



European
Commission



European Alliance for Apprenticeship Monitoring Survey 2019-2020

Apprenticeship Support Services

*Employment,
Social Affairs
and Inclusion*

Manuscript completed in July 2021

This document has been prepared for the European Commission however it reflects the views only of the authors, and the European Commission is not liable for any consequence stemming from the reuse of this publication. More information on the European Union is available on the Internet (<http://www.europa.eu>).

Luxembourg: Publications Office of the European Union, 2021

© European Union, 2021



The reuse policy of European Commission documents is implemented based on Commission Decision 2011/833/EU of 12 December 2011 on the reuse of Commission documents (OJ L 330, 14.12.2011, p. 39).

Except otherwise noted, the reuse of this document is authorised under a Creative Commons Attribution 4.0 International (CC-BY 4.0) licence

(<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated.

For any use or reproduction of elements that are not owned by the European Union, permission may need to be sought directly from the respective rightholders.

PDF ISBN 978-92-76-40350-0 doi: 10.2767/073617 KE-06-21-003-EN-N

Contents

Executive summary	5
1.0 Introduction	9
1.1 Background information	9
1.2 Profile of respondents	10
2.0 Progress achieved	14
2.1 Status of the pledges.....	14
2.2 Progress made in relation to the objectives of the EAfA	15
Progress made on the supply of apprenticeships	16
Progress made on quality of apprenticeships	17
Progress made on image on apprenticeships	19
Progress made on mobility.....	21
Progress on activities supporting the development of green and digital skills.	22
3.0 Main challenges and obstacles.....	26
3.1 Impact of COVID-19	26
Main challenges	26
Mitigating measures.....	27
3.2 Other challenges and obstacles	29
3.3 Good practices.....	30
4.0 EAfA added value.....	35
5.0 Annexes.....	44

Tables

Table 1. List of pledging organisations which responded to the survey.....	44
Table 2. Assessment of progress made in relation to the four objectives of the EAfA	48
Table 3. Number of mobility experiences by pledging organisation.....	53

Figures

Figure 1. Geographic distribution of responses.....	9
Figure 2. Number of answers received against total number of pledges per country.....	10
Figure 3. Number of responses as a share of total pledges submitted by year of submission	11
Figure 4. Survey sample composition by type of organisation.....	11
Figure 5. Sample representativeness by type of organisation	12
Figure 6. Distribution of responses by pledge status and year of submission	14
Figure 7. Percentage of respondents who committed to each of the EAfA objectives	15
Figure 8. Assessment of progress made on EAfA objectives	16
Figure 9. Quality improvements based on the EFQEA criteria	18
Figure 10. Communication activities implemented to improve the image of apprenticeships.....	20
Figure 11. Implementation of activities supporting the development of green and digital skills	23
Figure 12. Activities implemented to promote the development of green and digital skills	24
Figure 13. Impact of COVID-19 on the activities of pledging organisations.....	27
Figure 14. Measures implemented to mitigate the impact of COVID-19 on apprenticeships.....	29
Figure 15. Obstacles encountered besides COVID-19	30

Executive summary

Introduction

This report presents the results of the European Alliance for Apprenticeships (EAfA) Pledge Monitoring Survey promoted among the EAfA members to collect information on the pledge implementation in the two-year period of 2019–2020.

The survey was launched on 24 February 2021 and the last response was recorded on 26 April 2021. The survey invitation was sent to all EAfA members that had submitted a pledge before January 2021 and were registered to the EAfA mailing list (206 pledges and 294 contacts).

The overall number of valid responses collected was 115 (114 pledges), hence the final response rate was approximately 55% (based on the number of organisation/pledge holders contacted), which accounts for approximately 32% of all pledges. Only completed answers were considered.

Responses were received from pledging organisations based in 24 different countries, including 17 EU Member States. A total of 17 responses were received from organisations active at EU level. Overall, representativeness of stakeholder types is satisfactory.

Progress on pledges implementation

Most respondents reported that their pledge was 'in progress' (83%, n=95). Approximately 15% of respondents (n=17) reported that their pledge was completed and 3% of respondents reported that their pledge, which they had all submitted in 2020, had just started. Out of the 17 respondents who indicated that their pledge was completed, 65% (n=11) said they intended to renew their pledge.

For all four EAfA objectives (supply, quality, image, and mobility), the majority of respondents reported that major or some progress had been achieved. Reported progress was most significant for supply, quality, and image (over 80%). For mobility, while a slight majority of respondents reported some or major progress, 47% of respondents indicated that little or no progress had been made, which suggests that organisations faced difficulties in increasing the number of mobility experiences, most likely due to the COVID-19 outbreak.

Approximately 77% (n=89) of the respondents made progress on the supply of apprenticeships creating an estimated 735,355 apprenticeship places.

Almost all respondents (n=109) mentioned having made progress on the quality of apprenticeships. Quality improvements cited largely mirror the criteria listed in the Council Recommendation of 15 March 2018 on a European Framework for Quality

and Effective Apprenticeships¹. Measures implemented by most respondents concerned: career guidance or awareness raising activities; pedagogical support to in-company trainers; and contributing to improve the apprenticeship regulatory framework.

To improve the image of apprenticeship, the majority of respondents (82%, n=72) implemented communication activities. About a third reported that their organisation had participated in or organised live or online events, including webinars and events related to the European Vocational Skills Week (n=42). Online communication activities, such as social media or website content and newsletters, were implemented by 20% of respondents (n=22).

Respondents who mentioned having made progress on mobility (n=79) indicated to have either participated in mobility projects and initiatives, including Erasmus+ (41%, n=15), or disseminated information about mobility opportunities (22%, n=8). Based on their responses, the pledging organisations were involved in at least 1,525 mobility experiences between 2019 and 2020.

Half of the respondents (51%, n=58) reported that their organisation had implemented activities supporting apprentices to develop skills required to master the green and/or digital transitions.

Main challenges and obstacles

COVID-19 was evidently one of the main challenges faced by members over the monitored period. Respondents reported that the pandemic led to a decrease in the supply of apprenticeships, in particular in those sectors, like hospitality, hit by months of full or partial lockdown. Apprentices who remained in training also faced severed disruptions in the normal provision of education and training, which raised concerns about student motivation and the overall quality of apprenticeships. Mobility of apprentices was also strongly affected by the COVID-19 crisis. Finally, several organisations reported that the crisis also impacted their promotional activities, making it harder for them to connect with students, parents, and other organisations.

As response measures, a third of respondents (37%; n=41) mentioned moving part of their training online, or supporting organisations in doing so, with some sectors finding this type of adjustment easier than others. Respondents also mentioned making the necessary sanitary adjustments to their facilities in order to be able to welcome apprentices (7%, n=8) although this led often to a decrease in the number of available apprenticeship placements.

¹ Council Recommendation (2018/C 153/01) of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships. Available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN).

Apart from COVID-19, about a third of the respondents encountered other obstacles (36%, n=41). The changing legislative framework (39%; n=16) and the lack of financial resources (37%; n=15) were by far the most common answers, followed by the lack of human resources (29%; n=12) and the fact that apprenticeships are not a political priority (24%; n=10).

Good practices

About half of respondent indicated that their pledge could be example of good practice worth sharing of which (51%, n=59). About a third of these, mentioned experience in successfully fostering engagement among apprenticeship stakeholders and disseminating information (29%, n=17). About a quarter described relevant project experiences (17%, n=10), including EU-funded projects, and experience in dealing with financial aspects such as grants, funding, or remuneration (5%, n=3). Finally, some respondents mentioned having experience in the area of pedagogical support for VET teachers and trainers (8%, n=5).

EaFA added value

About 89% of survey respondents (n=102) consider the EAfA very valuable or valuable as a multi-stakeholder platform to boost the quality, supply, image, and mobility of apprenticeships. This positive outlook towards the EAfA appears to be shared across the different stakeholder groups.

Most respondents recognised the opportunities provided by the EAfA for knowledge sharing and exchange of best-practices (82%, n=89). These are considered particularly valuable for all stakeholders that are new to apprenticeships, and those that seek to improve the apprenticeships they are implementing.

Respondents also mentioned the role of the EAfA as a platform for networking and cooperation (54%, n=59). Bringing together different organisations, EAfA provides stakeholders the opportunity to meet potential new partners.

While keeping up with policy developments and the latest trends in VET might be challenging, respondents highlighted that the EAfA allows access to updated information on EU policies and innovation in VET (24%, n=26).

Finally, respondents indicated that through their participation in the EAfA, they also achieved increased visibility of their activities (11%, n=12) both at national level and beyond the EAfA network.

On top of these benefits, from the answers received an overall sense of belonging to a group committed toward the same goal and sharing similar objectives emerged, highlighting the inspirational value of being part of a community of like-minded people.

1.0 Introduction

1.0 Introduction

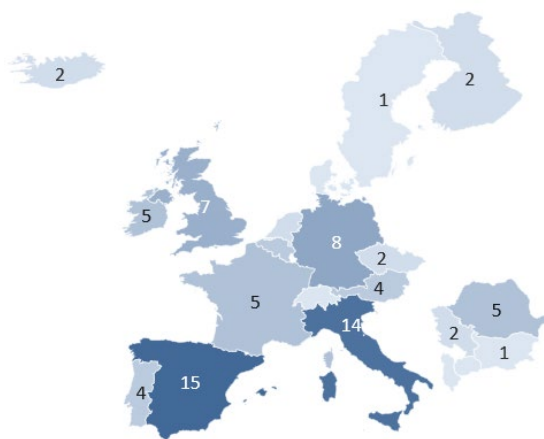
This report presents the results of the European Alliance for Apprenticeships (EAFa) Pledge Monitoring Survey promoted among the EAFa members. The survey was launched on 24 February 2021 and the last response was recorded on 26 April 2021. The survey invitation was sent to all EAFa members that had submitted a pledge before January 2021 and were registered to the EAFa mailing list (206 pledges and 294 contacts). The overall number of valid responses collected was 115, hence the final response rate was approximately 55% (based on the number of organisation/pledge holders contacted), which accounts for approximately 32% of all pledges². Only completed answers were considered.

The survey collected information on the pledge implementation in the two-year period of 2019–2020.

1.1 Background information

A total of 115 responses were received, which corresponds to 114 pledges, as two responses from one multi-stakeholder pledge were received (the European Construction Industry Federation and the European Federation of Building and Woodworkers). Annex [Table 1](#) lists the different pledging organisations that responded to this survey.

Figure 1. Geographic distribution of responses



Responses were received from pledging organisations based in 24 different countries, including 17 EU Member States. A total of 17 responses were received from organisations active at EU level³. This group of respondents includes both EU-level interest groups, such as FoodServiceEurope or the *Comité européen de coordination*, as well as large businesses with offices in several EU Member States, such as Gi Group, or smaller organisations operating transnationally, such as Anglesairlanda.

Source: Ecorys EAFa monitoring survey 2019–2020, N=115

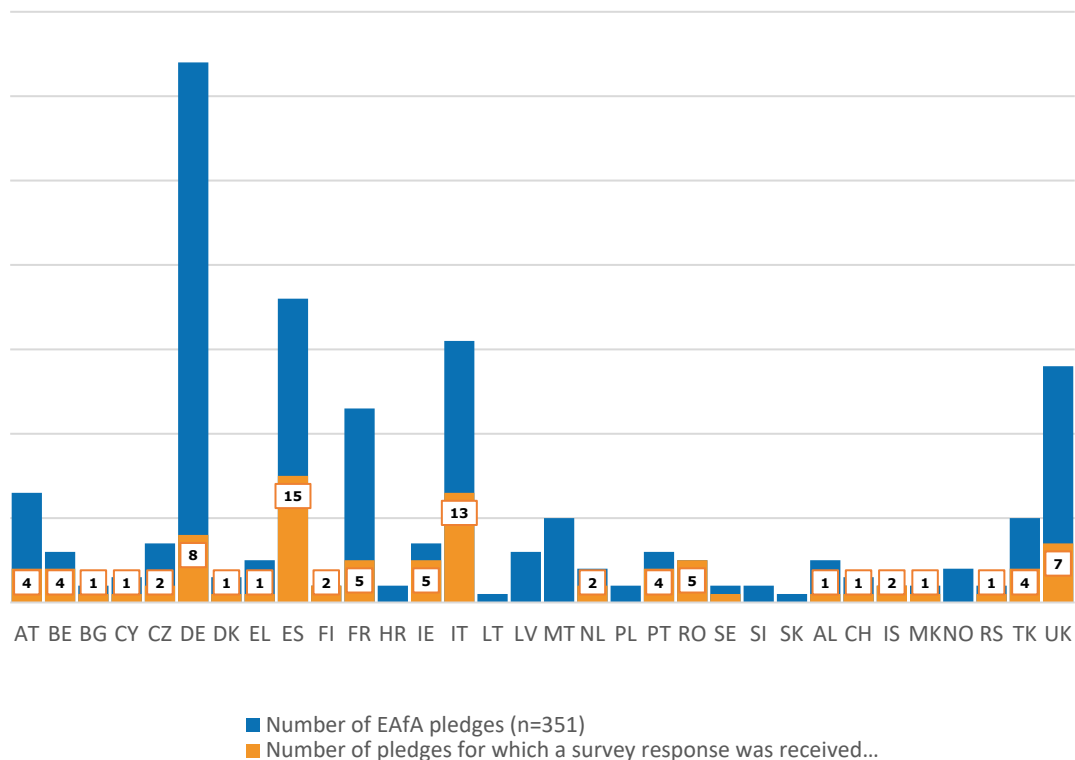
² The contact list of 294 names covered 206 of the 351 pledges received as of 1 January 2021.

³ In lieu of country, respondents could indicate that they were based in the EU.

1.2 Profile of respondents

The response rate, based on the total number of pledges, varied widely across countries, with three countries achieving a 100% response rate (Romania, Iceland, and Finland).

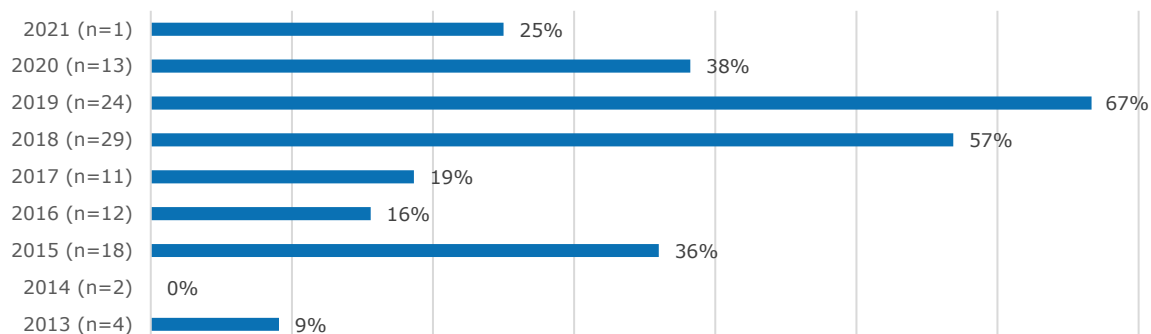
Figure 2. Number of answers received against total number of pledges per country



Source: Ecorys EAfA monitoring survey 2019–2020 (N=115) and EAfA Pledge list

More than half of the responses (n=66) came from organisations that had submitted their pledge in the last three years (2020, 2019, 2018). These are also the three submission years for which the response rates are the highest when comparing against the total number of pledges received over the corresponding year. This higher response rate from more recent pledge holders might indicate a stronger commitment from their side, and could also signal some disengagement on the part of those who joined less recently.

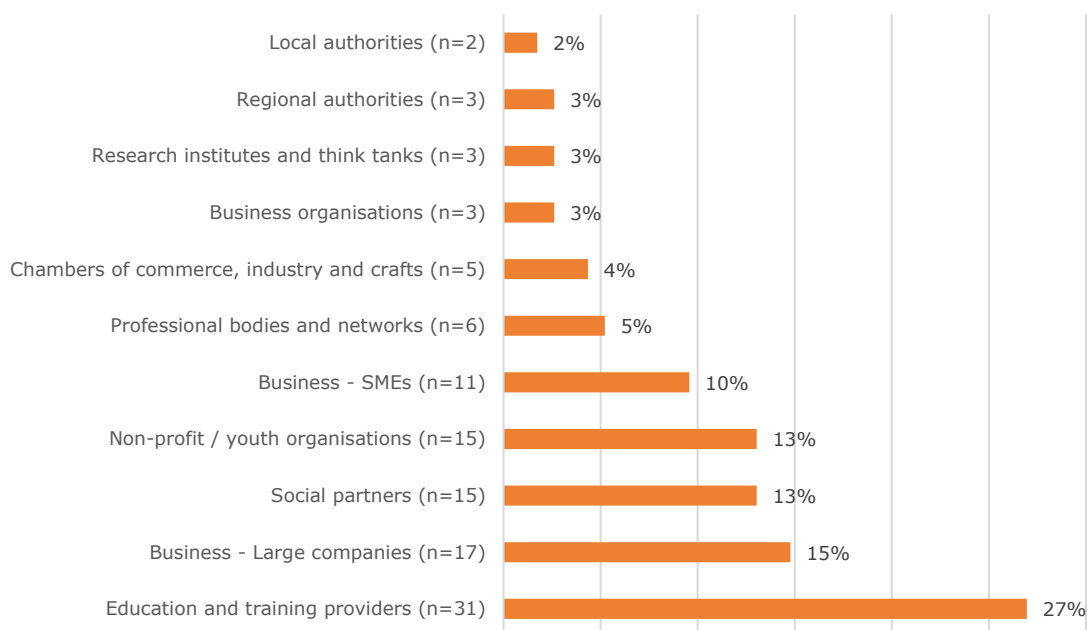
Figure 3. Number of responses as a share of total pledges submitted by year of submission



Source: Ecorys EAfA monitoring survey 2019–2020 (N=115) and EAfA Pledge list

Together, education and training providers, large businesses, and social partners account for more than half of the total number of survey respondents.

Figure 4. Survey sample composition by type of organisation

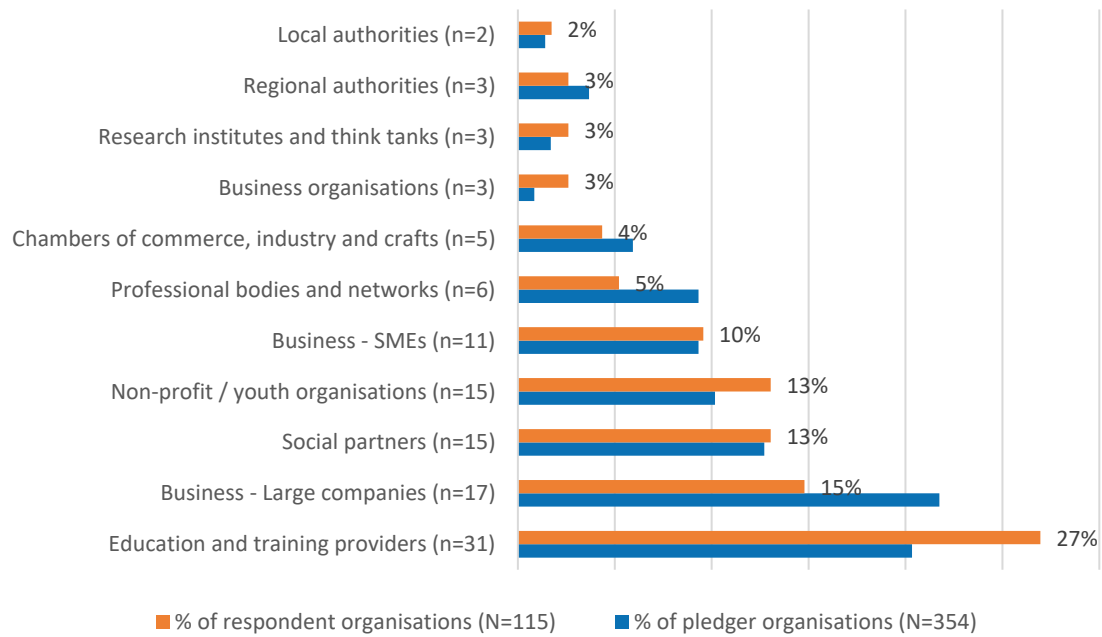


Source: Ecorys EAfA monitoring survey 2019–2020 (N=115)

Overall, stakeholder representativeness is satisfactory, as the percentages of respondents and pledgers by type of organisation are relatively similar. We nevertheless note a slight overrepresentation of education and training providers (+7

percentage points difference) and a slight underrepresentation of large business companies (-7 percentage points).

Figure 5. Sample representativeness by type of organisation



Source: Ecorys EAfA monitoring survey 2019–2020 (N=115) and EAfA Pledge list

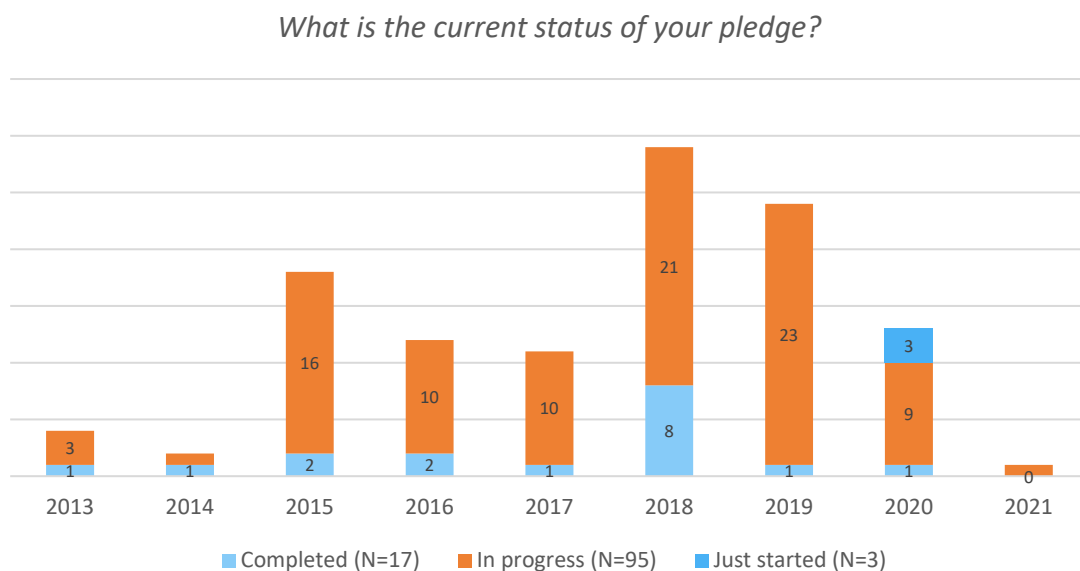
2.0 Pledge implementation

2.0 Progress achieved

2.1 Status of the pledges

Most respondents reported that their pledge was 'in progress' (83%, n=95). Approximately 15% of respondents (n=17) reported that their pledge was completed, of which over half (8 respondents) had submitted their pledge in 2018. 3% of respondents reported that their pledge, which they had all submitted in 2020, had just started.

Figure 6. Distribution of responses by pledge status and year of submission



Source: Ecorys EAfA monitoring survey 2019–2020 (N=115)

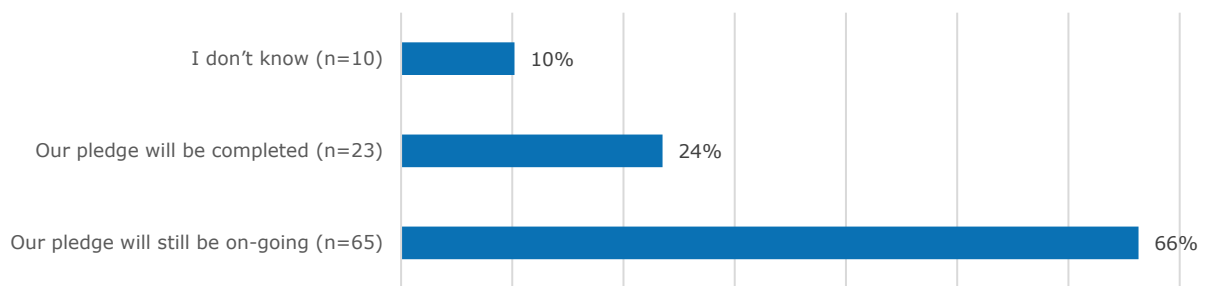
Out of the 17 respondents who indicated that their pledge was completed, 65% (n=11) said they intended to renew their pledge, and 29% (n=5) said they did not know if they would. Only one respondent reported that they would not renew their pledge, but they justified this answer by saying that their current pledge 'already covers [their] priorities, strategies, and the policies of the EAfA network', therefore making it unnecessary to renew the pledge for now.

As a follow-up question, respondents who said they would renew their pledge were asked what the focus of their renewed pledge would be. Half of the respondents (n=4) indicated that their organisation would like to focus on improving the quality of apprenticeships, a quarter (n=2) said their organisation would like to increase the supply of apprenticeships, one said that their organisation would like to improve the

image of apprenticeships, and one said that their organisation would focus on fostering green and digital skills. Another respondent indicated that they would like to focus on developing work-based learning pathways for students with autism spectrum disorders.

Most respondents foresee that their pledge will still be ongoing in two years (66%, n=65), whereas about a quarter of them estimate that it will be completed. No specific trend was identified segmenting the answers by year of pledge submission.

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

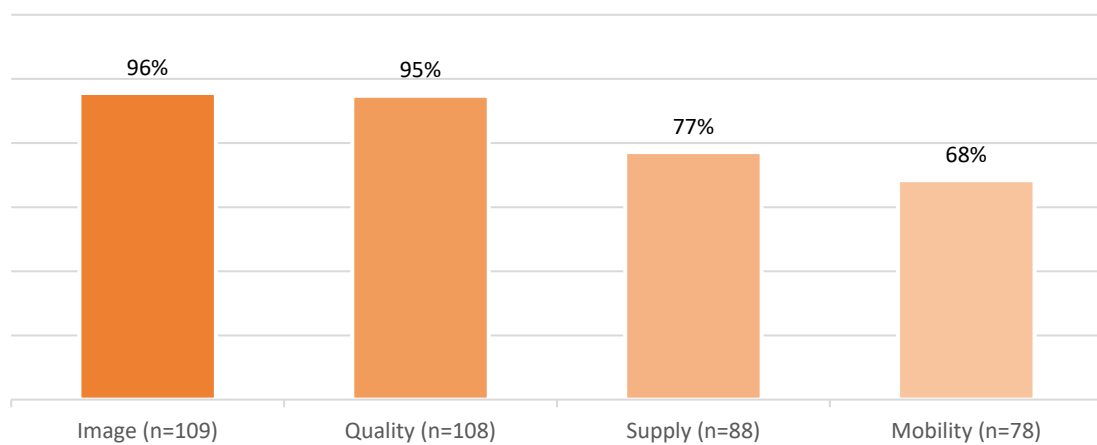


Source: Ecorys EAfA monitoring survey 2019–2020 (N=98)

2.2 Progress made in relation to the objectives of the EAfA

The respondents were also asked to assess the progress of their pledge in relation to the four objectives of the EAfA.

Figure 7. Percentage of respondents who committed to each of the EAfA objectives

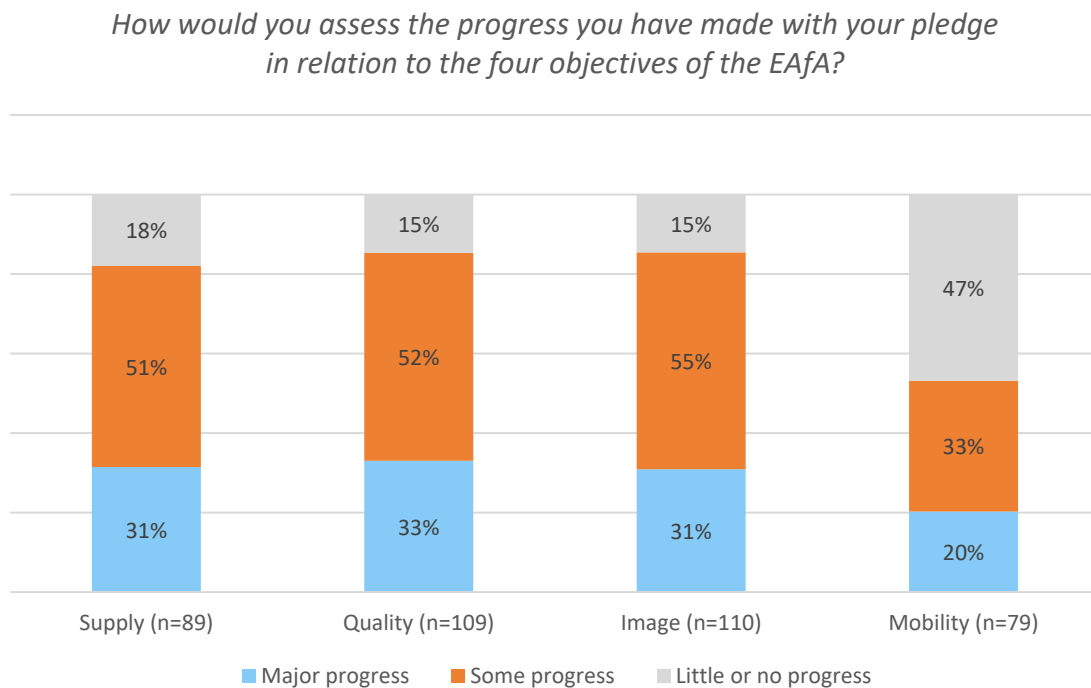


Source: Ecorys EAfA monitoring survey 2019–2020 (N=115)

Annex [Table 2](#) provides an overview of progress made on the four EAfA objectives for each organisation.

The responses indicate mostly positive outcomes; for all four objectives (supply, quality, image, and mobility), the majority of respondents reported that major or some progress had been achieved. Reported progress was most significant for supply, quality, and image (over 80%). For mobility, while a slight majority of respondents reported some or major progress, 47% of respondents indicated that little or no progress had been made, which suggests that organisations faced difficulties in increasing the number of mobility experiences, in line with the COVID-19 challenges outlined in [Section 3.1](#).

Figure 8. Assessment of progress made on EAfA objectives



Source: *Ecorys EAfA monitoring survey 2019–2020 (N=114)*

Progress made on the supply of apprenticeships

Respondents who mentioned having made progress on the supply of apprenticeships (n=89) were also asked to estimate the number of apprenticeship places which were created between January 2019 and December 2020 in relation to their pledge. The question was answered by 72% of respondents (n=64). Based on the valid responses, it can be estimated that in total, EAfA members that responded to the

survey created about 735,355 apprenticeship places,⁴ with 11,490 new apprentices per organisation on average⁵.

Progress made on quality of apprenticeships

Respondents who mentioned having made progress on the quality of apprenticeships (n=109) were also asked how they had improved the quality of apprenticeships in the period 2019–2020, listing concrete activities, their results, and impacts. The question was answered by 83% of respondents (n=91).

Quality improvements cited by respondents largely mirror the criteria listed in the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships⁶.

Approximately a third of respondents reported that they had carried out career guidance or awareness raising activities (n=32), making it by far the most cited answer. Some interesting and original examples of such activities stood out from the survey responses:

- **Albanian Skills** initiated a series of focus groups with young people to understand their thoughts and expectations regarding the labour market. The knowledge gained through these focus groups has provided apprenticeship stakeholders with a better understanding of young people's expectations.
- In Spain, **Asociación Mundus** improved in-company tutoring through a new procedural methodology and ad-hoc monitoring.

The second most cited activity is pedagogical support, in most cases for the benefit of in-company trainers:

- In Germany, the **Research Institute for Vocational Education and Training** (*Forschungsinstitut Betriebliche Bildung*) has successfully implemented its TrainCom project, a platform providing information for teachers, trainers, and assessors in vocational education and training (VET), since 2015. The focus is on programme design with a view to stronger competency orientation.
- In the United Kingdom (UK), the **Mentoring School** trained a number of apprenticeship mentors in a range of large companies. This training received 100% positive feedback and mentors reported feeling more confident to

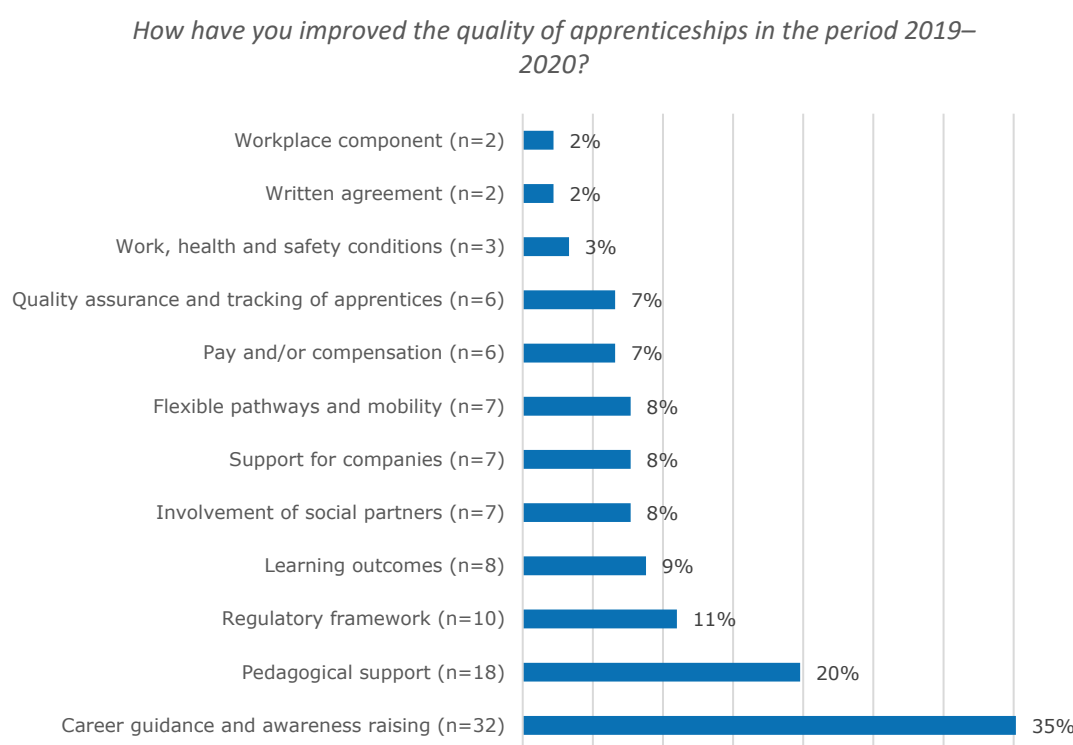
⁴ Calculated as the sum of the number of apprenticeship places indicated by all respondents that replied to this question.

⁵ Average number of apprenticeship places created per organisation which provided an answer to this question (n=64).

⁶ Council Recommendation (2018/C 153/01) of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships. Available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN).

support apprentices. Even more experienced staff reported learning new mentoring strategies and techniques.

Figure 9. Quality improvements based on the EFQEA criteria



Source: Ecorys EAfA monitoring survey 2019–2020 (N=90)

Some respondents highlighted the actions they had undertaken to improve the apprenticeship regulatory framework in their country. These are mostly business associations and trade unions. The **Romanian Federation of Associations of Energy Utility Companies (ACUE)**, for instance, reported putting forward legislative amendments creating fiscal incentives for companies to invest in dual VET education. The National Center for the Development of Vocational and Technical Education in Romania supported these amendments, and presented ACUE's proposal to the Ministry of Finance, which eventually resulted in its implementation.

The responses did not cover the criteria of transparency and social protection.

Some 17% (n=15) indicate activities outside the scope of the EFQEA criteria as, for example, providing better (digital) equipment (n=2) or developing new teaching material (n=2). A few respondents reported general improvement without further specifications (n=3) or that COVID-19 had been detrimental to the quality of apprenticeships (n=3).

Some of the activities implemented have been put in place to ensure pedagogical continuity and maintaining the quality of apprenticeships throughout the COVID-19

pandemic. For instance, respondents mentioned the provision of online courses and of the necessary digital equipment:

- In Ireland, **ESB networks** (Business – Large company) arranged for apprentices to access the online corporate system, provided iPads and iPad training and company transport to ensure they could continue to attend on-site training, and adapted their facilities to meet social distancing guidelines.
- In Greece, **Action Synergy SA** (Education and training provider) supported employers in organising apprenticeships online through workshops.

Progress made on image on apprenticeships

Respondents who mentioned having made progress on the image of apprenticeships (N=110) were also asked how they had improved the image of apprenticeships in the period 2019-2020, listing concrete activities, their results and impacts. Some 80% of respondents provided a valid answer to this question (n=88).

The majority of respondents (82%, n=72) implemented communication activities to improve the image of apprenticeship. Pledging organisations implemented a variety of communication activities, some of which were thoroughly described by the respondents. Nearly half of the respondents (48%, n=42) reported that their organisation had participated in or organised live or online events, including webinars. Among them, seven respondents indicated that their organisation had participated in events related to the European Vocational Skills Week. Online communication activities, such as social media or website content and newsletters, were implemented by 25% of respondents (n=22). Some 9% of respondents mentioned running a promotional campaign designed to improve the image of apprenticeship.

Some examples of communications activities implemented by EAFA members are:

- The **German Economic Institute** (*Institut der deutschen Wirtschaft Köln*) offers a podcast on the topic of apprenticeship;
- Together with Lidl and the Spanish Chamber of Commerce, the **Bertelsmann Foundation** launched a network of young people promoting apprenticeships (*Somos FP dual*), which is partly funded by the ESF. This network of ambassadors has its own website and is active on several social media channels, including Instagram, TikTok, LinkedIn, YouTube and Twitter⁷.

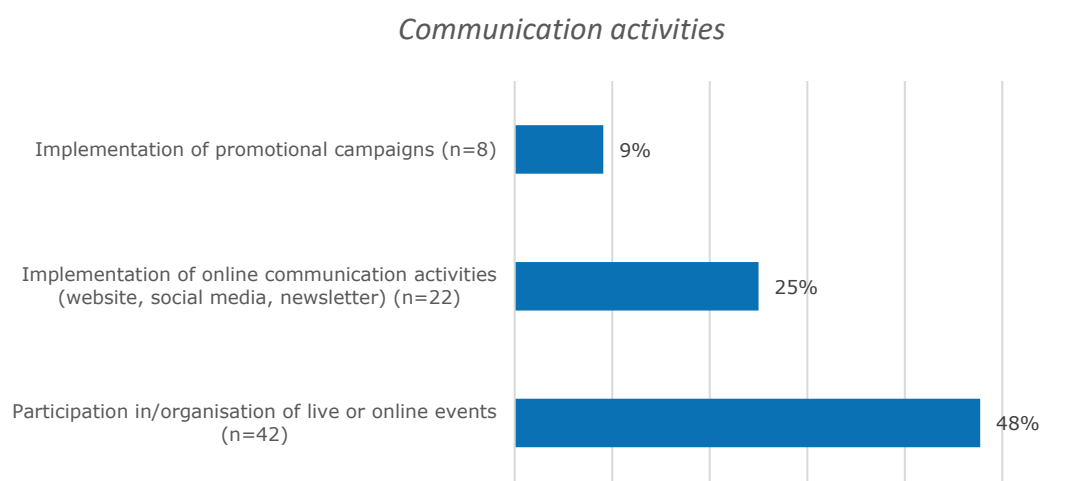
⁷ For more information about Somos FP Dual, please visit: <https://somosfpdual.es/#red-embajadores>

- In 2020, the **Municipality of Reșița** city celebrated the first generation of apprentices attending its dual school by producing a series of promotional videos.

Some respondents elaborated upon the specific target groups of their communication activities. For instance, four organisations mentioned carrying out general outreach towards parents of prospective students. Female students were also identified as a key target group by two organisations aiming to reduce the apprenticeship gender gap in their sector.

Some respondents (n=5) also explained that mobility was a core component of their communication strategy to improve the image of apprenticeships, which suggests that mobility is understood to be a vector of attractiveness for apprenticeships.

Figure 10. Communication activities implemented to improve the image of apprenticeships



Source: Ecorys EAFa monitoring survey 2019-2020 (N=88)

Aside from implementing communication activities, some organisations participated in projects to improve the image of apprenticeships (14%, n=12). Examples of relevant EU-funded projects cited by the respondents include:

- The **autonomous province of Trento** in Italy contributed to a working paper on improving the image of dual education as part of the DuALPlus project, which is funded by the European Regional Development Fund via Interreg Alpine Space.
- The **CFA Métiers des arts de la scène** participates in the Erasmus Europe on Scene Network, a cultural and civic project for local and exchange students participating in the cultural life of their host city. The project is funded by Erasmus +.

Progress made on mobility

Respondents who mentioned having made progress on mobility (n=79) were asked how they had contributed to the mobility of apprentices in Europe in the period 2019–2020, listing concrete activities, their results, and impacts. Some 41% of respondents (n=32) provided a valid answer to this question, significantly below the percentage of respondents for previous questions.

The valid responses show that two main types of activities were undertaken to promote the mobility of apprentices:

- **Participation in mobility projects and initiatives**, including Erasmus+ (41%, n=15). The **City Council of Alzira**, for instance, reported that 36 apprentices had taken part in cross-border mobility through the Erasmus+ IDEA Moves project;
- **Dissemination of information about mobility opportunities**, including Erasmus+ (22%, n=8). **Confindustria**, for instance, provided training on Erasmus+ opportunities for its members.

35% of respondents who provided a valid answer provided information on their results (n=13). Some of them provided an estimate of the number of mobility experiences they had organised as a host or sending organisation. Based on their responses, the pledging organisations were involved in at least **1,525 mobility experiences** between 2019 and 2020. Considering the low number of respondents who provided mobility figures, however, this number is unlikely to accurately reflect the magnitude of mobility experiences that EAFa members were involved in during the reporting period. Likewise, it should be noted that a significant share of respondents (22%, n=8) reported that COVID-19 had been a major hindrance on the mobility of apprentices in 2020, with many mobility activities being suspended or cancelled.

Annex **Table 3** provides a breakdown of these numbers by pledging organisations.

Some organisations also elaborated on the benefits of these mobility experiences for apprentices, including developing a greater sense of EU citizenship, and greater fluency in another EU language:

- The **IHK-Projektgesellschaft mbH**, an education and training provider based in Germany which organised 396 mobility experiences between 2017 and 2018⁸, observed that *'because of the many people with whom the participants came into contact, they gained a much more authentic idea of other ways of thinking as well as a better understanding of EU integration, and what it means to be a citizen of the EU. In addition to better employability, many young people learned that 'Europe' was responsible for ERASMUS+, and by meeting their*

⁸ These figures are not included in Annex Table 2 as they do not refer to the survey reference period of 2019–2020.

host families and companies, they also developed greater appreciation and respect for other European nations’.

- **AIP Language Institute**, an education and training provider based in Spain which welcomed approximately 500 apprentices between 2019 and 2020, reported that *‘considerable foreign language improvement results were achieved for all participants on a European learning mobility, as they all benefited from face-to-face language courses, from an online course, and from life and work experience in an environment where that language is spoken’.* The respondent from the Institute went on to argue that apprenticeship mobility was, according to their organisation, *‘the best way to develop language skills, since it combines both grammar and conversational learning’.*

One respondent took advantage of this response space to report on obstacles encountered in the context of a mobility initiative. The respondent mentioned that a pilot project to send an apprentice based in France to a Belgian site for a week in 2019 was discontinued due to administrative and financial constraints. In particular, it was not possible to secure recognition and support from the apprentice’s cooking school, and all expenses and insurance needed to be covered by the company.

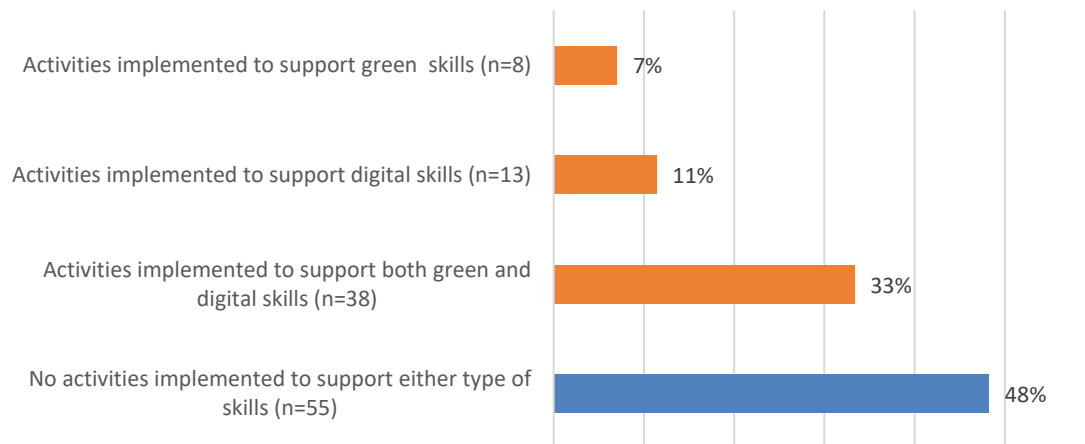
Progress on activities supporting the development of green and digital skills

The respondents were asked whether they had already implemented or were planning to implement activities to support apprentices in gaining the skills required to master the green and digital transitions. All but one survey respondent answered this question (n=114).

Half of the respondents (51%, n=58) reported that their organisation had implemented activities supporting apprentices to develop at least one or both of the two types of skills.

Figure 11. Implementation of activities supporting the development of green and digital skills

Have you have already implemented activities to support apprentices in gaining the skills required to master the green and digital transitions?



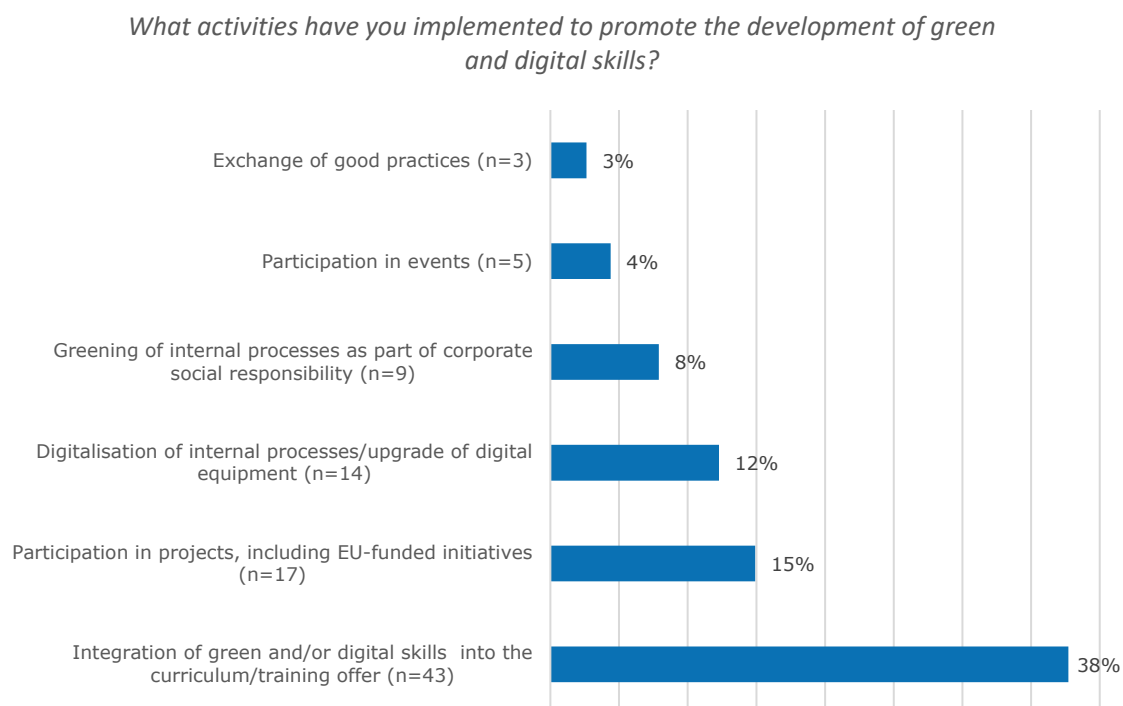
Source: Ecorys EAfA monitoring survey 2019–2020 (N=114)

Furthermore, approximately a third of the respondents reported that their organisation had not yet implemented such activities, which suggests that they are likely to do so in the future (27%, n=31). Together, the responses indicate that there is widespread awareness of the necessity to contribute to the development of green and digital skills.

Looking at the activities that have already been implemented, it appears that organisations have primarily sought to adapt the content of their training offering to the needs of the green and digital transitions (38%, n=43). Within this category, actions undertaken vary depending on the type of organisation which carries them out, from the establishment of an overarching competency framework, to the development of training modules offered as part of in-company training:

- In Spain, the **General Union of Workers** (*Unión General de Trabajadores de España*) is working with the Ministry of Education to implement a new digital competency framework for all workers, including apprentices.
- As part of its continuous curriculum development activities, **Siemens AG** has built a training module on Sustainability and the Circular economy.

Figure 12. Activities implemented to promote the development of green and digital skills



Source: Ecorys EAfA monitoring survey 2019–2020 (N=114)

Several respondents also mentioned that their organisation was taking part in projects (or had previously) promoting the development of green and/or digital skills (15%, n=17), most of which are funded by the EU:

- In Italy, **Fmts Experience SRL** is taking part in an Erasmus+ project which aims to foster the employability of young people from the Campania region, and to disseminate the necessary skills for employment in high-technology industries (MEN_TECH 5.0 - transnational approaches for MEN & TECH integration towards industry 5.0);
- The **European Construction Industry Federation** and the **European Federation of Building and Woodworkers** previously conducted a project called VET4LEC (Inclusive Vocational Education and Training for Low Energy Construction), which aimed to extend opportunities for low energy construction and interdisciplinary VET, and to advance knowledge of low energy construction in the sector. The project was co-financed by DG EMPL under the Social Dialogue budget line.

Although not strictly related to apprenticeships, a significant share of respondents also indicated that they sought to promote green and digital skills through changes to their company guidelines and processes. Some 8% of respondents gave the example of corporate social responsibility initiatives to illustrate their actions towards

the development of green skills (moving away from physical paperwork, for example). Others also mentioned delivering remote training during the COVID-19 pandemic or investing in new IT equipment to showcase their efforts to foster digital skills.

Three respondents mentioned undertaking activities related to the exchange of good practices. The [European Association of Regional and Local Authorities for Lifelong Learning](#), for instance, conducted a survey of best green and digital practices among its members. Likewise, [Kolona](#) – an Albanian SME – mentioned that while they are not yet implementing activities supporting the development of green and digital skills, they would like to learn from the experiences of other businesses in this area.

3.0 Main challenges and obstacles

3.1 Impact of COVID-19

Respondents were asked to describe the impact of the COVID-19 crisis on the implementation of their activities and to report any measures taken in relation to apprenticeships in response to the crisis. The question was answered by all but 5 respondents (n=110).

Main challenges

The most cited challenge was that the COVID-19 crisis had led to a decrease in the supply of apprenticeships (21%, n=23). This was reported by various types of organisations, including education and training providers, social partners, large business companies and SMEs, and regional authorities:

- In France, **Audencia business school** reported that it had been very challenging for students to find a company for their apprenticeship, and that as a result, their apprenticeship programme had received fewer applications than expected.
- In Turkey, the **Confederation of Turkish Real Trade Unions (HAK-IS Confederation)** reported that its members had to decrease the number of trainees and interns to limit the risk of infection.
- **Nestlé SA** reported that due to additional safety measures in the workplace, they could not take on as many apprentices as usual, especially in the first quarter of 2020.
- The **Scottish government** reported that the pandemic had stalled the yearly increase in apprenticeship numbers, with some apprentices being made redundant in the more adversely affected sectors.

Several respondents mentioned the specific situation of the hospitality sector, which due to months of full or partial lockdown was among the most adversely affected and least able to secure training continuity for apprentices (n=5).

Apprentices who remained in training nevertheless faced severed disruptions in the normal provision of education and training, which raised concerns about student motivation and the overall quality of apprenticeships. These disruptions were the second most cited type of challenge that organisations faced during the pandemic (17%, n=19):

- In Ireland, the **Connect** trade union observed delays for current apprentices in attending courses and subsequently delays in apprenticeship completion.

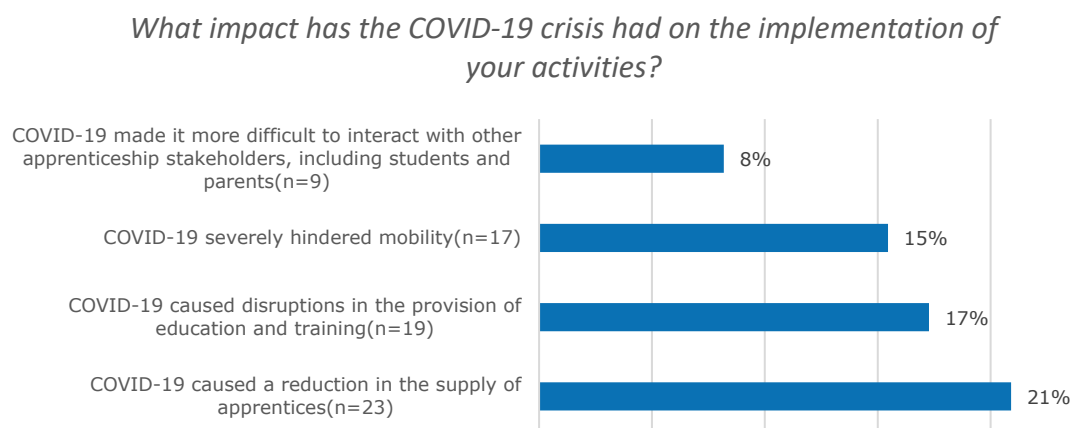
- In Italy, the **Agency for training, guidance and work of the Province of Como** (*Agenzia per la Formazione, L'Orientamento e il Lavoro della Provincia di Como*) reported that hired apprentices were experiencing long periods of inactivity, leaving them feeling demotivated and resulting in lower levels of skill development.

The adverse impact of the COVID-19 crisis on the mobility of apprentices was also once again highlighted by a sizeable share of respondents (15%, n=17), most of which were education and training providers.

Several organisations reported that the crisis also impacted their promotional activities, making it harder for them to connect with students, parents, and other organisations:

- In Romania, the non-profit **VoHub Coalition for Dual Vocational Education** reported that it was difficult to move its promotional campaign aimed at pupils and their parents in rural areas online, as internet connection availability is poor there.
- In Spain, the **Independent Confederation of Trade Unions – Fetico**, reported that it had postponed some of its activities due to the crisis, especially in the areas of promotion and dissemination. It reported that overall in 2020, institutional relations and networking with other organisations involved in dual VET and apprenticeship had been more difficult.

Figure 13. Impact of COVID-19 on the activities of pledging organisations



Source: Ecorys EAfa monitoring survey 2019–2020 (N=110)

Mitigating measures

Respondents also reported on mitigating measures implemented in relation to apprenticeships to respond to the crisis.

A third of respondents (37%; n=41) mentioned moving part of their training online, or supporting organisations in doing so. Support for the move to online learning came in various forms, from targeted support for teachers to equipment-leasing for students:

- The [European Association of Regional and Local Authorities for Lifelong Learning](#) included elements designed to support teachers and trainers in the move to online learning in their webinars.
- [Austrian Federal Railways – Infrastructure \(ÖBB – Infrastruktur AG\)](#) reported that while some VET schools adapted very well to online learning, ÖBB had to step-in when the schools did not deliver, and sometimes provide their apprentices with special pedagogical support and digital equipment.

The survey responses suggest that not all types of skills are equally fit for online training. While the [Institute of Chartered Accountants in England and Wales](#) reported that all its apprentice learning, training, and assessment could be delivered remotely through digital platforms and computer-based exams, [Siemens AG](#) underscored that online training was particularly '*challenging for skills that require physical equipment or haptic abilities*'.

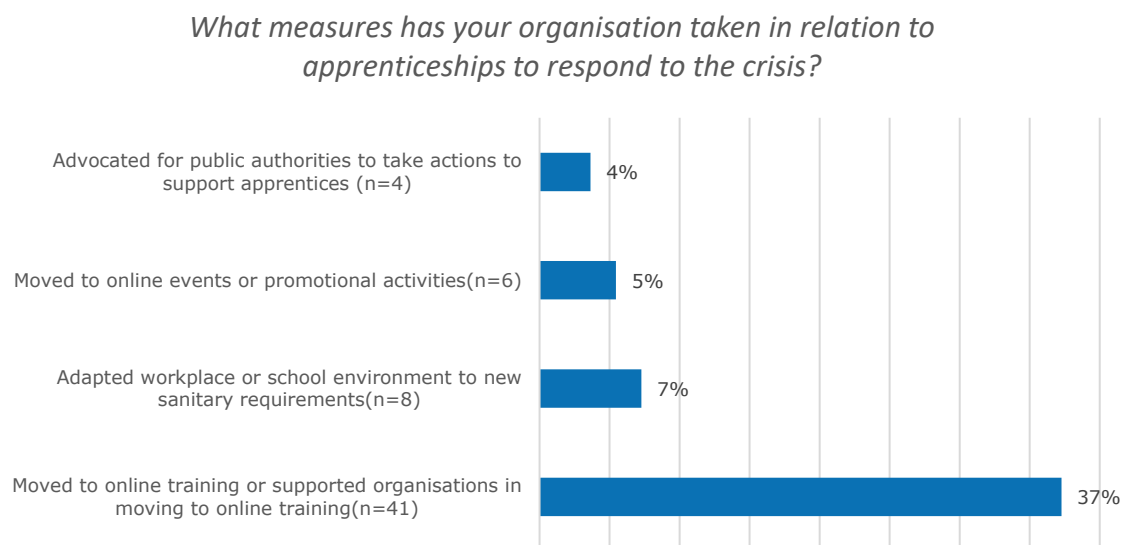
As an alternative to online learning allowing for the development of skills requiring physical equipment, responses from two respondents suggest that VET schools, to the extent that they stayed open when the workplace was not available, could take over some elements of practical training, for instance through work simulations.

Respondents also mentioned making the necessary sanitary adjustments to their facilities in order to be able to welcome apprentices (7%, n=8). However, it should be noted that these adjustments, in some cases, have been reported to lead to a decrease in the number of available apprenticeship placements.

Several organisations, such as the [Bertelsmann Foundation](#) in Spain, or the Economic Chamber of [North Macedonia](#), also reported moving part of their events and/or promotional activities online (5%, n=6).

Other organisations mentioned advocating for public authorities to implement support measures for apprenticeships, or having themselves as public authorities implemented such policy measures (4%, n=4). The [Community of Madrid](#), for instance, sought to support pedagogical continuity by allowing additional flexibility regarding in-company training periods, and by enabling apprentices from sectors most adversely affected (e.g. tourism) to shift to non-dual VET.

Figure 14. Measures implemented to mitigate the impact of COVID-19 on apprenticeships



Source: Ecorys EAfA monitoring survey 2019–2020 (N=110)

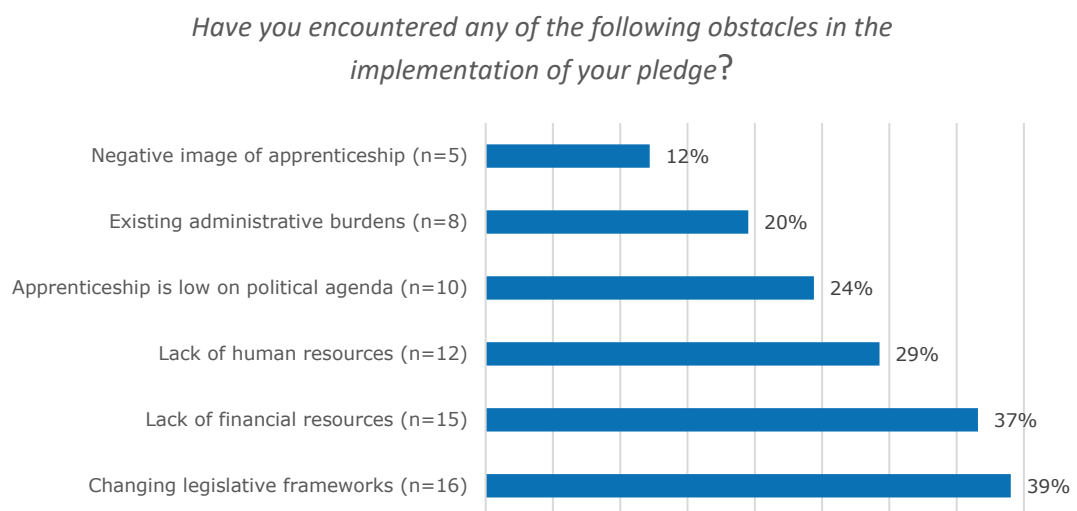
It should also be mentioned that several respondents argued that in some ways, COVID-19 has been an opportunity for the rapid digitalisation of their activities and the development of digital skills (6%, n=7). The *Association ouvrière des Compagnons du devoir et du Tour de France*, for instance, noted that they had 'gained two years in the development of their e-learning offer because of the pandemic'.

3.2 Other challenges and obstacles

Respondents were asked about other obstacles and challenges in the implementation of their pledge during the last two years besides COVID-19. All of them answered this question (n=115). The majority of respondents reported that their organisation had not encountered any other major obstacles (58%; n=67). Some 36% (n=41) reported that their organisation had encountered such obstacles, while 6% (n=7) said they did not know.

Respondents who indicated that they had faced difficulties in the implementation of their pledge were asked to report whether they had encountered a set of pre-identified obstacles. The changing legislative framework (39%; n=16) and the lack of financial resources (37%; n=15) were by far the most common answers, followed by the lack of human resources (29%; n=12) and the fact that apprenticeships are not a political priority (24%; n=10).

Figure 15. Obstacles encountered besides COVID-19



Source: Ecorys EAfA monitoring survey 2019–2020 (N=41)

Other responses to this question include:

- the 2019 earthquake in Albania, which had a long-lasting disruptive effect on the organisation of social life (n=2);
- issues with employers and workplaces (n=2), including employers speaking negatively about apprenticeships;
- issues related to education policy (n=2), including curriculum development methodology and bureaucratic obstacles;
- issues with funding (n=2), including loss of funding and a suggestion for an EAfA financing mechanism;
- Brexit (n=1).

3.3 Good practices

Respondents were asked whether they believed their EAfA pledge constitutes a good practice which could be shared with other EAfA members. This question was answered by all the respondents (n=115), a slight majority of which (51%, n=59) agreed that their pledge was indeed an example of good practice worth sharing, while 44% (n=51) said they did not know, and 4% (n=5) said that it was not the case.

Approximately a third of respondents who indicated that their pledge was an example of good practice mentioned having experience in successfully fostering engagement among apprenticeship stakeholders and disseminating information (29%, n=17):

- The **General Council of Chambers of Commerce of Catalonia** reported managing a system where all apprenticeship stakeholders interact, including VET providers, companies, public authorities, chambers, and students.
- **Stichting International Parents Alliance (IPA – Parents International)** has developed an evidence-based methodology for engaging with parents and students which it believes could be used or adapted by all providers.

Other respondents described relevant project experiences as examples of good practices (17%, n=10). Relevant examples of EU-funded projects include:

- The SME4EASY project in Italy, which **Fmts Experience SRL** took part in, that aimed to develop and test a methodology for organising and implementing quality mobility experiences for apprentices in the EU.
- The **European Builders Confederation** took part in several relevant Erasmus+ projects, including the CONDAP project, which aims to enhance the digital skills of mentors in construction apprenticeships, and *Construction Blueprint*, which aims to establish a new strategy and roadmap for professional qualifications in the construction sector.

Some respondents mentioned having experience in the area of pedagogical support for VET teachers and trainers (8%, n=5):

- The **Bertelsmann Foundation** delivered training for in-company trainers/tutors in Madrid, Catalunya, Andalusia, and other regions of Spain.
- The **German Economic Institute** (*Institut der deutschen Wirtschaft - IW*) and the Training Institutes of German Commerce and Industry (*Bildungswerke der Wirtschaft*) are conducting a joint project titled 'Network Q 4.0', which focuses on providing VET trainers with the latest technical and soft skills required to meet the requirements of the digital transformation. The project is funded by the German Federal Ministry of Education and Research.

Others highlighted their experience in dealing with financial aspects such as grants, funding, or remuneration (5%, n=3):

- The **Innovation Centre for VET of Aragón** (*Centro de Innovación para la FP de Aragón – CIFPA*) has been a key player in the design of the grant scheme funding apprenticeships in the Autonomous Community of Aragón.
- **ADAPT** (*Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali*) is using the *Apprendistato di alta formazione*

e ricerca⁹ to allow doctoral students to conduct research in private companies, acquiring relevant experience in the private sector.

Regarding the mobility of apprentices, **CMA France** (*Chambre de métiers et de l'artisanat en France*) highlighted its activities towards further internationalisation of training and learning mobility, including training of mobility coaches and the promotion of staff mobility for excellence in VET.

IHK-Projektgesellschaft mbH mentioned its expertise in the area of competence assessment for refugees and migrants. Its procedure for assessment of non-formal competences according to uniform standards in the German VET system for migrants and refugees won a Global Prize for Validation of Prior Learning in 2019.

⁹ <https://www.lavoro.gov.it/temi-e-priorita/orientamento-e-formazione/focus-on/Apprendistato/Pagine/default.aspx>

3.0 EAfA

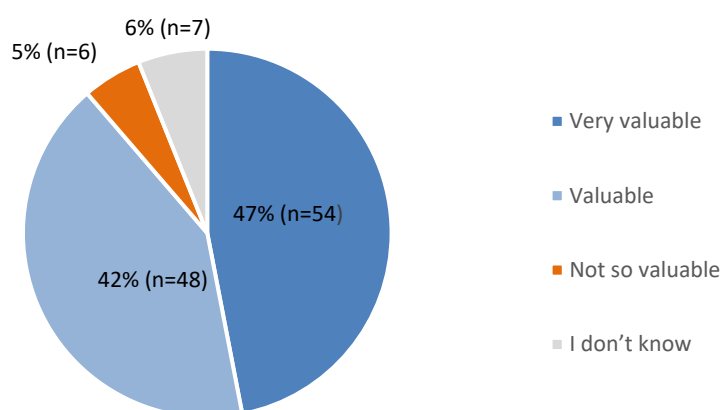
perception

4.0 EAfA added value

About 89% of survey respondents (n=102) consider the EAfA very valuable or valuable as a multi-stakeholder platform to boost the quality, supply, image, and mobility of apprenticeships. The remaining either had no opinion (5%, n=6) or consider it less valuable (5%, n=6).

Figure 19. Respondents' assessment of the EAfA's value as a multi-stakeholder platform to foster apprenticeships

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?



Source: Ecorys EAfA monitoring survey 2019–2020 (N=115)

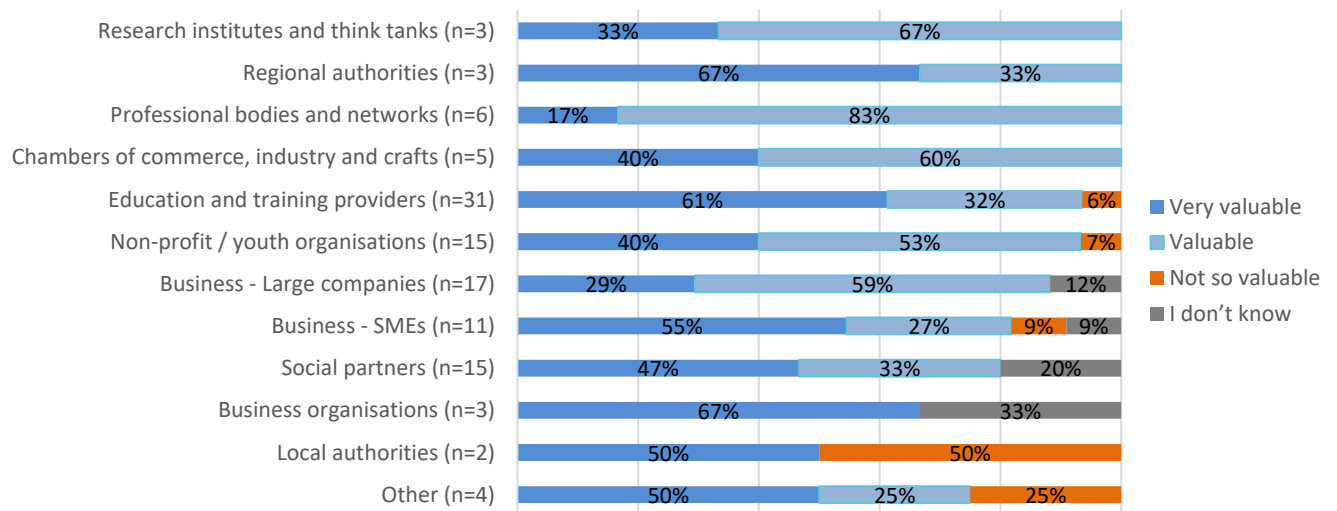
This positive outlook towards the EAfA appears to be shared across the different stakeholder groups. Indeed, the figure below shows that perception of the EAfA as a valuable stakeholder platform is consistently high. The limited number of negative responses is not sufficient to allow the identification of specific trends or stakeholder groups for which EAfA is less valuable. Furthermore, the suggestions for improvement by these specific respondents seem to be more linked to aspects not necessarily connected to their stakeholder type. When asked what EAfA could do to improve its added value for their members, they suggested that EAfA could:

- Provide more practical and best practice examples discussing problems that arise in apprenticeship schemes (e.g. implementation, engagement at each level, staff skills shortages, quality assurance, etc) and put forward concrete recommendations;
- Organise activities and events geared towards the needs of specific stakeholders (SMEs in particular) and certain industries or sectors of apprenticeships (e.g. the agricultural, or cultural and performing arts sector);

- Communicate better with national stakeholders and promote the work of the EAfA in improving the image of apprenticeships, in order to attract more apprentices and encourage more companies to hire apprentices.

Figure 20. Respondents’ assessment of the EAfA’s value as a multi-stakeholder platform to foster apprenticeships, by stakeholder group

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?

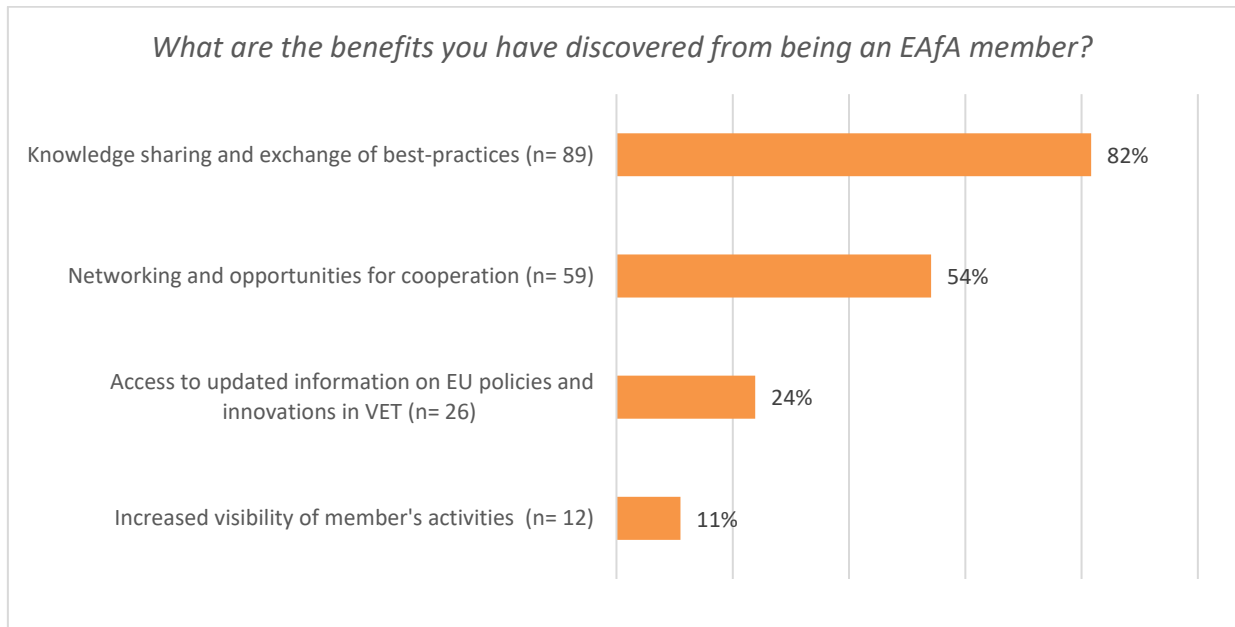


Source: Ecorys EAfA monitoring survey 2019–2020 (N=115)

Three out of the six negative answers come from members that joined in 2019 or 2020. This might be attributed to the impact of COVID-19 on EAfA activities, and the consequent limitations on in-person events and networking opportunities (highlighted below as one of the most appreciated benefits of the platform – see Figure 22).

As shown in the figure below, respondents recognised a range of benefits from their EAfA membership.

Figure 22. Main benefits identified by survey respondents



Source: Ecorys EAfA monitoring survey 2019–2020 (N=109)

Most respondents recognised opportunities for **knowledge sharing and exchange of best-practices** (82%, n=89). These are considered particularly valuable for all stakeholders that are new to apprenticeships, and those that seek to improve the apprenticeships they are implementing.

- The **Confederación Sindical Independiente Fetico** in Spain mentioned that despite not having many opportunities to take part in networking activities in 2020, the online events, live discussions and webinars organised always provided 'meaningful information' for their organisation to support the implementation of apprenticeship schemes in their company.
- The **Economic Chamber of North Macedonia** has increased the number of companies participating in work-based learning, as well as the number of certificated in-company mentors.
- As a result of the knowledge gained at EAfA events, **Munich Airport** informs and shares information about apprenticeships with other EAfA members in Germany.
- The **University of Strathclyde** in the UK praised how participation in EAfA directly led to a publication in a European Centre for the Development of Vocational Training (CEDEFOP)/ Organisation for Economic Co-operation and Development (OECD) paper. Their membership led directly to ongoing engagement between

a French university and the University of Strathclyde around languages. Participation in the EAfA influenced and shaped feedback given to the Engineering Skills Leadership group in Scotland.

- Thanks to the sharing of best practice examples, the **XABEC Vocational Training Center** in Spain has established a training center in the Valencian Community, and hopes to open another in large cosmetics company RNB. Furthermore, after a meeting held in Tirana, they have started working with the Swedish institution Westum. In addition, they have become part of the Innmain association, chaired by XABEC, which includes institutions from 18 countries.
- **Stichting Techniekpromotie** in the Netherlands has managed to find further funding opportunities as a result of what they learned through EAfA.

'Since we were at the beginning of the process, all the training, seminars and conferences we took part in as a member of EAfA were very valuable. They served as a very powerful source of information, but also as a boost and motivation to promote apprenticeships locally. During the last year, all the webinars and discussions we took part in kept us informed about new topics: the green and digital transition, the Pact for Skills, how other institutions were managing through this period and what their perspectives are, as well as the funding opportunities available.'

FEG (FUNDATIA ECOLOGICA GREEN), ROMANIA

'One notable benefit is the opportunity to meet and exchange views and challenges with so many stakeholders and social partners in different European countries, and to learn a lot from all of them. As a member of the European Sectoral Social Dialogue in Education (ESSDE), I have been repeatedly testifying that the EAfA is one of the greatest examples of social dialogue at European level, and that it should be followed by Member States at national and regional levels.'

FNE Federação Nacional da Educação, Portugal

Respondents also mentioned the role of the EAfA as a **platform for networking and cooperation** (54%, n=59). Bringing together different organisations, EAfA provides stakeholders the opportunity to meet potential new partners:

- **Action Synergy S.A.**, an education and training provider from Greece, developed an Erasmus+ project on building the capacity of VET organisations, companies, and students to effectively utilise online apprenticeships. Two partners they met through EAFA events are included in their consortium.
- For **Arbeitgeberverband Chemie und verwandte Industrien für das Land Hessen e. V. (HessenChemie)**, a large business in Germany, participation in the European Vocational Skills Week of 2020 resulted in contact with the **Otto von Guericke University Magdeburg**, and participation in the EU's SELFIE WBL pilot project.
- **Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)** described how engagement with the Chamber of Commerce at the local level had led to the successful participation of their apprentices in the local Hackathon.
- The **Câmara Municipal de Lisboa (Lisbon City Council) - Development and Training Department in Portugal** observed that there has been a growing demand for internships and apprenticeships each year since they have been members of the EAfA. They attribute this to the constant contact with more than 15 European countries and organisations.
- The **Centro de Innovación para la FP de Aragón (CIFPA)** in Spain have 'considerably improved contact' with European colleagues. This is enhancing the mobility of their students and teachers, encouraging the development of joint projects and exchange of experiences, and providing inspiration for their continuous improvement process.
- The **Confédération de l'Artisanat et des Petites Entreprises du Bâtiment (CAPEB)** in France have launched CONDAP (Digital skills for workplace mentors in construction sector apprenticeships) with the **European Builders Confederation (EBC)**.
- **Don Bosco International**, an EU-wide education and training provider, have developed contacts thanks to EAfA, and were able to facilitate the creation of a consortium for a pilot project for mobilities through VET between Europe and Africa.
- **Enel**, a large business based in Italy, has collaborated with various research and training institutions belonging to the EAFA network (e.g. participation in the Erasmus+ program on the mobility of apprentices with UNISER, collaboration in Gigroup and Adapt research on first-level apprenticeships, etc.).
- The **European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)** have established a 'fruitful dialogue' with colleagues from the European Commission's DG EMPL and the Committee of Regions on how to

increase the participation of regions in EafA and promote the activities of regional authorities to enhance apprenticeships in Europe.

- **ESB Networks** Ireland have linked with other partners at EAfA, allowing comparison of strategies, outcome measurements, and methodologies. They intend to involve a number of their apprentices in EAfA events, particularly if they can meet peers from other companies.
- The **European Confederation of Independent Trade Unions (CESI)** has built cooperation with **StartNet**, another member of the EAfA based in Germany, organising several events a year on apprenticeships.
- The **European Parents' Association (EPA)** in Belgium have been creating networking opportunities for parents from countries where the VET system, and specifically apprenticeships, are under development, in order to pass on valuable experiences in setting up parental representation and how to ensure permeability between sectors, actively participate in the establishment of the quality assurance systems, and increase the acceptance of VET in society.
- **ReKreatia I/S** Denmark is planning future cooperation with some of the individuals they have met at seminars.
- **IFOA**, an education and training provider in Italy, has developed contacts with EAfA members **Nestlé** and **Samsung**, and indicate that there is a possibility of the future involvement of further partners for Erasmus+ projects.
- **Intern Europe**, based in the UK, have started collaborations with several organisations from the EAfA network and have recommended EAfA to other organisations which later joined the alliance.

'EAfA provides excellent opportunities for networking, and getting to know great examples (schools, companies and apprentices themselves) that help to promote apprenticeships and encourage parents to allow their children to choose this pathway.'

European Parents' Association EPA, Belgium

'Since we joined EAfA in 2016, our network has expanded thanks to contact with numerous companies, education/training institutions, and associations. As an EAfA member, Enel participated in the latest edition of the VET Skills Week, where we met many different organisations with similar goals. Good practice exchange and cooperation between institutions, training institutes and companies is essential to support and strengthen the role of apprenticeships.'

Enel, Italy

While keeping up with policy developments and the latest trends in VET might be challenging, respondents highlighted that the EAfA allows **access to updated information on EU policies and innovation in VET** (24%, n=26):

- **Stichting Techniekpromotie** in the Netherlands has managed to find further funding opportunities as a result of what they learned through EAfA.
- For **FMTS** in Italy, EAfA webinars and events have allowed their staff to maintain updated and relevant content and strategy for apprenticeship schemes.
- **CIFPA**, based in Spain, is able to keep its dual VET proposal updated and in accordance with the commitments of quality and common European strategies thanks to access to up-to-date, global, and heterogeneous information on work in relation to dual vocational training (DUAL FP) at the European level.

'By being part of the network, we stay connected with what governments and stakeholders are doing to promote apprenticeships. Due to the inability to run skills competitions in 2020, we worked with our Member (countries and regions) and tagged 2020 as 'the year of innovation'. This has contributed to a sharing of ideas and implementation across our membership about VET promotion and delivery during the pandemic.'

World Skills International, EU

Finally, respondents indicated that through their participation in the EAfA, they also achieved **increased visibility of their activities** (11%, n=12) both at national level and beyond the EAfA network:

- **The Education and Training Boards Ireland** expressed how EAfA helped to enhance the image of apprenticeships in Ireland, including nominating the winner of the SME Employer Apprenticeship Competition.
- **Kaplan UK** mentioned that thanks to the EAfA, they have more contact with other companies and increased visibility across the sector.

'We have benefited from EAfA through knowing other members, and our work being given visibility'.

EBA - Formação Profissional, Portugal

'Being a member of EAfA for the past two years helped us grow and kept us informed and motivated! It is a very valuable support in our activities. Thank you!'

FEG (Fundatia Ecologica Green), Romania

On top of these benefits, from the answers received an overall sense of belonging to a group committed toward the same goal and sharing similar objectives emerged, highlighting the inspirational value of being part of a community of like-minded people.

'One of the most valuable aspects is related to participation in the VET Skills Week, which has strongly contributed to inspiring future projects and initiatives to be undertaken in collaboration with other members of the EAfA.'

Island Panorama Centre, Iceland

4.0 Annexes

5.0 Annexes

Table 1. List of pledging organisations which responded to the survey

Pledging organisation	Country	Type of organisation	EFAA member since	Organisation website
A1V1 And InfoSecurity Ltd	UK	Business - SMEs	2015	http://www.a1v1andinfosecurity.com/
Action Synergy S.A.	EL	Education and training providers	2018	www.action.gr
ADAPT – Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali	IT	Non-profit/youth organisations	2016	www.adapt.it
Adecco Group	EU	Business - Large companies	2015	www.adeccogroup.com
Agenzia per la Formazione, L'Orientamento e il Lavoro della Provincia di Como (AFOL COMO)	IT	Education and training providers	2019	www.cfpcomo.com
AIP Language Institute	ES	Education and training providers	2020	www.spanishinvalencia.com/internships-ES/european-partnership-valencia/
Albanian Skills	AL	Non-profit/youth organisations	2018	www.ALnskills.org
Algemene Onderwijsbond (AOB)	NL	Social partners	2014	www.aob.nl
Allianz S.P.A.	IT	Business - SMEs	2018	www.allianz.it
Anglesairlanda	EU	Education and training providers	2016	anglesairlanda.cat/
Apprenticeship developers in Sweden AB (Läringsutvecklarna i Sverige AB)	SE	Business organisations	2020	www.laringsutvecklarna.se
Arbeitgeberverband Chemie und verwandte Industrien für das Land Hessen e. V. (HessenChemie)	DE	Business - Large companies	2020	www.hessenchemie.de/ausbildung/r7.html
Asociacion Mundus	ES	Non-profit/youth organisations	2019	www.asociacionmundus.com
Association of Chartered Certified Accountants (ACCA)	UK	Professional bodies and networks	2018	www.accaglobal.com
Association ouvrière des Compagnons du devoir et du Tour de FR	FR	Education and training providers	2020	www.compagnons-du-devoir.com/
Audencia	FR	Education and training providers	2019	www.audencia.com/
ATn Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	AT	Business - SMEs	2018	infrastruktur.oebb.at/en/
Bouwunie, Unie van het KMO-bouwbedrijf vzw	BE	Professional bodies and networks	2015	www.bouwunie.be
Câmara Municipal de Lisboa (Lisbon City Council) – Development and Training Department	PT	Local authorities	2018	www.lisboa.pt
Central Bohemia Region	CZ	Regional authorities	2019	www.kr-stredocesky.cz/
CFA Métiers des arts de la scène	FR	Education and training providers	2020	www.cfa-operaorchestre.fr/
Chamber of Commerce and Industry of Serbia	RS	Other, please specify:	2018	www.pks.rs
Centro Italiano per l'Apprendimento Permanente (CIAPE)	IT	Education and training providers	2014	www.ciape.it
Centro de Innovación para la FP de Aragón (CIFPA)	ES	Education and training providers	2019	cifpa.aragon.es
City Council of Alzira	ES	Social partners	2019	www.idea-alzira.com/
CMA France	FR	Chambers of commerce, industry and crafts	2015	www.artisanat.fr
College ten Doorn	BE	Education and training providers	2019	www.collegetendoorn.be
Comité Européen de Coordination (CEC)	EU	Non-profit/youth organisations	2016	www.cecasbl.org
Community of Madrid	ES	Regional authorities	2019	http://www.comunidad.madrid/servicios-educacion/enseñanzas-formacion-profesional
Confederación Empresarial Vasca CONFEBASK Basque Business Confederation	ES	Business - SMEs	2017	www.confebask.es
CONFEDERACIÓN SINDICAL INDEPENDIENTE-FETICO	ES	Business - Large companies	2020	www.fetico.es/
Confédération de l'Artisanat et des Petites Entreprises du Bâtiment (CAPEB)	FR	Business - Large companies	2016	www.capeb.fr

Confindustria	IT	Business - SMEs	2019	www.confindustria.it
Connect trade union, Ireland	IE	Social partners	2018	www.connectunion.ie
Cosvitec S.C. a R.L.	IT	Non-profit/youth organisations	2018	www.cosvitec.eu
CY Chamber of Commerce and Industry (CCCI)	CY	Chambers of commerce, industry and crafts	2013	www.cci.org.cy
Don Bosco International	EU	Education and training providers	2016	www.donboscointernational.eu
European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)	EU	Non-profit/youth organisations	2015	www.earlall.eu
EBA - Formação Profissional, LDA	PT	Education and training providers	2019	www.beira-aquieira.pt
Economic Chamber of North Macedonia	MK	Chambers of commerce, industry and crafts	2019	www.mchamber.org.mk
Education and Training Boards IE	IE	Non-profit/youth organisations	2019	www.etbi.ie
European Forum of Technical and Vocational Education and Training (EFVET)	EU	Education and training providers	2013	www.efvet.org/
ENAI NET	IT	Education and training providers	2017	www.enaip.net
Enel	IT	Business - Large companies	2016	www.enel.com
ESB Networks	IE	Business - Large companies	2018	www.esbnetworks.ie/
EUCEN European University Continuing Education Network	EU	Education and training providers	2015	www.ua.pt www.eucen.eu
EuropeActive	EU	Non-profit/youth organisations	2018	www.europeactive.eu
European Builders Confederation	BE	Business organisations	2015	www.ebc-construction.eu/
European Confederation of Independent Trade Unions (CESI)	EU	Social partners	2016	www.cesi.org
European Parents' Association (EPA)	BE	Non-profit/youth organisations	2016	www.europarents.eu
F.E.G. (FUNDATIA ECOLOGICA GREEN)	RO	Education and training providers	2019	www.feg.ro
f-bb - Forschungsinstitut Betriebliche Bildung Research Institute for Vocational Education and Training	DE	Research institutes and think tanks	2015	www.f-bb.de
Federation of Associations of Energy Utility Companies (ACUE)	RO	Business organisations	2020	www.acue.ro
European Construction Industry Federation (FIEC) and European Federation of Building and Woodworkers (EFBWW) ¹⁰	EU	Social partners	2015	www.fiec.eu ; www.efbww.eu
Fmts Experience SRL	IT	Education and training providers	2019	www.glocalsrl.com
Federação Nacional da Educação (FNE)	PT	Social partners	2015	www.fne.pt
FNV - NL Trade Union Confederation (Head Office, Utrecht)	NL	Social partners	2018	www.fnv.nl
FoodServiceEurope and EFFAT	EU	Social partners	2017	www.foodserviceeurope.org/ www.fffat.org
Fundación Bertelsmann	ES	Research institutes and think tanks	2015	www.fundacionbertelsmann.org/es/
Fundesplai, Fundació Catalana de l'Esplai	ES	Chambers of commerce, industry and crafts		www.fundesplai.org
General Council of Chambers of Commerce of Catalonia	ES	Business - SMEs	2015	www.cambrescat.org
German Economic Institute (Institut der deutschen Wirtschaft Köln)	DE	Research institutes and think tanks	2016	www.iwkoeln.de/
Gewerkschaft Erziehung und Wissenschaft (GEW)	DE	Social partners	2015	www.gew.de
Gi Group	EU	Business - Large companies	2015	www.gigroup.com ; www.gigroup.it
HAK-IS Trade Union Confederation	TK	Social partners	2018	www.hakis.org.tr
Hidromek	TK	Business - Large companies	2019	www.hidromek.com.tr/
Institute of Chartered Accountants in England and Wales (ICAEW)	UK	Professional bodies and networks	2015	www.icaew.com/

¹⁰ These two organisations, FIEC and EFBWW, provided separate responses for their common pledge.

IDAN	IS	Education and training providers	2019	viskaproject.eu/about-us/idan/
IES López de Arenas (Marchena, Sevilla, Andalucía)	ES	Education and training providers	2018	lopezdearenas.org/inicio/blog/
IFOA	IT	Education and training providers	2016	www.ifo.it
Intern Europe	UK	Business - SMEs	2018	www.interneurope.org/
Istituto Tecnico Vittorio Emanuele III - Palermo Technical institute 'Vittorio Emanuele III'	IT	Education and training providers	2018	www.itive3pa.edu.it ; www.usr.sicilia.it
Kaplan UK	UK	Education and training providers	2018	kaplan.co.uk/apprenticeships
KOLONA Vlore AL	AL	Business - SMEs	2018	kolonatvlore.wixsite.com/kolona-vlore
Limerick and Clare Education and Training Board (LCETB)	IE	Education and training providers	2019	www.lcetb.ie ; www.learningandskills.ie
Hellenic Manpower Employment Organization (OAED)	EL	Education and training providers	2017	www.oaed.gr
Munich Airport	DE	Business - Large companies	2018	www.munich-airport.de
Municipality of REȘIȚA City	RO	Local authorities	2020	http://www.investinresita.ro/wp-content/themes/resita/videos/presentati on_en.mp4
Nestlé S.A.	EU	Business - Large companies	2016	www.nestle.com
Panorama	IS	Non-profit/youth organisations	2018	http://www.islandpanorama.com/
PIMEC	ES	Business - SMEs	2020	www.pimec.org
PostEurop	EU	Business - Large companies	2019	www.posteurop.org/
Provincia autonoma di Trento/Autonomous Province of Trento - Knowledge department	IT	Social partners	2018	http://www.provincia.tn.it/
ReKreato I/S	DK	Business - SMEs	2017	www.rekreato.dk
REWE International AG	AT	Business - SMEs	2018	www.rewe-group.at
Sacher Hotels Betriebsgesellschaft mbH; Hotel Sacher Wien	AT	Business - SMEs	2018	www.sacher.com
Școala Profesională Germană Kronstadt	RO	Education and training providers	2017	www.sgk.ro
Scottish Government	UK	Regional authorities	2015	http://www.gov.scot/http://www.gov.scot/Resource/0052/00523210.pdf
Scuola Centrale Formazione	IT	Professional bodies and networks	2018	www.scformazione.org
Serdar Plastik Industry And Co. Inc	TK	Business - Large companies	2019	www.serdarplastik.com.tr/
Siemens AG	DE	Business - Large companies	2013	siemens.de/ausbildung
Skolverket	SE	National authority	2019	www.skolverket.se
Smíchovská střední průmyslová škola a gymnázium Praha	CZ	Education and training providers	2019	www.sspz.cz
StartNet	DE	Non-profit/youth organisations	2019	www.start-net.org/
Stichting International Parents Alliance (IPA – Parents International)	EU	Non-profit/youth organisations	2018	parentsinternational.org/
Stichting Techniekpromotie	NL	Education and training providers	2020	www.techniekpromotie.nl
Suomen Oppisopimusasajat ry (Association of Apprenticeship Experts in FI)	FI	Professional bodies and networks	2018	www.oppisopimus.fi
Swisscontact	CH	Non-profit/youth organisations	2017	www.swisscontact.org
Teachers' Union of IE (TUI)	IE	Social partners	2017	www.tui.ie/
Education Union of Serbia	RS	Social partners	2018	www.sind-obr.org.rs
The IHK-PROJEKTGESELLSCHAFT MBH	DE	Education and training providers	2019	www.ihk-projekt.de/international/
The Mentoring School (trading as 'The Root Of It')	UK	Education and training providers	2017	www.thementoringschool.com
Trade Union of Education in Finland	FI	Social partners	2015	www.oaj.fi
TRIVALOR	PT	Business - Large companies	2017	www.trivalor.pt
Türk Traktör ve Ziraat Makineleri A.Ş.	TK	Business - Large companies	2020	http://www.turktraktor.com.tr/kurumsal_genel.aspx?id=123
Union for Private Economic Enterprise (UPEE)	BG	Social partners	2020	www.ssibg.org/
Unión General de Trabajadores de España	ES	Business - Large companies	2018	http://www.ugt.es
Unioncamere Piemonte	IT	Professional bodies and networks	2017	www.pie.camcom.it

University of Deusto	ES	Education and training providers	2019	www.deusto.es/cs/Satellite/deusto/es/universidad-deusto
University of Strathclyde	UK	Education and training providers	2018	www.strath.ac.uk/
VoHub – Coalition for Dual Vocational Education	RO	Non-profit/youth organisations	2020	www.vohub.ro
WKÖ	AT	Chambers of commerce, industry and crafts	2013	www.wko.at
WorldSkills International	EU	Non-profit/youth organisations	2021	www.worldskills.org
XABEC Vocational Training Center	ES	Education and training providers	2016	www.xabec.es

Table 2. Assessment of progress made in relation to the four objectives of the EAfA

Pledge	Supply	Quality	Image	Mobility
Glocal	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Connect trade union, Ireland	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>	<i>Some progress</i>
FIEC The European Construction Industry Federation EFBWW European Federation of Building and Woodworkers	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
ACUE	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Unión General de Trabajadores de España	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
StartNet	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
ENAIP NET	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Austrian Federal Economic Chamber (WKÖ)	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Centro Italiano per l'Apprendimento Permanente (CIAPE)	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Intern Europe	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>
Stichting International Parents Alliance (IPA – Parents International)	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Re-Edu Smart	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
CFA Métiers des arts de la scène	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
European Parents' Association (EPA)	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Câmara Municipal de Lisboa (Lisbon City Council) – Development and Training Department	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Audencia	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
ReKreata I/S	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
European Forum of Technical and Vocational Education and Training (EFVET)	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>
Association of Chartered Certified Accountants (ACCA)	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>
Serdar Plastik	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>
IES LÓPEZ DE ARENAS (Research Institute Junta de Andalucía)	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Albanian Skills	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
1,000 New Accounting Apprenticeships	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>
Fundació Catalana de l'Esplai (Fundesplai)	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Union for Private Economic Enterprise (UPEE)	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>

ESB Networks	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Istituto Tecnico Vittorio Emanuele III – Palermo Technical institute 'Vittorio Emanuele III'	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Provincia autonoma di Trento/Autonomous Province of Trento – Education and Culture Department	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Cosvitec S.C. a R.L.	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>
Cyprus Chamber of Commerce and Industry (CCCI)	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
PIMEC	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
The University of Deusto	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Algemene Onderwijsbond - AOb	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Assemblée Permanente des Chambres de Metiers et de l'Artisanat (APCMA)	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>
Centro de Innovación para la FP de Aragón – Innovation Centre for Vocational Training of Aragon (CIFPA)	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Nestlé S.A.	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Island Panorama Centre	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
German Economic Institute (Institut der deutschen Wirtschaft Köln)	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Gi Group	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Agenzia per la Formazione, l'Orientamento e il Lavoro della Provincia di Como	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>
Școala Profesională Germană Kronstadt	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
University of Strathclyde	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Unioncamere Piemonte	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
The Swedish National Agency for Education (Skolverket)	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
A1V1 and InfoSecurity Ltd	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Education and Training Boards Ireland	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Trade Union of Education, Finland	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Institute of Chartered Accountants in England and Wales (ICAEW)	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Forschungsinstitut Betriebliche Bildung f-bb – Research Institute for Vocational Education and Training	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
F.E.G. (FUNDATIA ECOLOGICA GREEN)	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
EARLALL - European Association of Regional and Local Authorities for Lifelong Learning	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>

Association ouvrière des Compagnons du devoir et du Tour de France	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Central Bohemia Region	<i>Little or no progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>
Don Bosco International	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Enhancing Apprenticeships in the Construction Sector	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
European Confederation of Independent Trade Unions (CESI)	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
IFOA	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
EABEC Vocational Training Center	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
REWE International AG	<i>Some progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Hellenic Manpower Employment Organization (OAED)	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Hidromek	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
City Council of Alzira Initiative for the Economic Development of Alzira (IDEA)	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>
Sacher Hotels Betriebsgesellschaft mbH; Hotel Sacher Wien	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
HAK-IS Trade Union Confederation	<i>Some progress</i>	<i>Little or no progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Directorate General for Education and Vocational Training of the Community of Madrid	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
College ten Doorn	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Scuola Centrale Formazione	<i>Some progress</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>
GEW - Gewerkschaft Erziehung und Wissenschaft	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Action Synergy S.A.	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Confederación Empresarial Vasca CONFEBASK Basque Business Confederation	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
IDAN Education and Training centre	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Chamber of Commerce and Industry of Serbia	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Anglesairlanda	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>
Stichting Techniekpromotie stands for real assignments preparing every student for the future	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Limerick and Clare Education and Training Board	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>

Apprenticeship scheme for the fitness sector	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
FoodServiceEurope and EFFAT	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Some progress</i>
Smíchovská střední průmyslová škola a gymnázium Praha, VET IT High School	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Scottish Government	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>
Allianz S.P.A.	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
General Council of Chambers of Commerce of Catalonia	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
EBA - Formação Profissional	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
ADAPT – Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Enel	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
Teachers' Union of Ireland - TUI	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
AIP Language Institute	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
#HESSENbildung.digital für Lernortkooperation im Bereich digital unterstützten Lernens (#HESSENbildung.digital for learning location cooperation in the area of digitally supported learning)	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Munich Airport	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
FNE - Federação Nacional da Educação	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>
FETICO's engagement in apprenticeship training	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Bouwunie, Unie van het KMO-bouwbedrijf vzw	<i>Some progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
IHK-PROJEKTGESELLSCHAFT MBH	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>
Economic Chamber of North Macedonia	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
EUCEN European University Continuing Education Network	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Siemens AG	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
Teachers Union of Serbia	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
TürkTraktör Agricultural Machinery Workshops/Laboratories	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Suomen Oppisopimusosaajat ry (Association of Apprenticeship Experts in Finland)	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
VoHub - Coalition for Dual Vocational Education	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>

Asociacion Mundus	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>
Fundacion Bertelsmann	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Confindustria	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
Apprenticeship developers in Sweden	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
FNV – Netherlands Trade Union Confederation (Head Office, Utrecht)	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
PostEurop	<i>Some progress</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
FRENSIONA shpk - KOLONA Vlore Albania	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Comité Européen de Coordination (CEC)	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Adecco Group	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Swisscontact	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
The Mentoring School (trading as 'The Root Of It')	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Confédération de l'Artisanat et des Petites Entreprises du Bâtiment - CAPEB	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
WorldSkills International	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
TRIVALOR	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>

Table 3. Number of mobility experiences by pledging organisation

Pledging organisation	Country	Number of apprentices who took part in a cross-border mobility project between 2019 and 2020
Intern Europe	UK	886 apprentices welcomed in 2019
CFA Métiers des arts de la scène	FR	3 apprentices sent abroad
Cyprus Chamber of Commerce and Industry (CCCI)	CY	10 mobility experiences
City Council of Alzira	ES	36 apprentices took part in cross-border mobility through the project Erasmus+ project IDEA Moves
IDAN	IS	20 apprentices sent abroad and 20 others welcomed before March 2020
Anglesairlanda	EU	50 apprentices sent from Spain to Ireland in 2019
AIP Language Institute	ES	500 apprentices welcomed in Spain
TOTAL		1,525 mobility experiences

Source: Ecorys EAFA monitoring survey 2019–2020 (n=7)

GETTING IN TOUCH WITH THE EU

In person

All over the European Union there are hundreds of Europe Direct information centres. You can find the address of the centre nearest you at:

https://europa.eu/european-union/contact_en

On the phone or by email

Europe Direct is a service that answers your questions about the European Union. You can contact this service:

- by freephone: 00 800 6 7 8 9 10 11 (certain operators may charge for these calls),
- at the following standard number: +32 22999696 or
- by email via: https://europa.eu/european-union/contact_en

FINDING INFORMATION ABOUT THE EU

Online

Information about the European Union in all the official languages of the EU is available on the Europa website at: https://europa.eu/european-union/index_en

EU publications

You can download or order free and priced EU publications at: <https://op.europa.eu/en/publications>. Multiple copies of free publications may be obtained by contacting Europe Direct or your local information centre (see https://europa.eu/european-union/contact_en).

EU law and related documents

For access to legal information from the EU, including all EU law since 1952 in all the official language versions, go to EUR-Lex at: <http://eur-lex.europa.eu>

Open data from the EU

The EU Open Data Portal (<http://data.europa.eu/euodp/en>) provides access to datasets from the EU. Data can be downloaded and reused for free, for both commercial and non-commercial purpose

