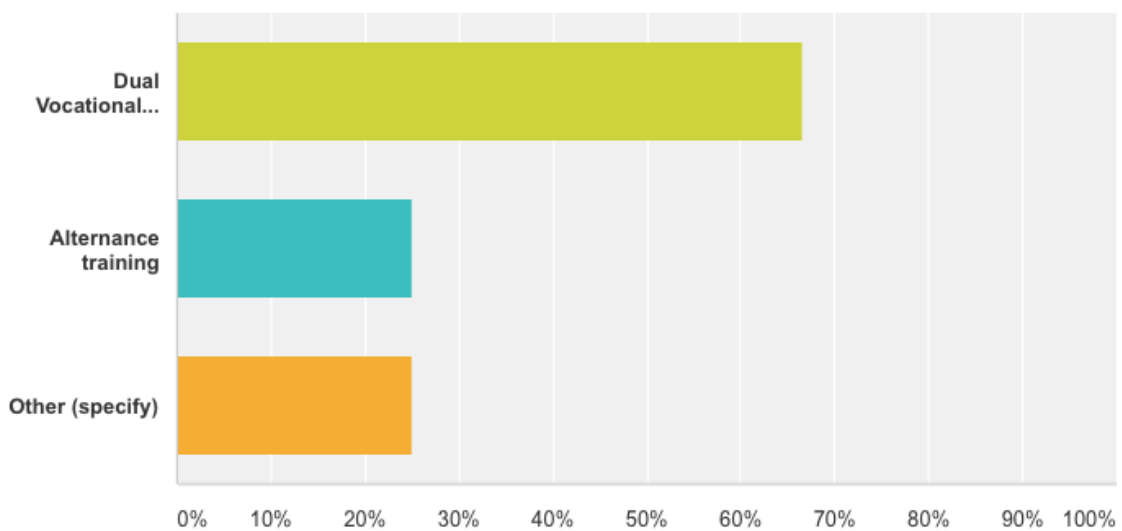




Q5

What kind of apprenticeship do you work with?

Answered: 12 Skipped: 0



Opzioni di risposta	Risposte	
Dual Vocational training	66.67%	8
Alternance training	25.00%	3
Other (specify)	25.00%	3
Total Respondents: 12		

Academy – Master School

Vocational training education is integrated in a 3 years of upper secondary school .

After, before the licence is issued there are few years of traineeship

There is also a non - formal company based apprenticeship in the trade

The French VET system offers several apprenticeship-type schemes and structured work-based learning programmes, based on “alternance” . However, there are two main

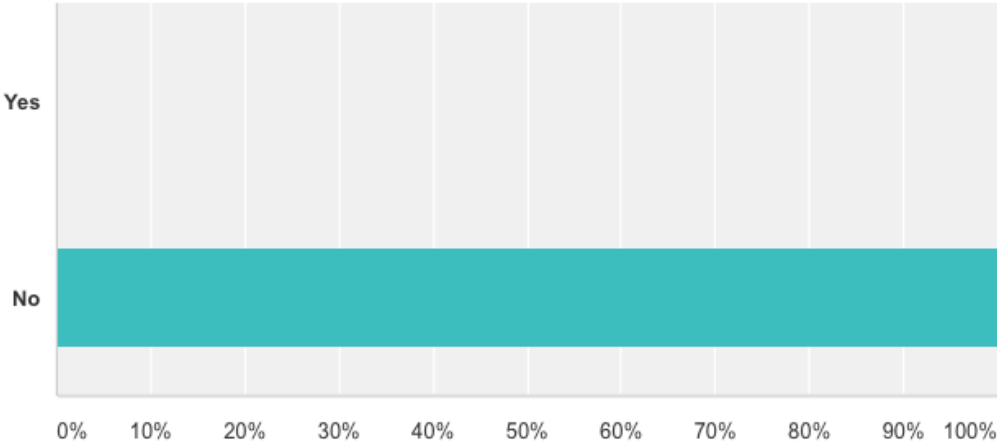
apprenticeship schemes in France: the “contrat d’apprentissage” and the “contrat de professionnalisation”, both contracts signed between an employer and an employee. . Its

duration ranges from 1 to 3 years, depending on the target credential or diploma and the initial level of the employee. aged 16 to 25 young people

Q7

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

Answered: 12 Skipped: 0

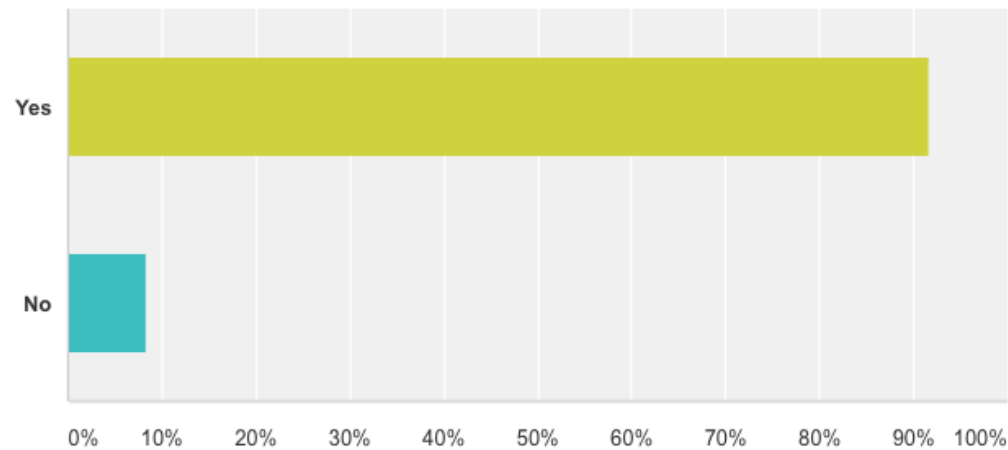


Opzioni di risposta	Risposte	
Yes	0.00%	0
No	100.00%	12
Total		12

Q9

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

Answered: 12 Skipped: 0

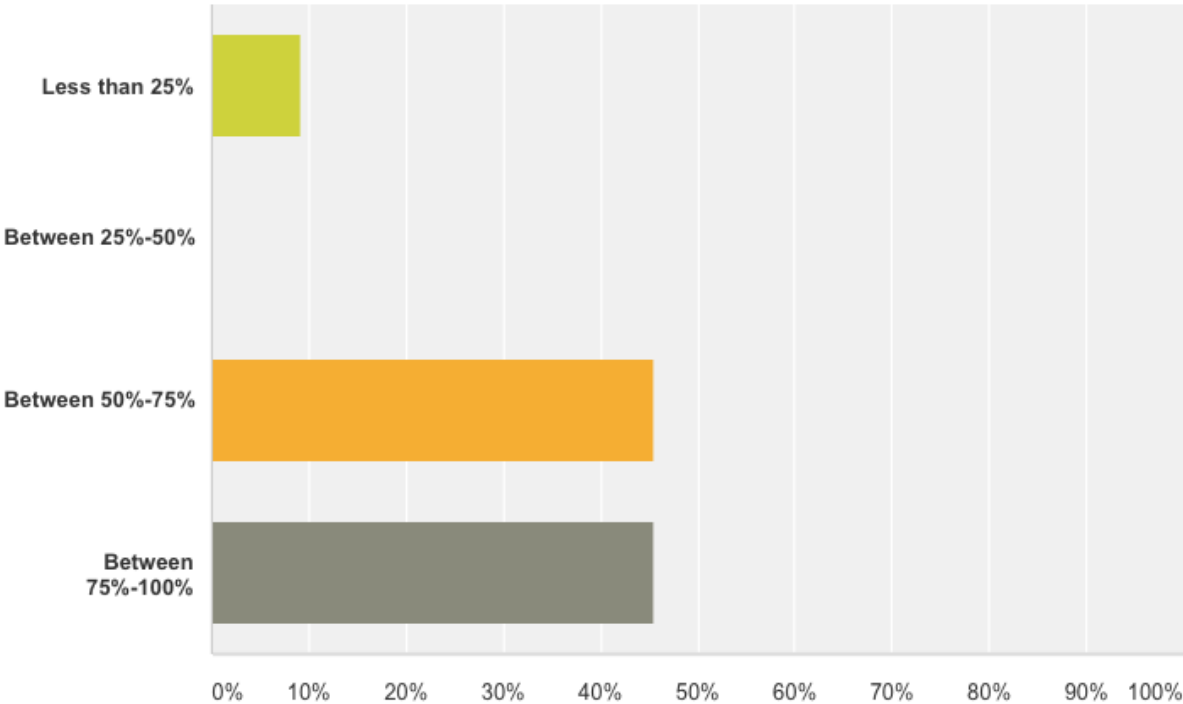


Opzioni di risposta	Risposte	
Yes	91.67%	11
No	8.33%	1
Total		12

Q11

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

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Less than 25%	9.09%	1
Between 25%-50%	0.00%	0
Between 50%-75%	45.45%	5
Between 75%-100%	45.45%	5
Total		11

[Comments](#) (10)

Q12

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

Answered: 11 Skipped: 1

Opzioni di risposta		Risposte	
intermediary bodies?	Responses	100.00%	11
training centers?	Responses	100.00%	11

Intermediary - consultant, legal advice, social issue support, training support, every task to let apprenticeship doing is training and work , financial support

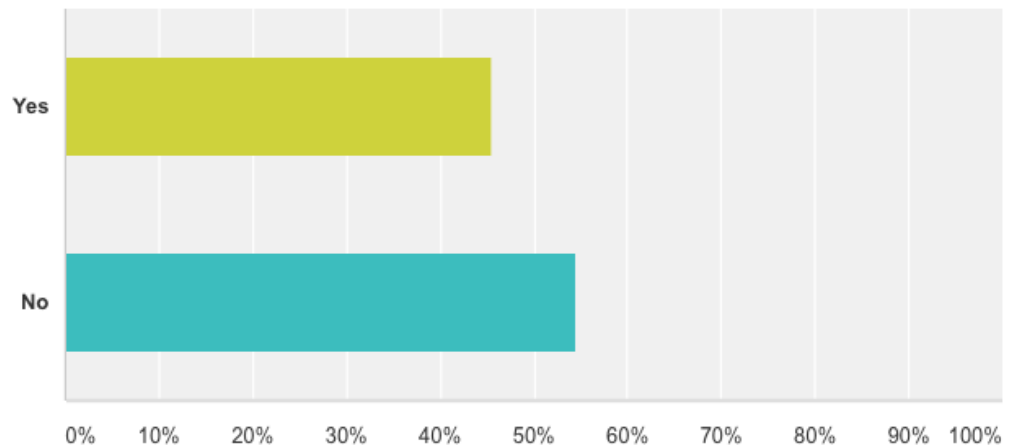
Training center

Support in development of practical content, training counseling, theoretical part of training, evaluation , pedagogical and technical support

Q13

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

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	45.45%	5
No	54.55%	6
Total		11

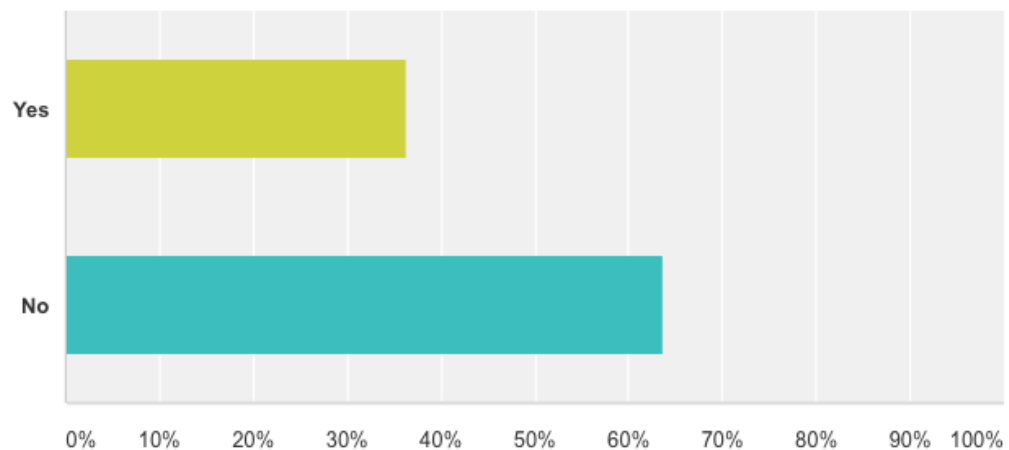
[Comments](#) (8)

The training is co-financed with a training contribution (a sort of Casse edili)
Chambers of crafts and some governmental program to support small and medium size
Companies pay to a reimbursement fund
Reduction of social charges
Financial by government
Social contribution and reduced employer's cost

Q14

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

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	36.36%	4
No	63.64%	7
Total		11

[Comments](#) (9)

Yes in those cases where apprentice will need to take up school subjects or must take final exam

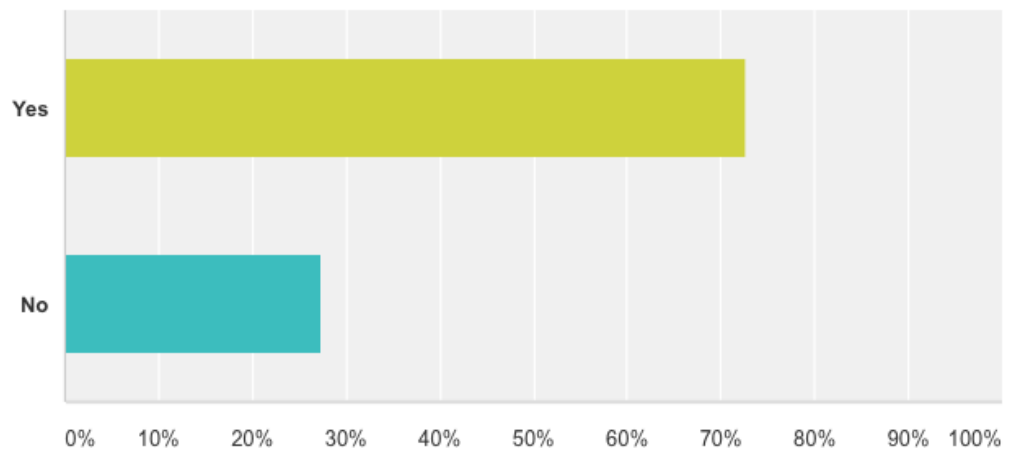
The parents only continue to receive the family allowance till the 25th birthday of their child

During training the trainers receive a subvention supported by the Government

Q15

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

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	72.73%	8
No	27.27%	3
Total		11

[Comments](#) (9)

Partly decide for designing the qualification

Most training center are associated with an employers association or both employers and unions

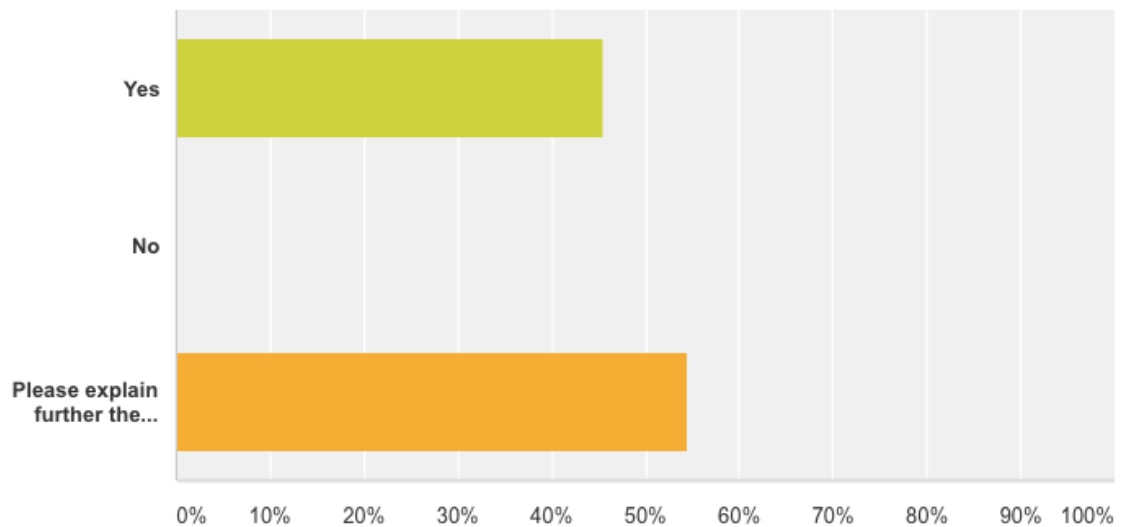
Social partner decide cv and give finance

Only consulting

Q16

Is the workplace a better environment for training than workshops?

Answered: 11 Skipped: 1



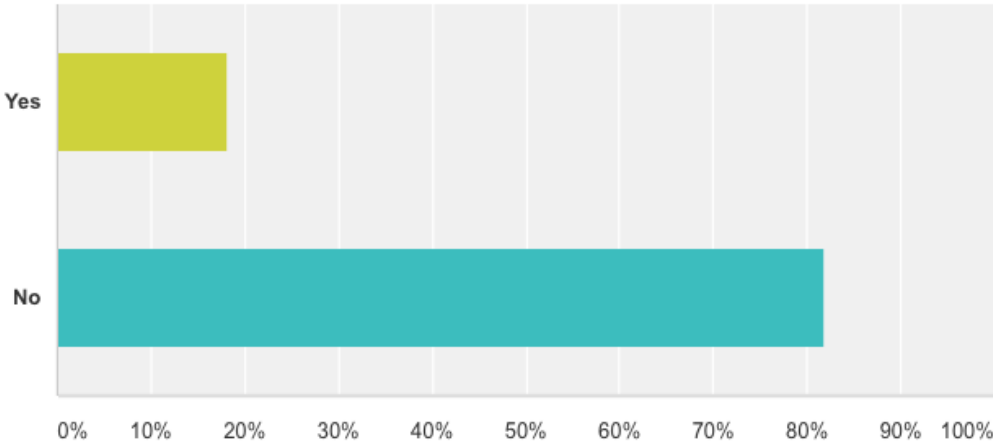
Opzioni di risposta	Risposte	
Yes	45.45%	5
No	0.00%	0
Please explain further the reasons of your answer:	Responses 54.55%	6
Total	11	

Both workplace and work-shops are important for apprenticeship

Q17

Does apprenticeship make others workers waste time?

Answered: 11 Skipped: 1



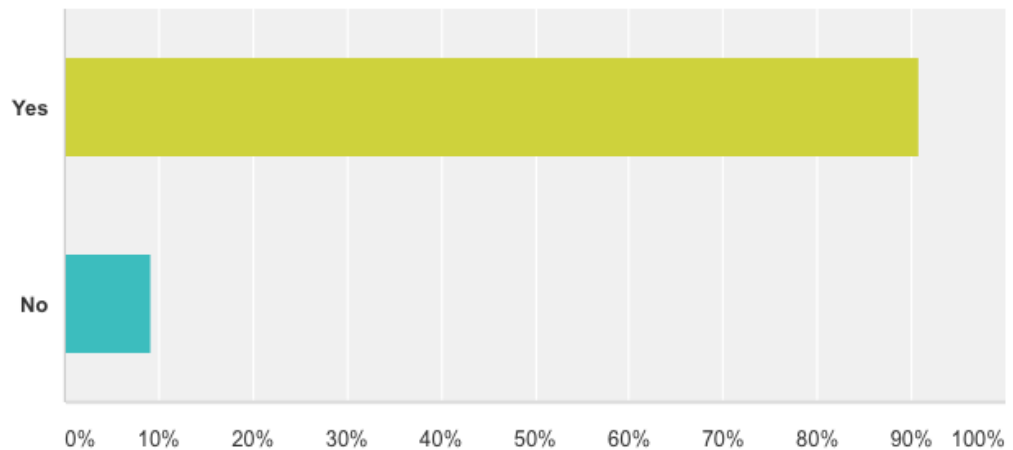
Opzioni di risposta	Risposte	
Yes	18.18%	2
No	81.82%	9
Total		11

[Comments](#) (7)

Q18

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

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	90.91%	10
No	9.09%	1
Total		11

[Comments](#) (8)

Part of master qualification

Formal training to become trainer

The training center carries out the paths for tutor

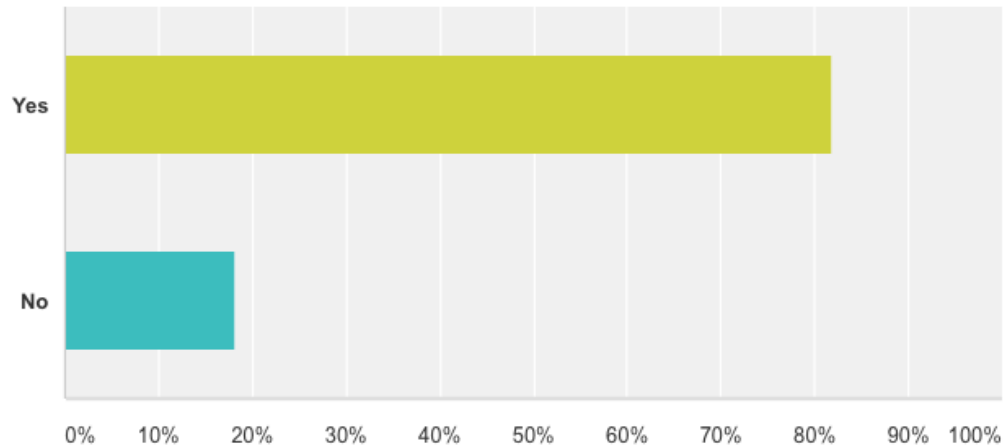
Many companies provide a financial contribution to instructor

5 years at least of experience

Q19

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

Answered: 11 Skipped: 1



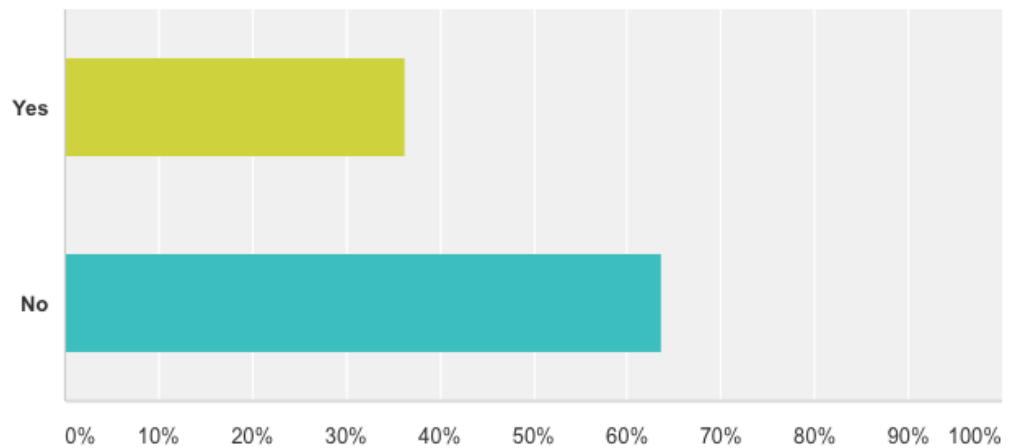
Opzioni di risposta	Risposte	
Yes	81.82%	9
No	18.18%	2
Total		11

[Comments](#) (8)

Q21

Did you find any barrier to implement this improvement action?

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	36.36%	4
No	63.64%	7
Total		11

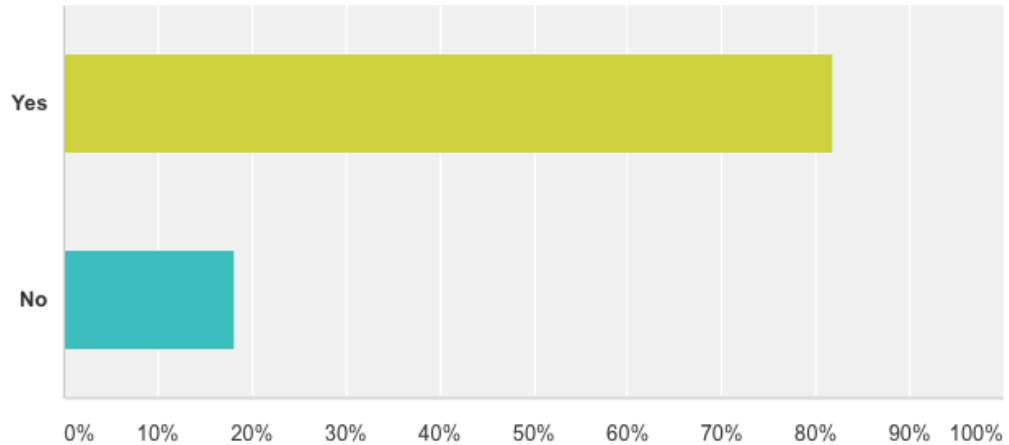
[Comments](#) (5)

Companies often use apprentices only as cheap worker
Tutor don't have much time to participate in tutor training
Financial barriers
Lack of time and motivation

Q23

Would you improve something within your apprenticeship system?

Answered: 11 Skipped: 1



Opzioni di risposta	Risposte	
Yes	81.82%	9
No	18.18%	2
Total		11

[Comments](#) (9)

Better cooperation between companies and vocational schools and involvement of sme
Salary must be paid to student a little bit in the start and increasing it to the normal employee level when qualification is reached

Lower cost of apprentices

For the try job we would like to offer also in a company immersion

Better division of time between training center and company

COUNTRIES AND ORGANIZATIONS					
	V/T	Association	Chamber	Education	University
Bulgaria			◆		
Belgio	■				
Danimarca		◆			
Finlandia				○	
Francia	■				
Germania	■		○		
Norvegia		◆			
Svezia		◆			
Svizzera					■
Portogallo	■				

- Reforme n. 5
- ◆ Fiec n. 4
- n. 2



Swot analysis

STRONG POINTS	WEAK POINTS
All countries have in common: • 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 (vocational training 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. <i>Integrations:</i> • Portugal: recruitment between 50% and 75%; promotion in partnership with institutions; • Germany: recruitment about 80%; • Finland: recruitment about 80%; • Denmark: recruitment between 70% and 100%; social partner support; • Norway: recruitment between 70% and 100%; entrepreneurial association support; promotion in partnership with institutions; • Sweden: recruitment between 75% and 100%; • Bulgaria: production advantages; • Switzerland: recruitment between 50% and 75%; • Belgium: company satisfaction; • France: teacher training.	All countries have in common: • Some difficulty in linking vocational training centres and the labour market, intermediary and political institutions; • Personnel not always competent; • No legal requirements; • Companies do not believe in training; • There is not a 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). <i>Integrations:</i> • 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; vocational training centres not involved very much; • No governmental support for apprentices unless taking an exam or family allowance for children up to the age of 25 (Belgium).
OPPORTUNITIES	DISADVANTAGES
• Workers trained according to real company needs; • Continuous improvement in worker competence; • Less unemployment and relative social issues; • Labour market and educational system integration that have to prepare for work	• 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;

- | | |
|---|--|
| <ul style="list-style-type: none">• Vocational training centre and dual system companies;• Dedicated training that completes the apprentice's formative process. | |
|---|--|