**Integrated strategy Initiative for**

**Strengthening the supply of**

**APPrenticeships in TEXtile sector TEXAPP- WP3.3& WP3.4**

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| **TASK** | * 1. **– Piloting of the Company Assessment Tool**   2. **– Report on piloting of the**   **Company Assessment Tool** |

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| **Prepared by:** | EURATEX |
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| **Work**  **Package:** | WP3.3 – 3.4: CAT SYNTHESIS REPORT |
| **Date:** | 13-04-2018 |

# The pilot phase of the Company Assessment Tool

Following the development of the ‘Standard’ provided by TCoE, each partner of the consortium worked with a sample of 10 companies in their own countries (except for Portugal, where the sample included 15 companies) to pilot the Company Assessment Tool (CAT) during the period November 2017-January 2018.

The CAT is based on working ‘Standard’ and is designed to allow companies to self-assess their needs and priorities while helping them to identify any areas where improvement is required. Indeed, apprenticeships will be key to achieve these developments.

Carrying out an accurate diagnosis of the training needs is highly relevant, and it is becoming increasingly important in the business field. Having a skilful staff allows companies to achieve strategic organizational goals. Therefore, apprenticeship training will be a unique tool to fill an important skill gap.

The labour market demands professionals who can carry out activities which require a high level of competence and autonomy. In relation to this, a successful apprenticeship program brings great benefits for both companies and apprentices.

Out of all the 65 companies taking part in the pilot testing, 32 are new to apprenticeship training, while the other 33 have some experience. Concretely, the samples of Greece, Hungary and United Kingdom are equally divided into 5 experienced companies and 5 new ones. As for Italy, the 10 companies of the sample are divided as 6 experienced and 4 new ones. In the case of Bulgaria, the sample is formed by 2 experienced companies and 8 non- experienced. Finally, Portugal has tested the CAT in 10 experienced companies and 5 new ones.

All versions of the CAT are nationally adapted versions based on the ‘Standard’, which has been designed to allow companies to self-assess their needs and priorities and help them identify any areas where development is required, apprenticeships being the key to address these developments.

# Report on piloting of the Company Assessment Tool Aim of the CAT:

* To gain a better understanding of the needs and priorities of clothing companies who are interested in, or currently involved with apprenticeship training.
* To gain a better understanding on how apprenticeships and a Standard will contribute to meet these needs and priorities.

# Sample group:

As previously mentioned, a total of 65 companies took part in the pilot testing in the 6 countries, out of which 32 were new to apprenticeship training and 33 had some previous experience. Concretely, the samples of Greece, Hungary and United Kingdom are equally divided into 5 experienced companies and 5 companies which had no previous experience with apprenticeships. As for Italy, the 10 companies of the sample are divided as 6 experienced and 4 non-experienced, while in the case of Bulgaria, the sample is formed by 2 experienced companies and 8 non-experienced. As to Portugal, the CAT has been tested in 10 experienced companies and 5 non-experienced ones.

This report will provide a general overview from a European level perspective, analysing the data provided by the 6 partner countries taking part in the pilot exercise. In some cases, results from all the participant countries were not available, and so for those questions the analysis has been made considering only the available and comparable data.

For more information about the specific results achieved in each country, please refer to the individual national reports produced by each partner.

# Methodology:

Partners have carried out a quantitative and qualitative analysis to produce their reports. The information was gathered through interviews which were conducted via telephone, e- mail, online surveys, face to face interviews.

# Main findings and action points:

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| **Assessment Tool Survey Questions** | | **Main Findings** | | **Action Points and Impact** | | | | | | | | |
| Q1. Do you have to | | All the interviewed companies | | Overall, most companies at a European level are | | | | | | | | |
| meet any legal | | in UK, Bulgaria, Italy and | |  | aware | of | the health |  | and | safety | | regulations. |
| requirements to | | Portugal replied that they must | | Therefore, the key point in this regard is to make | | | | | | | | |
| ensure a safe | | meet legal requirements. Most | | sure that they adhere to the respective legislation. | | | | | | | | |
| working | | of the companies also replied | | Likewise, all partners declare that they will continue | | | | | | | | |
| environment for | | affirmatively in Hungary (9 out | | ensuring that companies meet the 1st key principle | | | | | | | | |
| your employees? | | of 10) and Greece (6 out of 10). | | of the established ‘Standard’, keeping continuously | | | | | | | | |
|  | | This shows that legislation in | | monitored that these arrangements are met by all | | | | | | | | |
|  | | most countries requires | | companies before a new apprentice starts their | | | | | | | | |
|  | | companies to have key | | learning programme. | | | | | | | | |
|  | | arrangements in place to | |  | | | | | | | | |
|  | | secure the safety and wellbeing | |  | | | | | | | | |
|  | | of their employees. It also | |  | | | | | | | | |
|  | | shows that there is an overall | |  | | | | | | | | |
|  | | understanding and awareness | |  | | | | | | | | |
|  | | of companies on this issue. | |  | | | | | | | | |
|  | | The only exception would be | |  | | | | | | | | |
|  | | Greece, where there is still a | |  | | | | | | | | |
|  | | relevant proportion of | |  | | | | | | | | |
|  | | companies which still do not | |  | | | | | | | | |
|  | | need to meet any legal | |  | | | | | | | | |
|  | | requirements. Nevertheless, | |  | | | | | | | | |
|  | | the Greek report explains that | |  | | | | | | | | |
|  | | the 4 companies that replied | |  | | | | | | | | |
|  | | negatively are small | |  | | | | | | | | |
|  | | companies. | |  | | | | | | | | |
|  | 40 33 | | | | | | | | | |  | |
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|  | | APP | |  |  | NON-APP |  |  |  |
| YES NO | | | | | | | | | |
| Q2. Do you | | Overall, most of the companies | | The ‘Standard’ identifies the global benefits of an | | | | | | | | |
| respond quickly to | | with apprenticeship experience | | apprenticeship programme and companies can be | | | | | | | | |
| recruit the right | | responded affirmatively to this | | always in contact with our partners’ staff which will | | | | | | | | |
| person when a job | | question. In the case of the | | allow them to clarify any doubt regarding one job | | | | | | | | |
| vacancy occurs? | | companies with no experience | | vacancy. When a company needs to recruit a new | | | | | | | | |
|  | | with apprenticeships, it can be | | person, they would have a road map to follow. | | | | | | | | |
|  | | observed that the level of “Yes” | | The experience has proven that the commitment | | | | | | | | |
|  | | and “No” answers is equal. | | with the ‘Standard’ will have a strong positive impact | | | | | | | | |
|  | | It is noteworthy that in general | | on the companies, mainly in companies who are | | | | | | | | |
|  | | terms there is still a large | | new to apprenticeship training and will improve the | | | | | | | | |
|  | | amount of companies (with or | |  | | | | | | | | |

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|  | | without experience with | responsiveness of companies when job vacancies | |
| apprenticeships) that are not | occur. | |
| able to respond quickly in the | Besides, several partner organisations of this | |
| recruitment process. | consortium provide a recruitment and selection | |
| This is normally related to the | service for its member employers. | |
| lack of human resources and/or |  | |
| the lack of a structured |  | |
| recruitment service in the |  | |
| company. Other reasons also |  | |
| as the growing lack of |  | |
| workforce in the industry also |  | |
| have a negative effect on this |  | |
| aspect. |  | |
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| APP NON-APP | | |
| YES NO | | |
|  | | | | |
| Q3. Do you have a | | The answers to this question | Retention, success and progression is one of the | |
| company | | are very similar to the previous | requirements of the ‘Standard’. Companies that sign | |
| succession plan to | | one. There is a high number of | the protocol for implement an apprenticeship | |
| ensure you have | | companies which have no | programme will be in charge with this priciples. This | |
| the right person in | | succession plan, especially | feature of the ‘standard’ will be influential in build this | |
| the right job role? | | among those with no | capacity and help companies focus on this as a | |
|  | | experience in apprenticeships. | feature of the apprenticeship training programme. | |
|  | | It is noteworthy that the lack of |  | |
|  | | succession plan is an issue that |  | |
|  | | seems to be a major concern |  | |
|  | | for many of the companies |  | |
|  | | interviewed, and there is a high |  | |
|  | | level of awareness of the |  | |
|  | | problem from the companies |  | |
|  | | themselves. |  | |
|  | | The type of company also has |  | |
|  | | an influence on this matter, with |  | |
|  | | family-owned companies’ |  | |
|  | | succession commonly being |  | |
|  | | linked to the family’s future |  | |
|  | | situation. |  | |

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| APP | |  | NON-APP |
| YES | | NO |  |
| Q4. Is there a plan | The results to this question | One feature of a company meeting the requirements | | | |
| to attract new | significantly vary from country | and commitments of the Standard is that they | | | |
| young people into | to country, but overall it can be | receive support to recruit new staff. Considering that | | | |
| the company | observed that there is a very | our partners normally work closely with local and | | | |
| moving forward? | high number of companies | regional schools and career services in order to | | | |
|  | (both with or without | promote and attract more informed and interested | | | |
|  | apprenticeship experience) | young people into the sector, this could be a | | | |
|  | which do not have any plan to | significant advantage for companies in this regard. | | | |
|  | attract young people to their |  | | | |
|  | companies. |  | | | |
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| APP | |  | NON-APP |
| YES | | NO |  |
| Q5. Would your | Virtually all the companies | The ‘Standard’ commits all registered companies to | | | |
| company benefit | interviewed answered | establish effective training and develop their staff. | | | |
| from the supply of | positively to this question, | The apprenticeship programmes are proving to be | | | |
| trained young | showing the actual urgent need | the most effective way to build this capacity. | | | |
| people? | of trained young workforce for |  | | | |
|  | the industry. |  | | | |

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| 5 0 | 1 | |
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| APP | NON-APP | |
| YES | NO | |
| Q6. Do you have | In countries with the | The Standard has clear guidance for supervisors | | | |
| people in your | apprenticeship framework has | and | senior staff mentors to | | ensure that |
| company who can | been recently introduced, most | supervisors/trainers/apprentices have sufficient time | | | |
| provide training and | of companies answered that | built into both their job description and their working | | | |
| prepare a training | they have no people within the | week | to provide well supported | | training and |
| programme? | company who can provide | development. | | | |
|  | training and prepare training | The | Standard also requires the | | companies to |
|  | programmes. The answers | prepare a Company Learning Plan that is a separate | | | |
|  | change to mostly affirmative | set of teaching aims and learning objective from any | | | |
|  | when it is a country with longer | external qualifications of awards being taken as part | | | |
|  | tradition in apprenticeship | of the apprenticeship. | | | |
|  | training. |  | | | |
|  | However, in both cases, |  | | | |
|  | partners put into question to |  | | | |
|  | which extent the companies |  | | | |
|  | who answered affirmatively |  | | | |
|  | really have people who can |  | | | |
|  | properly develop the trainer |  | | | |
|  | functions (i.e. same person |  | | | |
|  | covering several roles within |  | | | |
|  | the company, including the |  | | | |
|  | trainer role). |  | | | |
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| APP | NON-APP | |
| YES | NO | |
|  | | | | | |
| Q7. Do you have | Most of the experienced | All companies need to have a structured induction | | | |
| an induction | companies do have induction | and follow up Company Learning Plan in place, | | | |
| programme for new | programmes for the new | which is an essential feature of good apprenticeship | | | |
| employees? | employees, which go from very | recruitment and training. | | | |

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|  | | basic programmes of several days/weeks to full training programmes of several months duration.  As for the non-experienced companies, there is a clear majority which have no induction programmes at all. | | | | The Road Map include different sessions with companies, which allows a set of steps and guidelines that ensures that all companies that commits with ‘Standard’ follow a structured learning plan. | | |
|  | 30 | | 25 | |  | | |  |
| 25 | |  | |  | | |
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| 10 | |  | | 8 | | |
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|  | |  | | APP NON-APP | | |
|  | |  | | YES NO | | |
| Q8. Do you have priority areas in your company?   * Production management * Commercial technician * Financial technician * Human resources technician * Hygiene and safety technician * Manager * Operational technician:  1. Seamstress 2. Stamping technician 3. Winding Technician | | | | The priority areas appear to be quite similar in all countries, with most of the companies (both with or without experience with apprenticeships) selecting in the first positions of their rankings the following 3 categories:   * Production management * Operational Technician: Seamstress * Commercial Technician | | | In general terms, it seems clear the three main areas in which the focus needs to be put at a European level (production management, seamstresses and commercial technicians).  However, at a national level, the focus should be redirected to the specific priorities identified in the companies of each country. | |
| Q9. Do you have priority training areas?   * Leadership * Production management * Selling and trading techniques * Quality * Behavioural skills * Business | Marketing * Financial analysis and management * Strategic management of human resources * Tools for continuous improvement * Health and safety at work | | | | Overall, the 6 priority training areas chosen by the companies interviewed are the following (in descending order):   * Production Management * Quality * Leadership * Organization and professional effectiveness * Business | Marketing * Selling and trading techniques   This ranking has been made comparing and analysing the priority areas appearing most repeatedly on the individual top 5 of the participant countries. Therefore, these responses suggest that the most common needs at a European level are especially related to production, organisation and quality aspects. | | | | |

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| * Management * Market research and selection * Organization and professional effectiveness * Commercial management and sales * Logistics * Maintenance * Accounting * International negotiation * Foreign Language * Instruments to support international trade * Market studies * Coaching * Environment | Energy * Project management * Office productivity * Data base * CAD * Graphic design * Multimedia and web design * Law (Commercial, Labour, Quality, Environment ...) * Audit * Electricity * Secretariat * Systems Administration * Software Engineering and Programming * Internet * Electronics * Electromechanical | |  | |
| Q10. Do you have training plans in place for;   1. Managers? 2. Production staff? 3. Others? | There is a significant difference on the existence of training plans for workers between the experienced companies and the non-experienced. A great majority of the experienced companies do have training plans for their production staff, many of them also having training plans for managers. As for the non-experienced companies, it is a tiny minority of them which have training plans either for production staff or manager staff. | | The Standard requires all companies that decide to register to have a succession and personal training plan for each apprentice. When companies attend the first session, that point will be explained, and orientation provided.  The results obtained to this question show that a focus needs to be put on the training plans of the companies, so they develop internal strategies involving all their staff. |

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|  | |  | Manager 3  Production staff 3  Others 0  7  0 5 10  NON-APP | | |  | 14 |  |  |  | |  |
|  |  |  | 22 |  | |
|  | 15 | 20 |  | 25 | |
| APP |  |  |  |  | |
| Q11. Is there a | | | | Most companies (experienced | The Standard revisits this commitment and the | | | | | | | |
| strong company | | | | and non-experienced) replied | apprenticeship programmes are a good catalyst for | | | | | | | |
| commitment to | | | | “Yes” to this question, | this type of activity to be secured. | | | | | | | |
| training and skills | | | | indicating their will to engage in |  | | | | | | | |
| development? | | | | apprenticeships and |  | | | | | | | |
|  | | | | professional training. |  | | | | | | | |
|  | 30 | | 28 | | |  | |  |  |  |  | |
| 25  20 | |  | | | 19 | |  |  |  |
| 15 | |  | | |  | | 11 |  |  |
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|  | | APP | | | NON-APP | |  |  |  |
|  | | YES NO | | |  | |  |  |  |
| Q12. Are the | | | | There was a great variety of | The Standard will help companies (through the | | | | | | | |
| company training | | | | responses to this question, | training – support and registration process) to focus | | | | | | | |
| needs and priorities | | | | especially depending on the | more on this area, including the development of their | | | | | | | |
| for skilled staff | | | | country where the survey was | future planning, skills mapping etc. | | | | | | | |
| being met | | | | made. |  | | | | | | | |
| currently? | | | | Overall, among both types of |  | | | | | | | |
|  | | | | companies (experienced and |  | | | | | | | |
|  | | | | non-experienced) the negative |  | | | | | | | |
|  | | | | and positive answers are quite |  | | | | | | | |
|  | | | | equalised. |  | | | | | | | |

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|  | 5 | |  |
|  | 0 | |  |
|  | APP | | NON-APP |
|  | YES | | NO |
| Q13. Do you plan | | | Most companies replied | In the case of the companies that commit with the | |
| for time off work to | | | affirmatively to this question, | Standard this question wins a special relevance. The | |
| allow for training | | | both the experienced and the | Standard gives clear guidance and support to | |
| and skills | | | non-experienced ones. | companies to implement training and skills | |
| development? | | |  | development. | |
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|  | 10 7 | | 7 |
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|  | APP | | NON-APP |
|  | YES | | NO |
|  | | | | | |
| Q14. Do you have | | | A great majority of the | The Standard is very clear on this matter. All | |
| people in the | | | companies with experience or | companies must provide at least a supervisor who | |
| company that could | | | without in apprenticeships | must be appropriately trained and who is | |
| support a new | | | replied that they have people | responsible for the day-to-day support and | |
| apprentice? For | | | who could fit the role of mentor | monitoring of the apprentice. The support | |
| example, a | | | or supervisor of a new | documents (learning plan, supervisor/mentor | |
| supervisor/ charge- | | | apprentice (even the micro | monitoring report, assessment and report) and the | |
| hand/mentor? | | | companies). | regular meetings with all the people involved in the | |
|  | | |  | process allow the effectiveness of the | |
|  | | |  | apprenticeship program and consequently the | |
|  | | |  | success of the apprentice. | |

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|  | 10 | | | 3 | 3 | |
|  | 0 | | |  |  | |
|  |  | | | APP | NON-APP | |
|  |  | | | YES | NO | |
| Q15. Would your | | | | A very clear majority of the | | The responses to this question suggest a strong | | |
| company benefit | | | | companies (both experienced | | awareness from the companies of the need to have | | |
| from having staff | | | | and non-experienced ones) | | well trained staff to support the apprenticeship | | |
| trained to support | | | | answered positively to this | | programme. | | |
| apprentices to be | | | | question. Indeed, it is | | The Standard is fully in line with this perception and | | |
| successful? | | | | noteworthy that in several | | provides the necessary support to the companies | | |
|  | | | | countries all the companies | | willing to have train their staff to better support an | | |
|  | | | | interviewed answered | | apprenticeship programme. | | |
|  | | | | affirmatively. This certainly | |  | | |
|  | | | | demonstrates the general need | |  | | |
|  | | | | to have well prepared trainers | |  | | |
|  | | | | in-house. | |  | | |
|  | | | 40 | | 33 |  |  | |
| 30 | |  | 28 |
| 20 | |  |  |
| 10 | | 2 | 2 |
| 0 | |  |  |
|  | | APP | NON-APP |
|  | | YES | NO |
|  | | | | | | | | |
| Q16. Would your | | | | A great majority of the | | The Standard has proven to be well accepted by | | |
| company benefit | | | | companies expressed their will | | companies to help them clarify their role and provide | | |
| from having a | | | | to have a Standard or a | | a framework and structure for them to more | | |
| ‘Standard’ / | | | | framework that provides them a | | confidently engage in apprenticeship training. | | |
| Framework that | | | | structure and certain guidelines | |  | | |
| would provide a | | | | to implement an apprenticeship | |  | | |
| structure for an | | | | training plan. | |  | | |
| apprenticeship | | | |  | |  | | |
| training plan? | | | |  | |  | | |

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| YES | NO |
| Q17. Are you | There is an important lack of | | Several countries report that the situation on this | |
| acquainted with the | knowledge and awareness | | field has significantly improved in recent years and | |
| legal stipulations | from many companies about | | the companies have started to increase their | |
| regulating the | the legal framework regulating | | awareness on the regulations concerning the | |
| provision of | the apprenticeship provision. | | apprenticeships programmes. However, as the data | |
| apprenticeships? | In the case of the experienced | | show, there is still a long way to go in all countries | |
|  | companies, there is still a | | analysed. | |
|  | significant number of them who | | Besides, the simple and clear structure of the | |
|  | admit not being acquainted | | Standard can be of great for companies in this | |
|  | about these legal requirements. | | matter. | |
|  | As for the non-experienced | |  | |
|  | companies, the companies who | |  | |
|  | are not acquainted about the | |  | |
|  | legal stipulations related to the | |  | |
|  | apprenticeship programmes | |  | |
|  | are actually more than those | |  | |
|  | who are informed about these | |  | |
|  | regulations. | |  | |
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| 10 7 | 8 9 |
| 5 |  |
| 0 |  |
| APP | NON-APP |
| YES | NO |
| Q18. Do you | Most of the companies | | The mostly positive answers show that the greatest | |
| possess the | answered to this question | | part of the companies possess the necessary | |
| necessary facilities | affirmatively, declaring that | | facilities and equipment that makes them suitable to | |
| and equipment to | they do have the necessary | | be involved in a pilot testing phase. | |
| provide adequate | facilities and equipment to | | As for the companies that replied negatively some | |
| training? | provide an appropriate training. | | partners propose the possibility to help them to | |
|  |  | | provide an adequate space for training. | |

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| 10 |  |  |  |  |  |  |  |
| 5 |  |  | 2 |  |  |  | 4 |
| 0 |  |  |  |  |  |  |  |
|  |  | APP |  |  |  | NON-APP |  |
|  |  |  |  | YES | NO |  |  |

**Summary of main findings:**

**Risk ratings:**

**Low – requires little or further support or attention**

**Medium – some support needed to help improve consistency or structure**

**High – important need for intervention and/or additional advice and support to improve**

* + Nearly all companies are aware of their legal obligations for safety and welfare (**Low** risk)
  + There is great variety in terms of the ability to rapidly respond when an apprenticeship vacancy arises (overall **Low** to **Medium** risk, being Low mainly in the case of experienced and Medium-High in the case of the non-experienced companies)
  + There is again very much diversity among companies having some form of succession plan in place or not (**Medium** risk)
  + There is a high number of companies which do not have any plan to attract young people into the sector (**Medium** to **High** risk)
  + Nearly all companies agreed that they would benefit from a supply of young people (**Low** risk)
  + Many companies said that they have people who can train but the amount of those who said not is also quite high (**Medium** risk)
  + Most companies with apprenticeship experience have an induction programme for new employees (**Low** risk). However, at the same time most of the companies without experience declare not having these kind of programmes (**High** risk)
  + Identifying and meeting training needs and priorities for staff is an issue which greatly varies from country to country and depending on the company, being the proportion of affirmative and negative answers quite equalised (**Medium** risk)
  + Most of the companies show certain commitment to allow time off work for training and skills development where needed, but still the number of them who responded negatively is quite high (**Medium** risk)
  + Nearly all companies declared having an appropriate member of staff to support a new apprentice (**Low** risk)
  + Virtually all companies said they would benefit from having staff trained to support apprentices to be successful (**Low** risk)
  + A great majority of companies said they would benefit from having a Standard/Framework to help them structure an apprenticeship programme at work (**Low** risk)
  + Most of the experienced companies are acquainted with the legal regulations to provision of apprenticeships, although there is still a significant number of them who lack information on this matter (**Medium** risk). As for the non-experienced companies, the number of non-acquainted ones is higher than the number of informed ones (**High** risk).
  + Nearly all companies replied that they have the necessary facilities and equipment to provide adequate training (**Low** risk)