**Integrated strategy Initiative for**

**Strengthening the supply of**

**APPrenticeships in TEXtile sector TEXAPP - WP3.9**

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| **TASK** | **3.9 – Report on piloting of the Company Training Course:**  **SYNTHESIS REPORT** |

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| **Work**  **Package:** | WP 3 |
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# PILOTING OF THE COMPANY TRAINING COURSES: SYNTHESIS REPORT

**The Pilot Phase of the Company Training Course**

In order to assess the ‘Standard’ and the Company Assessment Tool previously developed by the consortium, each partner prepared and implemented a pilot company training course in their correspondent country. The aim of this action was to evaluate to which extent the content of the training course was meeting the in-company supervisor/trainer needs.

The partners tried to ensure that the programme provided included all the necessary contents for an effective support to the companies, while at the same time making them understand what responsibilities and commitments they needed to demonstrate in order to implement successful apprenticeship training programmes.

Besides, partners also took care of translating the original documents and adapting them to the

national particularities of each country’s context and educational system.

In addition, the Standard developed by the partnership required all companies to identify mentors/trainers as the first step before working with them. This requirement helped the partners to better design the training courses according to the necessary skills, abilities and needs identified in each company.

The pilot phase of the trainings involved a total of 23 companies in UK, 12 in Portugal and Bulgaria, 10 in Greece, 9 in Hungary and 8 in Italy.

Among these companies, some were the same that had participated in the Company Assessment Tool but other new companies we also involved and trained. Likewise, these participating companies were of both kinds, with and without previous experience in apprenticeships.

The main channels used by partners to involve companies in the pilot phase were direct contact,

infomails, conferences and the organisations’ websites.

Moreover, all partners used the events and activities that were carried out as part of or previous to the pilot training implementation to further disseminate the TEXAPP project and its results among companies and stakeholders. With this procedure, partners kept all possible end users informed and aware about project aims and resources.

# Aim of the Training Course

To develop the capacity and practice of company staff to ensure they understand and demonstrate the appropriate commitment to meet the requirements of the TEXAPP Standard. To develop their skills, abilities, behaviours and competencies to ensure effective collaborative working and successful apprenticeship training.

# Target Group of the Training Courses

Supervisory staff, senior managers and owners of SME’s, as well as potential future mentors who are planning to, or are currently involved, in apprenticeship training.

# Methodology of the Training Courses

Most partners implemented these trainings as workshops or seminars with a duration of between half a day (2-4 hours) and a whole day (6 hours).

The trainings were delivered whether in their organisations’ facilities, in the participating companies’ premises or in both.

In some cases, as in Bulgaria, the contents of the training course were also presented to some companies in individual one-to-one meetings, as there were some companies which were not able to participate at the training seminars but still wanted to be acquainted with the project and the training materials.

Most partners implemented an interactive methodology in their trainings, based on the principle of knowledge transfer, and included active learning sessions as debate activities, practical exercises and share of good practices, apart from the presentation and explanation of the contents and the Standard. Participants were always invited to actively participate in the discussions. Partners made a special effort to promote dialogue and the professional discussion during the training sessions.

# Main Findings and Action Points

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| **Post Workshop**  **Evaluation** | **Main Findings** | **Further actions - Impact** |
| **Course content** | **PORTUGAL**   * The pilot course was focused on national training programmes, funding, rules, qualifications and technical details * Contents were based on National training programmes, but some European examples also were also explored (source of information, good practice examples) * Companies were given a pen drive with all the contents of the workshop * We also delivered a folder with the paper documents, so they could take notes   **BULGARIA**   * The course was well generally structured and provided a complete overview of the | **PORTUGAL**   * Carry out an analysis of companies’ expectations before the trainings * If necessary, adapt the contents to the company’s expectations   **BULGARIA**   * The contents could be made even more practical (not so theoretical) * More focus could be put on the legislative/ administrative side of the topic |

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|  | situation of apprenticeships/dual VET in Bulgaria as well as concrete useful information for interested companies   * The participants received hard copies (training pack) of the training contents   **GREECE**   * The course was well structured and provided a complete overview of the situation of apprenticeships in Greece as well as specific tools for monitoring the progress of the apprenticeships in SMEs * All participants received an electronic copy of the monitoring templates   **HUNGARY**   * The pilot was focused on the common success factors of different trainings (national training programmes, qualification courses, in-house trainings), that is the Standards developed by the project (VKTR) * Reference to further materials on the funding, rules, qualifications and technical details of the national training programme was given * We handed the companies a pen drive with all the contents of the workshop * We also delivered a folder with the paper documents, so they could take notes   **ITALY**   * The course was structured to provide an overview of the situation of apprenticeships in Italy as well as specific tools for monitoring the progress of the apprenticeships in SMEs * All participants received the paper documents   **UK**   * Course content:   -Workshop aims and objectives  -An overview of apprenticeships  -The ‘Standard’  -Roles and responsibilities  -Working through the learning pack  -Active learning session (Company learning plan)  -Professional discussion  -Shared good practice  -End of course ‘Quiz’ | **GREECE**   * Could include more specific information on the technical / managerial / organizational courses that are currently offered in Greece (and abroad) * Could make the course content more interactive * Provide a training pack for each person with examples of all the course content   **HUNGARY**   * Before / at the beginning of the training, carry out an analysis of companies’ expectations and/or previous experience in company provided trainings * If necessary, adapt the contents to the company’s expectations and/or previous experience in company provided trainings   **ITALY**   * Could include more specific information on the technical / managerial / organizational courses that are currently offered in Italy * Provide all the course content electronically for all attendees |

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| **Duration of course** | **PORTUGAL**   * The workshops are designed to be a half day and following feedback from the pilots we have established this as the minimum requirement to ensure the learning content is covered and there is sufficient time for professional discussion and shared good practice   **BULGARIA**   * The workshops are designed to be 6 hours long, including a visit to an existing training centre   **GREECE**   * The workshops are designed to be a half day - there is sufficient time for professional discussion and shared good practice   **HUNGARY**   * The workshops were designed to be a half day and following feedback from the pilots we have established this as the minimum requirement to ensure the learning content is covered and there is sufficient time for professional discussion and shared good practice * Several companies participated in each pilot session that gave good results when sharing and discussing good practices * Companies hosted the training session, giving a “live” demonstration of good practices to all participants (knowledge exchange)   **ITALY**   * The workshops are designed to be a half day, in order to have sufficient time for professional discussion and shared good practice   **UK**   * The course is in three stages:   -Stage1: Supervisors and senior staff from the company attend a half day training workshop at the TCoE training centre or we deliver this in-house at the company premises  -Stage 2: Following the workshop the company completes a self-assessment against the principles underpinning the Standard  -Stage 3: TCoE goes out and inspects the company to ensure they have met all  the requirements of the UK Standard. | **PORTUGAL**   * Half day workshop/course is now the minimum (4/5 hours) * If a company has more than 4/5 staff who need training, we run the course in-company   **BULGARIA**   * The course could possibly be split into 2 parts in order not to overburden the participants with too much information that is new to them   **GREECE**   * Half day workshop/course is the minimum (3 to 4 hours)   **HUNGARY**   * Half day workshop/course is now the minimum (4/5 hours) * The course should be organized at the company site (in-house) or hosted by a company (with the participation of several companies). This fosters knowledge exchange between SME’s * Based on the feedback, some companies would have preferred larger group (10-12 persons), others preferred in-house training. Before the training, an analysis of expectations in this regard should be carried out   **ITALY**   * 3 to 4 hours is the right duration for the course |

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|  | * Duration of each workshop session: 3/4 hours |  |
|  | **PORTUGAL**   * We used an active learning session, combining practical and theoretical contents * Practical methodology included good practice examples, case studies, brainstorming, swot analysis and a quiz in the end of the workshop | **PORTUGAL**   * We have a pack of course material both papers based and provided electronically * We have an interesting and interactive workshop/course that is supportive and developmental   **BULGARIA**   * The training materials were provided to all participants on paper copies * The general response in the feedback forms were quite positive, as the companies stated the course was useful for them in their further actions regarding apprenticeships/vocational training   **GREECE**   * The Greek version of the training course material was provided to the participants electronically * We have an interesting and interactive workshop/course that is supportive and developmental   **HUNGARY**   * Tips and tricks for good company practices (see Good Practice Guide) can and should be collected at workshops and published on the TEXAPP Hub continuously. Example is: provide separated area for students (not in the main production floor) and introduce them only gradually to production line |
|  | **BULGARIA**   * The course was organized into a one- day single event, deliberately at the premises of Pirin-Tex, since the latter has an in-house training centre which the participants were keen to see on the spot * Additional one-to-one meetings with interested companies (which were not able to come for the event) were held in order to present them the training contents |
| **Methodology** | **GREECE**   * The course was organised into two rounds with about 5-6 participants each. This way the participants could also exchange views about their experiences regarding apprenticeships. More interactivity was evident * We also introduced a session where attendees could work through the monitoring and company learning plan templates with support from the course tutors |
|  | **HUNGARY**   * We used an active learning session, combining practical and theoretical contents * Practical methodology included good practice examples, case studies, brainstorming, swot analysis and a quiz in the end of the workshop |
|  | **ITALY**   * The course was organised into two rounds with representatives of 4 companies each, and one round with the staff of a single company * Practical methodology included good practice examples, case studies, brainstorming |

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|  | **UK**   * The methodology applied during the training workshop is as follows:   + Short session where everyone shares their understanding about apprenticeship training/job role etc   + Discussion of the teaching aims and learning objectives for the course   + General discussion about duration – assessment requirements - the need for work-place evidence etc   + Working through the Standard document and the Road Map to Registration chart   + Group discussion around the roles and responsibilities of the tutor – supervisor and mentor   + Attendees to complete a trial/test company learning plan   + Complete and run through the preferred answers for the Quiz - review of the aim and objectives – consideration of how to start putting some of these ideas into practice | **ITALY**   * Before training, carry out an analysis of company profile adapting the content to their expectations |
| **Improved levels of understanding about the**  **aims of the Standard the**  **commitments required**  **the role of all company staff in the apprenticeship programme** | **PORTUGAL**   * Companies evaluated the workshop through a self-assessment and the end of course quiz * Self-assessment document allows company to self-evaluate the 5 fundamental principles that underpin the 'Employee's Standard'. The document asks employers to provide the evidence. The self-assessment template is used to ensure that companies are ready for an inspection before signing the 'Employer's Standard'. The companies’ feedback was very positive * Quiz was applied at the end of the training, as follow up and final brainstorming with the purpose of analysing and promoting the understanding of the contents and resources addressed. The quiz demonstrates a high level of awareness and understanding about the aims and purpose of the Standard * Workshop evaluation questionnaire at the end of training   **BULGARIA**   * Feedback from the workshop course demonstrates a high level of awareness and understanding about the aims of the   Standard and the requirements for the | **PORTUGAL**   * Companies filled out a questionnaire at the end of training evaluating the workshop and the contents covered. The questionnaire shows a positive global evaluation and all companies considered the session useful and contents suitable * After companies complete the self-assessment document, CITEVE and company sign a Protocol defining the apprenticeship period, as well as the obligations under CITEVE- company-trainee * After workshop session CITEVE will visit company to check the viability of the apprenticeship programme implementation; * During the inspection we also require a completed company learning plan * Only when we have inspected the quality of   this evidence we register |

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|  | companies, as well as the expected roles of the staff  **GREECE**   * Feedback from the workshop course demonstrates a high level of awareness and understanding about the aims of the Standard   **HUNGARY**   * Self-assessment document allows company to self-evaluate the 5 fundamental principles that underpin the 'Employee's Standard'. The document asks employers to provide the evidence. The self-assessment template is used to ensure that companies are ready for an inspection before signing the 'Employer's Standard'. The self-assessment document was handed out during the training * Quiz was also handed out but brainstorming and knowledge exchange were more appreciated by the participants for analysing and promoting the understanding of the contents and resources addressed. The participants demonstrated a high level of awareness and understanding about the aims and purpose of the Standard * Workshop evaluation questionnaire at the end of training   **ITALY**   * Feedback from the workshop course demonstrates:   + great sensitivity to the need to improve the methods of recruitment for the future   + a high level of awareness and understanding about the aims of the Standard | the company as meeting the Standard  **BULGARIA**   * Follow-up monitoring needs to be undertaken in the months following the training in order to check   the companies’ progress. This should be done individually with each company through informal interviews in person/via telephone  **GREECE**   * A follow up ‘Inspection’ of the companies that will undertake apprenticeships in the forthcoming period will be necessary in order to monitor progress   **HUNGARY**   * Companies filled out a questionnaire at the end of training evaluating the workshop and the contents covered. The questionnaire shows a positive global evaluation and all companies considered the session useful and contents suitable   **ITALY**   * A follow up ‘Inspection’ of the companies, that will undertake apprenticeships, will be necessary in order to monitor progress. |

**Evidences**



CITEVE, Portugal



BAATPE & PIRIN TEX, Bulgaria



HCIA, Greece



TMTE, Hungary



TEX CLUB TEC, Italy



HDTTC, UK