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Systematic approach to enhance the participation of construction industry SMEs in apprenticeship programs

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*D.3 Report on EU good practices and
national constraints (WP2)*



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- Fundación Laboral de la Construcción (Spain).
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CO.TUTOR Project

Project rationale

After being so hardly hit by the crisis, the construction industry faces now the challenge of being capable of emerging stronger by responding to an increasingly demand of skilled and specialised workforce.

In this regard, apprenticeship is today considered as an opportunity for job placement for young people at European level and therefore useful for alleviating youth unemployment. However, while there are EU countries that have implemented apprenticeship programmes effectively, it is not the case in Italy and Spain, where apprenticeship has not been very successful. Paradoxically, both countries are among the top in Europe for high youth unemployment rates.

Within this context, apprenticeship in construction industry is seen as a solid chance for youth to build their future. However, VET counts on a wide social negative outlook, usually perceived as a second choice. Together with a traditionally school based, VET lacks of strong apprenticeships and a clear intermediary body between construction VET centres and SMEs; all of this, creates barriers for its development and lowers apprenticeships value in Italy and Spain.

Consequently, the project ***Co.Tutor. Systematic approach to enhance the participation of construction industry SMEs in apprenticeship programmes*** aims at improving SMEs involvement in apprenticeship by developing actions to get two main objectives:

- To build capacities of construction employers' organisations as intermediary bodies and boost their leverage effect in apprenticeship culture, by founding their position and drawing role in a short, medium and long term.
- To give support and motivation to SMEs and VET centres in assigning a qualified trainer through mechanisms that trigger the recognition of in-company tutors as key players for a proper trainee's learning and to raise the employer's confidence in this kind of learning on the building site.

Work Package 2. Good business practices concerning apprenticeship in Europe

Introduction

Since the main aim of the **Co.Tutor Project** is to enhance the participation of the construction industry SMEs in apprenticeship programmes, the first thing to do was to get an overall picture of the current situation of apprenticeship in the European Union, especially in those countries where apprenticeship programmes are officially established and have proven their success in terms of youth employment rate.

This is highly important for the countries participating the project, that is, Spain and Italy, since they are two of the countries where youth unemployment rates are higher: 40.7% and 48.8% respectively (OCDE, 2015), and they both are in the first positions of Europe when it comes to unemployed youth with no studies, 27.6% and 25.8% respectively (OCDE, 2015). On the other hand, at a sectorial level, on-site construction will increasingly be confronted with the need of counting on skilled labour force (COM (2012) 433), due to the natural evolution of the sector and to the need of replacing the workers who will be retiring in the near future (over two thirds of skilled jobs by 2026).

Within this context, it is time to learn from other countries' success, and lead Italy and Spain towards a new model that includes the role of intermediary bodies as a relevant necessary element, which are strongly supporting SMEs in terms of training and employment for young people.

With this aim, Work Package 2 (WP2) was designed for detecting and benchmarking good practices in different EU countries where there is a successful SME's participation in apprenticeship programmes. The framework of this apprenticeship procedure may have occurred under different systems: dual training, work practices, etc. In all these cases, apprenticeship is combined with vocational education or training in the year course.

This stage has lasted until June 2017, when a Strategic Roadmap has been defined, which proposes some measures and recommendations that will help to overcome the barriers that SMEs find in their way to participate in apprenticeship.

In order to get this general picture and to be able to get valuable information about the models followed in other countries, a series of different and consecutive tasks were planned and implemented:

- **Task 1. Good practices analysis**

Aiming at identifying and defining the successful strategies that some countries are using to involve SMEs in apprenticeship programmes, a survey has been created to be addressed towards intermediary bodies and companies acting in those countries.

The activity consisted of a survey replied by experts from European organisations from countries with a long tradition in apprenticeship programmes. To get repliers involved, partners used their links with two relevant European networks: FIEC (European Construction Industry Federation) and REFORME (network for the Vocational Education and Training in the construction sector in Europe).

- **Task 2. Analysis of constraints**

Once the good practices about apprenticeship have been identified and described, the partners needed to identify the existing barriers that are hindering a fully SME participation in apprenticeship programmes. For that, four (4) Focus Groups have been organised (two groups per country), with participants linked to construction training, construction companies, and employment.

As a result from these two activities, a **Strategic Roadmap** (Task 3) has been designed, which constitutes the third stage of this Work Package, being a strategy oriented towards different stakeholders to propose an action plan that improves the SME participation in apprenticeship. This Strategic Roadmap is fully described in a specific report.

Good practices analysis. Task 1

Objective

The main objective of this task has been to identify successful strategies that some EU countries are using to get SMEs involved in apprenticeships programmes. For that purpose, Formedil, the leading organisation of this WP –in cooperation with the other partners-, designed a semi-structured questionnaire specifically addressed towards relevant key informants who have allowed the partnership to acquire knowledge to identify positive aspects and experiences that contribute to make apprenticeship a successful system.

In particular, the respondents have been organisations involved in apprenticeship in their countries such as intermediary bodies, training centres, construction companies and the like. Their replies have allowed partners to get important information concerning:

- Level of institutions' involvement.
- How to increase the apprenticeship offer by companies.
- Fields where apprenticeship could be improved (marketing, courses definition, mobility, etc.).
- Support measures for companies and apprentices.

Methodology

As abovementioned, a semi-structured exhaustive questionnaire geared towards intermediary bodies and companies from countries with successful apprenticeship programmes have been designed.

For practical purposes, the survey was implemented online, through Survey Monkey in English language (www.surveymonkey.com).

Participants

In order to involve experts in the completion of the survey, partners sent the following introductory text to the addressees, to be used as a brief summary of the project and the aim of the activity:

Dear Sir/Madam,

Our organisation is currently involved in a European project about the Apprenticeship System in the EU, and working on the possibility of increasing the participation of Spanish and Italian construction SMEs in this system.

Both in Italy and Spain these kind of programmes are not working as expected. Some reasons might be:

- Is it a construction industry problem?*
- Is it poor knowledge of what apprenticeship is today in a “European meaning”?*
- Is it because the Government does not support its implementation?*
- Is it a matter of image of the construction sector that is making difficult to young people to be attracted by it?*

Besides, in most cases the company is not aware of “being a place for learning”, since it implies dealing with extra activities, such as:

- Interaction with different subjects (apprentice, tutor, training centre...)*
- Managing of timing / investment costs?*

In this context, it would be important for us to understand the full picture concerning the sound implementation of apprenticeship programmes in different EU countries, in order to benchmark good practices that may help to make a reality the implementation of apprenticeship programs in Italy and Spain. Your support will be a great help for this purpose.

Definitions

- Apprenticeships are part of formal education and training programmes.*
- Apprenticeships combine company-based training (periods of practical work experience at a workplace) with school-based education (periods of theoretical/practical education delivered in a school or training centre).*
- Apprenticeship leads to nationally recognised qualification.*
- Most apprenticeships are based on a contract or a formal agreement between the employer and the apprentice, with the apprentice being paid for his/her work. Sometimes there are other contractual arrangements between the employer, the VET provider and the apprentice.*

Procedure

In order to be easily completed, this interview will be answered through Survey Monkey tool. Your comments only will be used for the objective of this interview and personal data will not be incorporated to any database. We guarantee the anonymity of your comments.

A total of 12 key experts completed the questionnaire. The table below shows information about profile of participants, country, and type of apprenticeship programmes they work with.

	ORGANISATION	COUNTRY	POSITION	TYPE OF APPRENTICESHIP
1	Centre IFAPME Liège Huy Waremme	Belgium	Coordinator VET training - apprenticeship	Dual Vocational training
2	University of applied sciences of southern Switzerland	Switzerland	Senior researcher and lecturer	Dual Vocational training
3	Bulgarian Construction Chamber (BCC)	Bulgaria	Vocational training expert	Dual Vocational training
4	The Swedish Construction Federation	Sweden	Expert VET and HE	Other (specify)
5	Norwegian Contractors' Association	Norway	Expert VET and higher education	Dual Vocational training
6	CCCA-BTP	France	Capacity Building and European Project Staff	Alternance training
7	Danish Construction Association	Denmark	Senior Consultant	Dual Vocational training
8	Westdeutscher Handwerkskammertag	Germany	Project Manager	Dual Vocational training
9	Sataedu	Finland	Head of education field	Dual Vocational training
10	BZB Akademie	Germany	Lecturer, Software developer	Alternance training, Master's school
11	BZB Krefeld	Germany	Project Manager	Dual Vocational training
12	CENFIC	Portugal	Services Manager	Alternance training

The survey was available for completion during February and March 2017.

Questionnaire

The questionnaire has been composed of 24 questions related to the respondents' experience and knowledge about apprenticeship in their countries. Regarding type of questions, some of them were closed-questions, most of which allowed respondents to further explain their replies; others were open-questions, which made possible for them to provide exhaustive information about the topic dealt with.

RESULTS FROM THE SURVEY

The graphic below shows the type of organisation where the experts carry out their work; most of them (66.6%) are Vocational Training Centres where Dual Education is implemented. Also, there are training centres in charge of what is known as 'Alternance Training'. Furthermore, there are other specific cases, such as the cases of France and Sweden, where vocational training is organised in a particular way.

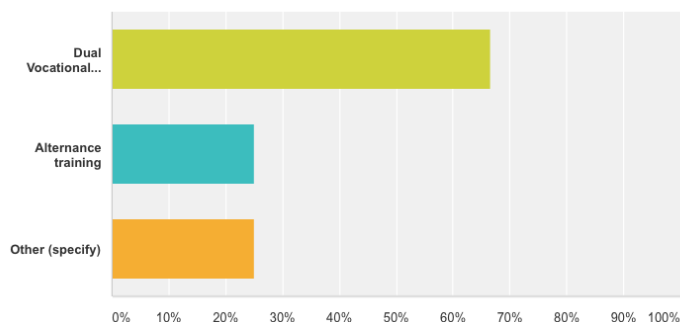


Fig.1 Organisation type

The **French** VET system offers several apprenticeship-type schemes and structured work-based learning programmes, based on 'alternance' schemes and both work-based and school-based learning. There are two main apprenticeship schemes in France: the *Contrat d'apprentissage* (Apprenticeship contract) and the *Contrat de professionnalisation* (Professionalization contract), both signed between an employer and an employee.

The 'contrat d'apprentissage' is an employment contract that has been available in France since 1919. It was modified and redefined in 1971. Its duration ranges from 1 to 3 years, depending on the target credential or diploma and the initial level of the employee. Its objective is to enable young people aged 16 to 25 to follow a general education curriculum, both theoretical and practical, in order to acquire a professional qualification based on a diploma or a professional credential. This contract alternates periods of learning in training centres (*Centres de Formation par Apprentissage* - CFA) and periods of work to develop know-how. The main laws regarding apprenticeship are in the 6th part of the French Labour Code.

On the other hand, the *contrat de professionnalisation* has existed in France since 2004. Prior to that, however, there was a rather similar scheme called *contrat de qualification*. Its objective is to provide access to employment through the acquisition of a professional qualification (certificate, diploma, degree...) recognised by the State and/or a professional sector. The contract alternates periods of general and technological education with training providers, and periods working in an activity related to the qualification.

Since 2005, the French Government has sought to promote apprenticeship as a remedy for mass youth unemployment and for the phenomenon of young people dropping out of school without qualifications. One of the most frequently used arguments is that young people who have undergone professional training are actually more successful on the labour market than young people with a general baccalaureate.

Regarding **Sweden**, VET is integrated in a three year school-based upper secondary school. After those three years there are a few years of apprenticeship (maybe *traineeship* would be a better word) before the license is issued. There is also a non-formal company-based apprenticeship in the trade as alternative.

Benefits for construction companies for taking part in apprenticeship system (economically, behavioural, productive or other)

Several are the benefits perceived by the experts, which may be summarised as the possibility for the company to get a better performance. The company contributes to the Labour Market evolution by helping provide skilled workforce, and even many of them will finally hire the apprentice. Through training, companies ensure competitiveness and develop high potential. There is a chance for the company to transfer their know-how and to interface with the training centres.

In the end, most companies that participate in apprenticeship programmes are often satisfied of their training and performance, because the apprentice has acquired relevant competences that might be useful for the company in the short-medium term (if the apprentice is finally hired) or highly useful for the student, who will be properly trained to face the labour market.

Obligation for construction companies to take part in apprenticeship

In none of the countries of the experts who have completed the survey (Belgium, Switzerland, Bulgaria, Sweden, Norway, France, Denmark, Germany, Finland, and Portugal) is there a legal obligation for construction companies to take part in apprenticeship programmes. Therefore, these programmes are managed by different intermediary organisations in charge of contacting interested companies.

In **Finland**, for example, there are Apprenticeship Training Centre Offices; in **Germany**, there are several bodies involved: Craft Chambers (HWK), Chambers of Industry and Commerce (IHK), Employment Agency (Arge). Also, companies that are interested in providing VET in the construction sector need at least one certified person ("Meister") who also needs to be certified in Part IV of Meister-qualification. They usually get certified by the chambers of crafts.

In **France**, many actors are involved as intermediary organisations to promote apprenticeship in the construction sector: the Regional Governments (Conseil Régional), social partners and professional organisations from the sector (such as the CCCA-BTP as the French professional organisation in charge of coordinating the apprenticeship in the construction industry), the crafts guild such as the Compagnons du Devoir, the inter-professional organisations (Chambers of Crafts and Trades), the training centres (in the CCCA-BTP network: thanks to specific services in charge of the relationship between the training centre, the company and the trainee).

In **Norway**, students are responsible for obtaining an apprenticeship in a company, although they can get help from the county or a training office. Norwegian Contractors' Association can also help the companies and the students, so that they get in contact with each other.

In **Bulgaria**, apprenticeship is managed by the Ministry of Education and Science through implementation of different types of projects.

Different level of apprenticeship in SMEs and large companies

For this question, most experts (11 out of 12) have replied that in fact, apprenticeship is equally implemented in SMEs and large companies; however, the expert from **Finland** states that these programmes are more difficult for SMEs, as they need to engage a specific period of apprenticeship training, and in that same quite long period they cannot forecast that they can employ all trainees.

Recruitment rate of trainees after apprenticeship

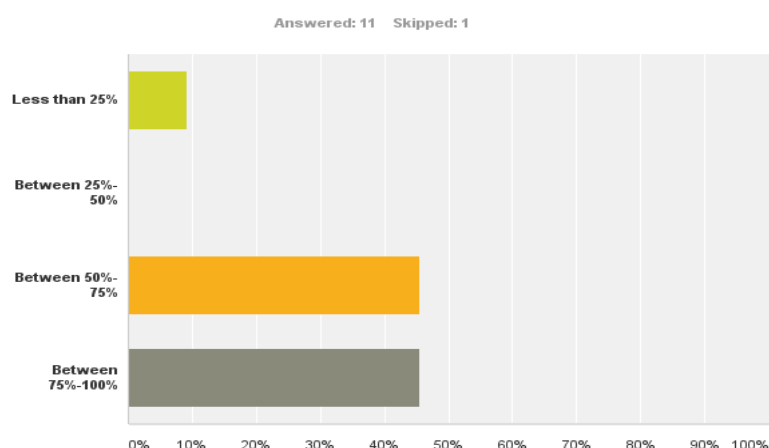


Fig.2 Percentage of trainees hired after apprenticeship

The table above shows that the number of trainees hired by the company where s/he has performed her/his apprenticeship is quite high. The reason is that companies usually prefer to hire workers with proven skills, aspect that is especially important in the construction sector.

In **Germany**, there are companies that engage in apprenticeship to take over later on the worker for a regular work contract, because it is part of the human resource planning strategy, therefore, apprenticeship is seen as an investment.

In **Belgium**, the company owner usually trust in the apprentice, since s/he has spent 3 years learning there. After the apprenticeship, the trainee is able to work on her/his own in the building site and the company owner would keep the apprentice because it is not easy to find good quality workers. However, there is a difference between small and large companies: in some very small companies, it could be sometimes difficult because in Belgium, it is really very expensive to hire a worker.

Support received by the 'host company' from Intermediary bodies

Intermediary bodies are not very usual in **Portugal**. In the other countries, the kind of support varies: in **Germany** there are several types of support, including consultancy, legal advice, social issues, and certification of trainers, advising during apprenticeship, mediation of apprentices, registration and examination of apprentices, and the so-called training support (AbH) for weaker trainees. In **France**, this support includes financial and sometimes material resources.

Most often, apprenticeship is followed up by a Training Office during the two-year programme in **Norway**; Training Office does a third-party assessment of the training that the companies have provided to apprentices. In **Sweden**, intermediary bodies are more focused on objectives and planning, and also in education for tutors. There is in **Belgium** the possibility to follow a tutorship training and regular visits within the company by a competent person from IFAPME (*Institut Wallon de Formation en Alternance et des indépendants et Petites et Moyennes Entreprises*).

Support received by the 'host company' from training centres

Regarding support from training centres, countries receive a similar type of support: pedagogical, technical, support in the development of the practical content, training counselling and profiling, tuition for weaker trainees, additional theoretical and practical competences in accordance to the training regulations which exist for every profession, evaluation and sharing of tasks for training and for practical work, follow-up of trainees, and so on.

However, in **Norway**, the support from training centres is only received if there are subjects that trainees need to take up again or have not studied before.

Active support provided by the Government for companies involved in apprenticeship (tax benefits, subsidies, administrative support, etc.)

According to the data analysed from the survey, 45.45% of the countries consulted do receive an active support from the Government, whereas 54.55% reply that the Government does not provide this kind of support (see table below).

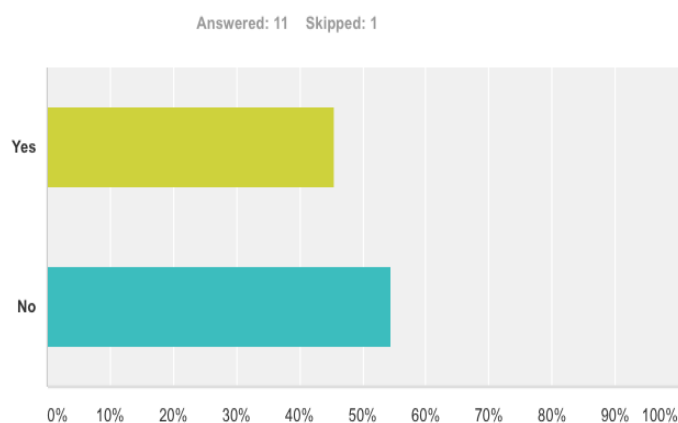


Fig 3. Active support from Government to companies

It can be said that **Germany** is one of the countries where the governmental support is most positively perceived: here, the training in the construction industry is co-financed by the so-called 'training contribution' of the *Sozialkasse Bau (Soka Bau)*. All construction companies must deposit there. Chambers of Crafts are assigned by law to provide the tasks and support. Furthermore there exist some governmental programmes to support SMEs, for instance, in finding apprentices and in funding apprenticeships.

Other measures indicated are: reimbursement fund for companies (**Denmark**); tax benefits, subsidies, reduction of social charges (**France**); companies that take apprentices receive financial aid per apprentice they take in, funded by the government. The amount is 14,500 euros over two years per apprentice (**Norway**); Social contributions and reduced employer's costs (**Switzerland**); companies do not have to pay the fee for social security and employers receive a certain amount of money if they keep the apprentice till the end of the apprenticeship (**Belgium**).

Active support provided by the Government for apprentices (payment of salary or part of it, administrative support, etc.)

Only in 36.36% of the countries consulted do apprentices receive an active support from the Government; on the contrary, 63.64% reply that the Government does not provide this kind of support (see table below).

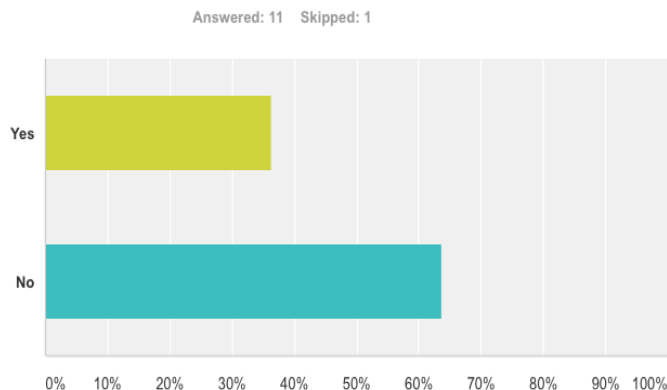


Fig 4. Active support from Government to apprentices

However, there are certain governmental initiatives that support apprentices in the countries involved in the survey, such as: subvention received by trainers during the training course (**Portugal**); administrative support (**Finland**); funding for training centres (**Denmark**); support in the cases where the apprentice will need to take up school subjects or must take a final exam (**Norway**); "family allowance" provided to parents up to the 25th birthday of their child (**Belgium**).

In the case of **Germany**, it must be said that training is not the government's issue, but there is an exception: State Vocational Schools. These are subject to the supervision of the respective Federal State (federal principle).

Involvement of social partners (trade unions, employer associations, etc.)

In 72.73% of the countries the social partners take part in apprenticeship, which is quite a high percentage. They are usually quite relevant in the field of apprenticeship, in several ways, for example, in **Denmark**, they finance and decide the curriculum; something similar happens in **Belgium**, where social partners are partially responsible for the design of the qualifications.

A good example of support provided by social partners to apprenticeship in the sector is the CCCA-BTP, a **French** professional organisation in charge of coordinating the apprenticeship in the construction industry. It leads a network of 103 training centres offering alternate training in companies and in training centres (called CFA-BTP). The CCCA-BTP is in charge of implementing the professional policy specified by main employers and employee's representative federations of the construction industry at national level. The French Government is also represented within the Board Committee.

In **Norway**, most training offices are usually associated with an employer association. Apprentices are usually covered by a collective agreement, and some apprentices in the larger companies register with the unions. Similarly, in **Sweden** there is a joint "Construction Industry Training Board" (*Byggnadsindustrins yrkesnämnd –BYN-*), funded through collective agreement and based upon a collective agreement about apprenticeships in the construction trade.

In **Germany** both employers' associations and trade unions play a relevant role: guilds often provide special training facilities like training centres for special professions, and legal advice, social support or financial consultancy, while unions provide consulting in workers' rights, social support, representing workforce (also apprentices).

In **Switzerland**, social partners are also important, since they are in charge of deciding the contractual features.

Difference between workplace and workshop as environment for training

The general opinion of experts is that both workplace and workshops are important for apprenticeship. They should not be seen as opposites but they complement each other, because apprentices learn different subjects at these facilities. Learning outcomes at workplace are, among others, working with colleagues, working under time pressure, working in different weather conditions, working with special techniques and so on. Here, they can acquire pure market orientation, real life orientation, direct knowledge of newest innovations, etc. In workshops apprentices learn in a controlled surrounding the basic and advanced techniques for each profession.

Perception of time-wasting due to apprenticeship

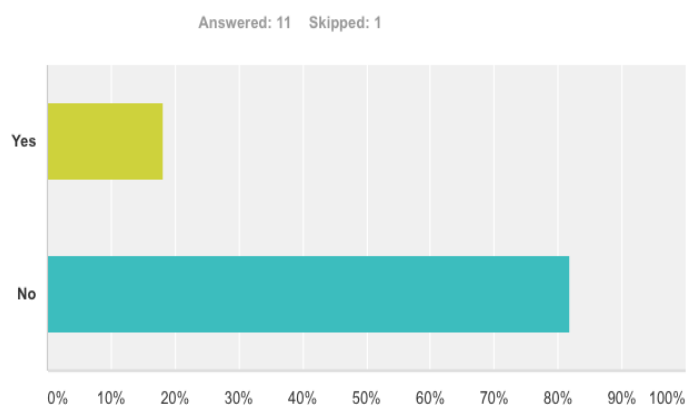


Fig 5. Perception of time-waste for workers

It seems clear that most of the experts consulted do not believe that apprenticeship makes other workers waste time. Only two have indicated that it is possible, for example when the company trainer (in-company tutor) is not well prepared for her/his function. It can happen also sometimes when the workers have to explain something several times or repair something because the apprentice did it wrong. However, in any case, usually the return on investment worth it.

In-company tutor's recognition

As it can be observed in the table below, in-company tutors are highly recognised as such in the reference countries. Nevertheless, the recognition requirements vary from one country to another.

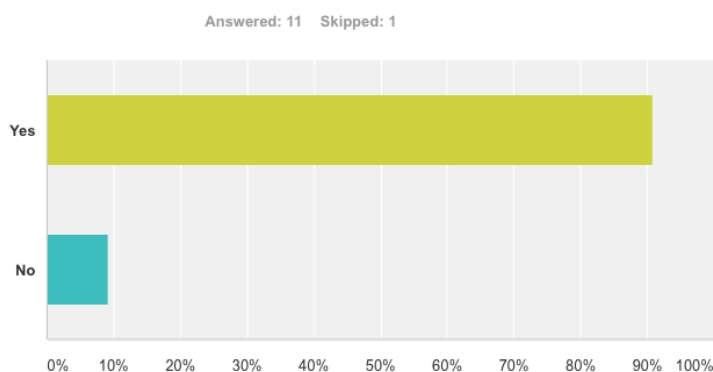


Fig 6. Recognition of in-company tutor

In **Germany**, if a company intends to have apprentices, there must be a formally educated trainer. Same happens in **France**, where there exist a certification for company tutor. The training should be carried out by the training centre and consists of a training path which lasts between one day (experienced company tutors with at least two years of professional experience) and three days (company tutors at their first tutoring experience) in the training centres of the network. The training path aims at providing them with pedagogical methods and regulatory tools.

Many **Norwegian** companies provide a financial contribution to the instructors. The instructors also conducts courses about how the curriculum is structured, and what they must take into account when dealing with a student who comes right out of college and into the workplace. In **Belgium**, the trainer must have at least a five years' experience in the field, and in **Switzerland** trainers must follow a course and get the certification.

On the contrary, in **Finland** tutors do not need to have a specific training or certificate, although it is highly recommended.

Facilitation of the understanding of academic part to the trainee by the in-company tutor

Most experts consulted believe that the tutor facilitates understanding of the academic part of the training by the trainees: in-company tutors usually knows both sides, education and profession.

Action(s) recently done in the organisations to improve the quality of apprenticeship (i.e. marketing, mobilities, showrooms, etc.). Who provided the resources to implement it?

Several initiatives have been implemented in the recent years by the organisations implied in the survey, as explained next:

CENFIC (Portugal) frequently participates in fairs, conventions, technical meetings, open days and thematic festivals related to vocational training. As an example, last March 29th 2017 a thematic fair for education and vocational training (*Futurália*) was held in Lisbon, where CENFIC was present with a stand to promote the training activity, including apprenticeship. They used their own resources for implementation.

BZB Akademie (Germany) participates in several initiatives, such as *Mobilität in Europa*, *Nachhilfe System*, *Ausbildungsberatung*, *Weiterbildungsberatung*, *Begabtenförderung*, *Berufswettbewerbe*, *verschiedene nationale und internationale Bildungsprojekte*; *Beratung von Betrieben*. They used their own resources for implementation.

Sataedu (Finland): digitalising the guidance and arranging tutor trainings. They used their own resources and some funding from the EU.

Westdeutscher Handwerkskammertag (Germany) works on several programmes to support SMEs in the crafts sector as well as apprentices with different actions, such as producing and providing applications for apprentices and SMEs, provide brochures and checklists for employers and apprentices (also in different languages), provide digital tools like databases with addresses of training companies, and many more. They used their own resources and some financial support by federal/national government and/or by chambers of crafts.

Danish Construction Association (Denmark): signature of a Pledge to the EAfA. They used their own resources for implementation.

CCCA-BTP (France): training the trainers with many different training actions carried out at national level and dealing with different matters (pedagogical, technical, etc.); putting in place actions/tools to improve the quality of the apprenticeship, for example Net Parcours Alternance BTP, a digital booklet put in place by the CCCA-BTP. This booklet aims at facilitating the follow-up of the apprentices' training and professional path by the different actors of this path - especially trainers, tutors, and companies-. They will also find in this booklet the legal basis and regulations, the technical frameworks, for example concerning prevention on H&S issues. The trainers will then have a vision of everything that the trainee has done, and the regulations connected to the path; it also connects the face-to-face training to the work and activities done in companies. Finally, it is a tool for individualisation of paths. The tutor/company will also have access to the regulations and technical frameworks related to the job. S/he will have a vision of the competences and activities already done and will use the booklet to plan the activities of the trainee - individualising training paths, by introducing, among others, European mobility, communicating and upgrading the apprenticeship's image between the different main actors (young people, companies, families). The resources for implementation are provided by businesses and Regional governments.

Norwegian Contractors' Association (Norway) participates in education fairs, websites aimed at young people, recruiting films, newspaper advertisements and seminars for school counsellors. They are also reviewing the structure offered in vocational education in Norway, together with the Directorate of Education. This review will help to ensure that training can

better accommodate students' and working life needs. Employers and workers participate in working groups which deliver proposals for new curricula to the Ministry of Education, which makes the final decision.

Centre IFAPME Liège Huy Waremme (Belgium): some initiatives, such as Mobilities "Test a job", through which a trainee can come at the training centre for 3 weeks and try different jobs skills (Euro skills or World skills) in order to promote the trainings in apprenticeship. Resources for implementation are provided by the Government.

Barriers to implement improvement actions

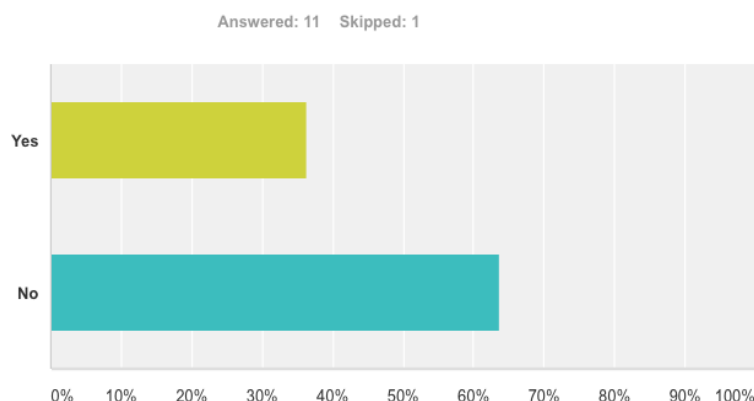


Fig 7. Barriers for implementing improvement actions

Although most experts indicate that they did not find any difficulty for implementing the initiatives addressed towards improving the quality of apprenticeship, they have provided some feedback that suggest that it is not always easy to get companies involved in these programmes, as in the case of **Germany**, where some companies feel overwhelmed to think about quality training. They leave the training centre or the vocational school to manage every single aspect, and often consider apprentices only as 'cheap workers'.

Regarding the initiative indicated in **Finland** (digitalising the guidance and arranging tutor trainings), it is noted that in-company tutors do not have much time to participate in tutor's training. Tutors and students cannot always exploit the new mobile connection methods and apps.

In **France** they have found financial barriers and refusal from some managers and trainers, as well as some lack of time and motivation.

In **Norway**, the Ministry of Education determines how curricula should be, and employers and unions have no decision-making right: this means that for the moment, the final outcome of the review is not known yet.

Improvements in the apprenticeship system of the countries

Even if experts involved in apprenticeship programmes who have replied to the survey are reasonably satisfied with them, almost all would change or modify something to improve the system (81.82% of the respondents).

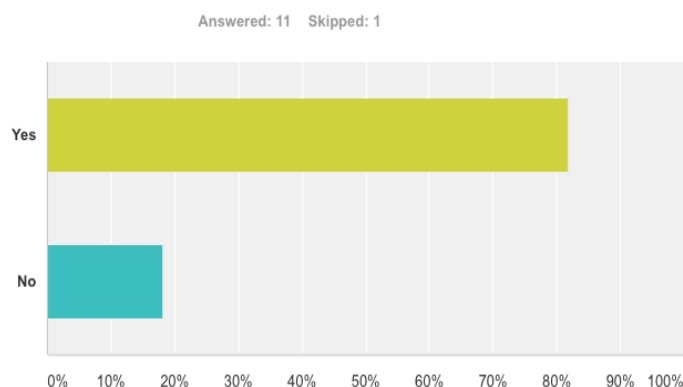


Fig 8. Need for improvement in the apprenticeship system

According to experts, some of the aspects that would improve the system would be:

- Better division of time between training centre and company.
- Better cooperation between companies and vocational schools.
- Higher acceptance by the companies.
- Better involvement of SMEs in the apprenticeship.
- Better collaboration between VET providers and businesses.
- Better communication on job opportunities and on training paths leading to them.
- Better image of the apprenticeship within the society.
- Better quality assurance.
- Easier routines.
- More flexibility.

Recommendations to countries that want to improve apprenticeship programs

Experts were asked to provide some final recommendations addressed to all those countries - such as Italy or Spain-, where the apprenticeship system would require some improvements. The most important aspects to pay attention to would be the following:

- Engage companies within the VET system.
- Integrate VET into a market system like an agreement between employers and workers, without involving Governments, which may lead to misallocation of resources.
- Entry into the dual training system with the balanced mixture of learning on the construction site, learning in the Construction Professional Learning Centres and learning in the vocational schools.
- Invest in well-structured training centres.
- Support SMEs which want to provide apprenticeships, especially with finding well-fitting apprentices (so that the process of the apprenticeship ends successful for the trainees as well as for the company).
- Ensure young people are motivated to engage in apprenticeship programmes.
- Put forward appropriate national and regional policies aiming at:

- better involvement of SMEs in the apprenticeship;
 - better collaboration between VET providers and businesses;
 - better communication on job opportunities and on training paths leading to them;
 - better image of the apprenticeship within society.
- Use the dual system with a curricula that must be the same wherever apprentice receives her/his education in the country.
- Better understanding between governmental parts of an apprentice system and the social partners.
- Set a close collaboration between companies, training centres and eventual intermediate bodies or professional associations.
- Promote crafts and its opportunities.
- Tutor recognition.
- Financial/economic incentives from Government.
- Improve coordination between different actors involved.

SWOT ANALYSIS

After analysing the information provided by experts in the survey a SWOT analysis has been carried out:

STRENGTHS	WEAKNESSES
<p>All countries have in common:</p> <ul style="list-style-type: none"> ○ Facilitate company performance. ○ Prepare young people for the world of work conveying competences that correspond to the exact company needs. ○ Count on a solid network of partners (VET centres, institutions etc.). ○ No difference between small and big enterprises. ○ In many cases, government subsidies (tax relief, labour cost reduction). ○ In many cases, role of the tutor formally recognised and training financed by the companies. ○ Tutor training is important to avoid waste of resources and time. ○ Industrial entrepreneurial associations, chambers of commerce and vocational training centres link together companies and apprentices. <p>Integrations:</p> <ul style="list-style-type: none"> ○ Portugal: recruitment between 50-75%; ○ Promotion in partnership with institutions; ○ Germany and Finland: recruitment about 80%; ○ Denmark: recruitment between 70-100%; social partner support; ○ Norway: recruitment between 70-100%; entrepreneurial association support; promotion in partnership with institutions; ○ Sweden: recruitment between 75-100%; ○ Bulgaria: production advantages; ○ Switzerland: recruitment between 50-75%; ○ Belgium: company satisfaction; ○ France: teacher training. 	<p>All countries have in common:</p> <ul style="list-style-type: none"> ○ Some difficulty in linking VET centres and labour market, intermediary and political institutions. ○ Not always competent staff. ○ No legal requirements. ○ Companies do not believe in training. ○ No good relationship between the state apprenticeship/ and social partners. ○ No governmental support for apprentices unless taking an exam or family allowance for children up until the age of 25 (Belgium). <p>Integrations:</p> <ul style="list-style-type: none"> ○ Germany: no incentives for hiring after apprenticeship; ○ Finland: tutor not formally recognised; ○ Norway: companies have no say in regulation matters; no standard CV; ○ Sweden: no company or worker subsidies; tutor not formally recognised; no quality monitoring system; too much red tape; ○ Switzerland: no company or worker subsidies; no joint training bodies; little flexibility; ○ Belgium: apprentice slows down the work of others; few promotion initiatives; no trial period before introducing apprentice; high hiring costs after apprenticeship; ○ France: apprentice slows down the work of others; not always positive picture of apprenticeship; sometimes apprentice is not very motivated; VET centres not very much involved. ○ No governmental support for apprentices unless taking an exam or family allowance for children up to the age of 25 (Belgium).

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> ○ Workers trained according to real company needs. ○ Continuous improvement in worker competence. ○ Less unemployment and related social issues. ○ Labour market and educational system integration that have to prepare for work. ○ Vocational training centre and dual system companies. ○ Dedicated training that completes the apprentice's formative process. 	<ul style="list-style-type: none"> ○ Few economic advantages for the company. ○ Little motivation on behalf of young people and families. ○ Not much awareness by institutions and enterprises. ○ Educational system not well linked to labour market. ○ Negative sectorial image.

Some relevant reflections:

- Promoting the system means having less youth unemployment.
- From a first data analysis in dual system countries (formal) there is a greater awareness towards apprenticeship by key actors and especially by companies.
- In the countries involved in the survey the rate of apprentices being hired at the end of their process is high (around 75%).
- Social partners are considered important even if their role towards apprenticeship is limited to the definition of the contractual aspects, promotion of training, be present on the board of directors of some training centres and, in some cases, consulted upon the state of educational programmes, but are not decisive in the final version of the regulation.
- The hiring of apprentices makes sense in those large companies that apply a corporate planning strategy and therefore hire even if they do not have immediate *ad hoc* positions for them, differently to small companies that hire only for immediate necessity and usually only already skilled workers.
- The trained tutor avoids wasting time and resources inside the company.
- Financing comes from the sector (social partners managing training centres or building associations) rather than from the governments (except Norway).
- To the final question *What would you improve and what do you suggest?* some answers are contradictory; they reveal that companies are reluctant to perceive themselves as a training centre (delegating where there are vocational training centres).

Among **good practices** for promoting apprenticeship and sector image:

- Digital tools: digital booklet for in-company tutors; digitalisation of guidance and arranging tutor training.
- World skills.
- Mobilities.
- Collective Agreements.
- Brochure for employers and apprentices.
- Pledge EAfA.
- Participation in educational fairs.
- Website aimed at young people.
- Seminar in public schools for counsellors.
- Revision of VET with public authorities.
- Train the trainers' programmes.
- Trial period of 3 weeks in the training centre ("Test a Job" initiative).

Analysis of constraints. Task 2

Objectives

The main objective of this second activity integrated in WP2 has been to identify which are the existing barriers that are hindering a fully and successful participation of SMEs in apprenticeship programmes, especially in the countries participating in the project (i.e. Italy and Spain). Also, to raise proposals to overcome those barriers and to know and analyse positive experiences carried out in other EU countries.

Methodology

In order to achieve the aims described above, a series of Focus Groups were planned and organised in both countries. Focus Group is a quality technique that put together various relevant stakeholders who are led by a moderator through discussion and debate, and usually provides useful solutions to the subject dealt with.

Since there are two different organisations per country, it was decided to conduct **two groups in Italy** and **two groups in Spain**, each of them organised by one of the two participating partners of the country. Thus, in Italy one group has been organised by ANCE and another one by Formedil; similarly, in Spain one group has been organised by CNC and another one by FLC. This organisation has allowed for a wide perspective about the results obtained in each meeting, even if final outcomes are not different in essence, as it will be noted.

As indicated above, the main aim of this activity was to identify and describe what are the constraints affecting companies negatively in terms of participation in apprenticeship programmes. With the celebration of the Focus Groups, these barriers have been detected, as well as a series of proposals and suggestions that may help to overcome those barriers.

For the meeting, participants were provided with information about the project and about the aims pursued with the celebration of the group. They introduced themselves and after that, they were illustrated with the main outcomes resulting from the prior activity (*Survey for identification of good practices on apprenticeship*) and some conclusions identified through desk and field research:

- SMEs do hire workers in case they have a need and they prefer to hire already qualified staff;
- There is little financial support by Governments;
- Low motivation towards vocational training (both by students and by families);
- Little awareness by institutions and companies;
- Training system not linked to the labour market;
- Negative image of the construction sector;
- Company staff not always well-trained;
- Lack of confidence in training companies.

The methodology used consisted of a group dynamic and a subsequent debate. Partners agreed on a group protocol to make participants involved and to acquire as much information as possible. The process followed different steps:

STEP 1. *Identification of SME's internal and external barriers.*

1. Each participant wrote 3 barriers, each one in one card.
2. Participants explained in detail their barriers.
3. Barriers were grouped into categories.

STEP 2. *Prioritisation of barriers.*

1. Barriers were scored.
2. Barriers were prioritised.

STEP 3. *Definition of measures to overcome barriers.*

1. Determination of measures for each barrier.
2. Detailed explanation of each measure.

STEP 4. *Barometer.*

1. Place measures in a barometer.
2. Final debate.

Participants

A total of 38 experts have been involved in the groups, 18 in Italy and 20 in Spain. Participants were selected according to their profile and their knowledge about the labour market, the construction sector, the SME scope, the training modalities and their relationship with apprenticeship. They were encouraged to find useful solutions to building a systemic strategy for re-launching apprenticeship in Italy and Spain.

Questions about the subject's knowledge was stimulated, strengths and weaknesses were required, and improvement actions were asked for.

RESULTS FROM THE FOCUS GROUPS IN ITALY

The **1st Focus Group** conducted in Italy was organised on 20th April, 2017, and was attended by nine (9) participants, whose profile was: business representatives, workers' representatives, representatives of the VET centres and School Buildings. The main conclusions deduced were the following:

Culture

There is a different cultural approach to apprenticeship between companies and workers, as well as between different EU countries.

School and education

Training is important but it must be carried out primarily in the company, on site. In Italy there is no true integration between the world of school and the business world. The school does not adequately prepare young people to work and does not provide basic skills for easy business inclusion. The school must also provide adequate guidance services.

In the countries of North Europe specialisation is already built into the education system and therefore it is easier for companies to put the apprentice directly into production.

The public school -from the point of view of basic education- and construction professional schools/vocational schools must form a "semi-product on polyvalence" that can be placed directly into production. In this way, the apprentices would be part of the non-production costs and the specific training on the basis of business needs with the support of the company tutor would take place *in situ*.

Finally, it is nowadays necessary to teach English language as well as the soft skills and digital skills in the educational circuit and building education.

Image

All participants agree that the image of the industry should be improved, although there are no specific proposals for it. Their opinion is that the Italian young people are pretentious and believe that they know how to behave; they are not willing to do manual work on site.

Also, they are not available for national and cross-border mobility, as opposed to Eastern migrants, who find employment easily and are sometimes more educated.

The law

The regulatory system in Italy is too constrained for businesses and sometimes there are situations that are not functional to the apprenticeship: there are expected to be rules for other contractual forms that penalise apprenticeships. Moreover, the fragmentation of legislation at the regional level hampers the full implementation of a National Qualification Framework.

Cost of labour

There is a different view between companies and trade unions about the issue of labour costs: the company wants to invest in the apprentice and wants to retain it but it does not always find young people available and willing to go to the site; on the other hand, unions argue that companies hire apprentices to cut down labour costs.

Other reflections raised in the meeting is that the apprentice's remuneration must be congenial with respect to her/his work performance, which certainly cannot be compared to that of the

skilled worker. Besides, the company should receive state tax and contribution incentives as well as economic support for training.

Social partners play a central role in raising awareness of institutions for economic incentives and greater linkage between the world of the school and the world of work. In this case companies should identify and declare the key competences.

The **2nd Focus Group** in Italy was celebrated on 26th May, 2017, with nine (9) representatives of the training and entrepreneurial systems. Conclusions reinforced what emerged in the first meeting.

Culture

There is a lack of culture and sensitivity due to the negative role played by job counsellors. Labour counsellors, especially in the case of small businesses, are subject to which employers refer to human resource consulting. Companies are not perceived as a learning place even if a slight trend-reversal is registered.

Cost

In relation to cost of labour, participants indicate that remuneration must be proportionate to the work performed; also, they believe that the cost of business work should be lower than the current one.

School and workplace

A poor connection between school and business is confirmed, and also with the new legal provisions, the construction schools that provided training in vocational training today can only provide transversal training that is funded by the Regions.

There are ongoing experiences in which they are trying to bring back practical training at the building school with the presence of two tutors, both in the company and in the building school.

In the case of three-year professional courses involving hours of work alternation (dual system) there is a considerable difficulty in finding hosted companies, mainly due to the young age of the students. Besides, it is clear that this alternative is not highly valued by youngsters, as there are just a few young people attending this kind of school.

Promotion - image

Business associations and chambers of commerce do not seem to be the largest vehicle to promote apprenticeship. The task is primarily carried out by the construction schools.

After about 10 years of crisis the sector must be more attractive to young people. At present, there are no prospects of employment growth, even construction company-owners do not induce their children to follow the family activity. In this context, the industry needs to change and look into the future, renew it also in the light of technological products and processes, organisational innovations and in line with European directives and recommendations.

As a conclusion, the barriers and strengths of apprenticeship found in the Italian Focus Groups are the following:

<i>BARRIERS</i>	<i>STRENGTHS</i>
<ul style="list-style-type: none">• Poor culture/awareness in training.• Little information on the discipline of apprenticeship.• Little business benefits also from the economic and fiscal point of view.• Poor sectorial image.• Poor connection between the educational system and the world of work.• Poor government support.• Lack of propensity for the company to perceive itself as a training place.• Fragmentation of legislation and regulatory constraints.	<ul style="list-style-type: none">• Apprenticeship improves the company's performance.• The apprentice is trained on the specific business needs.• Important role of tutor and her/his training to avoid loss of time and to make training more effective.• Role of associations of industrial companies, chambers of commerce, training centres which make it a link to companies.• Reduction of youth unemployment.

RESULTS FROM THE FOCUS GROUPS IN SPAIN

The **1st Focus Group** in Spain was held on 21st April, 2017; it counted on the participation of nine (9) members with the following profile: experts on training and education, experts on employment, sectorial experts, and employers.

During the celebration of the meetings, several barriers were identified according to the procedure previously indicated. These barriers set the basis for the subsequent debate.

Company size: prejudice student-centre. Usually, the student looks for a large company, not an SME: in a small company it is not possible to focus on one single activity. It is perceived that the capacity of a SME to train young people is underestimated.

Company's fears about apprentice's skills towards certain tasks, and the material and/or equipment that the apprentice will need to use without having former experience, in order to comply with the training programme.

Lack of benefit for the company in terms of performance and productivity. Actually, the companies do not find any benefit in incorporating apprentices, and even it is many times perceived as a decrease in productivity. Also, from the perspective of the employer, apprenticeship implies *time*, that has to be taken from other necessary activities to be performed. There is an important lack of culture regarding the performance of non-labour practice, company does not consider that training is in line with its needs.

Poor information about VET: there is an important lack of knowledge about in-company training and lack of training programmes. Also, there is scarce information about the dual system. Many companies know that there exist non-labour practice for university or VET students, but, they are not aware of the existence of these practices for students of Professional Certificates (*Certificados de Profesionalidad*).

Compatibility of study hours/working hours: the assignment period for students is concentrated in a couple of months for VET, which, sometimes, do not coincide with the most suitable period for incorporation in the company. Furthermore, the working hours and the study hours are not easy to coordinate, as schedules are not necessarily the same.

Legislative deficiencies and sometimes, confusing regulation about non-labour practice in the work-centre. For instance, the non-labour hours for practice in the Professional Certificate modules are scarce. Besides, it is necessary to have intermediary associations at a sectorial, territorial scale...

Fragmentation/segmentation of the training offer and the training markets.

'Weakness' of the in-company tutor: lack of qualified staff. It is necessary to reinforce the role of the in-company tutor, as well as the learning process in the company, so it can be useful for both parties. Also, there is a lack of interest by the SME owners and workers in having a specific person acting as a tutor, because this person will have to combine her/his own work with the activity as tutors.

Lack of attention towards SMEs. Even if they represent majority of the industrial fabric in Spain, they seem to be not as highly appreciated as large companies.

Lack of interest by students in the sector. Normally, construction sector is not the first option for young people, there is a high lack of attractiveness in this industry, which is why it is necessary to emphasise the improvement of the sector's *image*. In this context, it is difficult to

find young people who are willing to participate in apprenticeship in construction companies, apart from the fact that some youngsters are not even interested in training itself.

The **2nd Focus Group** was celebrated on 9th May, 2017, and was composed of eleven (11) participants whose profile corresponded to employers and business representatives from the construction sector.

As in the previous meetings organised, the first step consisted of the identification of the existing barriers regarding apprenticeship in the SMEs of the construction industry:

Lack of human resources and adaptation to the training system. Experts agreed that SMEs do not own a large administrative structure, which implies trouble when dealing with in-company training for apprentices, since it involves a large amount of bureaucracy.

Structure and size of the SME. It must be taken into account that the profile of SMEs is significantly different from the large companies, which are the ones typically participating in apprenticeship programmes. There isn't a real interest on training, neither as an internal subject nor as trainers for external individuals (students).

On the other hand, specific features of the sector itself must be considered: the construction workers continuously change place and function/task, therefore it is difficult to implement a training system for VET students, and the combination of theoretical content and practice would be highly complicated to implement.

Role of the company tutor: for SMEs it is not easy to have a specific person assigned as company tutor, and furthermore, in case they decide to have a company tutor, they don't know which would be the needed criteria for carrying out the selection.

Lack of perception of advantages. Especially in terms of economic issues, it can be said that there is a strong resistance towards paying a salary to an apprentice, since s/he does not have the necessary knowledge or a prior experience.

Lack of attractiveness for potential apprentices, which is closely related to the somehow poor or negative image of the sector and the lack of interest in training.

Lack of information about training programmes, requirements for participation, etc.

Lack of confidence. For employers it is not easy to accept students/apprentices to carry out certain tasks, since they lack the necessary knowledge or experience. Furthermore, the general idea spread is that the apprentice is a minor, i.e., someone under 18 years of age. This implies important difficulties, since these persons are not allowed to access a construction site unless there is a training and apprenticeship contract (possible for persons aged 16-25) but even if there is such a contract there are a lot of tasks that a minor can't carry out due to health and safety legislation mainly. Therefore these legal constraints make extremely difficult hiring these persons and impede the promotion of this type of training and apprenticeship contracts.

Once analysed this information, it is noticeable that many barriers identified are coincident in both Spanish groups. And actually, many of them have been also defined by the Italian experts.

MEASURES TO OVERCOME BARRIERS

Once identified and prioritised, the following step consisted of proposing different measures to overcome the above barriers. In the following table these measures are summarised:

No.	BARRIERS	MEASURES
1	Lack of training culture	<p>Interested parties must continue to send messages to companies and workers about the importance of training and the importance of being updated.</p> <p>“Knock-door” campaigns and to inform SMEs about training.</p> <p>‘Open-days’ events on training at construction sites and training centres.</p> <p>Incorporation of new developments, new processes, new technologies, etc.</p>
2	Lack of knowledge and information on VET	<p>SMEs must be informed of all the communications provided by competent authorities and centres.</p> <p>It is necessary to carry out much more dissemination about apprenticeship by sectorial associations and national institutions, towards companies and workers. There must be a strong cooperation between VET centres, training bodies, professional schools, based on national agreements and law.</p> <p>Dissemination campaigns: use of mass media for information (TV, radio, press), brochures, events, circular to SMEs....</p>
3	Role of company tutor	<p>Development of a short Guide about the way of tutoring.</p> <p>Deliver tutor’s training.</p> <p>Tutor’s role recognition.</p> <p>Follow up her/his work/tasks with support from the company and the sector organisations. Carrying out a monitoring of her/his performance.</p> <p>Informing the company about the training received by the student.</p> <p>Proper information about what is training and/or concretion of the company to its technician/operator about her/his development as a tutor. Clear specifications: the larger the company, the more need of it.</p>

4	Lack of benefits for the company	<p>Transmission of information through channels that are trusted by the companies (employers' associations, chambers of commerce –in some European countries-, etc.).</p> <p>Putting in written form all the benefits already existing for the company regarding the incorporation of apprentices, so as to let all the implied persons to know the value of apprenticeship.</p> <p>Determine possible new (already unknown) benefits that effectively may promote the integration of students/apprentices. These benefits should mainly be economic: bonuses for training contracts, special fiscal incentives for companies with tutors.</p> <p>For Public Procurement: considering the possibility of hiring a certain percentage of apprentices could be envisaged, and the company should have a strong discount in this cost. Companies could resort to a kind of qualification for older workers (outside of the sector) to be tutors inside the small firms in case of public work, co-financed by the Government (i.e., the company that hire older workers could receive a subvention from the Government). The training centres may organise training paths for the company that can help them to maintain the quality level.</p>
5	Company fears towards student's capacity for certain tasks	Carrying out a test (kind of practical exam) after some practice period.
6	Legislative deficiencies	<p>Distinguish, simplify, and specify the scope of the 'practices'.</p> <p>Inter-relate practices and make them more flexible from the point of view of lifelong learning and the right of training.</p> <p>Actual activation and application of the legislated training system.</p> <p>Counselling/advice as the most relevant element.</p>
7	Company characteristics (size, structure)	Make administrations aware of the fact that they have to take into account the SMEs characteristics in order to introduce them in the training programmes related to apprenticeship in the construction sector.
8	Hours compatibility	<p>Elaboration of specific training programmes, with a concrete timing for each student/company.</p> <p>Acceptance of these programmes by the Administration.</p>
9	Negative image of the sector	Addressing young people, schools and high schools, to show youngsters about the possibilities of job

		<p>opportunities in the construction sector, and the training paths available.</p> <p>Show a professional image of the sector and the sector potential, actions and initiatives developed in terms of infrastructures, rehabilitation, housing, cultural heritage, etc. These would make people aware of the importance of the construction sector. “This cannot be done by anyone” campaign.</p> <p>Demand a high level of education for those who wish to enter in the sector (thus avoiding the image of low-qualification industry).</p> <p>To go on working for the improvement of health and safety, training and labour environment, which contribute to a better perception of a construction job.</p> <p>To use audio visual Campaign (Radio/TV/Media) to improve sector image.</p> <p>It is necessary to end with the black economy, for example through registers of “good companies” or labels.</p>
10	Lack of time	<p>First, it is necessary for companies to be convinced about the benefits of apprenticeship and then, address it as another activity to be successful in the business.</p> <p>The distribution of tasks and HH.RR must be correctly implemented.</p>
11	Negative vision on VET (seen as the ‘second option’)	Dissemination actions to promote VET.
12	No integration between labour world and education/training world	Implementation and/or improvement of guidance services.

CONCLUSIONS

After analysing the information provided by participants in the Focus Groups organised in Italy and Spain, the following conclusions may be established:

The barriers identified are not significantly different in both countries, and it can be observed that most of them are inter-related. One of the aspects that most affect the positive execution of apprenticeship procedures in the SMEs, regardless the productive sector, is the *lack of training culture*. This, together with the *lack of knowledge and information about the training programmes* available, makes apprenticeship difficult to be implemented, since many SME do not even know that this type of training is possible also for small companies, apart from the fact that many companies does not see the benefits of apprenticeship, since they cannot perceive what advantages may be taken for the enterprise.

Another relevant aspect that hinders the success of apprenticeship programmes is related to the *legal framework*: both in Italy and Spain, legislation is highly fragmented (mainly depending on the regions), which means that there are no common regulatory criteria or protocols (neither regarding training nor regarding labour in many aspects); this involves differences in terms of rules, bureaucracy and paperwork, administrative requirements and justifications, and so on. These legal constraints are applied both to the education/training system and also to the labour issues; the spot where both systems relate is somehow blurred, imprecise and scarcely flexible, which definitely does not favour apprenticeship. In this context, there is a need to make a careful revision of the regulation and address it thoroughly.

Focusing specifically on the construction sector, it is noticeable that it is usually not seen as a worthy sector to work in: its *negative image* leads to the *lack of interest* by students about being trained in the sector.

The *role of the company tutor* also implies a concern for companies, when they do not perceive the need to count on a specific person in charge of training apprentices, and consider that acting as a trainer may negatively affect her/his performance in terms of productivity.

As indicated above, many constraints are closely related to each other; in many cases the measures to fight against them should be focused on carrying out dissemination actions towards SMEs and students about the importance of training and apprenticeship.

Annex I - Questionnaire



Co. Tutor project. Good practices in apprenticeship.

The objective of this survey is to **identify positive aspects and experiences that contribute to make apprenticeship a successful system.**

In particular, organizations from countries with a long-established apprenticeship, that work as intermediary bodies, training centers, construction companies and the like will be consulted, in order to describe good practices, which facilitate important information to us concerning:

- Level of institutions' involvement.
- How to increase the offer by companies.
- Field where apprenticeship could be improve (marketing, courses definition, mobility, etc.).
- Support measures for companies and apprentices.

We encourage you to take part of the European Alliance for Apprenticeship. It is to share experiences and learning from best practices. You can also find partners, develop new ideas and initiatives, and access the latest news and tools on apprenticeships. Further information in <http://ec.europa.eu/apprenticeships-alliance>

1. Name and surname:

2. Organization:

3. Country:

4. Position:

5. What kind of apprenticeship do you work with?

☐ Dual Vocational training

☐ Alternance training

☐ Other (specify)

6. In your opinion, what are the benefits for construction companies for taking part in apprenticeship system (economically, behavioral, productive or other)?

7. Are all construction companies obliged by law to take part in apprenticeship?

☐ Yes

☐ No

8. If no, which are the intermediary organizations in charge of contact interested companies?

9. Do SMEs take part in apprenticeship as much as large companies?

☐ Yes

☐ No

10. If any difference, could you explain why do you think it happens?

11. How often would you say that a company eventually hires a trainee after their apprenticeship?

☐ Less than 25% ☐ Between 25%-50% ☐ Between 50%-75% ☐ Between 75%-100%

Please explain further the reasons of your answer:

12. Within the apprenticeship system, what sort of support does the “host company” receive from...

intermediary bodies?

training centers?

13. Does the Government give active support to all kind of companies for apprenticeship? (tax benefits, subsidies, administrative support, etc.)

☐ Yes

☐ No

Please explain further the reasons of your answer:

14. Does the Government give active support to apprentices? (payment of salary or part of it, administrative support, etc.)

☐ Yes

☐ No

Please explain further the reasons of your answer:

15. Do social partners (trade unions, employer associations, etc.) take part in apprenticeship to some extent?

☐ Yes

☐ No

Please explain further the role of the social partners in apprenticeship (intermediary body, providing information, etc.):

16. Is the workplace a better environment for training than workshops?

☐ Yes

☐ No

☐ Please explain further the reasons of your answer:

17. Does apprenticeship make others workers waste time?

☐ Yes

☐ No

Please explain further the reasons of your answer:

18. Is the in-company tutor's role is formally recognized?

☐ Yes

☐ No

Please explain further: for example, whether this tutor has to count on specific training or certificate or not, but in fact it is required by companies/training centers, etc.

19. Do in-company tutors make it easier for the trainee to understand the academic part of their training?

☐ Yes

☐ No

Please explain further the reasons of your answer (i.e: to solve doubts from classroom, to deep in the theoretical concepts given in classroom, etc.).

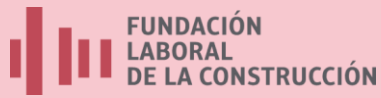
23. Would you improve something within your apprenticeship system?

- ☐ Yes
- ☐ No

Please explain further the reasons of your answer:

24. What recommendations would you give a country to improve apprenticeship programs?

Project coordinator



Fundación Laboral de la Construcción
Spain

Project partners



Confederación Nacional de la Construcción
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