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# European Alliance for Apprenticeship Monitoring Survey 2021–2022

Apprenticeship Support Services

*Employment,  
Social Affairs  
and Inclusion*

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# 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 2021–2022.

The survey was launched on 24 June 2022 and the last response was recorded on 20 September 2022. The survey invitation was sent to all EAfA members that had submitted a pledge before May 2022 and were registered to the EAfA mailing list (335 pledges<sup>1</sup> and 409 contacts).

The overall number of valid responses collected was 132 (131 pledges),<sup>2</sup> which accounts for approximately 39 % of all pledges. Only the completed answers were considered.

Responses were received from pledging organisations based in 30 different countries, including 22 EU Member States. A total of 19 responses were received from organisations active at EU level. Overall, representativeness of stakeholder types is satisfactory.

## Progress achieved

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 image (85 %), supply (80 %) and quality (79 %). For mobility, while the majority of respondents reported some or major progress (69 %), 31 % of respondents indicated that little or no progress had been made (12 percentage points higher than the average for the other three objectives). This suggests that organisations persisted to endure difficulties in increasing the number of mobility experiences between 2021 and 2022, mostly likely as a medium-term consequence of the COVID-19 pandemic.

Approximately 39 % (n=51) of the survey respondents made progress on the supply of apprenticeships creating an estimated 206 582 apprenticeship places.

More than two thirds of the survey respondents (n=88) 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

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<sup>1</sup> 335 is the number of pledges among the total 377 EAfA pledges that have provided a valid email address.

<sup>2</sup> Two responses were received from one multi-stakeholder pledge (FoodServiceEurope and EFFAT).

Framework for Quality and Effective Apprenticeships.<sup>3</sup> The most commonly cited measures implemented by respondents concerned: providing financial and non-financial support to companies; improving quality assurance and the tracking of apprentices; pedagogical support to trainers and mentors; career guidance and awareness-raising; formulating learning outcomes and developing the workplace component of apprenticeships.

To improve the image of apprenticeship, the majority of respondents who committed to this objective (N=83) implemented communication activities (70 %; n=58). More than half of these respondents reported that their organisation had participated in or organised live or online events, including webinars (n=31). Online communication activities, including website content, social media and newsletters, were implemented by a quarter of respondents (n=22), while 17 % ran promotional campaigns (n=14).

Among the respondents who mentioned having made progress on mobility, 40 respondents indicated to have either participated in mobility projects and initiatives (65 %; n=26), including Erasmus+ (33 %, n=13), or disseminated information about mobility opportunities (23 %; n=9). Based on their responses, the pledging organisations were involved in at least 4 101 mobility experiences between 2021 and 2022, over 2.5 times higher than in the period covered by the previous survey (2019–2020).

61 % (n=76) of all survey respondents reported that their organisation had implemented activities supporting apprentices to develop skills required to master the green and/or digital transitions. The most popular activity in this field was the integration of green and/or digital skills into the curriculum/training offer, indicated by more than half of these respondents (n=42).

Approximately one in five respondents reported to have implemented activities linked to apprenticeships to provide support to people fleeing the war in Ukraine (n=29), while another 22 % stated that they would like to or intend to do so in the near future. The most popular activities mentioned by the respondents included: offering study or training programmes (n=12) and apprenticeships/internships (n=10); awareness-raising activities (n=6); and providing integration social and/or financial support (n=5).

### **Main challenges and obstacles**

As the key medium-term impacts of the COVID-19 crisis, respondents reported that the pandemic led to an increase in online opportunities and online skills, although this was accompanied by several challenges: a decrease in both the number of

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<sup>3</sup> 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).

apprenticeships and of mobility opportunities, as well as the difficulties encountered with moving apprenticeships/trainings online.

The measures taken during the crisis by two thirds of respondents (n=77) in relation to apprenticeships have become a stable part of their apprenticeship programmes. The majority of these respondents (N=75) continue to offer online opportunities such as virtual learnings or trainings (n=25), while businesses allow their apprentices and employees to work partly or entirely remotely (n=21). Respondents also mentioned the continued investment in awareness-raising and/or online communication and marketing (n=9), and adoption of health-related measures (n=3).

Besides COVID-19, about three fourths of respondents encountered other obstacles (83 %; n=109). Nearly half of these respondents identified the lack of human resources as a key obstacle (49 %; n=50), closely followed by the existing administrative burdens (43 %; n=44), both of which mark at least a 20 percentage points increase in comparison to the previous EAFa monitoring survey (respectively 29 %, n=12; and 20 %, n=8). Other common answers included the lack of financial resources (40 %; n=41), followed by the fact that apprenticeships are not a political priority (29 %; n=30).

The negative image of apprenticeships was the fifth most popular challenge (26 %; n=27), marking a 14 percentage points increase since 2019–2020 (12 %; n=5). Changing legislative frameworks constituted the least frequently reported challenge (18 %; n=19), at 28 percentage points lower than the most reported answer, despite being the most common answer in the last reporting period (39 %; n=19). The 21 percentage points decrease recorded would suggest that changing legislative frameworks are ceasing to constitute a key challenge for EAFa members.

### **Good practices**

Almost half of respondents indicated that their pledge could be example of good practice worth sharing (42 %; n=55). About a fifth of these mentioned the level of cooperation with other stakeholders, including inter-company programmes, working with social partners, and joining EU initiatives aimed at fostering collaboration (22 %; n=12). Other respondents noted their awareness-raising and information-sharing activities (13 %; n=7), and their involvement in relevant EU-funded projects (7 %; n=4).

### **EAFa added value**

The respondents' perception of the EAFa is largely positive, as the vast majority of survey respondents (94 %; n=103) considers 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 all stakeholder groups.

Most respondents recognised the opportunities provided by the EAFa for knowledge-sharing and exchange of best practices (55 %; n=56). Organisations find it



particularly helpful to understand the challenges and opportunities of apprenticeships in other countries.

Respondents also consider EAfA as an important platform for networking and cooperation (47 %; n=48). The opportunities to meet other organisations have led to a number of new connections and cross-border cooperations. Organisations also highlighted that their access to EAfA events enables them to receive up to date information on EU policies and innovation in vocational education and training (VET) (28 %; n=29), while several respondents experienced an increased visibility of their activities (9 %; n=9).

### **EAfA activities**

Survey respondents' assessment of the overall quality of EAfA activities and resources on apprenticeships is primarily positive. The share of respondents who found the seven mentioned activities and resources to be of high or very high quality ranged from 56 % (podcasts) to 91 % (in-person events). The return of in-person events was explicitly welcomed by a good number of respondents in the open questions (n=35), with several mentions of the two high-level EAfA events held in 2022 in Barcelona (n=10) and Vienna (n=8). Webinars and online discussions also remain appreciated to keep in touch between the high-level in-person events.

### **EAfA channels**

All respondents were asked to rank their preferred channels for receiving information EAfA and its activities. The EAfA newsletter was ranked as the most preferred channel (1.55 average score), closely followed by the EAfA website (2.12). The newsletter was considered as 'very much' or 'somewhat' useful in keeping up to date by 75% of respondents (n=87). On the other hand, over half of respondents (53 %) do not use the LinkedIn group at all, and only one fifth use it to a medium or large extent.



# **1.0** Introduction

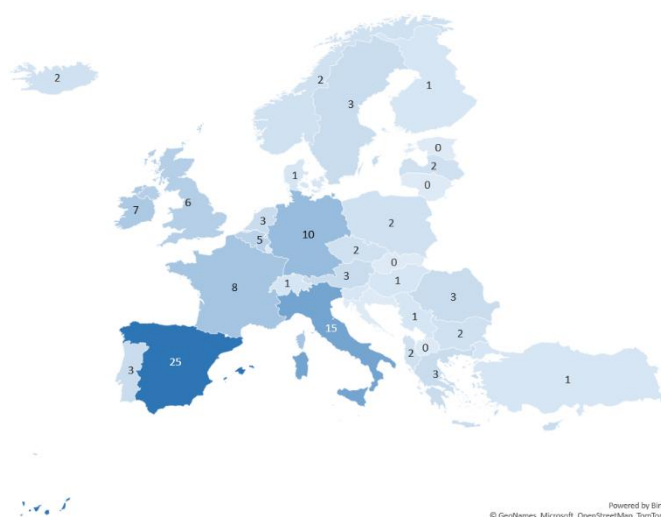
# 1. Introduction

This report presents the results of the EAfA Pledge Monitoring Survey promoted among the EAfA members, which collected information on the pledge implementation in the two-year period of 2021–2022. The survey was launched on 24 June 2022 and the last response was recorded on 20 September 2022. The survey invitation was sent to all EAfA members that had submitted a pledge before May 2022 and were registered to the EAfA mailing list (335 pledges<sup>4</sup> and 409 contacts). The overall number of valid responses collected was 131, which accounts for approximately 39 % of all pledges.<sup>5</sup> Only completed answers were considered.

## 1.1 Background information

A total of 132 responses were collected, which corresponds to 131 pledges, as two responses from one multi-stakeholder pledge were received (FoodServiceEurope and EFFAT).<sup>6</sup> [Annex Table 1](#) lists the different pledging organisations that responded to this survey. Responses were received from pledging organisations based in 30 different countries, including 22 EU Member States.

Figure 1. Geographic distribution of responses



A total of 19 responses were received from organisations active at EU level.<sup>7</sup> This group of respondents includes both EU-level social partners (such as EFFAT and HOTREC), as well as large businesses with offices in several EU Member States (such as Nestlé), education and training providers (such as EuropeAct), or non-profit organisations operating transnationally (such as the European Parents' Association).

<sup>4</sup> 335 among the total 377 EAfA pledges that have provided a valid email address is 335.

<sup>5</sup> The contact list of 409 names covered 335 of the 377 pledges received as of 1 May 2022.

<sup>6</sup> For two additional responses submitted after the survey deadline (Teachers Union of Serbia and Zukunft Lehre Österreich), only the responses to the open questions for these respondents were considered in the analysis.

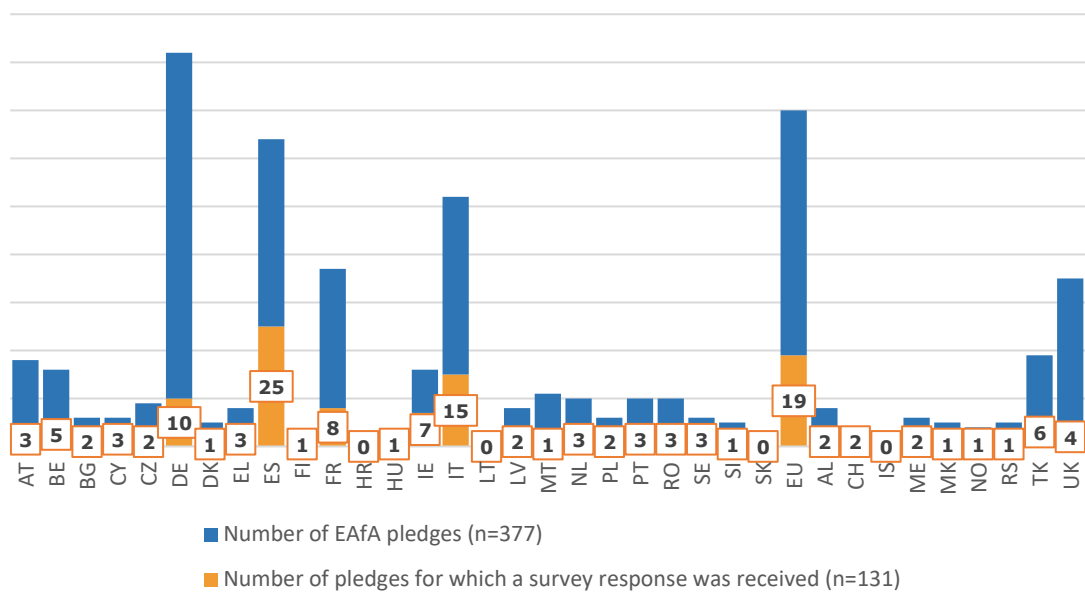
<sup>7</sup> In lieu of country, respondents could indicate that they were based in the EU.

Source: Ecorys EAfA monitoring survey 2021–2022, N=131

## 1.2 Profile of respondents

The response rate, based on the total number of pledges, varied widely across countries, with four countries achieving a 100 % response rate (Cyprus, Sweden, Iceland, and Hungary).

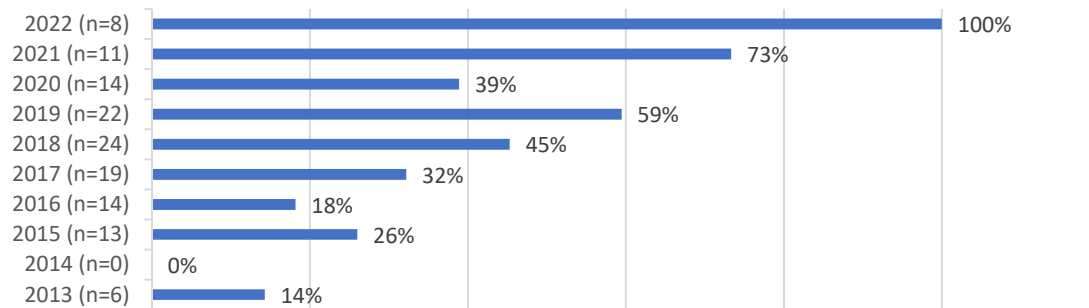
Figure 2. Number of answers received against total number of pledges per country



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131) and EAfA Pledge list

Approximately two thirds of the responses (n=79) came from organisations that had submitted their pledge in the last four years (between 2018 and 2022). These are also the submission years for which the response rates are the highest when comparing against the total number of pledges received over the corresponding year, ranging from 100 % (2022) to 39 % (2020). 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.

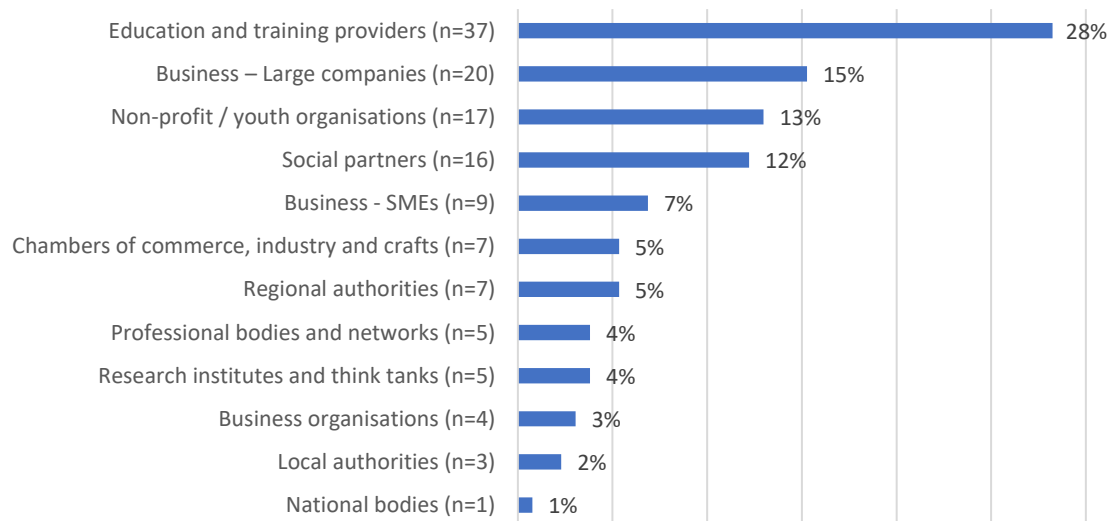
Figure 3. Number of responses as a share of total pledges submitted by year of submission



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131) and EAfA Pledge list

Together, education and training providers, large businesses, non-profit/youth organisations, and social partners account for more than two thirds (69 %) of the total number of survey respondents.

Figure 4. Survey sample composition by type of organisation

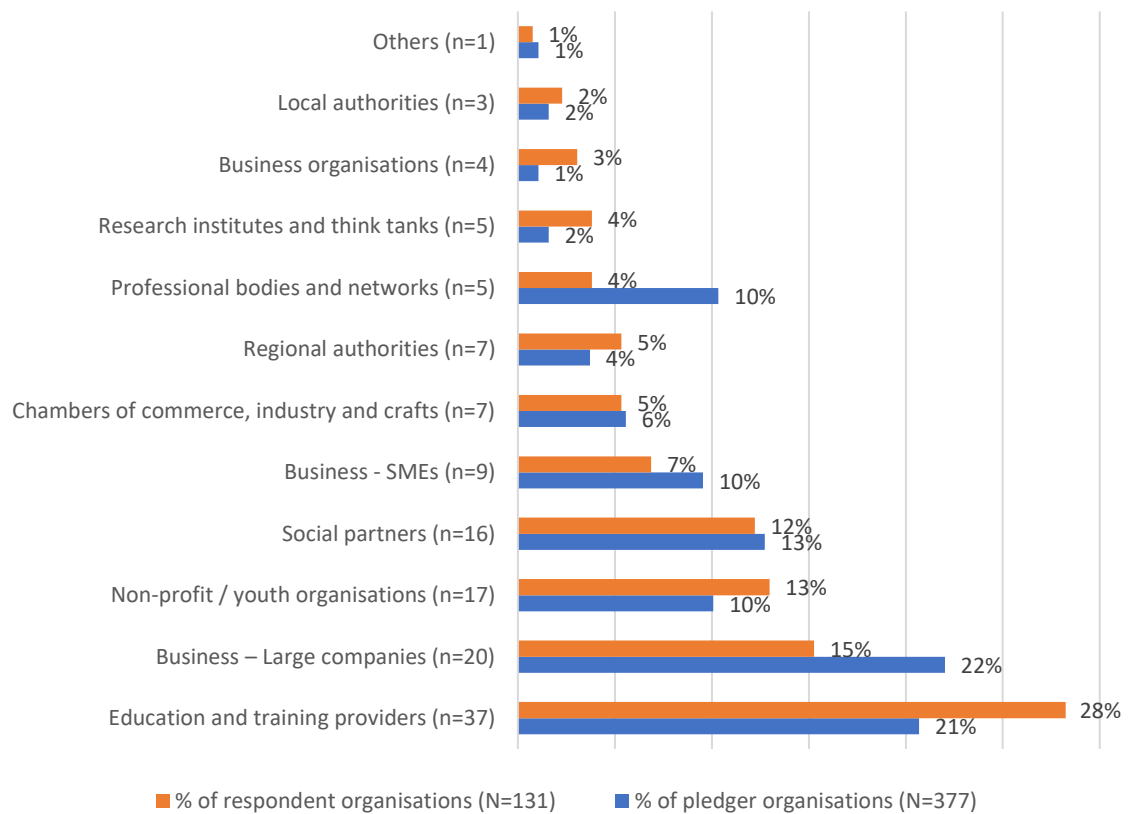


Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

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) and professional bodies and networks (-6 percentage points).

Figure 5. Sample representativeness by type of organisation



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131) and EAfA Pledge list

# **2.0 Pledge implementation**

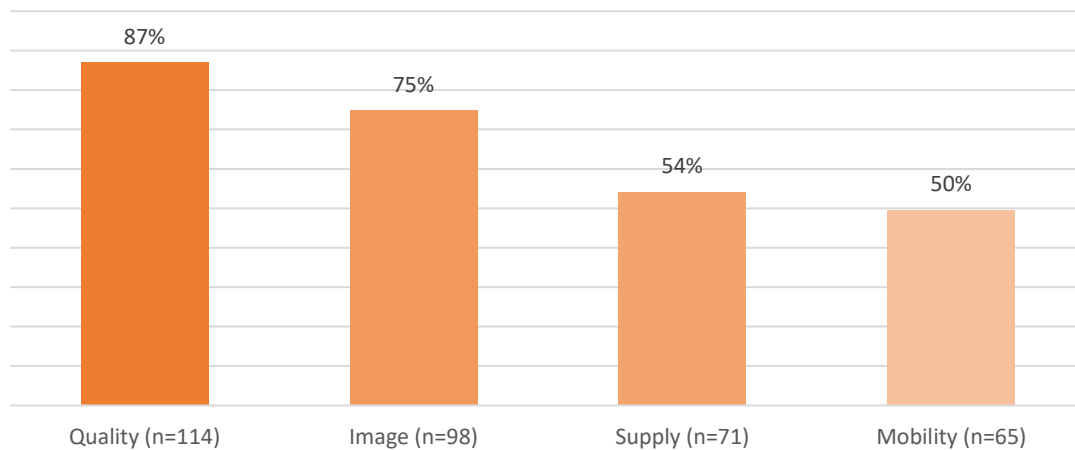


## 2. Progress achieved

### 2.1 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 6. Percentage of respondents who committed to each of the EAfA objectives



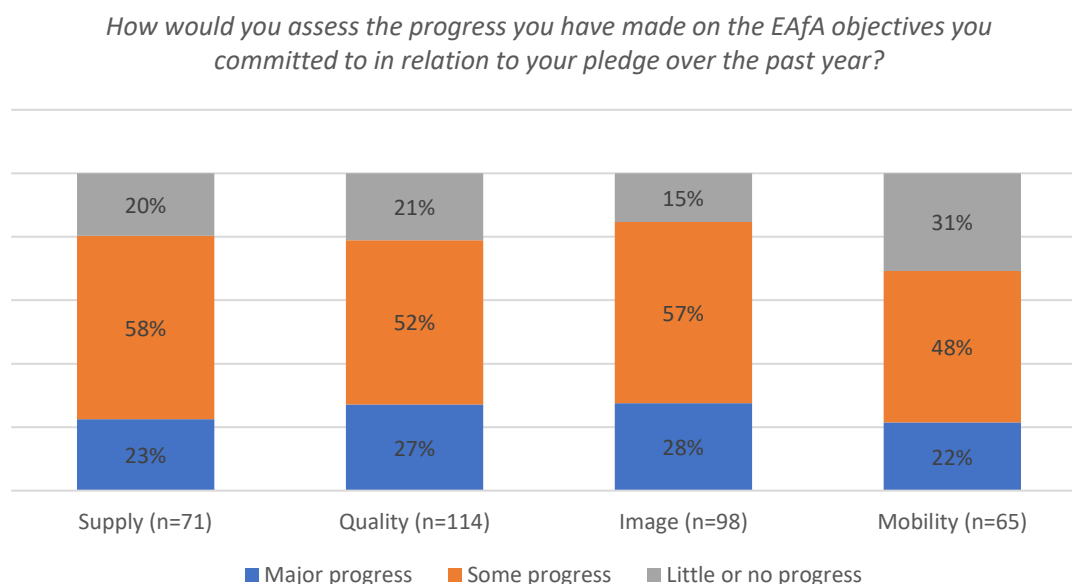
Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

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 image (85%), supply (80%) and quality (79%). For mobility, while the majority of respondents reported some or major progress (69%), 31% of respondents indicated that little or no progress had been made (which is 12 percentage points higher than the average for the other three objectives). This suggests that organisations persisted to endure difficulties in increasing the number of mobility experiences

between 2021 and 2022, in line with the COVID-19 challenges outlined in [Section 3.1](#).

Figure 7. Assessment of progress made on EAfA objectives



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

### 2.1.1 Progress made on supply

Respondents who mentioned having made some or major progress on the supply of apprenticeships (n=57) were also asked to estimate the number of apprenticeship places that were created between January 2021 and June 2022 in relation to their pledge. Based on the valid responses provided by 89 % of respondents who committed to improving the supply of apprenticeships (n=51), it can be estimated that in total, EAfA members who responded to the survey created about **206 582 apprenticeship places**,<sup>8</sup> with **4 051 new apprentices per organisation** on average.<sup>9</sup> This is a 65 % decrease compared to the information provided in the previous survey for 2019–2020, when 64 respondents created 11 490 new apprenticeship places on average.

<sup>8</sup> Calculated as the sum of the number of apprenticeship places indicated by all respondents that replied to this question.

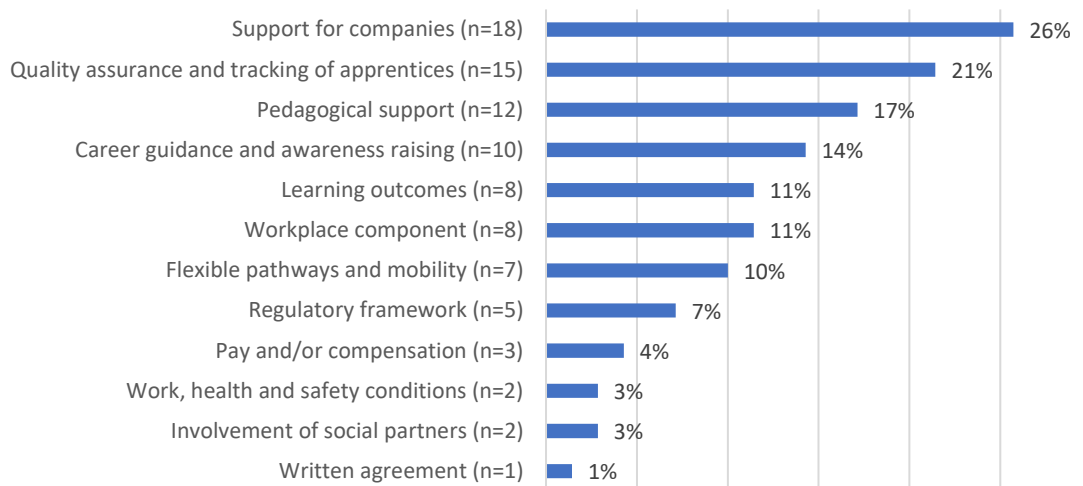
<sup>9</sup> Average number of apprenticeship places created per organisation which provided a valid answer to this question (n=51).

### 2.1.2 Progress made on quality

Respondents who mentioned having made progress on the quality of apprenticeships (N=90) were also asked about the concrete activities they had undertaken to improve the quality of apprenticeships in the period 2021–2022, as well as their results and impacts. The question was answered by all respondents but two (n=88).

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 Apprenticeships<sup>10</sup>. The responses provided by 80 % (n=70) of respondents that committed to the quality objective covered all European Framework for Quality and Effective Apprenticeships (EFQEA) criteria, with the exception of social protection and transparency.

Figure 8. Quality improvements based on the EFQEA criteria



Source: Ecorys EAfa monitoring survey 2021–2022 (N=70)

The most cited initiative, mentioned by one fifth of respondents, concerns the support EAfa members had provided to companies (n=18), both of a financial and a non-financial nature. Some notable responses include:

- ▶ The **Metropolitan City of Rome** financed 1 437 training places for apprentices, with all apprenticeships under this framework completed.

<sup>10</sup> 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).

- ▶ The project *Kompetenzzentrum Fachkräftesicherung (KOFA)* of the **German Economic Institute** (*Institut der Deutschen Wirtschaft Köln*) provides information for organisations on how to become a training company.
- ▶ The **Fundación Bertelsmann** has launched a pilot programme through which companies are advised on how to improve the quality of their apprenticeships according to selected quality indicators. In this context, a report is created for each company to highlight areas for improvement.

The second-most cited activity concerned improving quality assurance and the tracking of apprentices (n=15):

- ▶ The **Association of Apprenticeship Experts in Finland** (*Suomen Oppisopimusosajatyöryhmä*) provided webinars related to the quality of apprenticeships and assisted VET schools in the area of quality improvement.
- ▶ In Greece, the **Patras Laboratory Center** is developing a tool to assess the quality of apprenticeships provided by its partners.

Of these respondents, 17 % (n=12) reported that they had provided pedagogical support to trainers and mentors. The **Economic Chamber of North Macedonia (ECNM)** organised a three-day long modular training for 300 apprenticeship mentors covering large companies and SMEs alike, through which participants could learn new mentoring strategies and techniques to help them feel more confident in supporting apprentices.

Other priority measures undertaken by respondents in improving the quality of apprenticeships include career guidance and awareness-raising (14 %; n=10). The 'Prépa apprentissage' project by **CMA France** offers a support programme to young people aged 16–29 with no formal qualification to identify their skills and knowledge, develop their social skills and secure their entry into an apprenticeship contract.

A number of respondents also updated the learning outcomes of their programmes (11 %; n=8). **Siemens AG** included green skills on all curricula and expanded on its digital skills curriculum, while the **European Builders Confederation** created an up to date VET curriculum on digitalisation, energy efficiency and circular economy in construction. The workplace component was also improved at eight organisations (11 %), including **M&M Profuture Training**, which created different protocols and rules for the implementation of apprenticeships that students and companies must follow.

Several responses (n=18) described activities outside the scope of the EFQEA criteria. These included fostering continuous internal improvement (n=4), for example building new classrooms with modern professional equipment at **Smíchovská průmyslová škola Praha**, as well as incorporating a blended learning approach to support learners in all situations (n=1, mentioned by **Education and Training Boards Ireland**).

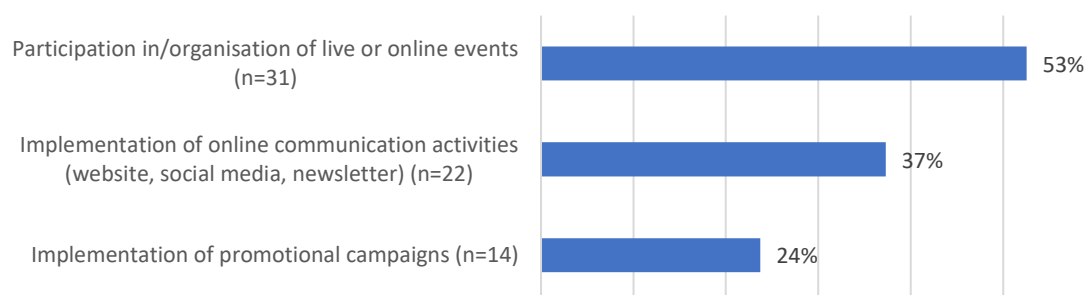
### 2.1.3 Progress made on image

Respondents who mentioned having made progress on improving the image of apprenticeships (N=83) were also asked how they had improved this objective in the period 2021–2022, listing concrete activities and their results and impacts. All of the respondents provided a valid answer to this question.

Most of these respondents (n=58; 70 %) implemented communication activities to improve the image of apprenticeships. Pledging organisations implemented a variety of activities, with seven of them describing more than one type of activity. Among these, more than half of organisations (n=31) indicated that they had participated in or organised live or online events, including webinars. Over one third of respondents (n=22) had undertaken online communication activities, including on their website, through social media, or newsletters. 14 respondents (24 %) ran promotional campaigns, which were most often aimed at either prospective employers or at prospective students.

The importance of mobility opportunities was highlighted by eight respondents, who consider such opportunities as an important element in their communication strategy to improve the attractiveness of apprenticeships.

Figure 9. Communication activities implemented to improve the image of apprenticeships



Source: Ecorys EAFA monitoring survey 2021–2022 (N=59)

Examples of communication activities by EAFA members include:

- ▶ The **School Centre Škofja Loka** in Slovenia, in cooperation with the Chamber of Commerce and Industry of Slovenia, organises the Festival of Apprenticeship each year, where current and former apprentices introduce their stories and share their experiences.
- ▶ **ESMOVIA** created video testimonies of European students undertaking their apprenticeship with the organisation, with the aim of simultaneously promoting apprenticeships and mobility.

- ▶ **Albanian Skills** began publishing the INNOVET Albania Newsletter in January 2021, in which apprentices and interns can introduce the VET system from their own perspective.
- ▶ The **Școala Profesională Germană Kronstadt** in Brasov, Romania, visited all schools in Brasov County to introduce eighth-graders to the VET education system.
- ▶ The **ECNM**, together with the Ministry of Education and Science, conducted the 'Learn Smart, Work Skilfully' campaign in 17 regions and 32 cities in North Macedonia for promoting vocational and dual education and engaging companies in the implementation of apprenticeships. The campaign was a tool to improve cooperation between companies, vocational schools, and local governments and to provide information on the necessary qualifications according to the requirements of the labour market. As a result of the campaign, 211 companies and 43 vocational schools began cooperation in 2021.
- ▶ The **Association ouvrière des Compagnons du devoir et du Tour de France** promotes apprenticeships through social media through testimonial videos and key figures about the marketability of apprenticeships. Their contents reach 25 000 followers on Instagram, 6 700 followers on YouTube and have over 10 000 likes on TikTok.
- ▶ **Allianz S.p.A.** created and internally circulated a video interview with one of their apprentices (who is a Paralympic swimming champion) to highlight the diverse and inclusive nature of apprenticeships.
- ▶ The **Fundación Bertelsmann** continues to organise its Alliance Awards, while also working through its youth network 'Somos FP Dual' to improve the attractiveness of apprenticeships among young people. This network engages over 200 young people in the dissemination of apprenticeships and actions in most of Spain's territory.

Approximately half of all respondents that did not detail any explicit communication activities (n=12) highlighted internal activities that contribute to improving the image of apprenticeships. Among others, the activities that were mentioned concern improving the apprenticeship experience by responding to student needs and making apprentices feel valued by giving them responsibility within their jobs.

### 2.1.4 Progress made on mobility

Respondents who mentioned having made progress on mobility (N=45) were asked how they had contributed to the mobility of apprentices in Europe in the period 2021–2022, listing concrete activities, their results, and impacts. Some 89 % of respondents (n=40) provided a valid answer to this question.

Two main activities undertaken to promote the mobility of apprentices can be identified:

- ▶ **Participation in mobility projects and initiatives** (65 %; n=26). The **Institute for Training, Employment and Learning Mobility (IFOM)** allowed the mobility of a total of 384 Italian apprentices to Spain, Greece, Ireland, Portugal and Poland.
  - Around a third of respondents (n=13) explicitly mentioned participating in Erasmus+ schemes to allow apprentices to participate in mobility experiences. Among these, **Cosvitec** implemented seven Erasmus KA122 (short-term mobility) projects for over 200 students.
  - All apprentices of **ESMOVIA** are participating in cross-border mobilities. They have contributed to 1 473 internships at Valencian companies in the period between January 2021 and June 2022, making it the highest number of mobility experiences mentioned by respondents.
  - In addition to students, seven staff members of the **School Centre Škofja Loka** could participate in Erasmus+ mobilities abroad to gain new knowledge and experience in the field of implementing apprenticeships abroad.
  - The **University of Deusto**, in addition to funding obtained through Erasmus+, used grants made available by the regional government to allow 10 students to participate in International Traineeship Mobility Programmes outside the EU.
- ▶ **Dissemination of information about mobility opportunities** (23 %; n=9). For instance, the **Austrian Federal Railways – Infrastructure (ÖBB Infrastruktur AG)** organised an EU conference together with the European Commission and EAfA to promote the discourse on transnational mobility in companies, the railway sector, and the Germany-Austria-Switzerland region. Meanwhile, **EuropeActive** uses the European Register of Exercise Professionals (EREPS), which has about 10 000 members, as a platform to facilitate the mobility of fitness professionals across Europe.

Based on the figures<sup>11</sup> provided by more than half of the valid response to this question (n=22), it can be estimated that the respondents' organisations were involved in at least 4 101 mobility experiences between 2021 and 2022. This figure is over 2.5 times higher than in the period covered by the previous survey (2019–2020). Although the number of respondents providing data this time was also higher, this suggests that international mobility opportunities have rebounded following the restrictions caused by the COVID-19 pandemic. This was confirmed by some respondents like the **IDAN Education and Training Centre** that highlighted that they could enable the mobility of more students than expected thanks to the improvement of the pandemic situation.

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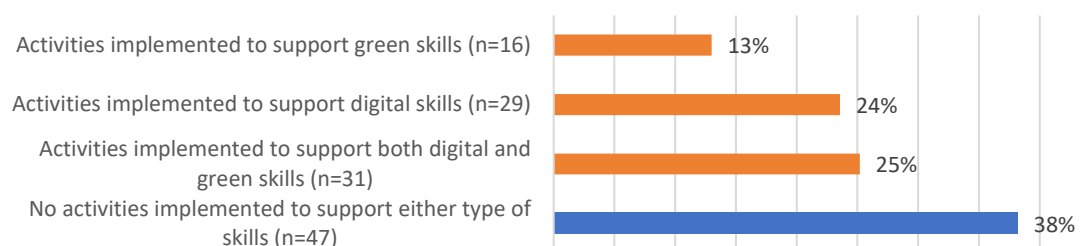
<sup>11</sup> These were either exact or approximate figures.

Annex [Table 3](#) provides a breakdown of these numbers by pledging organisations. In regard to the challenge of promoting the mobility of apprenticeships, one respondent from the [University of Strathclyde](#) flagged an obstacle tied to employer's value of mobility. Although the university actively promoted a number of opportunities for apprentices to engage in cross-border mobility projects, the respondent reported that no student took up the offer, which they argue is mostly because the employers either cannot see the immediate benefit of mobility, or they require their apprentices to be working for them.

### 2.1.5 Twin transition and 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 (N=131). The vast majority of survey respondents answered this question (n=123).

Figure 10. State of implementation of activities supporting the development of green and digital skills



Source: Ecorys EAFA monitoring survey 2021–2022 (N=123)

Over six in ten respondents (62 %; n=76) reported that their organisation had implemented activities in support of apprentices aimed at the development of at least one or both of the two types of skills. This shows an 11-point increase compared to the 2019–2020 survey, in which 58 organisations (51 % of respondents) indicated they had implemented related activities. Therefore, the data shows a growing number of members taking actions to address the twin transition.

Nearly half of respondents reported that activities in support of digital skills (49 %; n=60) had been implemented within their pledge, with a slightly lower share of pledges having undertaken activities that promote green skills (38 %; n=47).

Additionally, almost one fifth of respondents reported they had 'not yet' implemented such activities, suggesting that they are planning to do so in the future (18 %; n=22), with some of them already having clear plans: for example, [AFOL COMO](#) will launch a Sustainable Catering specialisation path, specifically aimed at young people hired with an apprenticeship contract, in October 2022. Taken together, the responses

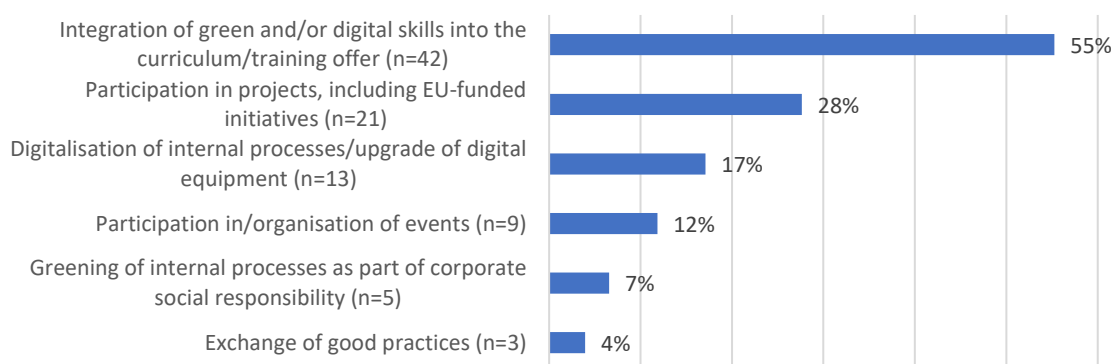


indicate that nearly four out of five (n=98) of the pledges of all EAfA members who filled out the survey are contributing or intending to contribute to the development of digital and green skills.<sup>12</sup>

In relation to the types of actions undertaken by the 76 respondents who have implemented activities to promote the development of green and digital skills, most respondents cited the adaptation of the content of their curriculum or training offer to the needs of the green and digital transitions (55 %; n=42). This is achieved by either upgrading the content of existing trainings or developing specific modules focusing on one or both skills. Notable examples include:

- ▶ The **International Union of Painting Contractors** (UNIEP) has updated all its qualifications and corresponding training offers with ecological and digital subjects.
- ▶ **Nestlé** has launched a virtual internship programme (Nesternship) to equip young people with the skills they need to thrive in the workplace and build their professional competencies, such as includes readiness-for-work activities, and the development of digital and green skills for new and evolved roles.
- ▶ The Cypriot **Cross Culture International Foundation** has developed trainings for young people targeting specific green and entrepreneurial skills, with the aim of establishing an online mentorship platform for young people who will need support with the development of their green business ideas.

Figure 11. Types of activities implemented to promote the development of green and digital skills



Source: Ecorys EAfA monitoring survey 2021–2022 (N=76)

<sup>12</sup> This figure was calculated against the total of survey respondents (N=131).

Some of the respondents mentioned that their organisation was taking part in relevant projects that contributed to the development of green and/or digital skills (28 %; n=21):

- ▶ The **European Builders Confederation** and the **Fundación Laboral de la Construcción** both highlighted the Construction Blueprint project that includes measures to foster the engagement of SMEs in apprenticeships under three schemes: digitalisation, circular economy and energy efficiency.
- ▶ **Asociacion Mundus** is part of two Key Action 2 (KA2) projects within the Erasmus+ framework, which deal with biodiversity and green skills in VET, as well as with digital skills in specific fields of education.

Considering the operations of companies and organisations, a tenth of respondents (n=13) digitalised their internal processes, partly as a consequence of the COVID-19 pandemic. Examples include opting out of all paperwork (**InternEurope**), implementing a digital apprenticeship report system (**Employer's Confederation of Latvia**), and equipping classrooms with devices for hybrid teaching (**Audencia**).

Internal or public events and programmes also aim to address the need to develop skills for the twin transitions (12 %; n=9). The **Teachers' Union of Ireland** co-organised a conference to promote quality apprenticeship careers, equality of access, sustainability, as well as digital and green skills. Similarly, apprentices at the French railway company **SNCF** participate in a Zero Waste awareness programme in 2022.

### 2.1.6 Activities supporting people fleeing the war in Ukraine

The respondents were asked whether they had implemented or intended to implement any activity linked to apprenticeships to provide support to people fleeing the war in Ukraine (N=131). Such activities could include, among others, employing Ukrainians through apprenticeships or conducting awareness-raising activities on the possibility of supporting Ukrainians through apprenticeships.

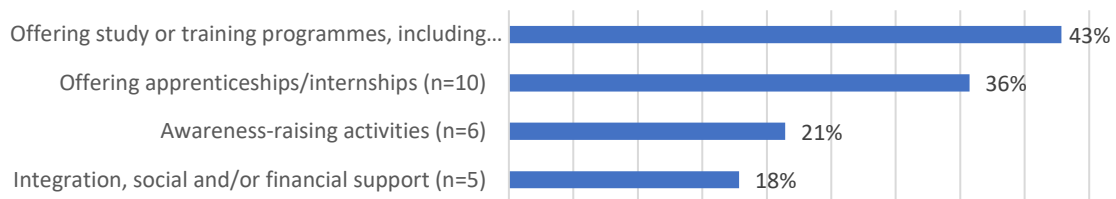
Although 56 % (n=73) of respondents stated that they currently do not plan on doing so, 22 % (n=29) of respondents reported to already have implemented activities of this kind, while another 22 % stated that they would like to or intend to do so in the near future.

Some 28 valid responses were received about the types of activities implemented in support of people fleeing the war in Ukraine. The largest number of organisations (43 %; n=12) offered the opportunity to participate in study or training programmes, and in some cases, provided language courses to Ukrainians:

- ▶ **Siemens AG** has an ongoing welcome class for 16 pupils in the Werner-von-Siemens Berufsschule, in addition to cooperating with the ReDI school in Munich to offer Ukrainian pupils beginner-level IT workshops in their native language.

- ▶ The **Smíchovská průmyslová škola** in Prague created an ad hoc group in which they host Ukrainian apprentices providing specialised support.
- ▶ The **Training Institute for Business Operators** (*Istituto Formazione Operatori Aziendali – IFOA*) offers Italian language courses in e-learning format.

Figure 12. Activities implemented to support people fleeing the war in Ukraine



Source: Ecorys EAFa monitoring survey 2021–2022 (N=28)

Moreover, 10 respondents (36 %) are offering internships or apprenticeship contracts for people fleeing the war. **Nestlé** is offering 37 internship opportunities for Ukrainian youths in 20 countries around the world, while the **European Confederation of Independent Trade Unions** (CESI) also opened up opportunities for internships in its offices.

Other EAFa members participated in awareness-raising activities (n=6) or provided social, financial or integration support (n=5) to Ukrainian citizens. The **Research Institute for Vocational Education and Training** (*Forschungsinstitut Betriebliche Bildung*) conducted a workshop series titled '*Professional perspectives for Ukrainian refugees in companies*'. Meanwhile, the **European Parents' Association** supports its Ukrainian members by helping to find schools and jobs for people fleeing the war.

In addition to the above, 30 organisations explained the ways in which they would like to support people fleeing Ukraine. The distribution of answers is roughly the same as with the organisations already providing support: two thirds (n=20) would like to either offer apprenticeship opportunities or training/study programmes, while the remaining organisations plan to provide other types of support. However, EAFa members also shed light on some important obstacles to implementing these plans:

- ▶ The **Union for Private Economic Enterprise** in Bulgaria identified a problem with the procedures for validating the skills of Ukrainian citizens, making the hiring process very slow or unclear.
- ▶ Member companies of **Zukunft Lehre Österreich** are also reluctant to hire Ukrainians due to a lack of know-how about the administrative processes.
- ▶ The **Association of Virtual and Augmented Reality** (AVRAR) was unable to provide apprenticeship opportunities to refugees so far due to insufficient computer skills.

## 3. Main challenges and obstacles

### 3.1 Impact of COVID-19

Respondents were asked to describe the medium-term impact of the COVID-19 crisis on the implementation of their activities, as well as to report any measures taken in relation to apprenticeships in response to the crisis that have become stable part of their apprenticeship programmes. The questions were answered by 93 % (n=123) and 89 % (n=116) of respondents, respectively.

#### 3.1.1 Key medium-term impacts

71 % of valid responses to the first question (n=87) mentioned four recurring themes when it comes to the medium-term impact of the pandemic on apprenticeships. The most cited effect was also the only positive trend out of these four: the increase in online opportunities and an improvement of online skills (32 %; n=28). Various organisations discussed their experiences:

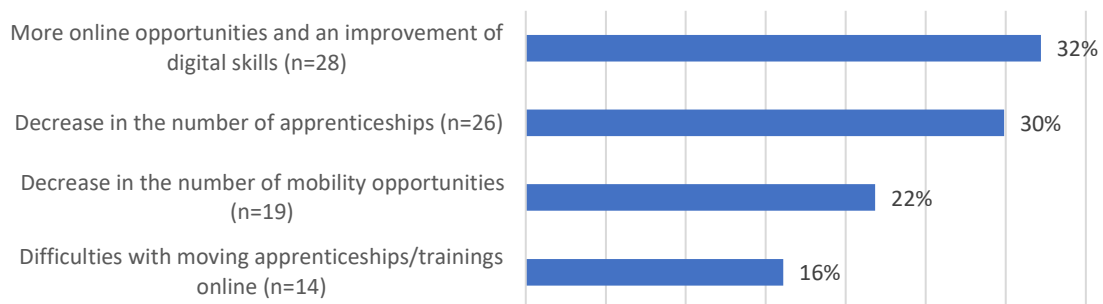
- ▶ **Swisscontact** argued that in the medium run, the pandemic outbreak was a 'game-changer' in increasing online learning, project exposure and digitalisation.
- ▶ The **Association ouvrière des Compagnons du devoir et du Tour de France** highlighted the development of distance learning, which resulted in the significant expansion of their e-learning platform modules offer, as well as the opportunity for the organisation to take the time to invest in a digital strategy for the years ahead.
- ▶ The **Austrian Federal Economic Chamber (WKÖ)** reported that digital elements have been implemented much faster than they would have been without the pandemic, and digital competencies of young people have consequently improved more rapidly.
- ▶ The **Innovation Centre for Vocational Training of Aragon (Centro de Innovación para la FP de Aragón)** noted a change in the mentality of the parties involved in apprenticeships towards the digitalisation of training and management processes.

However, moving to the online sphere was not without its challenges. A fifth of respondents mentioned a decrease in the number of apprenticeships (n=26) as a key medium-term impact of the COVID-19 pandemic. Although this was mostly due to supply reasons, as companies were offering fewer opportunities, some stakeholders

also mentioned changes in demand that negatively affected the number of apprentices:

- ▶ Tourism and hospitality were highlighted by the **Employers' Confederation of Latvia** as sectors that were particularly affected. Many apprenticeships could not take place, but the quality of apprenticeships that did occur worsened due to gaps in the education process.
- ▶ The **University of Strathclyde** noted that although engineering numbers are now almost back to pre-COVID-19 levels, there was a significant drop in registrations during the pandemic. These students are also likely to have lower success rates, resulting in a skills shortage over the following years.
- ▶ The **Flemish Builders' Union (Bouwunie)** reported that the number of students was negatively affected by the lower effectiveness of digital recruitment.

Figure 13. Medium-term impacts of COVID-19 on apprenticeships based on the experiences of pledging organisations



Source: Ecorys EAFa monitoring survey 2021–2022 (N=87)

A decrease in the number of mobility opportunities was the third-most common response (22 %; n=19), mentioned particularly by respondents whose pledge committed to the mobility objective. The fourth-most common emerging theme (16 %; n=14) highlighted the challenges of moving apprenticeships and trainings online:

- ▶ The **European Parents' Association** argued that the shift to online learning has not always worked well due to connection problems, lack of devices, lack of calm spaces for learning, and a decrease in motivation. Teachers were also not always adequately equipped with the required technology and/or skills.
- ▶ **SNCF** noted that apprentices had to be differentiated based on whether their function was compatible with teleworking or not, which may have **limited the possibility of online learning for some of the apprentices**.

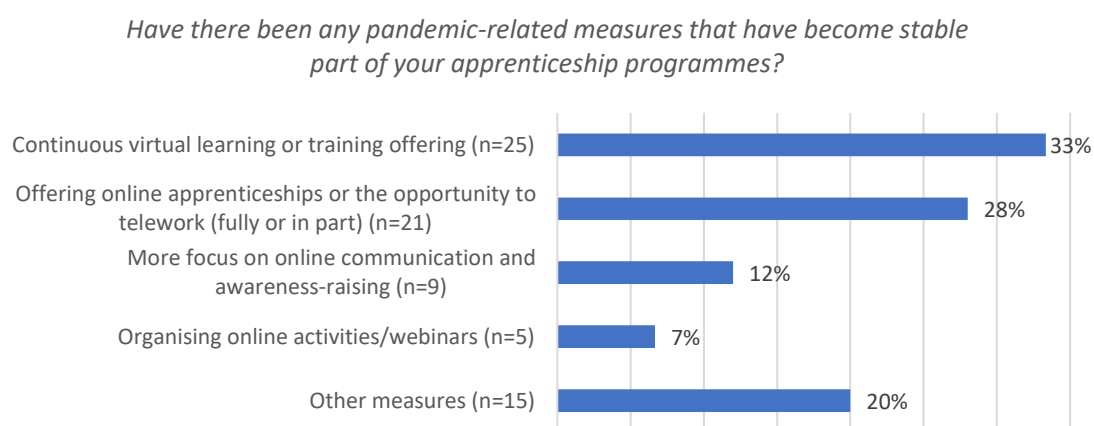
- ▶ On a similar note, the **ECNM** reported that while some companies could introduce online apprenticeships, plenty of other organisations were unable to do so, as not all types of skills are equally fit for online work-based learning.

In addition to the four main themes highlighted above, some respondents mentioned increased stress levels for students (n=3), and a higher dropout rate (n=2). On the positive side, three organisations reported better flexibility for apprenticeships and trainings as a medium-term impact, while two respondents are cultivating better relationships with social partners, in part originating from the need to solve pandemic-related issues in cooperation with them.

### 3.1.2 Pandemic measures becoming permanent

Respondents were also asked whether any measures taken in relation to apprenticeships responding to the crisis have become a stable part of their apprenticeship programmes (N=116). Two thirds of organisations (n=77) indicated that they have taken pandemic measures that have become permanent. All but two of these respondents provided detail about the type of measures adopted (n=75).

Figure 14. COVID-19 measures implemented that have become a permanent part of the apprenticeship programmes



Source: Ecorys EAFA monitoring survey 2021–2022 (N=75)

The majority of these respondents continue to offer online opportunities even after the pandemic has receded. Generally, education and training providers tend to continue offering virtual learnings or trainings (n=25), while businesses allow their apprentices and employees to work partly or entirely remotely (n=21). Some notable examples include:

- ▶ **SoftwareONE** set up an entire online infrastructure for apprenticeships, including regular meetings, feedback and facilitation sessions, e-learnings, and remote projects.

- ▶ The **CMA France** network participated in the deployment of new training modalities (distance learning platforms, collaborative tools and social networks) through designing adapted educational resources and supporting pedagogical teams in the use of the new digital tools.
- ▶ **Allianz S.p.A.** made available a laptop and a mobile phone to all employees, including apprentices, to support them in working flexibly.

Several respondents (n=9) also highlighted awareness-raising and/or online communication and marketing as areas where they are investing more time and resources in the wake of the pandemic.

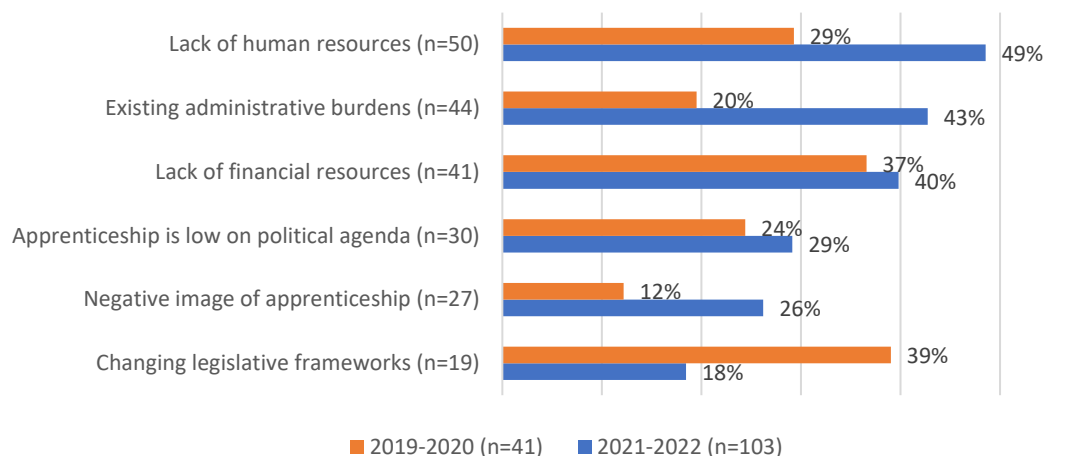
- ▶ **Siemens AG** will undertake more virtual recruitment and marketing activities to all target groups, including future apprentices, parents, and teachers.
- ▶ **IDAN Education and Training Centre** is aiming to promote mobility in the upcoming year, especially toward the companies that are still reluctant to receive apprentices.
- ▶ The **University of Economics and Innovation in Lublin** (*Wyższa Szkoła Ekonomii i Innowacji w Lublinie*) is planning to invest more in communication and marketing campaigns.

Another 15 respondents mentioned other pandemic measures that have become permanent. Among these, some organisations are continuing to take health-related measures based on their response (n=3), including requesting full vaccinations for students undertaking cross-border mobility, and implementing new health and safety rules for working physically.

## 3.2 Other challenges and obstacles

Respondents were asked about other obstacles and challenges encountered in the implementation of their pledge during the last two years, besides COVID-19. Among the respondents who answered this question (N=131), a large majority reported that their organisation encountered obstacles in the implementation of their pledge beyond COVID-19 (83 %; n=109), whereas 17 % (n=22) reported that they had not faced any other challenges.

Figure 15. Obstacles encountered besides COVID-19



Source: Ecorys EAfA monitoring survey 2021–2022 (N=103) and Ecorys EAfA monitoring survey 2019–2020 (N=41)

Nearly half of respondents, among those who encountered challenges in the implementation of their pledge, identified the lack of human resources as a key obstacle (49 %; n=50), closely followed by the existing administrative burdens (43 %; n=44), both of which mark an increase of at least 20 percentage points in comparison to the previous EAfA monitoring survey (respectively 29 %, n=12; and 20 %, n=8). Other common answers included the lack of financial resources (40 %; n=41), followed by the fact that apprenticeships are not a political priority (29 %; n=30), both of which maintained relatively similar scores to the last report (respectively 37 %, n=15; and 24 %, n=10).

The negative image of apprenticeships was the fifth most popular challenge (26 %; n=27), marking an increase of 14 percentage points since 2019–2020 (12 %; n=5). Changing legislative frameworks constituted the least frequently reported challenge (18 %; n=19), at 28 percentage points lower than the most reported answer, despite it being the most common answer in the last reporting period (39 %; n=19). The 21 percentage points decrease recorded would suggest that changing legislative frameworks are ceasing to constitute a key challenge for EAfA members.

When disaggregating the responses by stakeholder type, it emerged that more than one third of respondents who reported having faced the changing legislative frameworks (37 %; n=16) and the existing administrative burdens (36 %; n=7) are education and training providers, which were the most represented group in this question (n=32). More than one fourth of respondents who reported the negative image of apprenticeships as an obstacle are large business companies (26 %; n=7). Although, the issue of the lack of financial resources appears to be shared to a large degree by education and training providers, non-profit/youth organisations, and social partners (24 % each; n=10).



Moreover, it is worth noting that nearly half of respondents who indicated changing legislative frameworks as one of the obstacles encountered in the implementation of their pledge during the last two years operate in Spain (42 %; n=13), which is also the most represented country in the survey and this specific question (n=23).

Finally, among the respondents who encountered obstacles in the implementation of their pledge, some 14 cited other challenges in response to this question, including:

- ▶ issues with the number of companies willing to offer apprenticeships (n=2);
- ▶ shortages in the number of candidates interested in partaking in apprenticeships (n=2);
- ▶ the War in Ukraine and the influx of Ukrainian refugees, which have had severe effects on neighbouring countries and on the hospitality sector in particular (n=2);
- ▶ the insufficient time available to implement the pledges and related objectives (n=2);
- ▶ the negative image and status associated with VET more broadly, which negatively influences the image of apprenticeships (n=2);
- ▶ the low political priority of Erasmus+, which undermines the progress on mobility (n=1);
- ▶ issues with the lack of information about the apprenticeship system and the offers available;
- ▶ Brexit (n=1).

### 3.3 Good practices

Respondents were asked whether they believed their EAfA pledge constitutes a good practice to share with other EAfA members. This question was answered by all the respondents (N=131), almost half of which (42 %; n=55) suggested that their pledge could be an example of good practice worth sharing, while 53 % (n=69) said they did not know, and only 5 % (n=7) said that this was not the case.

Approximately one fifth of respondents (22 %; n=12) who indicated that their pledge was an example of good practice mentioned the level of cooperation with other stakeholders, including inter-company programmes, working with social partners, and joining EU initiatives aimed at fostering collaboration:

- ▶ The French railway company **SNCF** reported on an ongoing discussion with their German counterparts, **Deutsche Bahn AG**, to facilitate an exchange of apprentices between the two companies.

- ▶ The **ECNM** highlighted its experience in establishing social dialogue among apprenticeship stakeholders, including companies, VET schools and local governments.
- ▶ The **European Builders Confederation** participated in the launch of the *Pact for Skills in Construction*, initiated by the European Commission in the framework of the EU Skills Agenda to mobilise a concerted effort among private and public stakeholders for quality investment in VET to benefit the European construction sector.

Other respondents noted their awareness-raising and information-sharing activities as a good practice example (13 %; n=7):

- ▶ The **City Council of Alzira** and the **Lisbon City Council** both highlighted their activity in sharing and disseminating EAfA activities and webinars within their respective networks.
- ▶ The **Netherlands Trade Union Confederation** (FNV) mentioned the efforts done to share its actions and experiences on fostering apprenticeships with other trade unions in other European countries.

Several respondents (n=4) are also participating in EU-funded or other international projects:

- ▶ The **Association ouvrière des Compagnons du devoir et du Tour de France** is currently developing a curriculum for metal artworks with a Romanian partner, co-financed by Erasmus+. The project will include an exchange of apprentices for a short mobility.
- ▶ Seven partners from five countries (including the **University of Deusto**) are collaborating in the i-WOBAL Erasmus+ project to boost international work-based learning through the creation of an International School of Facilitators and the development of a Methodological Guide for WBL facilitators.

Additionally, the **Patras Laboratory Center** is working on creating an assessment tool for the quality of employers to ensure that the expectations of the apprentices and the organisation are met.

### 3.4 Communications

The survey also inquired respondents about any other type of communications work to promote quality and effective apprenticeships they may be undertaking, and which communication channels they are using. 83 respondents (63 %) provided a valid answer.

The largest proportion of these respondents (39 %; n=32) reported using social media as an important communication channel. Specific sites mentioned include LinkedIn, Facebook, Twitter and Instagram. The **Patras Laboratory Center** also reported using Viber, WhatsApp and Messenger to communicate with students before

and during the apprenticeship, while [Swisscontact](#) and the [Public Employment Service of Catalonia](#) are also using TikTok.

Websites were the second-most common answer to this question (34 %; n=28). Over a fifth of respondents (n=18) mentioned that they are communicating about apprenticeships in meetings. They referred specifically to meetings with partner companies, educational institutions, or governmental authorities. Membership and participation in associations or umbrella organisations were also indicated as venues where information is regularly disseminated.

Some nine organisations (11 %) mentioned communicating through newsletters, as well as organising or participating in events, fairs or conferences. In line with the changing media consumption habits of target groups, appearing in traditional media was only reported as a communication channel by five of the respondents who answered this question (6 %). Finally, [Education and Training Boards Ireland](#) launched a Generation Apprenticeship advertising campaign recently, using billboards and bus shelter adverts.

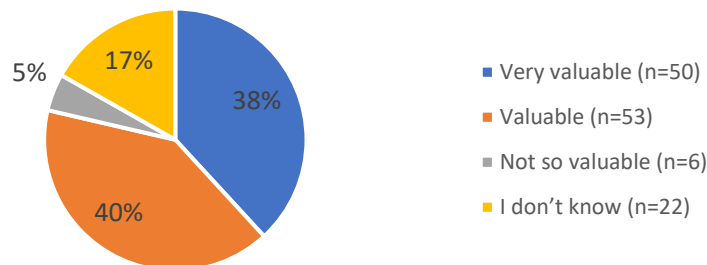
# 4.0 EAfA perception

## 4. EAfA perception

### 4.1 EAfA added value

The respondents' perception of the EAfA is largely positive. The vast majority of survey respondents (79 %; n=103) consider the EAfA to be very valuable or valuable as a multi-stakeholder platform to boost the quality, supply, image, and mobility of apprenticeships.<sup>13</sup> Of the remaining respondents, 17 % had no opinion (n=22), and only a marginal share of respondents considered the EAfA as less valuable (5 %; n=6). The perception of EAfA is slightly less positive than in the previous reporting period (2019–2020), when 89 % of respondents assessed the EAfA as very valuable or valuable. However, as the share of respondents considering it less valuable has remained constant (5 %; n=6), this slight decrease stems from the higher share of respondents stating that they 'don't know' how to assess the value of the EAfA as a multi-stakeholder platform (6 % in 2019–2020, 11 percentage points lower than in 2021–2022).

Figure 16. Respondents' assessment of the EAfA's value as a multi-stakeholder platform to foster apprenticeships



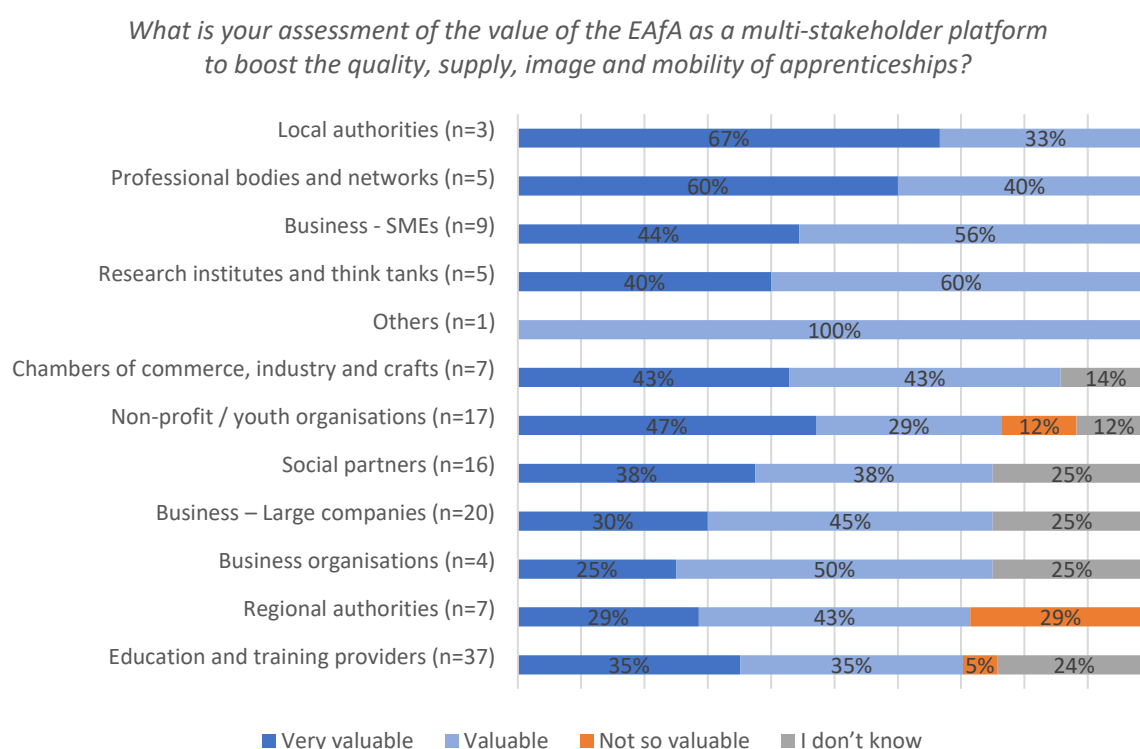
Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

It appears that all different stakeholder groups share this positive outlook towards the EAfA. As the figure below demonstrates, that perception of the EAfA as a valuable or very valuable stakeholder platform is consistently high, ranging from 100 % of respondents for local authorities (n=3), professional bodies and networks (n=5), SMEs (n=9), and research institutes and think tanks (n=5), to 70 % for education and training providers (n=37). The share of respondents considering EAfA as very

<sup>13</sup> When excluding the respondents who stated to be indifferent, the percentage of respondents assessing EAfA's value as valuable or very valuable is 94%.

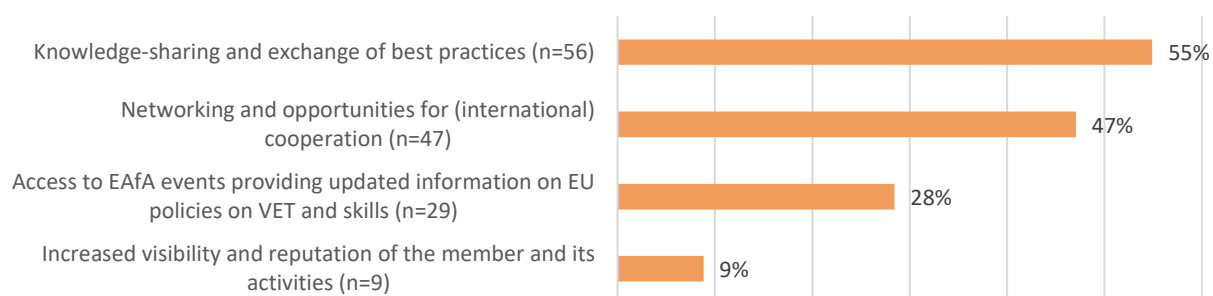
valuable is particularly high in the case of local authorities, and professional bodies and networks, at 60 % or above, 22 and 29 percentage points higher than the average response, respectively. When looking at the specific responses per stakeholder type, it emerges that only three groups equally regarded the EAfA as 'not so valuable' (N=6): education and training providers, non-profit/youth organisations, and regional authorities (33 % each; n=2).

Figure 17. Respondents' assessment of the EAfA's value as a multi-stakeholder platform to foster apprenticeships, by stakeholder group



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

Figure 18. Main benefits identified by survey respondents



Source: Ecorys EAfA monitoring survey 2021–2022 (N=102)

A majority of respondents recognised opportunities for **knowledge-sharing and exchange of best practices** (55 %; n=56), which organisations find helpful to understand the challenges and opportunities of apprenticeships in other countries:

- ▶ The **European Parents' Association** appreciates getting to know diverse types of apprenticeship programmes, different perspectives, and ways of organising VET systems in different countries.
- ▶ The **Public Employment Service of Catalonia** finds that the information and good practices provided by the EAfA are useful when designing public policies related to apprenticeships.
- ▶ EAfA discussions served as a very powerful and useful source of information for the **ECNM**, as well as a boost in motivation to promote apprenticeships locally.
- ▶ The **European University Continuing Education Network (EUCEN)** mentioned that they are obtaining contextualised knowledge of the state of the art in the field, which opens horizons for new initiatives to improve apprenticeships.
- ▶ The **Municipality of Rome (Città Metropolitana Roma Capitale)** praised the support they received during the launch of the Cities for Apprenticeship initiative, which was mostly in the form of guidance and advice.
- ▶ Inputs from EAfA's 'The voice of apprentices in the European Year of Youth 2022' event inspired **SoftwareONE** to give apprentices a voice and set up a mechanism for apprentice representation with a fixed status within the company.

*'To learn about so many interesting subjects that all along the year EAfA promotes and delivers. Sharing our own experience and work at Lisbon City Council's Development and Training Department in the field of VET apprentices, lifelong learning and adult education. To be aware of international partners' work and the best practices they present at the events. ... The importance of VET is fundamental and spreading its excellence is a commitment that we must have, to improve social and economic advance of a society's future sustainability.'*

**Lisbon City Council – Development and Training Department, Portugal**

*'Share knowledge, ideas and experiences, improve our capacity to get involved in and influence the activation of the labour market and to interact with different agents and stakeholders: companies, apprentices, public bodies and policymakers, companies and employers' organisations.'*

**Confederación Sindical Independiente – FETICO, Spain**

EAfA is also considered by its members as an important **platform for networking and cooperation** (47 %; n=48). The opportunities provided to meet other organisations have led to new connections and cross-border cooperations in several cases:

- ▶ The **AVRAR** enabled many young people to conduct their apprenticeship abroad at their partner organisations that were found through EAfA.
- ▶ The **Centro de Innovación para la FP de Aragón** found through EAfA a 'very valuable partnership' that led to the launch of the Erasmus KA2 project DIGinLOGS 'Co-design and implementation of itinerary focused on digitalisation in the field of logistics'. The aim of the project was to improve the qualification of the teaching staff, refining their professional and personal skills.
- ▶ **Don Bosco International** first connected with its consortium partner **Asociacion Mundus** at an EAfA meeting in 2019. They are now delivering a pilot project within the Erasmus+ programme fostering mobility in VET through Africa and Europe.
- ▶ **Lisbon City Council** is participating in several different Erasmus+ projects, including the Port VET Hub and the Logistics VET Hub project with **Xarxa FP**. It is also collaborating with the Portuguese National Initiative for Digital Skills (INCoDe.2030) and the Pact for Skills in Tourism.
- ▶ The Serbian **Chamber of Commerce and Industry** began cooperation with the Italian mobility organisation Uniser for a project allowing the mobility of students.
- ▶ **Enel**, a large energy provider based in Italy, has collaborated with various research and training institutions belonging to the EAfA network (e.g. participation in the Erasmus+ programme on the mobility of apprentices with Uniser, collaboration in Gigroup and Adapt research on first-level apprenticeships, etc.).
- ▶ The **Patras Laboratory Center**, based in Greece, contacted organisations in neighbouring countries such as Turkey, North Macedonia, Bulgaria and Albania to explore opportunities for cooperation.
- ▶ The **University of Strathclyde** highlighted that EAfA membership enables them, and Scotland as a whole, to remain connected to colleagues in Europe.
- ▶ At the EAfA event in Vienna, **Xabec Vocational Training Center** (Spain) could connect with the rail sector alliance STAFFER and explore opportunities for cooperation with the training centre of the Austrian railway company ÖBB.
- ▶ The **Hotelschool Ter Duinen** in Belgium negotiated new apprenticeship positions with a partner in Barcelona for its students.
- ▶ Several other respondents noted that they had applied for, or worked together with, other EAfA members on Erasmus+ projects, including **Stichting**



International Parents Alliance, Unioncamere Piemonte, the Teachers' Union of Ireland, and the General Council of Chambers of Commerce in Catalonia.

*'First of all, it gave us a sense of belonging to a big "family" of people committed to make things work. It also showed us that our mission, objectives and activities are in line with what the rest of Europe does. It also proved to us that there are still many things to be solved and we might find solutions together, it made us believe that no matter how big or small we are, what we do matters, and it is important for the new generations and for the entire community. It also showed us that when stakeholders gather, the topic is up on the agenda and new policies or opportunities arise and the quality of the activities is significantly improved. It is very motivating to be part of the Alliance.'*

FEG – Fundatia Ecologica Green, Romania

*'For FNE, which practices free and democratic trade unionism based on negotiation and social consultation, the EAfA is the best European example of a project that brings together, considers and treats all social partners in the same way. It is thus one of the great examples of social dialogue in the European context. To be committed to the EAfA is to be ourselves, to be committed to ourselves, to defend our greatest principles – here at European level.'*

FNE – National Federation of Education, Portugal

Over a quarter of respondents highlighted that their **access to EAfA events** provides them **updated information on EU policies on VET and skills** (28 %; n=29):

- ▶ **Austrian Federal Railways – Infrastructure** (ÖBB Infrastruktur AG) appreciates the 'insights into exciting current developments around VET'.
- ▶ **EuropeActive** mentioned the highly informative nature of EAfA webinars and the access to the activities hub and the online resources library.
- ▶ **Swisscontact, Don Bosco International** and **Confederación Sindical Independiente – FETICO** named being up to date with the agenda of the European Union, and particularly the Commission in the field of VET and apprenticeships, as a main benefit of EAfA membership.

*'Being close to the initiatives and developments planned by the European Commission and to be able to inform our members accordingly.'*

European Parents' Association, EU

Around one in ten respondents (9 %; n=9) also indicated that their participation in the EAfA has resulted in **increased visibility of their activities**, and in some cases, **better reputation**:

- ▶ **ESMOVIA** noted that the invitation of their contact person as a speaker in an EAfA event gave the organisation visibility among its partners and other stakeholders.
- ▶ The **Austrian Federal Economic Chamber (WKÖ)** and the **European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)** mentioned increased visibility at an international or EU level, while **Hidromek** of Turkey also associated better recognition and positive image with EAfA membership.

*'Being a member of EAfA helped us to increase visibility of our activities, helped us to grow, and kept us motivated! It is a very valuable support in our activities and prompted us to develop a Concept for exchange of information between institutions for forecasting the skills needed in the labour market.'*

**Economic Chamber of North Macedonia**, North Macedonia

Some of the responses integrated several or all the mentioned aspects, highlighting the overarching value that organisations can benefit from by being part of the EAfA community, which can have a positive impact on almost all operations of members.

*'The participation in EAfA events has widened the range of contacts which we are get acquainted and partnered with in the project. Also, the many tools and technical webinars greatly helped us to learn about several good practices in more depth and how to implement them. The cultural and professional exchanges reinforced our motivation and contributed to keeping up our spirit when working on apprenticeships.'*

**Albanian Skills**, Albania

*'Enel has joined the EAfA in 2016 with the aim of strengthening mutual exchange in terms of know-how, skills, methodology, applied research and innovation and to promote and strengthen the role of the apprenticeship in the fight against youth unemployment. Participation in EAfA enriched the Enel's network through contact with numerous companies, training institutions, associations, educational institutions. Thanks to its participation in the EAfA, Enel has participated in the latest editions of the VET skills week, taking the opportunity to meet and interact with the many different realities committed to this goal. Sharing knowledge and best practices and cooperation between institutions, training institutes and companies is essential to support and strengthen the role of apprenticeships.'*

**Enel**, Italy



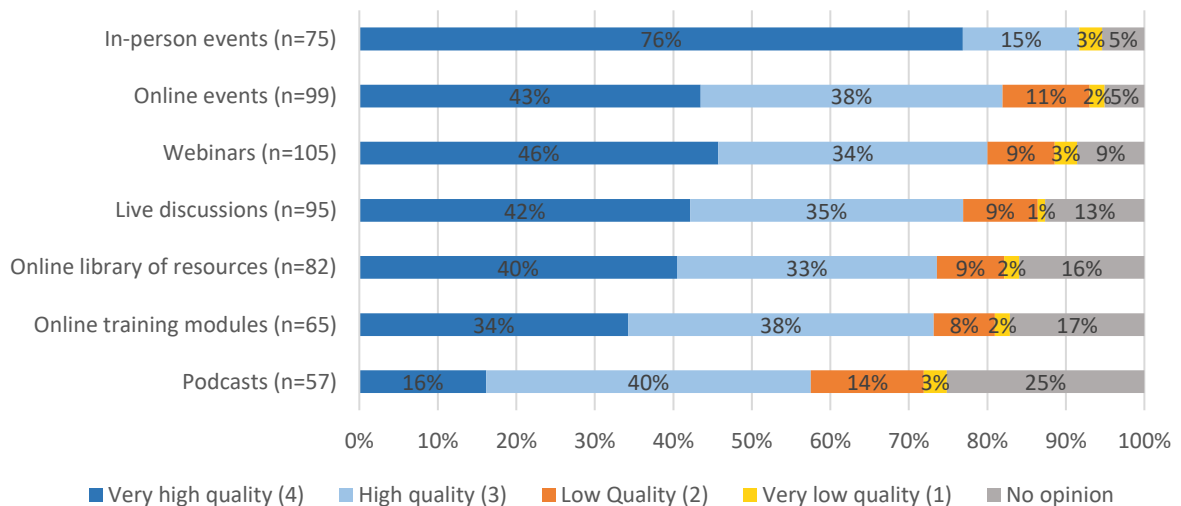
# 5. EAfA activities and channels

## 5.1 Activities

Survey respondents’ assessment of the overall quality of EAfA activities and resources on apprenticeships is overall very positive. The majority of respondents assessed all seven activities/resources mentioned to be of high or very high quality, ranging from 56 % (podcasts), to 91 % (in-person events) at 15 percentage points higher than the average for the seven outputs (76 %). The share of respondents who consider in-person events of very high quality was also particularly high (76 %; n=57), at 30 percentage points higher than webinars, which hold the second highest score, with very limited negative responses (3 %; n=3) recorded in the case of in-person events. Although the percentage of respondents assessing podcasts as of high or very high quality is lower (56 %; n=32), this is due to a larger share of indifferent respondents (25 %; n=14), rather than a considerably larger degree of negative or very negative responses (17 %; n=11).

Figure 19. Survey respondents' assessment of quality of EAfA activities/resources

*How would you rate on a scale 1 to 4, where 1 is very low and 4 very high, the overall quality of the EAfA activities/resources you participated in, attended or used since January 2021 until today?*



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

Respondents were asked to mention one or more specific activities that they have particularly appreciated. The return of in-person events was a recurring theme that

member organisations were delighted about (n=35), with the two large EAfA conferences and events so far in 2022 mentioned:

- ▶ Many of these organisations (n=10) had a chance to meet their peers in person for the first time since the outbreak of the COVID-19 pandemic at ***The voice of apprentices in the European Year of Youth 2022 high-level event held in Barcelona in March 2022***, co-organised by the EAfA, [Generalitat de Catalunya](#), and the [European Apprentices Network \(EAN\)](#). Respondents appreciated listening to the voice of apprentices and discovering different realities and perceptions of apprenticeships. They also highlighted the networking opportunities specifically incorporated in the event's schedule, as well as the fruitful discussions with other like-minded organisations.
- ▶ The ***June 2022 Vienna high-level event, The European Alliance for Apprenticeships on track!***, was noted by multiple of relevant organisations that filled out the survey (n=8), including [SNCF](#), [NMBS/SNCB](#), the [International Union of Railways](#) and [ÖBB Infrastruktur AG](#).

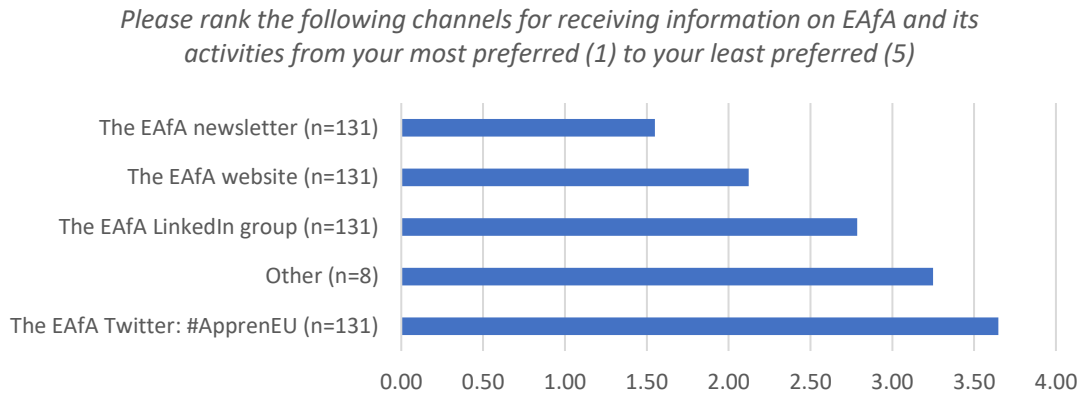
Webinars and online events are also highly appreciated by numerous respondents. Webinars and live discussions are perceived as providing very valuable information about existing and future opportunities, practices, and challenges in different countries, while also providing organisations with a better understanding of issues and prevent them from feeling alone in facing their challenges. Some respondents also noted the usefulness webinars had in maintaining connections throughout the toughest periods of the pandemic. Three respondents explicitly mentioned one specific webinar in this regard, praising the speakers' expertise and the sharing of good practices: the ***November 2021 webinar 'A focus on EU sectoral dialogue – How sectoral social partners collaborate to promote and develop apprenticeships'***. This year's online ***European Vocational Skills Week*** was also highlighted by several respondents as an activity they particularly appreciated.

Beyond events, other resources and activities were mentioned by the respondents. Several pledgers highlighted the online library of resources and podcasts as a great means to reach members on a flexible, on-demand basis. Umbrella organisations, such as the [European Builders Confederation](#), also highlighted sharing these valuable resources with their members.

## 5.2 Channels

All respondents were asked to rank their preferred channels for receiving information about EAfA and its activities.

Figure 20. Average score of EAfA information channels most preferred by survey respondents



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

The EAfA newsletter was ranked as the most preferred channel (1.55 average score), closely followed by the EAfA website (2.12). Slightly less popular was the EAfA LinkedIn group (2.79). The EAfA Twitter hashtag receiving the lowest score (3.65), as one respondent suggested that EAfA should create a dedicated Twitter account rather than relying on its hashtag. An additional eight respondents selected other channels among which personal emails (n=4; 2.75), and other social media channels such as Instagram (n=1; 3) and Facebook (n=1; 5).

Nearly half of respondents (47 %) make use of the LinkedIn group to some degree. When asked about the extent they use the group, nearly four in five of respondents indicated that they do so 'very little' (27 %) or 'not at all' (53 %). Only one fifth of respondents use the group from a medium (15 %) to a large extent (5 %)

Figure 21. Extent of use of EAfA LinkedIn group by survey respondents

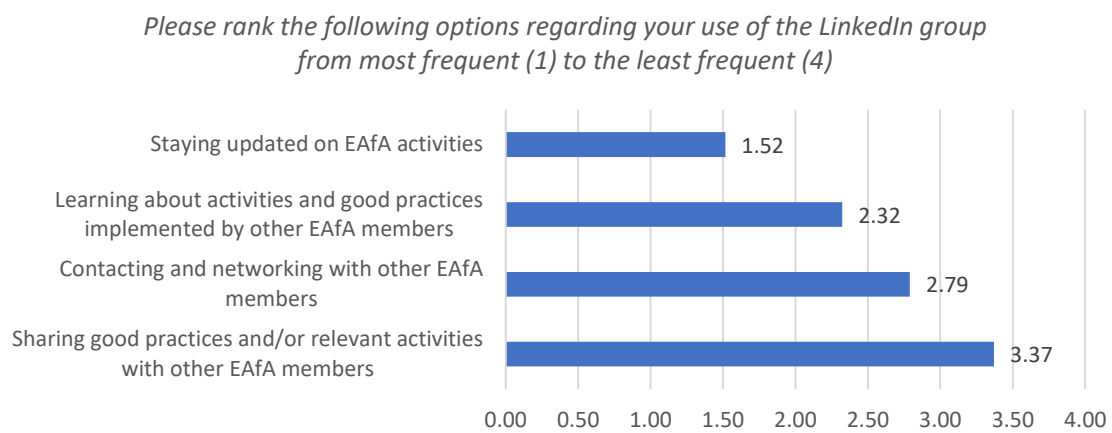
On a scale 1 to 4, where 1 is 'Not at all' and 4 is 'Very much', to what extent have you been using the EAfA LinkedIn Group?



Source: Ecorys EAfA monitoring survey 2021–2022 (N=131)

The respondents who make use of the LinkedIn group (n=62) were asked to rank the purposes they mostly use the LinkedIn group for. Staying updated on EAfA activities was the most common answer, with an average score of 1.52. Learning about activities and good practices implemented by other EAfA members was also a popular answer (2.32), followed by the possibility of contacting and networking with other EAfA members (2.79). Sharing good practices and/or relevant activities with other EAfA members was the least frequently cited purpose, with an average score of 3.37.

Figure 22. Average score of survey respondents' reasons for using the EAfA LinkedIn group

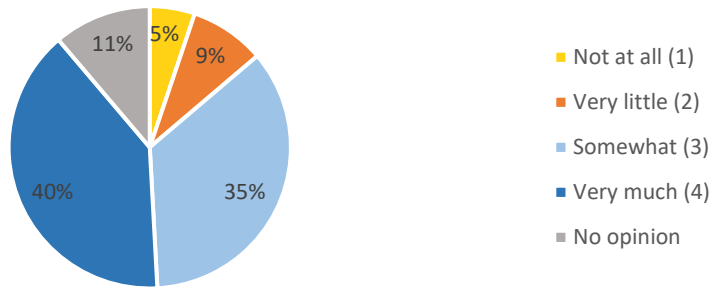


Source: Ecorys EAfA monitoring survey 2021–2022 (N=62)

Overall, LinkedIn does not seem to be a popular social networking site with many of the survey respondents. Out of the 63 respondents who provided an answer to the question 'What could be done to increase the usefulness of the EAfA LinkedIn group for the EAfA members?', over a third (n=24) mentioned not using LinkedIn often or at all, not being aware of the existence of the group.

EAfA members also receive a quarterly newsletter, which survey respondents shared overall positive opinions on. Three in four respondents considered the newsletter as 'very much' (40 %; n=46) to 'somewhat' useful (35 %; n=41) in keeping themselves updates on EAfA activities and policy developments on VET and apprenticeships. On the other hand, the number of respondents who find the newsletter not very (n=10) or not at all useful (n=6) is substantially smaller (14 % combined). Another 13 respondents were indifferent, while three stated that they do not read the newsletter, and 12 stated that they do not receive the newsletter.

Figure 23. Survey respondents' assessment of usefulness of newsletter to keep updated on EAfA activities and policy developments



Source: Ecorys EAfA monitoring survey 2021–2022 (N=116)<sup>14</sup>

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<sup>14</sup> This number represents the amount of respondents who both read and receive the newsletter.



# 6.0 Annexes

## 6. Annexes

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

Pledging organisation	Country	Type of organisation	EAFSA member since	Organisation website
1st Patras Laboratory Center	EL	Education and training providers	2020	<a href="http://1sek-patras.ach.sch.gr">http://1sek-patras.ach.sch.gr</a>
ADAPT – Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali	IT	Research institutes and think tanks	2016	<a href="http://www.adapt.it">www.adapt.it</a>
Agenzia per la Formazione, L'Orientamento e il Lavoro della Provincia di Como (AFOL COMO)	IT	Education and training providers	2019	<a href="http://www.cfpcomo.com">www.cfpcomo.com</a>
Albanian Skills	AL	Non-profit / youth organisations	2018	<a href="http://www.albanianskills.org">www.albanianskills.org</a>
Algemene Onderwijsbond – AOb	NE	Social partners	2013	<a href="http://www.aob.nl">www.aob.nl</a>
Allianz S.p.A.	IT	Business – Large companies	2018	<a href="http://www.allianz.it">www.allianz.it</a>
Anglesairlanda	EU	Education and training providers	2016	<a href="http://www.airlanda.cat">www.airlanda.cat</a>
Apprenticeship developers in Sweden AB (Lärlingsutvecklarna i Sverige AB)	SE	Business organisations	2020	<a href="http://www.larlingsutvecklarna.se">www.larlingsutvecklarna.se</a>
Asociación de Centros de Formación Profesional FPEmpresa	ES	Non-profit / youth organisations	2021	<a href="http://www.fpempresa.net">www.fpempresa.net</a>
Asociación Mundus	ES	Non-profit / youth organisations	2019	<a href="http://www.asociacionmundus.com">www.asociacionmundus.com</a>
Association ouvrière des Compagnons du devoir et du Tour de France	FR	Education and training providers	2020	<a href="https://www.compagnons-du-devoir.com">https://www.compagnons-du-devoir.com</a>
Audencia	FR	Education and training providers	2019	<a href="https://www.audencia.com/">https://www.audencia.com/</a>
Austrian Federal Economic Chamber – WKÖ	AT	Chambers of commerce, industry and crafts	2013	<a href="http://www.wko.at">www.wko.at</a>
Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	AT	Business – Large companies	2018	<a href="https://infrastruktur.oebb.at/en/">https://infrastruktur.oebb.at/en/</a>
AVRAR - Association of Virtual and Augmented Reality	CZ	Business - SMEs	2019	<a href="https://www.avrar.cz/en">https://www.avrar.cz/en</a>
BMW Group	DE	Business – Large companies	2015	<a href="https://www.bmwgroup.com/en.html">https://www.bmwgroup.com/en.html</a>
Bouwunie, Unie van het KMO-bouwbedrijf vzw	BE	Social partners	2015	<a href="http://www.bouwunie.be">www.bouwunie.be</a>
Câmara Municipal de Lisboa (Lisbon City Council) - Development and Training Department	PT	Local authorities	2018	<a href="http://www.lisboa.pt">www.lisboa.pt</a>
CCCA-BTP (Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics)	FR	Education and training providers	2017	<a href="https://www.ccca-btp.fr/">https://www.ccca-btp.fr/</a>
CENTRO INTEGRADO DE FORMACIÓN PROFESIONAL DEL MAR	ES	Education and training providers	2016	<a href="https://www.cifpdelmar.es/">https://www.cifpdelmar.es/</a>
Chamber of Commerce and Industry of Serbia	RS	Chambers of commerce, industry and crafts	2018	<a href="http://www.pks.rs">www.pks.rs</a>
CIFP Profesor Raúl Vázquez	ES	Education and training providers	2019	<a href="https://www.educa2.madrid.org/web/centro.cifp.profesorraulvazquez.madrid">https://www.educa2.madrid.org/web/centro.cifp.profesorraulvazquez.madrid</a>
CIFPA - Centro de Innovación para la FP de Aragón	ES	Education and training providers	2019	<a href="https://cifpa.aragon.es">https://cifpa.aragon.es</a>
Città Metropolitana Roma Capitale	IT	Local authorities	2017	<a href="https://www.cittametropolitataroma.it">https://www.cittametropolitataroma.it</a>
City Council of Alzira	ES	Local authorities	2019	<a href="https://www.idea-alzira.com/">https://www.idea-alzira.com/</a>
CMA France	FR	Chambers of commerce, industry and crafts	2015	<a href="http://www.artisanat.fr">www.artisanat.fr</a>
CMQ 4MED	FR	Education and training providers	2020	<a href="https://www.univ-tln.fr/Projet-4meD-Campus-des-Metiers-de-la-Mer.html">https://www.univ-tln.fr/Projet-4meD-Campus-des-Metiers-de-la-Mer.html</a>
Community Development Institute Macedonia	MK	Non-profit / youth organisations	2022	<a href="http://www.cdi.mk">www.cdi.mk</a>
Confederación Empresarial Vasca CONFEBASK Basque Business Confederation	ES	Business organisations	2017	<a href="http://www.confebask.es">www.confebask.es</a>
CONFEDERACIÓN SINDICAL INDEPENDIENTE-FETICO	ES	Social partners	2019	<a href="https://www.fetico.es/">https://www.fetico.es/</a>
Connect Trade Union Ireland	IE	Social partners	2018	<a href="http://www.confindustria.it">www.confindustria.it</a>

CONNECTIEF	BE	Education and training providers	2021	<a href="https://www.connectief.be/projecten/international/">https://www.connectief.be/projecten/international/</a>
CORE Platform	MT	Non-profit / youth organisations	2017	<a href="https://www.core.org.mt/">https://www.core.org.mt/</a>
Cosvitec S.C. a R.L.	IT	Non-profit / youth organisations	2019	<a href="http://www.cosvitec.eu">www.cosvitec.eu</a>
Cross Culture International Foundation Cyprus	CY	Non-profit / youth organisations	2021	<a href="https://www.ccifcyprus.com/">https://www.ccifcyprus.com/</a> ; <a href="https://www.ccifcyprus.com/projects.html">https://www.ccifcyprus.com/projects.html</a>
Cyprus Chamber of Commerce and Industry (CCCI)	CY	Chambers of commerce, industry and crafts	2013	<a href="http://www.cci.org.cy">www.cci.org.cy</a>
Deutsche Bahn AG	DE	Business – Large companies	2022	<a href="https://karriere.deutschebahn.com/karriere-de">https://karriere.deutschebahn.com/karriere-de</a>
Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León	ES	Regional authorities	2017	<a href="https://gobierno.jcyl.es/web/es/consejerias/direccion-general-formacion-profesional.html">https://gobierno.jcyl.es/web/es/consejerias/direccion-general-formacion-profesional.html</a>
dm drogerie markt GmbH	AT	Business – Large companies	2018	<a href="https://www.dm.at/">https://www.dm.at/</a>
Don Bosco International	EU	Education and training providers	2016	<a href="http://www.donboscointernational.eu">www.donboscointernational.eu</a>
EARLALL - European Association of Regional and Local Authorities for Lifelong Learning	EU	Non-profit / youth organisations	2015	<a href="http://www.earlall.eu">www.earlall.eu</a>
Economic Chamber of Macedonia	MK	Chambers of commerce, industry and crafts	2019	<a href="http://www.mchamber.org.mk">www.mchamber.org.mk</a>
Education and Training Boards Ireland	IE	Non-profit / youth organisations	2019	<a href="http://www.etbi.ie">www.etbi.ie</a>
EFFAT – HOTREC	EU	Social partners	2016	<a href="https://effat.org">https://effat.org</a> ; <a href="https://www.hotrec.eu">https://www.hotrec.eu</a>
Employer's Confederation of Latvia (LDDK)	LV	Social partners	2017	<a href="https://laddk.lv/en/">https://laddk.lv/en/</a>
ENAIPT NET	IT	Education and training providers	2017	<a href="http://www.enaip.net">www.enaip.net</a>
Enel	IT	Business – Large companies	2016	<a href="http://www.enel.com">www.enel.com</a>
ESB Networks	IE	Business – Large companies	2018	<a href="https://www.esbnetworks.ie/">https://www.esbnetworks.ie/</a>
ESMOVIA	ES	Business - SMEs	2020	<a href="http://www.esmovia.es">www.esmovia.es</a>
EUCEN European University Continuing Education Network	EU	Education and training providers	2015	<a href="http://www.ua.pt">www.ua.pt</a> ; <a href="http://www.eucen.eu">www.eucen.eu</a>
EURASHE	BE	Education and training providers	2020	<a href="https://www.eurashe.eu/">https://www.eurashe.eu/</a>
Eurelectric, industriAll, EPSU	EU	Social partners	2018	<a href="https://www.eurelectric.org/">https://www.eurelectric.org/</a> ; <a href="https://www.industrial-allunion.org/">https://www.industrial-allunion.org/</a> ; <a href="https://www.epsu.org/">https://www.epsu.org/</a>
EuropeActive	EU	Education and training providers	2017	<a href="http://www.europeactive.eu">www.europeactive.eu</a>
European Builders Confederation EBC	EU	Business organisations	2015	<a href="https://www.ebc-construction.eu/">https://www.ebc-construction.eu/</a>
European Confederation of Independent Trade Unions (CESI)	EU	Social partners	2016	<a href="http://www.cesi.org">www.cesi.org</a>
European Parents' Association (EPA)	EU	Professional bodies and networks	2016	<a href="http://www.europarents.eu">www.europarents.eu</a>
FEG (FUNDATIA ECOLOGICA GREEN)	RO	Education and training providers	2019	<a href="http://www.feg.ro">www.feg.ro</a>
f-bb – Forschungsinstitut Betriebliche Bildung Research Institute for Vocational Education and Training	DE	Research institutes and think tanks	2015	<a href="https://www.f-bb.de/en/">https://www.f-bb.de/en/</a>
Fitesa	DE, IT, HU, NE, SE	Business - SMEs	2022	<a href="http://www.fitesa.com/en/">www.fitesa.com/en/</a>
FMTS Experience srl	IT	Education and training providers	2019	<a href="http://www.fmtsexperience.com/">http://www.fmtsexperience.com/</a>
FNE National Federation of Education (Portugal)	PT	Social partners	2015	<a href="http://www.fne.pt">www.fne.pt</a>
FNV – Netherlands Trade Union Confederation (Head Office, Utrecht)	NE	Social partners	2018	<a href="http://www.fnv.nl">www.fnv.nl</a>
FoodServiceEurope and EFFAT	FR	Social partners	2017	<a href="http://www.foodserviceeurope.org/">http://www.foodserviceeurope.org/</a> ; <a href="http://www.effat.org">www.effat.org</a>
FRENSIONA shpk – KOLONA Vlore Albania	AL	Business - SMEs	2017	<a href="https://kolonatvlore.wixsite.com/kolonavlore">https://kolonatvlore.wixsite.com/kolonavlore</a>
Fundación Bertelsmann	ES	Research institutes and think tanks	2015	<a href="https://www.fundacionbertelsmann.org/es/">https://www.fundacionbertelsmann.org/es/</a>
Fundación Laboral de la Construcción	ES	Education and training providers	2015	<a href="http://www.fundacionlaboral.org/">http://www.fundacionlaboral.org/</a>
Fundesplai, Fundació Catalana de l'Esplai	ES	Non-profit / youth organisations	2020	<a href="http://www.fundesplai.org">www.fundesplai.org</a>
G.G. Eurosuccess Consulting	CY	Business - SMEs	2020	<a href="http://www.eurosc.eu/">www.eurosc.eu/</a>

General Council of Chambers of Commerce of Catalonia	ES	Chambers of commerce, industry and crafts	2015	<a href="http://www.cambrescat.org">www.cambrescat.org</a>
German Economic Institute (Institut der deutschen Wirtschaft Köln)	DE	Research institutes and think tanks	2016	<a href="https://www.iwkoeln.de/">https://www.iwkoeln.de/</a>
Gi Group	EU	Business – Large companies	2016	<a href="http://www.gigroup.com">www.gigroup.com</a> ; <a href="http://www.gigroup.it">www.gigroup.it</a>
Greek Carers Network, EPIONI	EL	Non-profit / youth organisations	2020	<a href="https://www.epioni.gr/partners-and-projects/">https://www.epioni.gr/partners-and-projects/</a>
HAK-IS TRADE UNION CONFEDERATION	TK	Social partners	2018	<a href="http://www.hakis.org.tr">www.hakis.org.tr</a>
Hidromek	TK	Business – Large companies	2018	<a href="https://www.hidromek.com.tr/">https://www.hidromek.com.tr/</a>
Hotelschool Ter Duinen	BE	Education and training providers	2021	<a href="https://www.hotelschoolkoksijde.be/">https://www.hotelschoolkoksijde.be/</a>
Ifoa – Istituto Formazione Operatori Aziendali	IT	Education and training providers	2016	<a href="http://www.ifoait">www.ifoait</a>
ICTerra Bilgi ve İletişim Teknolojileri San. ve Tic. A.Ş.	DE, PL, UK, TK	Business - SMEs	2022	<a href="http://www.icaew.com">http://www.icaew.com</a>
IDAN	IS	Education and training providers	2020	<a href="https://idan.is/">https://idan.is/</a>
IES Emilio Canalejo Olmeda	ES	Research institutes and think tanks	2019	<a href="http://www.lopezdearenas.org">www.lopezdearenas.org</a>
industriAll European Trade Union – CEEMET	EU	Social partners	2018	<a href="https://www.industrial-union.org/">https://www.industrial-union.org/</a> ; <a href="https://www.ceemet.org/">https://www.ceemet.org/</a>
Institute for Training, Employment and Mobile Learning – IFOM	IT, EU	Education and training providers	2016	<a href="https://www.ifom.info/">https://www.ifom.info/</a>
Intern Europe	UK	Business - SMEs	2018	<a href="https://www.interneurope.org/">https://www.interneurope.org/</a>
International Union of Railways (UIC)	FR	Professional bodies and networks	2021	<a href="http://www.uic.org">www.uic.org</a>
Istituto Tecnico Vittorio Emanuele III – Palermo Technical institute 'Vittorio Emanuele III'	IT	Regional authorities	2018	<a href="https://www.itive3pa.edu.it/">https://www.itive3pa.edu.it/</a> ; <a href="https://www.usr.sicilia.it/">https://www.usr.sicilia.it/</a>
Joint European Vocational Education and Training Providers (EFVET; EVBB; EVTA; EUproVET)	EU	Education and training providers	2013	<a href="https://www.efvet.org/">https://www.efvet.org/</a> ; <a href="https://evbb.eu/">https://evbb.eu/</a> ; <a href="https://www.evta.eu/">https://www.evta.eu/</a> ; <a href="https://www.euprovet.eu/">https://www.euprovet.eu/</a>
KulturLife GmbH	DE	Non-profit / youth organisations	2018	<a href="https://kultur-life.de/">https://kultur-life.de/</a>
LABORA – Servicio Valenciano de Empleo y Formación	ES	Regional authorities	2021	<a href="https://labora.gva.es/es">https://labora.gva.es/es</a>
Latvenergo Group	LV	Business – Large companies	2017	<a href="https://latvenergo.lv/en">https://latvenergo.lv/en</a>
Limerick and Clare Education and Training Board (LCETB)	IE	Regional authorities	2019	<a href="http://www.lcetb.ie">www.lcetb.ie</a> ; <a href="http://www.learningandskills.ie">www.learningandskills.ie</a>
M&M Profuture Training	ES	Education and training providers	2020	<a href="http://www.mmprofuture.com">www.mmprofuture.com</a>
MANPOWER EMPLOYMENT ORGANIZATION (OAED)	EL	Education and training providers	2017	<a href="http://www.oaed.gr">www.oaed.gr</a>
MONDRAGON CORPORACION COOPERATIVA	ES	Business – Large companies	2017	<a href="https://www.mondragon-corporation.com/">https://www.mondragon-corporation.com/</a>
MSLETB	IE	Education and training providers	2021	<a href="https://msletbtrainingcentres.ie">https://msletbtrainingcentres.ie</a>
Nestlé	EU	Business – Large companies	2021	<a href="https://www.nestle.com/jobs/search-jobs">https://www.nestle.com/jobs/search-jobs</a>
NMBS/SNCB Belgian Railways Company	BE	Business – Large companies	2021	<a href="https://www.belgiantrain.be/fr/jobs/stages">https://www.belgiantrain.be/fr/jobs/stages</a>
Panorama	IS	Non-profit / youth organisations	2019	<a href="http://www.islandpanorama.com/">http://www.islandpanorama.com/</a>
PIMEC	ES	Business - SMEs	2020	<a href="http://www.pimec.org">www.pimec.org</a>
PostEurop	EU	Business organisations	2019	<a href="https://www.posteurop.org/">https://www.posteurop.org/</a>
Public Employment Service of Catalonia (SERVEI PÚBLIC D'Ocupació de Catalunya)	ES	Regional authorities	2018	<a href="https://serveiocupacio.gencat.cat/ca/inici">https://serveiocupacio.gencat.cat/ca/inici</a>
Regional Ministry of Education of Catalonia- General Directorate on VET and Special Scheme Education	ES	Regional authorities	2017	<a href="https://web.gencat.cat">https://web.gencat.cat</a>
ReKreatia I/S	DK	Business - SMEs	2017	<a href="http://www.rekreatia.dk">www.rekreatia.dk</a>
Școala Profesională Germană Kronstadt	RO	Education and training providers	2017	<a href="http://www.sgk.ro">www.sgk.ro</a>
Scuola Centrale Formazione	IT	Education and training providers	2018	<a href="http://www.scformazione.org">www.scformazione.org</a>
Serdar Plastik Industry And Co. Inc	TK	Business – Large companies	2020	<a href="https://www.serdarplastik.com.tr/">https://www.serdarplastik.com.tr/</a>
SG AKADEMİ	TK	Education and training providers	2019	<a href="https://www.serdarplastik.com.tr/">https://www.serdarplastik.com.tr/</a>
Siemens AG	DE	Business – Large companies	2013	<a href="https://siemens.de/ausbildung">https://siemens.de/ausbildung</a>
Skolverket	SE	Others	2019	<a href="https://www.skolverket.se">https://www.skolverket.se</a>
Smíchovská průmyslová škola Praha	CZ	Education and training providers	2019	<a href="https://www.skupnost-vss.si/vse-o-prakticnem-izobrazevanju/">https://www.skupnost-vss.si/vse-o-prakticnem-izobrazevanju/</a>

SNCF	FR	Business – Large companies	2022	<a href="https://emploi.sncf.com/travailler-chez-sncf/votre-alternance-cle-en-main/">https://emploi.sncf.com/travailler-chez-sncf/votre-alternance-cle-en-main/</a>
SoftwareONE	BG, DE, ES, IE, FR, RO	Business – Large companies	2022	<a href="https://www.softwareone.com/en/now/softwareone-academy">https://www.softwareone.com/en/now/softwareone-academy</a>
Šolski center Škofja Loka / School Center Škofja Loka	SI	Education and training providers	2021	<a href="https://www.softwareone.com/en/now/softwareone-academy">https://www.softwareone.com/en/now/softwareone-academy</a>
StartNet	DE	Non-profit / youth organisations	2019	<a href="https://www.start-net.org/">https://www.start-net.org/</a>
Stichting International Parents Alliance (IPA – Parents International)	EU	Non-profit / youth organisations	2018	<a href="https://parentsinternational.org/">https://parentsinternational.org/</a>
Suomen Oppisopimusosaajat ry (Association of Apprenticeship Experts in Finland)	FI	Professional bodies and networks	2018	<a href="http://www.oppisopimus.fi">www.oppisopimus.fi</a>
Swisscontact	CH	Non-profit / youth organisations	2017	<a href="http://www.swisscontact.org">www.swisscontact.org</a>
Teachers Union of Serbia	RS	Social partners	2018	<a href="http://www.sind-obr.org.rs">www.sind-obr.org.rs</a>
Teachers' Union of Ireland – TUI	IE	Social partners	2017	<a href="https://www.tui.ie/">https://www.tui.ie/</a>
The Mentoring School (The Root Of It trading as)	UK	Education and training providers	2017	<a href="http://www.thementoringschool.com">www.thementoringschool.com</a>
Togg	TK	Business – Large companies	2023	<a href="http://www.togg.com.tr">www.togg.com.tr</a>
TRIVALOR	PT	Business – Large companies	2018	<a href="http://www.trivalor.pt">www.trivalor.pt</a>
UNIEP – International Union of Painting Contractors	EU	Professional bodies and networks	2015	<a href="https://www.uniep.org/">https://www.uniep.org/</a>
Union for Private Economic Enterprise (UPEE)	BG	Social partners	2020	<a href="https://www.ssibg.org/">https://www.ssibg.org/</a>
Unión General de Trabajadores de España	ES	Social partners	2018	<a href="http://www.ugt.es">http://www.ugt.es</a>
Unioncamere Piemonte	IT	Chambers of commerce, industry and crafts	2018	<a href="http://www.pie.camcom.it">www.pie.camcom.it</a>
University of Deusto	ES	Education and training providers	2019	<a href="https://www.deusto.es/cs/Satellite/deusto/es/universidad-deusto">https://www.deusto.es/cs/Satellite/deusto/es/universidad-deusto</a>
University of Strathclyde	UK	Education and training providers	2018	<a href="https://www.strath.ac.uk/">https://www.strath.ac.uk/</a>
VERALLIA Spain	ES	Business – Large companies	2015	<a href="http://www.es.verallia.com">www.es.verallia.com</a>
Vestfold and Telemark County Council	NO	Regional authorities	2021	<a href="https://www.vtfk.no/">https://www.vtfk.no/</a>
Wyższa Szkoła Ekonomii i Innowacji w Lublinie (WSEI) / University of Economics and Innovation in Lublin (WSEI)	PL	Education and training providers	2022	<a href="http://www.worldskills.org">www.worldskills.org</a>
Xabec VOCATIONAL TRAINING CENTER	ES	Education and training providers	2016	<a href="http://www.xabec.es">www.xabec.es</a>
Xarxa FP	EU	Professional bodies and networks	2016	<a href="https://www.xarxafp.org/">https://www.xarxafp.org/</a>
YouNet	IT	Non-profit / youth organisations	2013	<a href="https://www.you-net.eu/">https://www.you-net.eu/</a>
z.l.ö. – zukunft.lehre.österreich	AT	Non-profit / youth organisations	2018	<a href="https://zukunft-lehre.at/">https://zukunft-lehre.at/</a>

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

<b>Pledging organisations</b>	<b>Supply</b>	<b>Quality</b>	<b>Image</b>	<b>Mobility</b>
1st Patras Laboratory Center	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Major 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>Some progress</i>	<i>Not part of my pledge</i>
Agenzia per la Formazione, L'Orientamento e il Lavoro della Provincia di Como (AFOL COMO)	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Major progress</i>
Albanian Skills	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Major progress</i>
Algemene Onderwijsbond – AOb	<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>
Allianz S.p.A.	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Anglesairlanda	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Some progress</i>
Apprenticeship developers in Sweden AB (Lärlingsutvecklarna i Sverige AB)	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>
Asociación de Centros de Formación Profesional FPEmpresa	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Asociación Mundus	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Major progress</i>
Association ouvrière des Compagnons du devoir et du Tour de France	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Audencia	<i>Some progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Austrian Federal Economic Chamber – WKÖ	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Some progress</i>
AVRAR – Association of Virtual and Augmented Reality	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
BMW Group	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Major progress</i>
Bouwunie, Unie van het KMO-bouwbedrijf vzw	<i>Major progress</i>	<i>Some progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</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>
CCCA-BTP (Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics)	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>
CENTRO INTEGRADO DE FORMACIÓN PROFESIONAL DEL MAR	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
Chamber of Commerce and Industry of Serbia	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
CIFP Profesor Raúl Vázquez	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>

CIFPA – Centro de Innovación para la FP de Aragón	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Città Metropolitana Roma Capitale	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
City Council of Alzira	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>
CMA France	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>
CMQ 4MED	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Community Development Institute Macedonia	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Confederación Empresarial Vasca CONFEBASK Basque Business Confederation	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
CONFEDERACIÓN SINDICAL INDEPENDIENTE-FETICO	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Connect Trade Union Ireland	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>
CONNECTIEF	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major progress</i>
CORE Platform	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Cosvitec S.C. a R.L.	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Some progress</i>
Cross Culture International Foundation Cyprus	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Cyprus Chamber of Commerce and Industry (CCCI)	<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>
Deutsche Bahn AG	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>
dm drogerie markt GmbH	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Don Bosco International	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
EARLALL – European Association of Regional and Local Authorities for Lifelong Learning	<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>
Economic Chamber of Macedonia	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Major 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>
EFFAT – HOTREC	<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>

Employer's Confederation of Latvia (LDDK)	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
ENAIP NET	<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>
Enel	<i>Some progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
ESB Networks	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
ESMOVIA	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>
EUCEN European University Continuing Education Network	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>
EURASHE	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Eurelectric, industriAll, EPSU	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
EuropeActive	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
European Builders Confederation EBC	<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>Some progress</i>	<i>Not part of my pledge</i>
European Parents' Association (EPA)	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>
FEG (FUNDATIA ECOLOGICA GREEN)	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
f-bb – Forschungsinstitut Betriebliche Bildung Research Institute for Vocational Education and Training	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Fitesa	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
FMTS Experience srl	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
FNE National Federation of Education (Portugal)	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
FNV – Netherlands Trade Union Confederation (Head Office, Utrecht)	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
FoodServiceEurope and EFFAT	<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>
FRENSIONA shpk – KOLONA Vlore Albania	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Fundación Bertelsmann	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Fundación Laboral de la Construcción	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>



Fundesplai, Fundació Catalana de l'Esplai	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
G.G. Eurosuccess Consulting	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Major progress</i>
General Council of Chambers of Commerce of Catalonia	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
German Economic Institute (Institut der deutschen Wirtschaft Köln)	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Gi Group	<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>
Greek Carers Network, EPIONI	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
HAK-IS TRADE UNION CONFEDERATION	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Hidromek	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
Hotelschool Ter Duinen	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Ifoa - Istituto Formazione Operatori Aziendali	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
ICTerra Bilgi ve İletişim Teknolojileri San. ve Tic. A.Ş.	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>
IDAN	<i>Some progress</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>
IES Emilio Canalejo Olmeda	<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>
industriAll European Trade Union – CEEMET	<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>
Institute for Training, Employment and Mobile Learning – IFOM	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major progress</i>
Intern Europe	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Some progress</i>
International Union of Railways (UIC)	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Istituto Tecnico Vittorio Emanuele III – Palermo Technical institute 'Vittorio Emanuele III'	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>
Joint European Vocational Education and Training Providers (EFVET; EVBB; EVTA; EUproVET)	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
KulturLife GmbH	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>
LABORA – Servicio Valenciano de Empleo y Formación	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>
Latvenergo Group	<i>Little or no progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>

Limerick and Clare Education and Training Board (LCETB)	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
M&M Profuture Training	<i>Some progress</i>	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>
MANPOWER EMPLOYMENT ORGANIZATION (OAED)	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
MONDRAGON CORPORACION COOPERATIVA	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
MSLETB	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Little or no progress</i>
Nestlé	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
NMBS/SNCB Belgian Railways Company	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Panorama	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
PIMEC	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
PostEurop	<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>
Public Employment Service of Catalonia (SERVEI PÚBLIC D'Ocupació de Catalunya)	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Regional Ministry of Education of Catalonia- General Directorate on VET and Special Scheme Education	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Some progress</i>
ReKreata I/S	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Școala Profesională Germană Kronstadt	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
Scuola Centrale Formazione	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Little or no progress</i>
Serdar Plastik Industry And Co. Inc	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Major progress</i>
SG AKADEMĪ	<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>
Siemens AG	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
Skolverket	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>
Smíchovská průmyslová škola Praha	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>
SNCF	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Little or no progress</i>
SoftwareONE	<i>Some progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>
Šolski center Škofja Loka / School Center Škofja Loka	<i>Major progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>

StartNet	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progresses</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>
Suomen Oppisopimusosaajat ry (Association of Apprenticeship Experts in Finland)	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Swisscontact	<i>Major progress</i>	<i>Major progress</i>	<i>Major progress</i>	<i>Not part of my pledge</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>
Teachers' Union of Ireland – TUI	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Some progresses</i>
The Mentoring School (The Root Of It trading as)	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
Togg	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progresses</i>
TRIVALOR	<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>
UNIEP – International Union of Painting Contractors	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progresses</i>
Union for Private Economic Enterprise (UPEE)	<i>Some progress</i>	<i>Major progress</i>	<i>Some progress</i>	<i>Some progresses</i>
Unión General de Trabajadores de España	<i>Not part of my pledge</i>	<i>Little or no progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Unioncamere Piemonte	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>
University of Deusto	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progresses</i>
University of Strathclyde	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progresses</i>
VERALLIA Spain	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Not part of my pledge</i>
Vestfold and Telemark County Council	<i>Not part of my pledge</i>	<i>Some progress</i>	<i>Not part of my pledge</i>	<i>Some progresses</i>
Wyższa Szkoła Ekonomii i Innowacji w Lublinie (WSEI) / University of Economics and Innovation in Lublin (WSEI)	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progress</i>	<i>Little or no progresses</i>
Xabec VOCATIONAL TRAINING CENTER	<i>Not part of my pledge</i>	<i>Major progress</i>	<i>Not part of my pledge</i>	<i>Some progresses</i>
Xarxa FP	<i>Some progress</i>	<i>Some progress</i>	<i>Some progress</i>	<i>Some progresses</i>
YouNet	<i>Some progress</i>	<i>Little or no progress</i>	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>
z.l.ö. – zukunft.lehre.österreich	<i>Not part of my pledge</i>	<i>Not part of my pledge</i>	<i>Major 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 2021 and 2022
SoftwareONE	EU	Offered Erasmus+ for eight apprentices
School Center Škofja Loka	SI	Carried out mobilities of six apprentices (toolmakers and joiners) with Erasmus+
CONNECTIEF	BE	137 VET students sent out for a work placement of two–three weeks abroad in 2021–2022, 54 % were apprentices
Vestfold and Telemark County Council	NO	28 apprentices have been abroad between September 2021 and June 2022 (long-term and short-term)
ESMOVIA	ES	1 473 apprentices received from January 2021 to June 2022, doing internships in Valencian companies
Patras Laboratory Center	EL	Supported the mobility of 15 recently graduated students to Cyprus, Spain and Portugal
IDAN Education and Training Center	IS	12 short-term and 6 long-term mobilities
Association ouvrière des Compagnons du devoir et du Tour de France	FR	200 apprentices have benefited from a short-term mobility project in another European country since November 2021
Serdar Plastik Industry and Co. Inc	TR	20 apprentices in an Erasmus+ project
Agenzia per la Formazione, L'Orientamento e il Lavoro della Provincia di Como (AFOL COMO)	IT	12 apprentices on a short-term mobility to Spain
University of Deusto	ES	31 students taking part in European Traineeship Mobility Programmes, 10 students in international programmes outside the EU

City Council of Alzira	ES	96 mobilities in the framework of the project IDEA Moves IV (Erasmus+)
CIFP Profesor Raúl Vázquez	ES	10 traineeships completed abroad
Cosvitec S.C. a R.L.	IT	Approx. 200 short-term and 7 long-term mobilities
Austrian Federal Railways - Infrastructure	AT	10 apprentices have participated in international projects during this period
Albanian Skills	AL	70 VET students sent to EU countries
Intern Europe	UK	349 mobilities provided for VET students and apprentices
Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León	ES	400 apprentices took part in cross-border mobility projects
CCCA-BTP (Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics)	FR	380 apprentices abroad (2 weeks to 6 months)
Xabec Vocational Training Center	ES	14 students involved in 1–3 weeks international mobility
Xarxa FP	EU	During 2021–2022, 223 students took part in mobility projects across EU countries
Institute for Training, Employment and Mobile Learning – IFOM	IT	Mobility of 384 Italian apprentices in Spain, Greece, Ireland, Portugal and Poland
<b>TOTAL</b>		<b>4 101 mobility experiences</b>

Source: Ecorys EAfA monitoring survey 2021–2022 (N=22)





