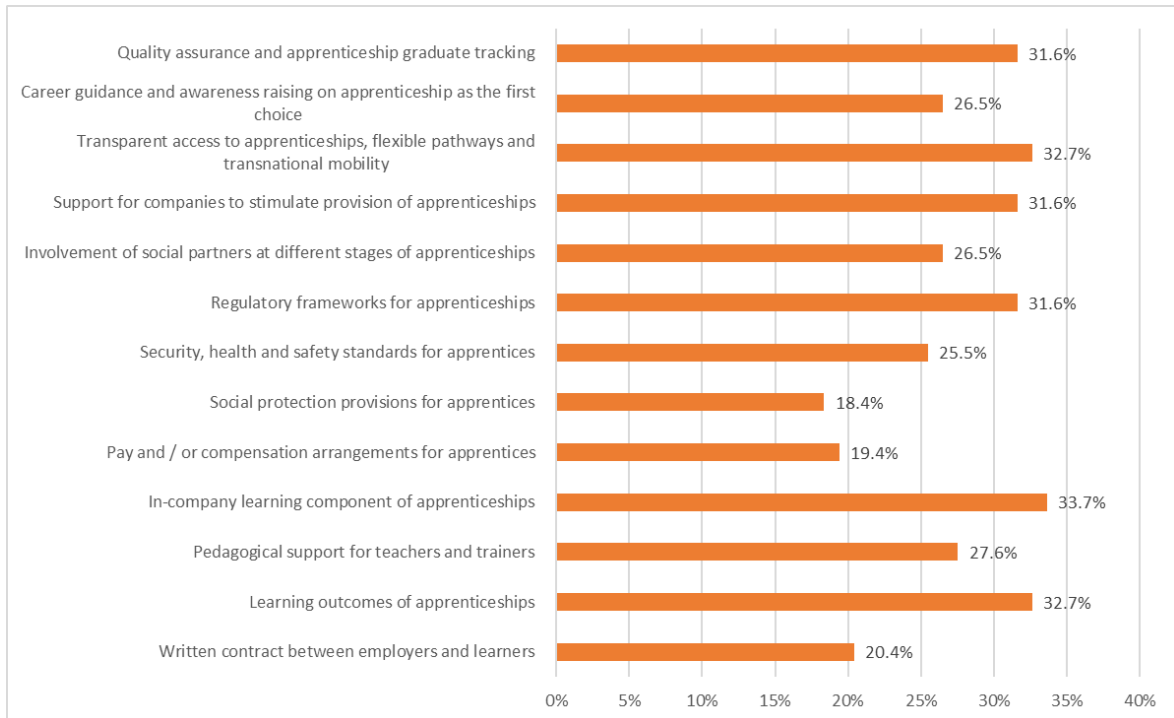


N=98

The Apprenticeship Support Services will also provide training opportunities for the EAfA members. In order to assess which areas of the European Framework should be covered by the trainings, respondents were asked to select those areas where training would be particularly beneficial for them and their organisation.

Figure 17 below shows that more than one third of the respondents consider that training opportunities on issues such as in-company learning component of apprenticeship (34%), transparent access to apprenticeship, flexible pathways and transnational mobility and learning outcomes of apprenticeship (33%) would be particularly beneficial for them and their organisations.

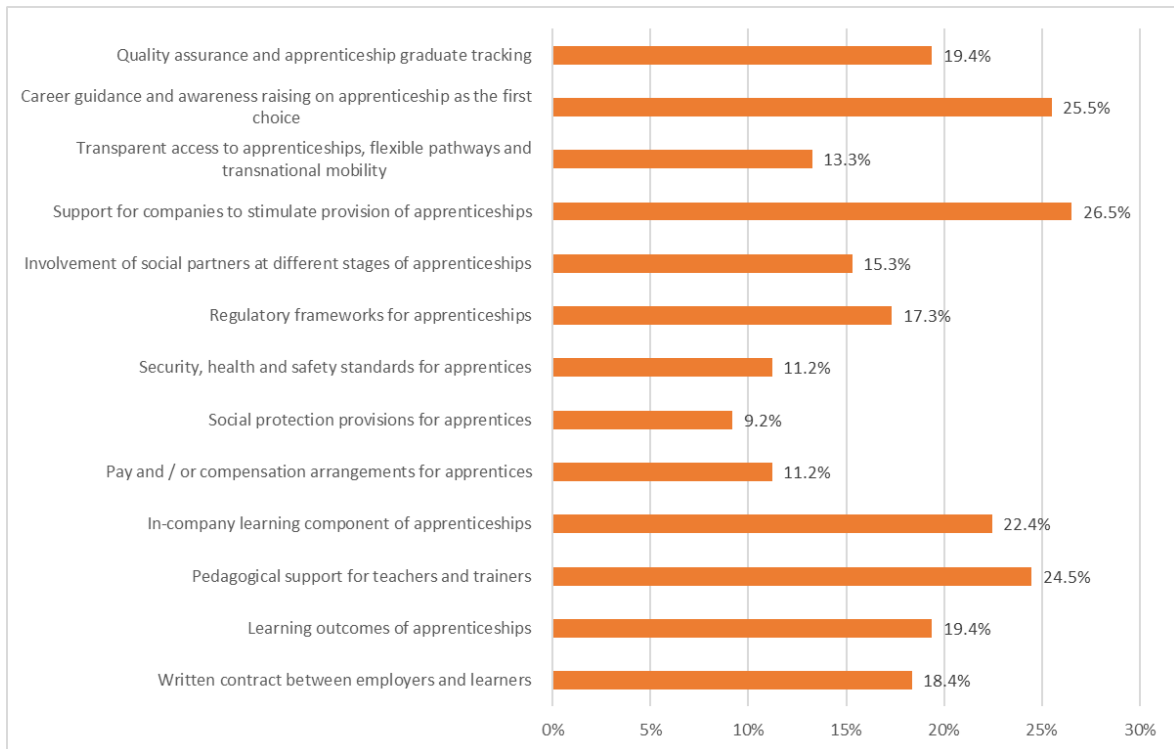
Figure 17: Please select the areas where you or your organisation would benefit from training (Multiple choice)



N=98

In relation to the European Framework for Quality and Effective Apprenticeships, respondents were also requested to select in which areas they have more experience, since their expertise could eventually be beneficial for other EAfA members. Figure 18 below provides a breakdown of the responses collected for this question.

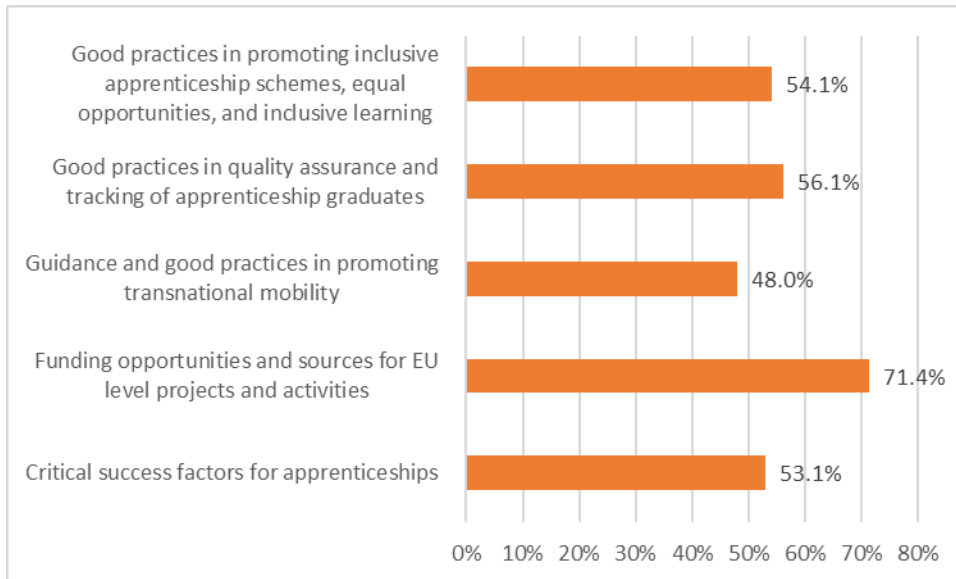
Figure 18: Please select the areas where you or your organisation have experience that could be useful for training other EAfA members (Multiple choice)



N=98

In order to set up and organise the different training and learning outputs, which will be part of the Apprenticeship Support Services, respondents were also asked to choose their preferred topic for these exchanges (i.e. webinars, live discussions). Figure 19 shows that, while all topics are of interest for a good part of respondents, the large majority of respondents would be keen in learning more about funding opportunities and sources for EU level projects and activities (almost 71%).

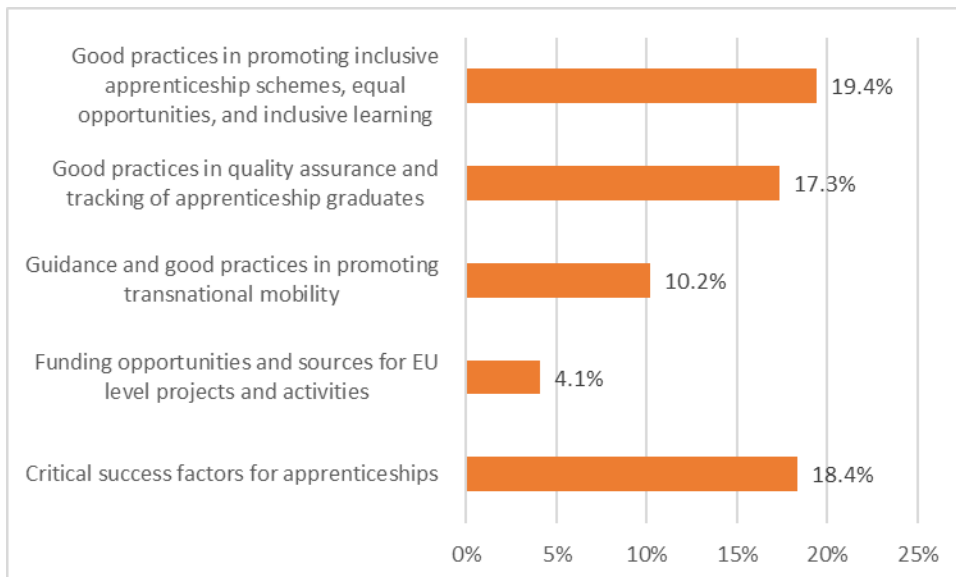
Figure 19: Are you interested in learning more about this topic? (Multiple choice)



N=98

Finally, the respondents interested in contributing to the discussions on specific topics was investigated. Figure 20 provides a breakdown of the topics in which respondents reported to have more experience.

Figure 20: Do you have information or good practices to contribute to this discussion? (Multiple choice)



N=98

