



EAfA **10**
YEARS



European Alliance for Apprenticeship Monitoring Survey 2022–2023

Apprenticeship Support Services

Manuscript completed in **December 2023**

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Executive summary

Introduction

This report presents the results of the European Alliance for Apprenticeships (EAfA) Pledge Monitoring Survey promoted among the EAfA members to collect information on the pledge implementation in the one-year period of 2022–2023.

The survey was launched on 14 September 2023 and the last response was recorded on 10 November 2023. The survey invitation was sent to all EAfA members that had submitted a pledge before September 2023 and were registered to the EAfA mailing list (354 pledges and 408 contacts).

The overall number of valid responses collected was 135 corresponding to an equal number of pledges and which accounts for approximately 34 % of all pledges. Only the completed answers were considered. Responses were received from pledging organisations based in 30 different countries, including 21 EU Member States. Overall, representativeness of stakeholder types is satisfactory.

Progress achieved

For all EAfA objectives (supply, quality, image, mobility, digital and green), the majority of respondents reported achieving major or some progress, irrespective of whether they had committed to that objective in their pledge or not. Reported progress was most significant for quality (83 %), image (79 %), digital (78 %) and supply (76 %), however positive progress was reported also for the mobility (64 %) and green (63 %) objectives.

The creation of approximately 509 460 apprenticeship places between June 2022 and August 2023 was reported by approximately two-thirds of the survey respondents (n=87).

More than half of respondents mentioned having made progress on the quality of apprenticeships in many of the areas covered by the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships, in particular: pedagogical support; learning outcomes; quality assurance and monitoring; transparency; flexible pathways; and support for companies.

To improve the image of apprenticeships, a significant share of respondents attended or participated in apprenticeship-focused events featuring roundtables, virtual events, conferences, job fairs and/or networking opportunities. More than a fifth of respondents mentioned the implementation of a media and outreach strategy, including newsletters, social media posts, or television appearances. The creation of networks and the emphasis on cooperation and communication between partners was also indicated as a key strategy by nearly one in five respondents for enhancing the image of apprentices.

Among the respondents who mentioned having made progress on mobility, members indicated to having either participated in mobility projects and initiatives, including EU mobility schemes such as Erasmus+ or facilitated the mobility of students and VET staff throughout Europe and beyond by creating networks between schools and VET suppliers and providing information on apprentice mobility. Based on the figures provided by 23 respondents, the respective pledging organisations were involved in at least 1 266 mobility experiences between 2022 and 2023.

The most recurrent initiatives focusing on digital skills involved the provision of specific training, the enhancement of companies' ability to navigate the digital transition by updating their infrastructure, teaching methods and the delivery of their content, and the inclusion of digital skills in VET curricula.

Members who made progress in green skills focused mostly on providing trainings on green skills and/or jobs in the environmental and sustainability sectors or on changing their curriculum to incorporate green skills. In addition, about a fifth of respondents either participated in sustainability projects, promoted behavioural changes among their students or shared information on sustainability and green transition issues.

Main challenges and obstacles

Some 101 respondents reported to have encountered obstacles and challenges in the implementation of their pledge during the previous year. Over half of these respondents mentioned both financial resources and lack of human resources as key obstacles to implement their pledge. A fourth of respondents also mentioned existing administrative burdens as well as apprenticeships representing a low political priority as key hindering factors. Finally, about a fifth of respondents indicate also the changing legislative framework as a challenge faced.

Good practices

Nearly half of the survey respondents indicated that their pledge could be an example of good practice worth sharing, in particular mentioning:

- ▶ cooperation with other stakeholders, including the implementation of inter-company programmes and networks, collaboration with social partners, and participation in EU initiatives and projects related to the improvement of VET and apprenticeships,
- ▶ implementation of virtual events and projects aimed at fostering digital development,
- ▶ participation in awareness-raising activities and information-spreading efforts to share opportunities and knowledge with individuals and organisations,
- ▶ implementation of new training programmes, and
- ▶ use of events for outreach purposes.

The implementation of activities to support apprentices' mental health and wellbeing does not appear to be widespread, with only about a third of respondents reporting to have implemented activities in this area. The types of activities implemented or planned include: the provision of access to private or group counselling as well as a psychologist; events and workshops for staff members and apprentices to address mental health concerns and to share information; mental health training for staff members; and offering apprentices and students a point of contact within the organisation to offer guidance and address potential mental health challenges.

With regards to the use of apprenticeships to support people fleeing the war in Ukraine, only a fifth of the respondents positively claimed to have implemented such activities and only a very limited number (n=10) actually offered apprenticeship opportunities. Other activities implemented involved providing educational support to Ukrainian students fleeing the war, or offering training opportunities, particularly in relation to language training.

To promote quality and effective apprenticeships EAfA members also implemented communication activities such as online outreach, including social media platforms such as LinkedIn, Instagram, Facebook, and X (previously Twitter), and their own websites; organisation of events such as fairs, conferences, workshops and webinars; and collaboration with other stakeholders to promote exchange on experiences, knowledge and vocational opportunities.

About quarter of respondents reported to have implemented good practices of international collaboration within and beyond EU borders, some of these aiming at the creation of mobility opportunities and exchanges.

EAfA added value

The respondents' perception of EAfA is largely positive, as the vast majority of survey respondents (89 %; n=110) considers EAfA very valuable or valuable as a multi-stakeholder platform to boost the quality, supply, image of apprenticeships and mobility of apprentices. Similarly to the results of the 2022 monitoring survey, this positive outlook towards EAfA appears to be shared across all stakeholder groups.

Most respondents recognised the opportunities provided by EAfA to foster cooperation and forge new connections. Organisations find their participation in EAfA particularly helpful to share information, exchange good practices, improve the quality of apprenticeships and create a sense of belonging to an EU-wide community like-minded organisations. Organisations also highlighted that their access to EAfA events and resources made available by the Alliance provides them with valuable information on apprenticeships, EU policies on VET and skills, and other EU initiatives in the world of VET.

Building on this positive view of the Alliance, EAfA members suggested that EAfA should continue to expand on its current activities. Respondents stressed their desire to attend more EAfA events, specifically highlighting the benefits of in-person events for networking, community development and partnership creation. Members also called for increased opportunities to exchange with other members and for more frequent information-sharing activities.

EAfA activities

Survey respondents' assessment of the overall quality of EAfA activities and resources on apprenticeships is overall very positive with in-person events being the most appreciated EAfA activity. Webinars and live discussions are recognised for the quality of the expert and the competency of speakers and, also, for being a good opportunity to 'keep in touch' in-between the in-person events. As already mentioned, the opportunity to network during the events is sought after by respondents in order to exchange knowledge and best practices with other EAfA members and develop new collaboration opportunities. Consistently, in 2024, members would like to see more in-person events, webinars and online events.

Respondents revealed high levels of satisfaction with the support provided by Apprenticeship Support Services during the renewal or submission process of their pledge or pledge renewal with most of the respondents being very satisfied somewhat satisfied with the support received.

EAfA channels

All respondents were asked to indicate their preferred channels for receiving information on EAfA and its activities. The EAfA newsletter was ranked as the most preferred channel, closely followed by the EAfA website. The newsletter was also considered useful in keeping up-to-date by most of the respondents. Three out of four respondents make use of the LinkedIn group and one in three does so at least once a month.

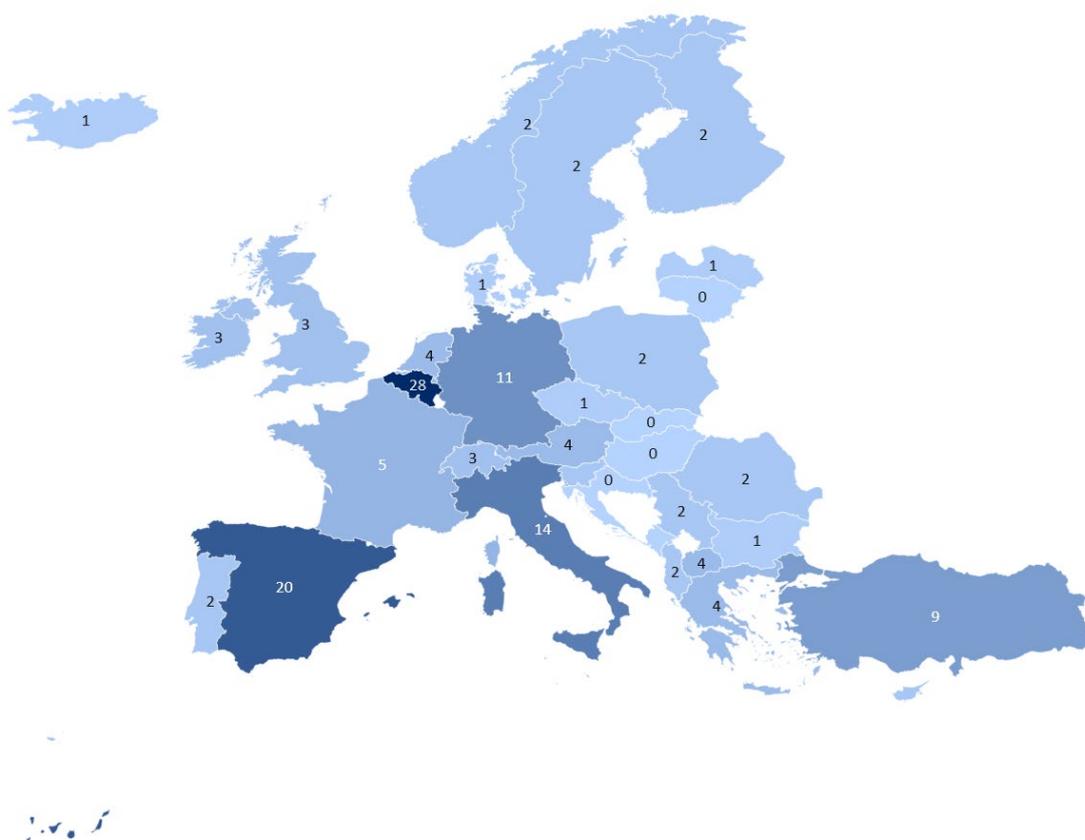
1. Introduction

This report presents the results of the EAfA Pledge Monitoring Survey promoted among EAfA members, which collected information on the pledge implementation during 2022–2023. The survey was launched on 14 September 2023 and the final response was recorded on 10 November 2023. The survey invitation was sent to all EAfA members who had submitted an approved pledge before September 2023 and were registered to the EAfA mailing list (354 pledges¹ and 408 contacts). The overall number of valid responses collected was 135, which accounts for approximately 38 % of all pledges. Only completed answers were considered.

1.1 Background information

A total of 135 responses were collected from pledging organisations based in 30 different countries, including 21 EU Member States², as Figure 1 shows. [Annex 1 – Table 1](#) lists the different pledging organisations that responded to this survey.

Figure 1. Geographical distribution of responses



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Source: Ecorys EAfA monitoring survey 2022–2023, N=135

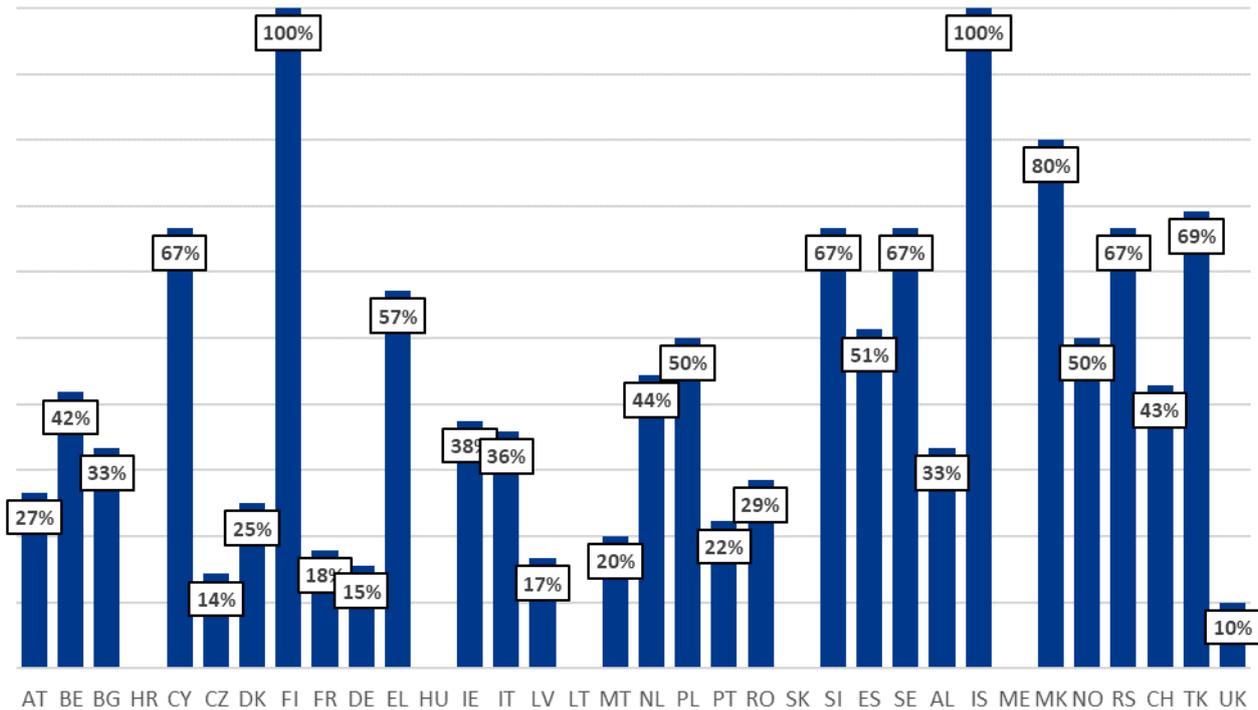
¹ 354 among the total 393 EAfA pledges that have provided a valid email address.

² EU level organisations localised in Brussels are counted within the pledges from Belgium.

1.2 Profile of respondents

The response rate, based on the total number of pledges, varied widely across countries with two countries achieving a 100 % response rate (Finland and Iceland). Figure 2 below displays the share of responses received against the total number of pledges for each country.

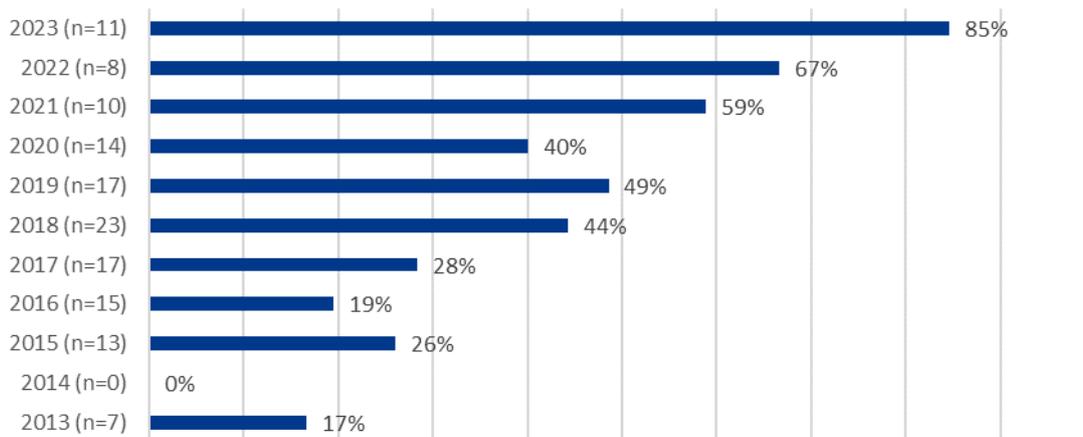
Figure 2. Percentage of answers received against total number of pledges per country



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135) and EAfA Pledge list (N=393)

The majority of the responses (59 %; n=80) came from organisations that had submitted their pledge in the last five years (between 2018 and 2023). These are also the submission years for which the response rates are the highest when comparing against the total number of pledges received over the corresponding year, ranging from 85 % (2023) to 40 % (2020). The higher response rate from more recent pledge holders might indicate a stronger commitment from their side and could also signal some disengagement on the part of those who joined less recently.

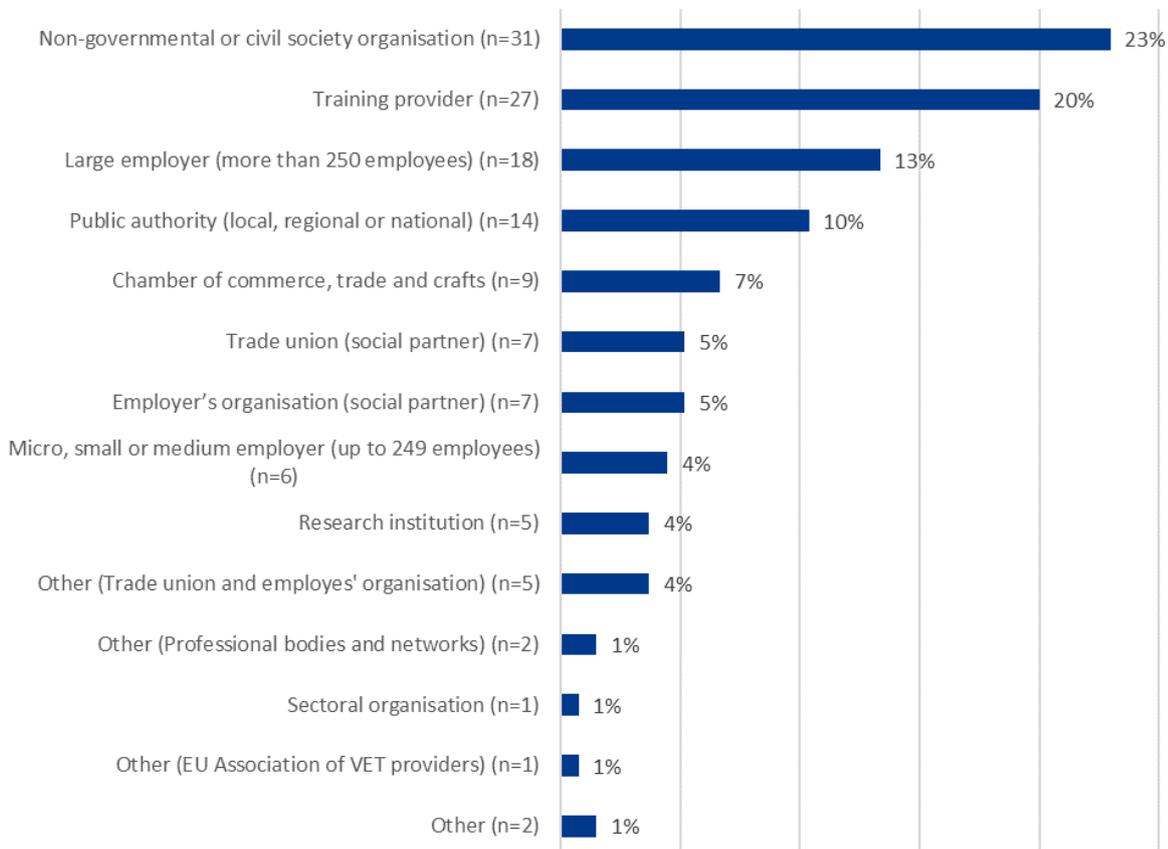
Figure 3. Number of responses as a share of total pledges submitted by year of submission



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135) and EAfA Pledge list (N=393)

Figure 4 displays the survey sample composition by stakeholder type. Together, non-governmental or civil society organisation, training providers, large employers (more than 250 employees) and public authorities (local, regional or national) account for more than two thirds (67 %) of the total number of survey respondents.

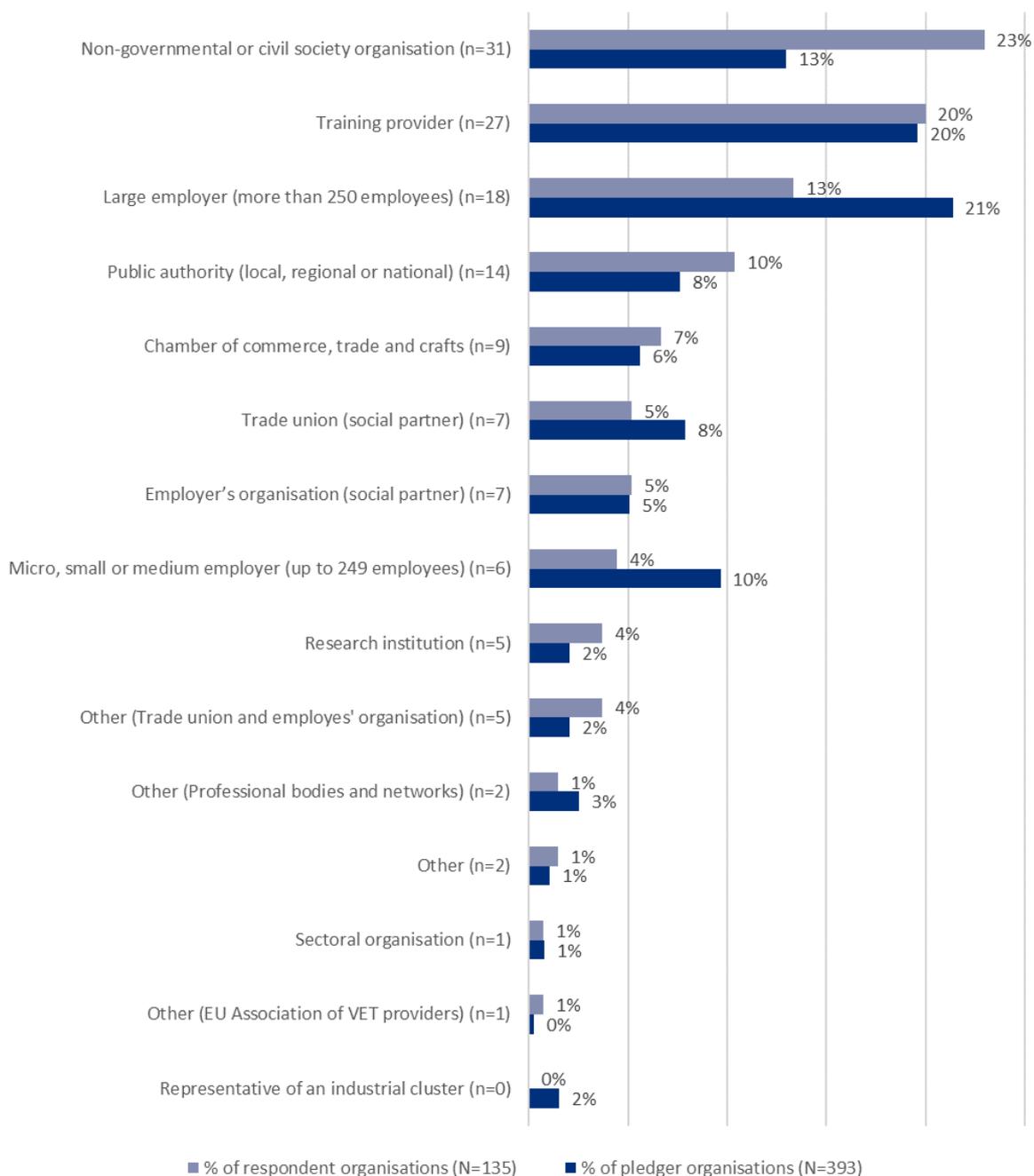
Figure 4. Survey sample composition by type of organisation



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135)

Overall, stakeholder representativeness is satisfactory, as the percentages of respondents and pledgers by type of organisation are relatively similar. We note a slight overrepresentation of non-governmental or civil society organisations (+10 percentage points difference) and a slight underrepresentation of large employers (-8 percentage points difference) and micro, small or medium size employers (-6 percentage points).

Figure 5. Sample representativeness by type of organisation



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135) and EAfA Pledge list (N=393)

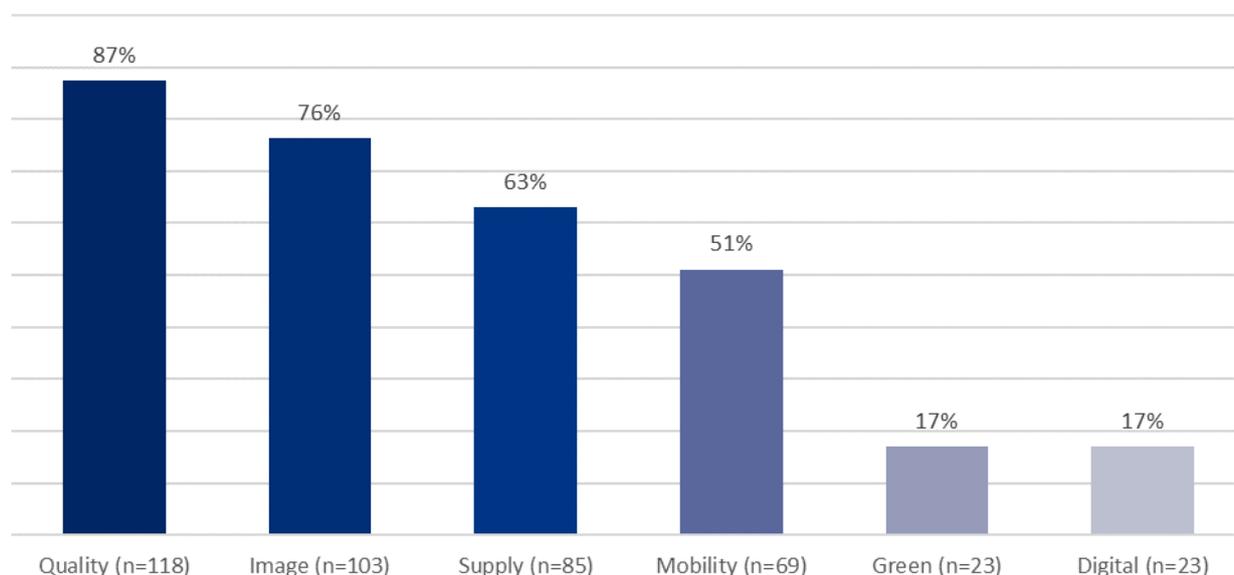
2. Progress achieved

2.1 Progress made in relation to the objectives of EAfA

Respondents were asked to assess the progress of their pledge in relation to the six objectives of EAfA: supply; quality; image; mobility; digital; and green. [Annex – Table 2](#) provides an overview of progress made on the six EAfA objectives for each organisation.

The figure below displays the percentage of respondents who committed to each of the EAfA objectives, ranging from quality (87 %; n=118) to green and digital skills (17 %; n=23).

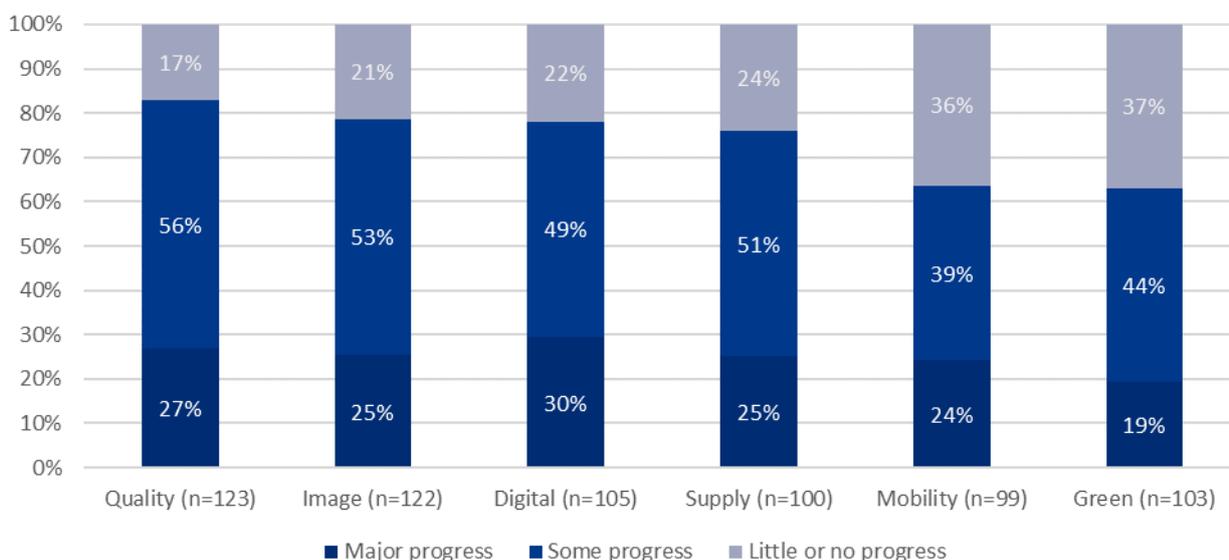
Figure 6. Percentage of respondents who committed to each of the EAfA objectives



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=135)*

As shown in Figure 7 below, for all the EAfA objectives (supply, quality, image, mobility, digital and green), the majority of respondents reported achieving major or some progress. Reported progress was most significant for quality (83 %), image (79 %), digital (78 %) and supply (76 %). Although to a lesser extent, respondents also reported positive progress in their mobility (64 %) and green (63 %) objectives. It is important to note that all respondents were allowed to report their progress on each EAfA objective, regardless of whether they had pledged to that objective when they joined or renewed their EAfA membership.

Figure 7. Assessment of progress made by all respondents on the EAfA objectives



Source: Ecorys EAfA monitoring survey 2022-23 (N=135)³

2.1.1 Progress made on supply

Respondents were asked to estimate the number of apprenticeship places created between June 2022 and August 2023. Some 87 respondents (64 % of all respondents) reported to have created approximately 509 460 apprenticeship places⁴. This represents a 147 % increase compared to the information provided in the previous survey for 2021–2022, when 206 582 apprenticeships places had been reported.

Apprenticeship places were created directly or indirectly, either by creating positions and hosting apprentices within the EAfA members’ own organisations, or by influencing relevant stakeholders and ecosystems within their countries and/or regions to increase the supply of apprenticeships, thus generating broader impact at national or regional level.

2.1.2 Progress made on quality

Respondents who mentioned having made progress on the quality of apprenticeships (N=102) were also asked about the concrete activities undertaken in the 2022–2023 period to achieve this goal, as well as their results and impacts. The question was answered by 72 % of them (n=73).

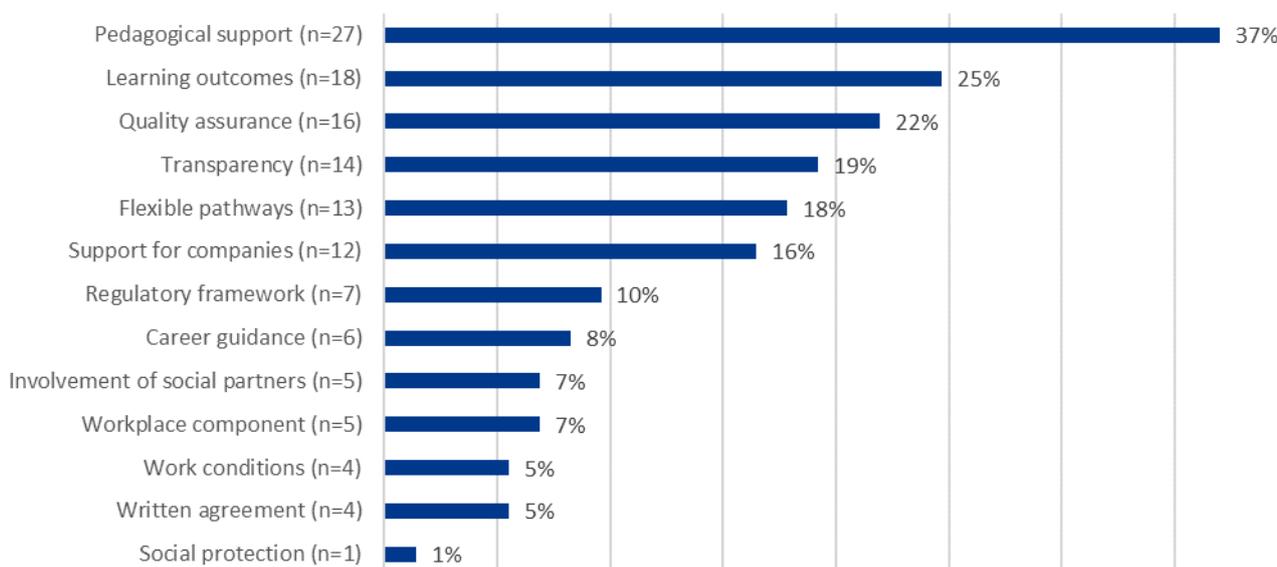
Figure 8 outlines the initiatives undertaken by respondents to increase the quality of apprenticeships in line with the criteria defined by the Council Recommendation of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships (EFQEA)⁵.

³ Out of 135 respondents, 32 indicated certain objectives were not pertinent to their pledge or claimed uncertainty about their progress, despite having officially committed to those objectives in their pledges.

⁴ More than half of this total is comprised of the apprenticeship places created by one pledging organisation, who represents vocational training centers where 300 000 apprenticeships have been offered.

⁵ Council Recommendation (2018/C 153/01) of 15 March 2018 on a European Framework for Quality and Effective Apprenticeships. Available at: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502\(01\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0502(01)&from=EN).

Figure 8. Actions taken by respondents to increase the quality of apprenticeships



Source: Ecorys EAfA monitoring survey 2022-23 (N=73)

The most cited initiative, mentioned by just over one third of respondents who provided a valid answer to this question (37 %; n=27), involves enhancing apprenticeship quality through ensuring appropriate pedagogical support. Responses included mentions of creating new staff positions, increasing the number of trainers and professors in their organisation, or training mentors to better support apprentices.

Notable responses include **Don Bosco International** (IT), who collaborated with local youth organisations and VET centres to organise apprenticeship delivery training courses for their staff. The **Greek Ministry of Education and Religious Affairs** (EL) implemented structural changes to enhance the attractiveness of the VET teaching profession in Greece, such as increasing the financial compensation for employment in post-secondary apprenticeship education. Finally, **Siemens** (DE) increased the number of theoretical learning hours required for trainees from 16 to 21 per week, ensuring that apprentices receive a greater level of support within the classroom-based elements of their apprenticeships.

Also important for strengthening the quality of apprenticeships for respondents was ensuring the high quality of learning outcomes for apprentices, which was mentioned by one quarter of these respondents (25 %; n=18). Organisations promoting quality in this way upgraded the content of the courses, changed their curriculum, or conducted research to ensure that the apprenticeship programmes delivered match the skills needs of the local labour market:

- **The European Builders' Confederation** (EU) through the Erasmus+ Construction Blueprint Project, developed a Moodle platform which included free online courses on issues related to the twin green and digital transitions in the construction sector, such as energy efficiency, circular economy, and digitalisation. They equally participated in the Horizon 22 BIM4REN EBC Project, in which they created a training pathway for apprentices interested in BIM methodology⁶ in the renovation sector.

⁶ Building Information Modelling (BIM) methodology is a construction project management system, which involves the use of collaborative construction computer modelling. Each participant of a construction project creates a 3D model of their project section, which is combined into a central coordination model: <https://www.ebc-construction.eu/projects/digitalisation/bim4ren>/<https://alubuild.com/en/what-is-bim/>.

- ▶ **The New Design University** (AT) developed new curricula in most of its modules to increase the quality of training on offer. For instance, they participated in the Leader Project, which promoted the acquisition of design skills for all students, and created a new two-year ceramics and porcelain craft training.

Several respondents described measures to ensure quality assurance (22 %; n=16), mostly through new and improved ways of monitoring student experiences and feedback. For instance, **Fmts Experience** (IT) created and implemented a new monitoring system, which included regular feedback surveys aimed at apprentices. The results of these surveys were followed up on through student-supervisor interviews, where apprentices' feedback was used to target further training needs and areas for improvement.

Finally, several answers pointed to the importance of ensuring transparency of information (19 %; n=14), flexible pathways (18 %; n=13) and support for companies (16 %; n=12). In the case of transparency, respondents found it beneficial to promote information on apprenticeships to prospective apprentices and employers, share good practice examples to increase the quality of apprenticeships, and collect information from other organisations and national contexts. The **Suomen Oppisopimusajat** (FI), for instance, engaged in both nation-wide information sharing programmes and initiatives to collect information on national apprenticeship systems in other EU Member States. The **Association of Slovene Higher Vocational Colleges** (SI) provided their partners with supporting materials describing actions to improve the quality of apprenticeships.

Flexibility was assured by respondents who ensured certifications were accepted internationally, or who promoted apprentice mobility. For instance, the **Hotelschool Ter Duinen** (BE) explained that the international perspective and learning opportunities guaranteed through students' exchanges with the United States and Spain greatly increased the quality of their apprentices' learning experience. The **BMW Group** (DE) increased the internal mobility of their apprentices by standardising the apprenticeship programmes offered throughout their company worldwide.

Finally, organisations supporting companies did so through a variety of initiatives, but mostly through ensuring a fit between company needs for skills and apprentices. **M&M Profuture Training** (ES) organised a new system for analysing student profiles, which helped them find better fits between students and host companies; **Swisscontact** (CH) delivered capacity building support to 362 companies offering apprenticeships; and **Skolverket** (SE) provided local schools with technical assistance and support for innovation projects, mostly through the form of school visits.

2.1.3 Progress made on image

Respondents who mentioned having made progress on improving the image of apprenticeships (N=96) were asked to provide examples of their actions for the 2022–2023 period, listing concrete activities and their results and impacts. All respondents who made progress but two answered this question (98 %; n=94). Figure 9 below showcases the different types of action taken by respondents who made progress on improving the image of apprenticeships.

Figure 9. Actions taken by respondents to improve the image of apprenticeships



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=94)*

Nearly half of these respondents attended or participated in apprenticeship-focused events, presenting or gathering information to improve the image of apprenticeships (44 %; n=41). The events described included roundtables, virtual events, conferences, job fairs or networking opportunities. Such events allowed participants to increase awareness and visibility of apprenticeships to companies and potential students through information sharing and to join or create networks between VET centres, potential apprentices, and host companies:

- ▶ **The Chamber of Commerce and Industry of Serbia** (RS) implemented a variety of promotional events for apprenticeships, including a professional orientation event for youth in primary schools, and an “Open Day for Dual Education” event held repeatedly throughout Serbia.
- ▶ The **Comité Européen de Coordination** (BE) organised several working groups and virtual webinars held in Belgium, France, Italy, Poland, and Spain, discussing and presenting the importance of apprenticeships. The Comité explained that these events allowed them to set up partnerships between VET providers and companies promoting apprenticeships for the low-skilled.
- ▶ The **Economic Chamber of North Macedonia** (MK) engaged in a variety of events, networking opportunities, and discussions to promote apprenticeships throughout the country. These included a digital “Fair for VET” with VET stakeholders, a joint event with the Ministry of Education and Science, a discussion on the attractiveness and benefits of VET and WBL broadcasted on television, press conferences, and the creation of a network for companies and VET schools to engage with each other.
- ▶ The **European Vocational Training Association (EVTA)** (EU) described their active involvement in VET-related events in Europe aimed at promoting the image and potential of apprenticeships. For instance, the EVTA organised an event at the European Parliament where they presented the main outcomes of the AppIntern project such as strengthening connections between students, graduates, and businesses. EVTA also joined other relevant events as a speaker or panellist, including the joint Cedefop and OECD symposium on “Apprenticeships and the Digital Transition”.

The second most-favoured activity focusing on the image of apprenticeships was the implementation of a media and outreach strategy, an initiative adopted by 31 % (n=29) of respondents who made progress on this objective. Responses included mentions of newsletters, social media posts or television appearances, targeted at potential labour market partners and apprentices:

- ▶ The **Fundación Bertelsmann** (ES) developed a new annual campaign aimed at promoting apprenticeships as a viable education option to young students. To inform the campaign, the Fundación funded a research to explore apprenticeship systems in EU countries, which then informed the creation of related promotional materials.
- ▶ The **Development and Training Department of Lisbon's City Council** (PT) elaborated a marketing strategy to publicise VET developments in the municipality through materials including leaflets, posters and advertisements made on municipal buses and within parish councils. The aim of this strategy is to update citizens on the work the City Council is undertaking in the field of adult education and the VET courses it offers, and to provide information on adult VET qualifications.
- ▶ The **Netherlands Trade Union Confederation** (NL) promoted the importance of WBL and apprenticeships on their website and paper magazines.

The prevalence of outreach strategies is demonstrated by the significant number of respondents who reported practices such as partnering with relevant stakeholders, information exchange, and sharing good practices and testimonials. Over a quarter of these respondents mentioned the creation of networks and the emphasis on cooperation and communication between partners as a strategy for increasing the image of apprenticeships (27 %; n=25). For instance, **Confederación Sindical Independiente – FETICO** (ES) improved companies' awareness of apprenticeships through social dialogue initiatives and participation in meetings of the Joint Sectoral Committee for VET in the Commerce Sector, where they promoted dual VET in the Spanish education system. **The Root of It** (UK), meanwhile, organised networking conferences for training providers, and organised opportunities for local students to meet with training providers face-to-face. Finally, **M&M Profuture Training** (ES) created networking opportunities by introducing potential apprentices to new local companies. Such meetings generated companies' interest in apprenticeships, who then decided to host the students.

Another 22 % shared good practices and information (n=21), while 7 % shared apprentices' testimonials (n=7). The **Hotelschool Ter Duinen** (BE), for example, shared past apprentices' experiences by promoting the work of their former students. They have done so by collaborating on the school's restaurant's menu with former students now working in Michelin star restaurants.

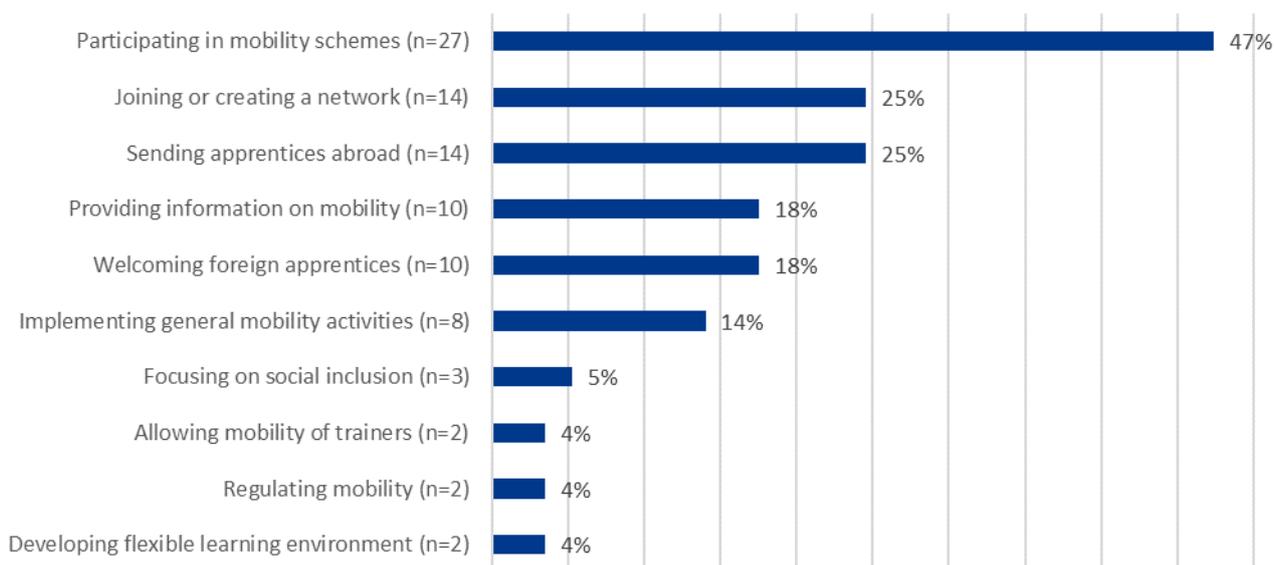
Increasing the quality of apprenticeships (18 %; n=17) as well as increasing supply and mobility opportunities (6 %; n=6) was also mentioned as a strategy for improving their image. These statements suggest the general perception that the promotion of apprenticeships as attractive education and training options also passes through the provision of true quality apprenticeships.

Finally, it is worth noting that nearly half of these respondents (44 %; n=45) adopted a multi-dimensional approach by implementing more than one initiative simultaneously with the aim of improving the image of apprenticeships.

2.1.4 Progress made on mobility

Respondents who mentioned having made progress on apprentice mobility (N=63) were asked to report on how they had contributed to promoting the mobility of apprentices in Europe in the 2022–2023 period, listing concrete activities, their results and impacts. Some 90 % of respondents (n=57) provided a valid answer to this question. Figure 10 below showcases the different typologies of actions taken by respondents with the aim of promoting the mobility of apprentices.

Figure 10. Actions implemented by respondents to foster the mobility of apprentices



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=57)*

The several types of activity implemented by respondents and listed in the figure above can be clustered in two main categories:

- ▶ **Direct participation in mobility projects and initiatives:** This category encompasses activities implemented by EAfA members through directly engaging in mobility projects by participating in EU mobility schemes (47 %; n=27), sending apprentices abroad (25 %; n=14), welcoming foreign apprentices into their own programmes (18 %; n=10) and participating in projects focused on enhancing the mobility of trainers and VET staff (4 %; n=2). Among those that participated in mobility schemes, 14 specifically mentioned their participation in Erasmus+ funded projects. Some notable examples include the following:
 - The **City Council of Alzira** (ES) participated in an Erasmus+ project that offered mobility opportunities to adults in education with a specific focus on individuals from vulnerable socio-economic groups.
 - **EuropeActive** (BE) created an ‘International Membership’ apprenticeship position, extending opportunities to apprentices in states beyond the EU27.
 - **ReKreata** (DK) created seven ‘Apprenticeship Abroad’ international programmes, offering three Danish students the opportunity to participate in a study exchange at Austin Texas’s Community College.
 - The **IHK-PROJEKTGESELLSCHAFT MBH** (DE) sent 38 training staff members abroad for educational study trips.
- ▶ **Facilitation of mobility:** This category encompasses activities creating the conditions for mobility opportunities to take place. In particular, respondents highlighted their role in facilitating mobility throughout Europe and beyond by creating networks between schools and VET suppliers (25 %; n=14), providing information on apprentice mobility (18 %; n=10), promoting social inclusion initiatives (5 %; n=3), creating digital and flexible learning environments (4 %; n=2), and enforcing regulations and policies on mobility (n=2). Some notable examples include the following:
 - The **Scuola Centrale Formazione** (IT) drafted a preliminary arrangement with its French partners, in order to host Italian students from the Scuola within France’s national mobility programme (MONA). The draft agreement was followed by a formal mobility agreement with a French cooking company for the Scuola’s students.

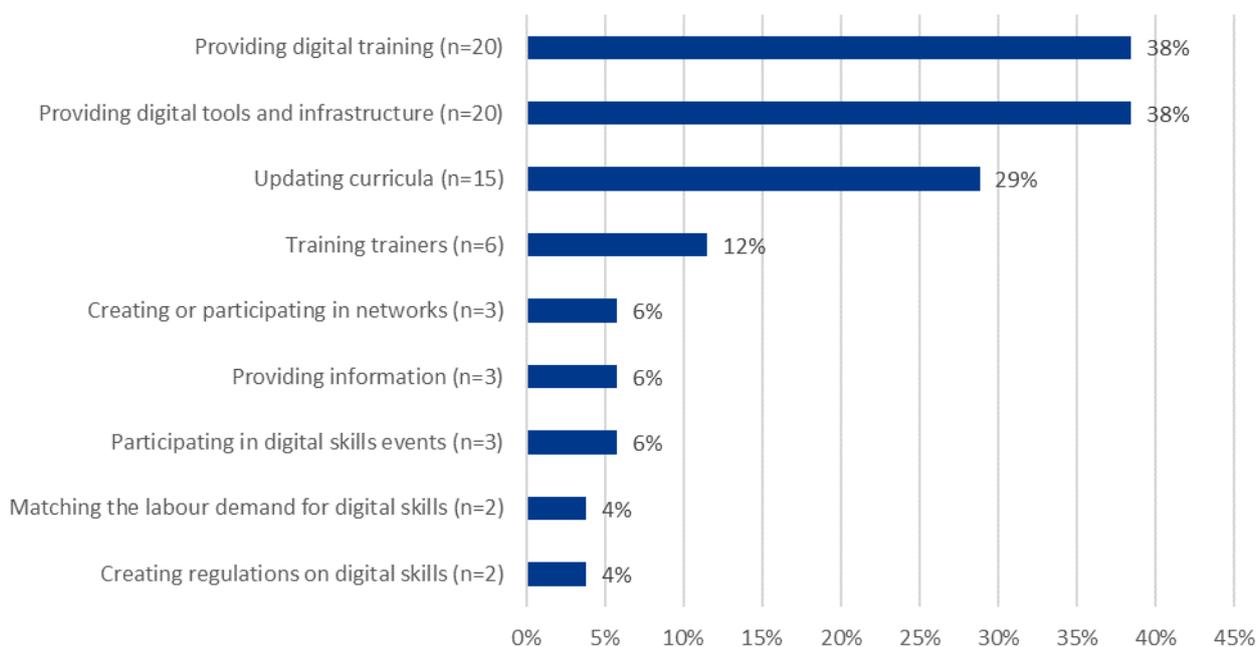
- **Eurochambres** (EU) conducted research aimed at assessing the current barriers to apprenticeship mobility. Through a survey, Eurochambres collected data on its members' thoughts on the current access to apprenticeships, the results of which informed Eurochambres' common position on learning mobility.
- The **Compagnons du Devoir et du Tour de France** (BE; FR; DE), along with submitting a European project proposal to develop international training courses in the heritage sector, developed new courses which contained a compulsory European mobility period. Such courses included training related to metallurgy and joint making.

Based on the figures provided by the 23 respondents who provided a valid response to this question, the respondents' organisations were involved in at least **1 266 mobility experiences** between 2022 and 2023, for an **average of 55 mobility experiences per organisation**⁷. This figure is over 3.2 times lower than in the period covered by the previous survey (2021–2022) (4 101 mobility experiences).

2.1.5 Progress made on digital skills

Respondents were asked to detail how, through their actions, they have contributed to supporting apprentices in gaining the skills required to master the digital transition in the 2022–2023 period, listing concrete activities, and their results and impacts. Among the 82 respondents who reported having made major or some progress in their digital objectives, 52 (63 %) provided a valid answer to this question. The different types of activities carried out by respondents to foster the development of digital skills are outlined in Figure 11.

Figure 11. Types of activities implemented by respondents to promote the development of digital skills



Source: *Ecorys EAfA monitoring survey 2022-2023 (N=52)*

⁷ It is worth mentioning that one respondent who stated to have 'mobilised hundreds of learners from VET high school,' did not specify the actual number of mobility experiences and, for this reason, could not be taken into account.

One of the most recurrent initiatives was the provision of training in digital skills and the preparation of students for careers in the digital landscape (38 %; n=20). Throughout respondents' answers, it is evident that many employers, HEIs, and other VET providers are adapting to the digital transition by providing specialised training courses in skills and adopting methods immediately relevant to new digital trends or careers. For example, the **Belgian Railway Company** (BE) introduced a new course entitled 'Digital Marketing and Communication', and the **University of Strathclyde** (UK) created and implemented a new series of micro-credential training entitled "Digital Manufacturing to Net Zero".

Another important measure implemented by EAfA members was making changes to curricula to incorporate digital skills (29 %; n=15). For example, **Siemens AG** (DE) introduced an 'Introduction to Digital Skills' into every one of their courses, rather than implementing a dedicated digital training course, stressing the transversality of digitalisation across all ecosystems and careers.

Over a third of these respondents also enhanced their ability to navigate the digital transition by updating their infrastructure, teaching methods and the delivery of their content (38 %; n= 20), for instance:

- ▶ **The AIP Language Institute** (ES) implemented its own internal intranet, which allowed them to remove the use of paper from their trainings. The platform was used for such activities as monitoring questionings and language tests, and consolidated participants' digital skills through exposure to online learning. Furthermore, the Institute implemented virtual tutoring through online meetings between professors and students.
- ▶ The **Limerick and Clare Education and Training Board** (IE) implemented the use of the virtual learning application 'Moodle' for all its students.
- ▶ **Opetusalan ammattijärjestö (OAJ)** (FI) invested in new digital technical equipment and software to match the most recent technological developments in all fields of work relevant to the students' education.

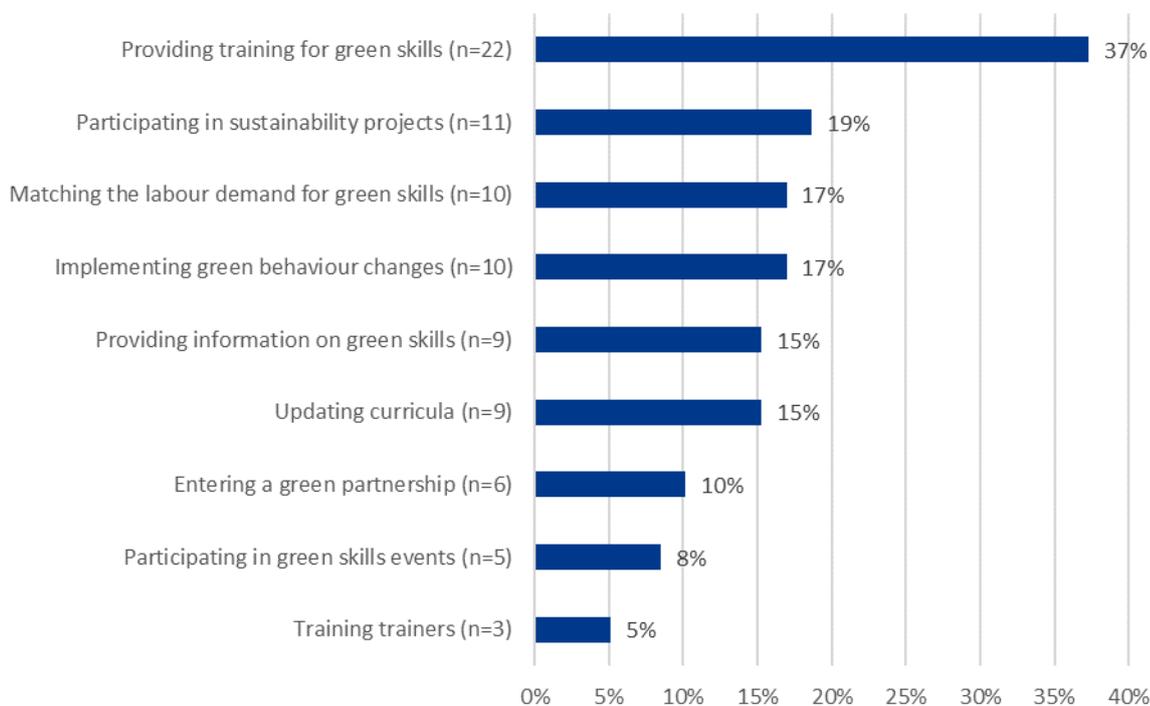
These investments and the adoption of digital and online tools may be a direct consequence of the flexible and digital learning methods introduced throughout the COVID-19 pandemic. The pandemic reflected an increased normalisation of online and digital teaching, and the continued usage of blended work and virtual education environments demonstrate the adaptability and flexibility that these digital education settings may offer.

2.1.6 Progress made on green skills

Respondents who mentioned having made progress on green skills (N=65) were asked how they had contributed to this objective in the 2022–2023 period, listing concrete activities, and their results and impacts. The vast majority of these respondents answered this question (91 %; n=59). As mentioned in Section 2.1, the prevalence of EAfA members who have implemented sustainable and green actions to master the green transition is higher than EAfA members who have committed to green skills in their pledge (n=23). This indicates the particular importance of all matters of sustainability and green initiatives for all organisations.

Figure 12 below shows the different types of initiatives adopted by respondents to promote green skills development.

Figure 12. Types of activities implemented by respondents to promote the development of green skills



Source: Ecorys EAfA monitoring survey 2022-2023 (N=59)

Just as respondents focusing on increasing digital skills in apprenticeships reported training as the most popular action, the same trend was observed among those implementing green skills. Over a third of these respondents (37 %; n=22) provided trainings focused on green skills and/or jobs in the environmental and sustainability sectors, while more than 1 in 10 of these respondents (15 %; n=9) changed their curriculum to incorporate green skills. Some examples include the following:

- ▶ The **Public Employment Service of Catalonia (ES)** established the Green Transition Scholarship and developed training programmes that steer students towards careers in sustainable and green jobs.
- ▶ **ENAI Net (IT)** updated its curricula by including courses related to environmental and economic management, and the social impact of climate change.

Unlike the initiatives taken by respondents to support apprentices in developing digital skills, the objectives and actions related to green skills reflect a focus on awareness raising and everyday behavioural changes. This is demonstrated by the sustainability projects 11 respondents participated in (19 %), the behavioural changes promoted by 10 respondents among their students (17 %) and the 9 respondents who shared information in sustainability and green transition issues (15 %). Some notable examples include the following:

- ▶ The **CFA Métiers des Arts de la Scène (FR)** strongly encouraged their students to travel to their Erasmus+ exchanges destinations using green modes of transport.
- ▶ **Kolona Vlore (AL)** introduced and enforced new recycling and waste-management systems within their facilities.
- ▶ The **Hellenic Public Employment Service (DYPA) (EL)** launched the ‘Green School’ project, which focuses on enhancing the energy transitions of geographic areas with historically high energy footprints.

Finally, under one fifth of respondents (17 %; n=10) detailed actions taken to match green skills needs and demands. These included actions related to research on current green skills needs or creating clear pathways for students entering green and sustainability-focused careers. For example:

- ▶ The **Smíchovská střední průmyslová škola a gymnasium** (CZ) explored students' interests in sustainability and green-branded companies, ensuring that such students could work in the company of their choice.
- ▶ **FETICO** (ES) assessed skills required for future workers to master the green transition and face the challenges of the green economy. Following a phase of exploratory research and detection of training needs, FETICO implemented new training schemes, such as the Erasmus+ Green Skills initiative, which focused on re-skilling and up-skilling for a sustainable economy.

3. Main challenges and obstacles

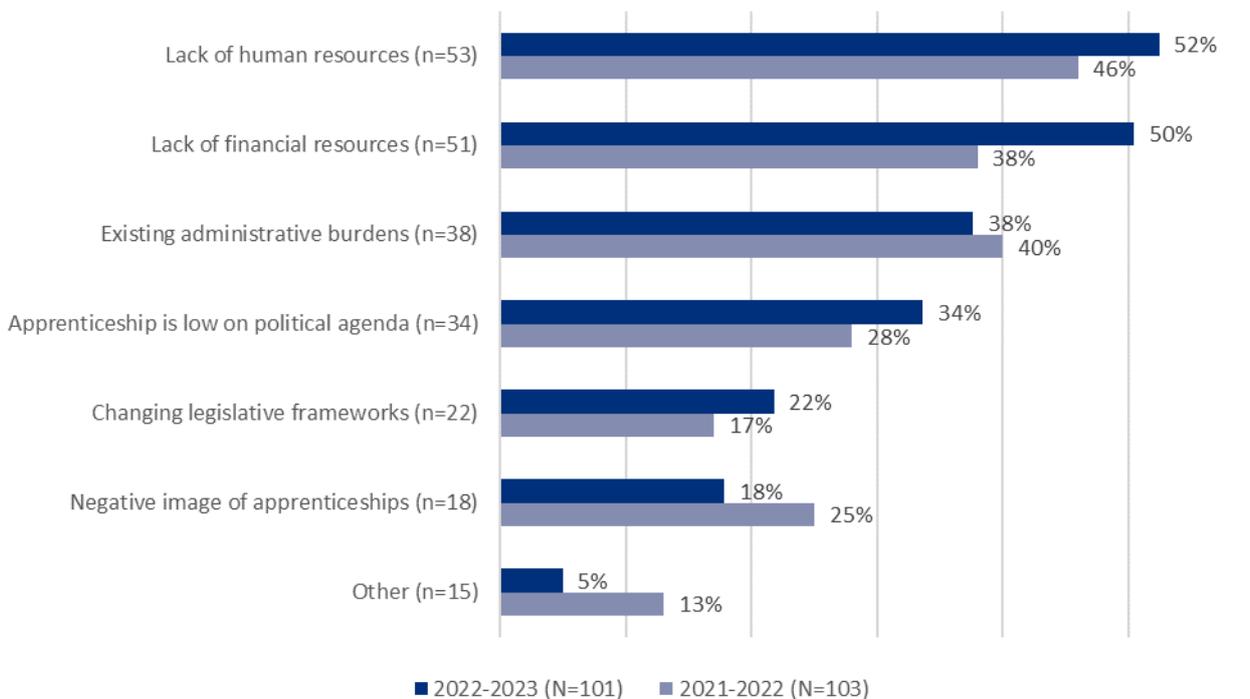
3.1 Main obstacles

Respondents were asked about the main obstacles and challenges encountered in the implementation of their pledge during the last year. Approximately three quarters of the survey respondents (n=101) reported that their organisation encountered obstacles in the implementation of their pledge, whereas 25 % (n=34) indicated not to have faced any particular challenge.

As shown in the figure below, over half of the respondents who faced challenges in implementing their pledge identified the lack of human resources and the lack of financial resources as key obstacles (52 %; n=53 and 50 %, n=51). This marks an increase of 14 and 4 percentage points, respectively, compared to the previous EAfA monitoring survey (38 % and 46 %). Another common challenge related to existing administrative burdens (38 %; n=38), followed by apprenticeships being a low priority on the political agenda (34 %; n=34); while the first maintained a relatively similar score to the last report (40 %), the latter represented a slightly more frequent obstacle than in the last reporting period (28 %).

The changing legislative framework was identified as the fifth most prevalent challenge (22 %; n=22), indicating an increase of five percentage points since 2021–2022 (17 %), suggesting a renewed prominence of changing legislative frameworks as a central challenge for EAfA members. The negative image of apprenticeships constituted the least frequently reported challenge (18 %; n=18), 32 percentage points lower than the most reported answer, and eight percentage points lower than the level reported in the 2021–2022 period (26 %), potentially suggesting that the stigma toward apprenticeships and vocational education in general is being slowly overcome.

Figure 13. Obstacles encountered by respondents in the implementation of the pledge



Source: Ecorys EAfA monitoring survey 2022–2023 (N=101) and Ecorys EAfA monitoring survey 2021–2022 (N=103)

It is worth mentioning that no dominant trend can be observed across countries, as challenges appear to equally affect organisations, irrespective of the country they operate in.

3.2 Good practices

Respondents were asked whether they implemented any good practices to share with other EAfA members. Nearly half of the survey respondents (43 %; n=58) indicated that their pledge could be an example of good practice worth sharing, while 30 % (n=41) said they did not know, and 27 % (n=36) stated that they had not implemented any good practices that could be shared.

Over, one quarter of respondents (29 %; n=17) mentioned participating in awareness-raising activities and information-spreading efforts to share opportunities and knowledge with individuals and organisations:

- ▶ The **Fundación Empresa Familiar De Castilla Y León** (ES) created an orientation guide for young people to inform them about companies and employment opportunities in the region as well as training itineraries to work in different jobs.
- ▶ The **European Parents Association (EPA)** (BE) organises school visits to vocational schools that offer work-based learning or apprenticeship schemes to show students and parents the array of opportunities created.
- ▶ The **European Vocational Training Association (EVTA)** (EU) created the Network of Career Hubs which, among other useful benefits, serves as a platform for sharing information about national and international labour markets, work conditions, skill requirements, and occupational and sectoral developments.
- ▶ Additionally, the **Economic Chamber of North Macedonia** (MK), the **Solski Center Skofja Loka** (SI), The **Swedish National Agency for Education** (SE), the **Confédération de l'Artisanat et des Petites Entreprises du Bâtiment (CAPEB)** (FR) and **Skupnost VSs** (SI) mentioned the organisation of awareness-raising events such as apprenticeship fairs and conferences.

Approximately one fifth of respondents (24 %; n=14) among those who indicated that their pledge was an example of good practice mentioned instances of cooperation with other stakeholders, including the implementation of inter-company programmes and networks, collaboration with social partners and participation in EU initiatives and projects related to the improvement of VET and apprenticeships:

- ▶ The **Greek Ministry of Education and Religious Affairs** (EL) collaborates with the Liaison Council for the Production and Labour Market (SSPAE), consisting of various stakeholders, to mobilise local businesses to participate in apprenticeship programmes.
- ▶ **European Trade Union Committee for Education (ETUCE)** (EU) cooperated with Cedefop on piloting a pan-European survey on various topics revolved around VET and apprenticeships. The organisations also work with social partners to support the development and implementation of apprenticeships.
- ▶ **Micro, Petita i Mitjana Empresa de Catalunya (PIMEC)** (ES) is involved in various European projects aimed at improving VET and apprenticeships with a focus on encouraging employers to offer apprenticeships, internships and jobs to VET students and graduates in SMEs.

Other respondents noted their digital initiatives as a good practice example (21 %; n=12), including virtual events and projects aimed at fostering digital development:

- ▶ **Siemens AG** (DE) implemented virtual job fairs (SieYa) and virtual 'open days' (digital insights) for students.
- ▶ **FETICO** (ES) is involved in the European Project VICTORUPESI, which aims to use new technologies to upskill and innovate new pathways towards employability. This programme includes training in digital skills and tools for employment to allow apprentices to gain skills they can implement in the world of work.
- ▶ **KulturLife GmbH** (DE), **ESMOVIA** (ES) and the **General Council of Chambers of Commerce of Catalonia** (ES) created digital apps to facilitate their work and support the mobility of apprentices. Among these are apps aimed at providing apprentices abroad with information about their company, programme and hosting city, as well as career hub apps where both enterprises and apprentices can register and look for candidates or job vacancies according to their needs.

Additionally, 17 % of respondents (n=10) mentioned the implementation of new training programmes as another good practice example. Among these, respondents highlighted initiatives focusing on sustainable and green practices, as well as training centred around reskilling and upskilling.

Participants were consequently asked if they had implemented any good practices of international collaboration that could be shared with other EAfA members. Some 32 respondents (24 % of all survey respondents) stated that they did implement good practices of international collaboration. Of these 32 respondents, 44 % (n=14) stated they worked within the European continent, 34 % (n=11) mentioned they implemented good practices across other continents such as Africa and South America, and 6 % (n=2) mentioned working in both Europe and other continents. The remaining respondents (16 %; n=5) did not further specify.

Regarding the good practices implemented by respondents who engaged in initiatives outside of the EU, as shown in Figure 14, 47 % (n=15) of respondents highlighted collaboration and cooperation with non-EU organisations. These collaborations primarily aimed at learning and exchanging knowledge and information:

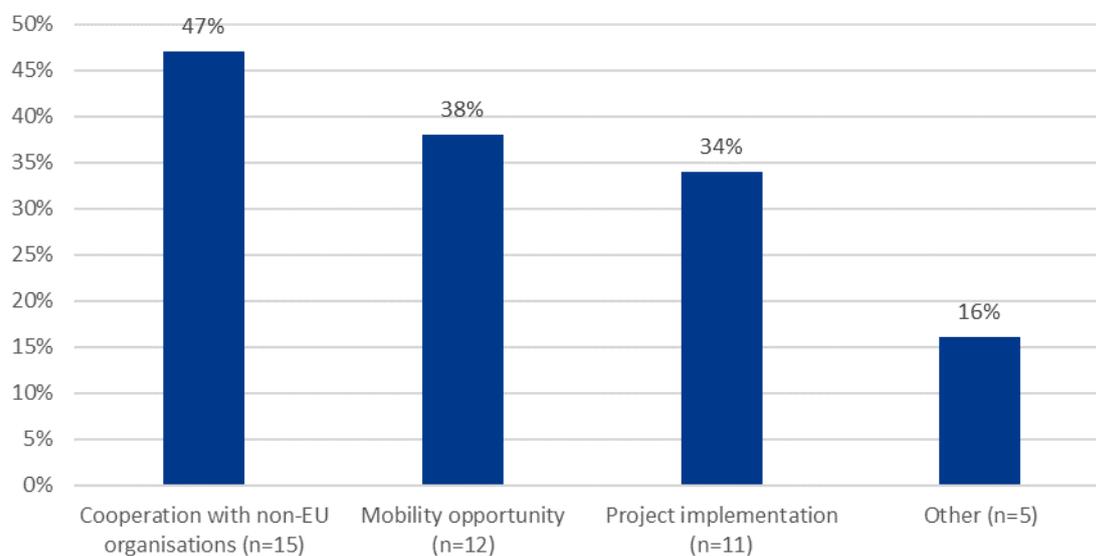
- ▶ **XABEC Vocational Training Centre** (ES) exchanged good practices and experiences on the implementation of the dual system with various VET centres in non-EU countries across different continents, including Kenya and Uruguay.
- ▶ The **Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León** (ES) established a partnership with the European Training Foundation (ETF) to identify models and recommendations to enhance apprentice training and offer good practices to educational centres.

In addition, 38 % (n=12) of respondents cited mobility opportunity and exchanges as examples of good practices of international collaboration and exchanging information and knowledge internationally:

- ▶ **Swisscontact** (CH) offers exchange programmes between Swiss and Albanian VET institutions to encourage the exchange and learning of new skills and information.
- ▶ **Skupnost VSs** (SI) implemented mobility opportunities for staff in countries such as Switzerland, the UK and China, allowing the organisation to create networks of apprenticeship opportunities that enhance student mobility.

Lastly, 34 % (n=11) of respondents outlined project implementation abroad as a good practice of international collaboration. Three organisations, the **Asociación Mundus** (ES), the **Scuola Centrale Formazione** (IT) and the **European Association of Institutes for Vocational Training (EVBB)** (EU), cited their involvement in the SAAM pilot project between Europe and Africa as an exemplary initiative.

Figure 14. Type of international collaboration implemented to promote quality and effective apprenticeships



Source: Ecorys EAfA monitoring survey 2022–2023 (N=32)

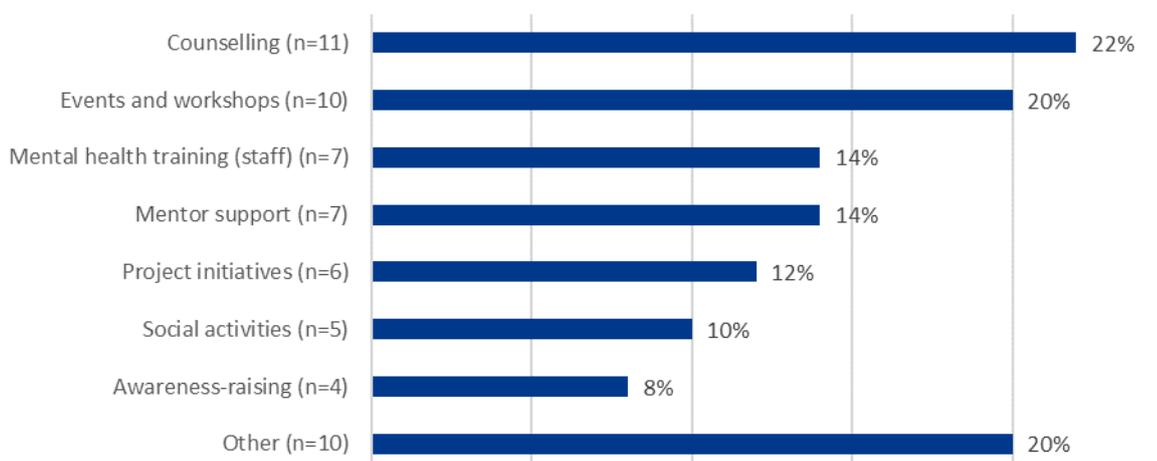
3.3 Mental health and wellbeing

Respondents were asked whether they implemented any activity to support their apprentices’ mental health and wellbeing. This question was answered by the vast majority of respondents (N=111).

Overall, the implementation of activities to support apprentices’ mental health and wellbeing is not widespread, with 47 % of respondents stating that they have not yet implemented such activities (n=40) and 17 % reporting that they have not, but would like or intend to (n=19). Nonetheless, a significant share of respondents (36 %; n=52) reported that they have implemented activities in this regard.

Figure 15 provides an overview of the common activities to support apprentices’ mental health which were mentioned by relevant respondents.

Figure 15. Type of activities implemented or planned by respondents to support apprentices’ mental health



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=51)*

Out of the 53 % (n=59) of respondents who have established or would like to establish mental health and wellbeing practices to support their apprentices, 86 % (n=51) of responses were relevant to the question. Among these, 22 % of respondents (n=11) mentioned the provision of access to private or group counselling and a psychologist to address the mental health of apprentices:

- ▶ **DYPA** (EL) provides apprentices with psychological support through a qualified psychologist who also offers online group sessions focused on enhancing self-awareness.
- ▶ The **BMW Group** (DE) offers consultation opportunities for apprentices with experts in mental health.
- ▶ **Cosvitec S.C. a R.L** (IT) offers a 24/7 line of communication for apprentices abroad to aid in addressing any mental health issues. The organisation also hired a psychologist to offer targeted support and counselling to staff members experiencing poor mental health.

In addition, 20 % (n=10) of respondents reported taking part in or planning events and workshops for staff members and apprentices to address mental health concerns and to share information on this issue.

- ▶ **Deutsche Bahn AG** (DE) offers their apprentices workshops about mental and physical health to address possible concerns.
- ▶ The **EVTA** (EU) attended and spoke at the European Apprentices Network Event, focusing on the needs of apprentices and ensuring access to mental health services by sharing best practices from a VET perspective.
- ▶ **Micro, Petita i Mitjana Empresa de Catalunya (PIMEC)** (ES) collaborates with public and private entities to promote initiatives addressing mental health challenges within companies. The organisation hosted mental health conferences for various organisations focusing on workplace wellbeing and addressing topics related to mental health in the workplace.

Other respondents outlined the implementation of mental health training for their staff members (14 %; n=7), especially targeting people in leadership positions with the goal of educating individuals on approaching and resolving mental health concerns among employees:

- ▶ **CFA Métiers des arts de la scène** (FR) is planning to enrol its staff in the 'Premier secours en santé mentale' (PSSM) training to enhance their ability to guide and support apprentices experiencing poor mental health.
- ▶ The **Scuola Centrale Formazione** (IT) implemented an extensive programme about mindfulness for the teaching and tutoring of staff, providing them with the tools to apply the mindful practices learned, and incorporate them in their teaching and training.

The remaining responses (14 %; n=7) reported offering apprentices and students a point of contact within the organisation to address potential mental health challenges. While these figures do not include mental health professionals, appointed staff members were trained to offer support and guidance. In addition, 12 % (n=6) of submissions mentioned project initiatives focusing on mental health in different area such as projects to strengthen student health and wellbeing in the Swedish education system as delineated by the **Swedish National Agency for Education** (SE)

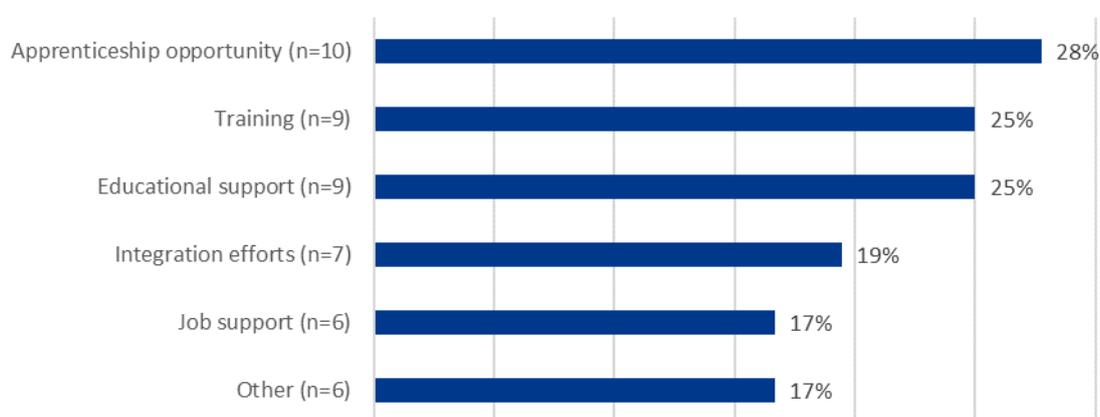
Finally, 10 % (n=5) of respondents highlighted social activities as a good practice for maintaining good mental health such as, for example, sports, entertainment and games as mentioned by **Hotelschool Ter Duinen** (BE). A few respondents noted their efforts to raise awareness on mental health (8 %; n=4). For instance, the **Accademia Europea di Firenze** (IT) educated schools and teachers about the increasing prevalence of mental health problems among students.

3.4 Ukrainian refugees

Respondents were asked whether they had implemented any activity linked to the use of apprenticeships to support people fleeing the war in Ukraine. This question was answered by nearly 90 % of respondents (N=118). Overall, the majority of these respondents (64 %; n=76) reported that they have not yet implemented any activity to support people fleeing Ukraine. While 12 % (n=14) of respondents expressed their willingness to implement such initiatives in the future, about 24 % (n=28) positively claimed to have implemented activities to support Ukrainians fleeing the war.

Among those who implemented activities to support Ukrainians fleeing the war or have expressed their interest in doing so, 36 respondents provided a valid response. Figure 16 outlines the most recurring activities that were implemented or are intended to be implemented by respondents.

Figure 16. Type of activities implemented or planned to support Ukrainians fleeing the war



Source: *Ecorys EAfA monitoring survey 2022–2023, N=36*

About 28 % of respondents (n=10) indicated that the initiatives they put in place or plan to put in place to support Ukrainians fleeing the war included offering apprenticeship opportunities:

- ▶ **ESMOVIA** (ES), alongside the **Lubelska Akademia WSEI** (PL), **Skupnost VSs, the Smíchovská střední průmyslová škola a gymnázium** (CZ), the **Eurochambres** (EU), the **Austrian Federal Railways & Infrastructure** (AT) and the **Teachers Union of Serbia** (RS), explicitly mentioned supporting Ukrainian individuals and students through apprenticeship opportunities to support them in joining the labour market in their host countries.
- ▶ **M&M Profuture Training** (ES) outlined their ability to offer training opportunities targeting Ukrainian refugees.

Following apprenticeship support, 25 % (n=9) of respondents specifically mentioned offering or wanting to offer training opportunities, particularly in relation to language training (n=6). About 25 % of respondents (n=9) also indicated being implementing or wanting to implement educational support and opportunities for Ukrainian students fleeing the war as the second most-cited initiative. Some examples include the following:

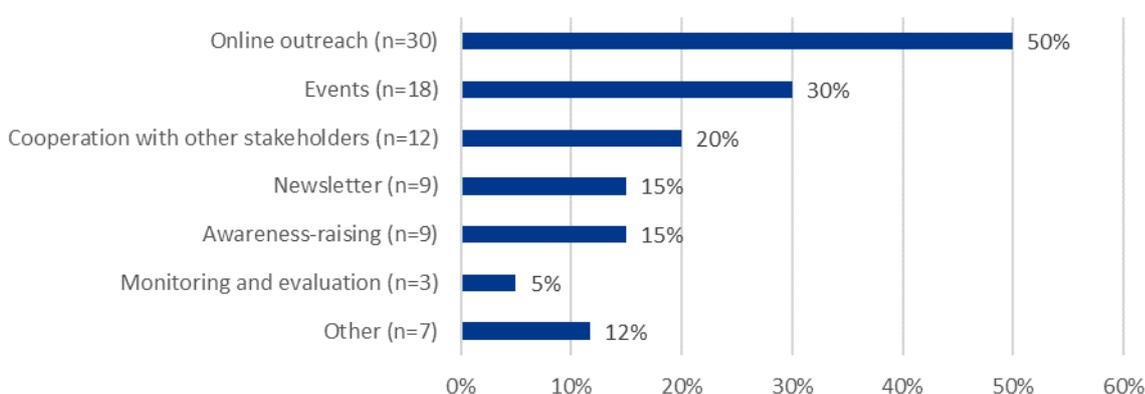
- ▶ The **Teachers Union of Serbia** (RS) is working towards incorporating Ukrainian students into the regular education system as well as in VET schools in Serbia.
- ▶ The **European Parents Association (EPA)** (BE) offers targeted support to Ukrainian parents to assist them in gaining a better understanding of the education system in their host countries and support their children in accessing comprehensive information and language courses.

In addition, about 19 % (n=7) of respondents reported the implementation or the willingness to pursue integration efforts more generally to support Ukrainians in their host countries. Various respondents (17 %; n=6) explained that they are supporting Ukrainians by helping them find a job through information and resources or by providing them with job opportunities directly.

3.5 Communication activities

The survey also asked respondents about any other type of communications work they may be undertaking to promote quality and effective apprenticeships, and which communication channels they are using. Some 60 respondents provided a valid answer. The figure below shows the different types of activities implemented by respondents to promote quality and effective apprenticeship.

Figure 17. Type of activities implemented to promote quality and effective apprenticeship



Source: Ecorys EAfA monitoring survey 2022–2023 (N=60)

The largest share of these respondents (50 %; n=30) reported online outreach as an important communication channel in the promotion of quality and effective apprenticeships. Specific sites mentioned include social media platforms such as LinkedIn, Instagram, Facebook and X (previously Twitter). Additionally, 13 of these respondents also mentioned their websites. Examples of online outreach activities are:

- ▶ The **Catalonian Ministry of Education** (ES) uses social media platforms such as X (previously Twitter) and Instagram to share success stories from apprentices and disseminate information on events focusing on apprenticeships. The website is used to complement information from social media and provide more details on their apprenticeship programmes. Similarly, the **Fundatia Ecologica Green (FEG)** (RO) runs a campaign on various platforms and social media channels aimed at attracting young people to apprenticeships.
- ▶ **CFA Métiers des arts de la scène** (FR) is currently developing their social media presence on Facebook, Instagram and LinkedIn to promote their apprenticeship opportunities. These accounts are managed by the apprentices themselves.
- ▶ **EFFAT and HOTREC** (EU) share information about the values and benefits of apprenticeships amongst their members through their website and social media channels. Similarly, the **European Association of Institutes for Vocational Training (EVBB)** (EU) uses their website and social media accounts (X, LinkedIn, and Facebook) to inform stakeholders with resources, research, and reports, as well as to share news, stories, and apprenticeship updates.

The second most common answer focused on the organisation of events (30 %; n=18). Respondents reported hosting or attending events such as fairs, conferences, workshops and webinars to promote and learn about quality and effective apprenticeships:

- ▶ The **Skupnost** VSs (SI) hold annual events to communicate with and support stakeholders operating in different regions.
- ▶ The **Economic Chamber of North Macedonia** (MK) organises a digital fair for secondary VET students, accessible to all 9th graders through national Macedonian TV.
- ▶ The **Ministry of Education and Religious Affairs – General Secretariat for VET, LLL & Youth** (EL) hosted the event “The Greek apprenticeship scheme for adults in the European Year of Youth 2022” along with other events to raise awareness on apprenticeships within the framework of the European Year of Youth.
- ▶ The **Solski center Skofja Loka** (SI) organises events such as school open days, technical days and school information days for primary school students in order to promote quality and effective apprenticeships. Similarly, **IDESCOM** (PT) holds information sessions in schools and universities in preparation for the Automotive Project Market 2024.

About 20 % (n=11) of respondents highlighted their collaboration and communications with other stakeholders to promote exchange on experiences, knowledge and vocational opportunities:

- ▶ The **Teachers Union of Serbia** (RS) cooperates with regional boards and VET schools and companies in the education field to extend their network and create potential options for knowledge exchange and apprenticeship experiences.
- ▶ The **BMW Group** (DE) and **FETICO** (ES) are both members of a national alliance in each of their countries, through which they promote vocational and occupational orientation at different schools, actively participate in relevant initiatives, as well as exchanging good practices and sharing information about dual VET and training systems.

Around 15 % (n=9) mentioned the use of newsletters as a method of promoting quality and effective apprenticeships to its members. Similarly, 15 % (n=9) of respondents emphasised their awareness-raising initiatives, focusing on sharing their own experience and best practices to promote quality and effective apprenticeships. For instance, **DYPA** (EL) explained that sharing their best practices through their role of Business Ambassador enhanced the promotion of quality and effective apprenticeships.

Although only 5 % (n=3) mentioned monitoring and evaluation efforts to promote quality and effective apprenticeships, this type of activity provides an interesting way to promote apprenticeships as showcased by **Don Bosco International** (BE). In particular, based on a number of quality indicators, the organisation is mapping, collecting and publishing relevant data on outcomes related to quality apprenticeships, including learners’ level of satisfaction and employability rate after the completion of their apprenticeship, the results of which are analysed and disseminated through international events, social media and press channels.

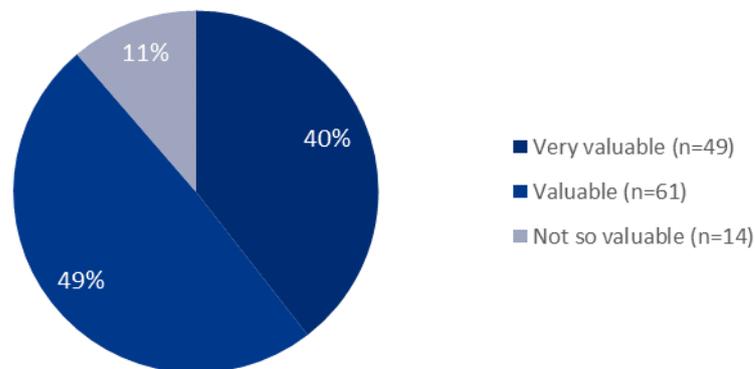
Finally, 12 % (n=7) of respondents provided unique examples of communications work, which they are conducting to promote quality and effective apprenticeships. **Hotelschool Ter Duinen** (BE) nominates former students as ambassadors to promote the institution and the apprenticeship schemes it offers. Promotion efforts are also conducted by organisations such as **Eurochambres** (EU), which makes use of its members’ networks to promote quality apprenticeships, and the **Limerick and Clare Education and Training Board (LCETB)** (IE), which exploits the communication channels created within relevant industry clusters.

4. EAfA perception

4.1 EAfA added value

The respondents' perception of EAfA is largely positive. The vast majority of all survey respondents (N=124) provided a valid response to this question, whereas 8 % had no opinion (n=11). Around 89 % (n=110) of respondents who expressed an opinion consider EAfA to be very valuable or valuable as a multi-stakeholder platform to boost the quality, supply, image of apprenticeships, and mobility of apprentices⁸.

Figure 18. Respondents' assessment of the EAfA's value as a multi-stakeholder platform to foster apprenticeships



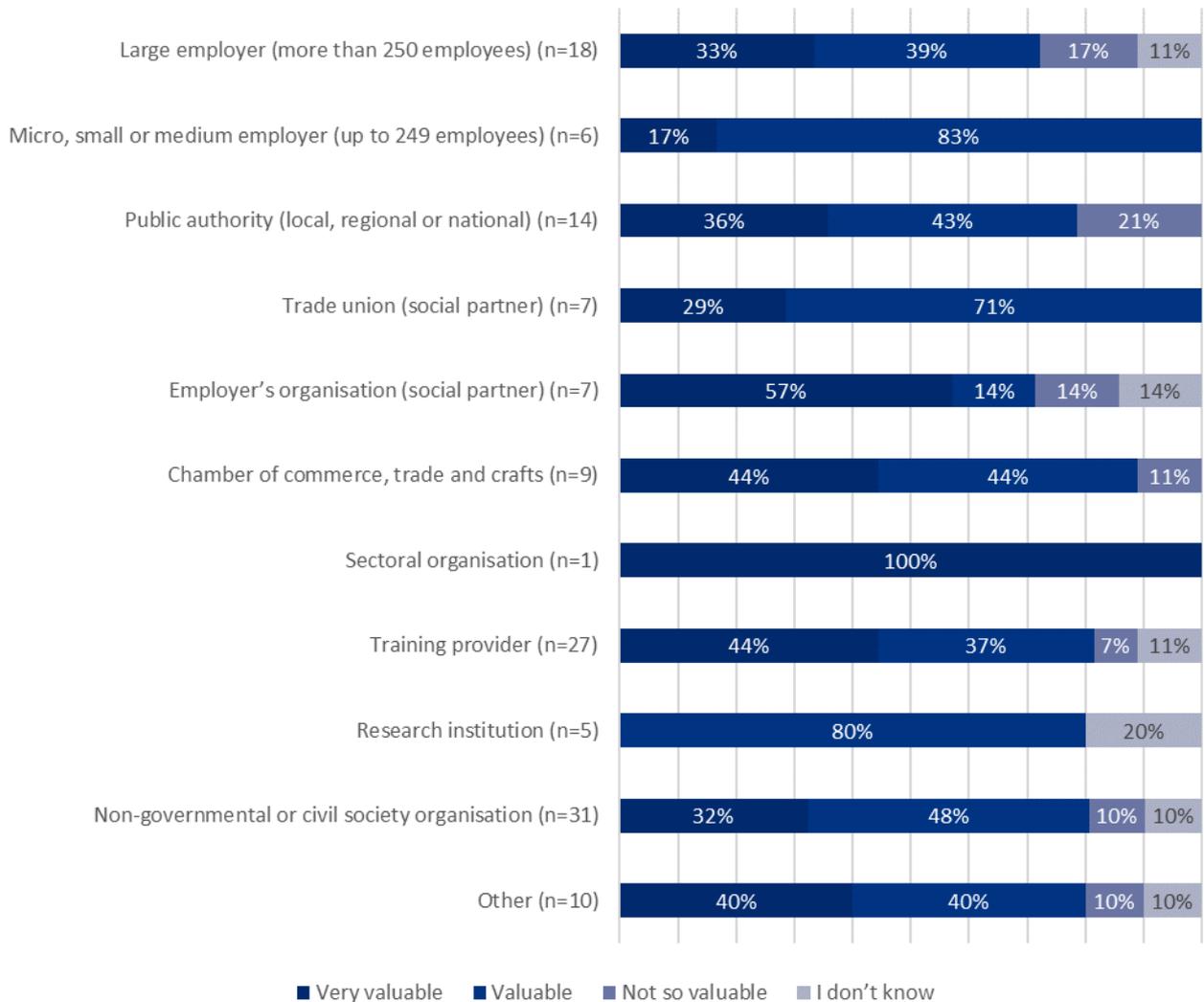
Source: *Ecorys EAfA monitoring survey 2022–2023 (N=124)*

It appears that all different stakeholder groups share this positive outlook towards EAfA. As the figure below demonstrates, the perception of EAfA as a valuable or very valuable stakeholder platform is consistently high, ranging from 100 % of respondents for trade unions (n=22), micro, small or medium employers (n=6), sectoral organisations (n=1), EU associations of VET providers (n=1), and other types of organisations (n=2), to 50 % for professional bodies and networks (n=1). The share of respondents considering EAfA as very valuable or valuable is particularly high also in the case of chambers of commerce (n=8), non-governmental or civil society organisations (n=25), training providers (n=22), trade and crafts (n=8), research institutions (n=4), and employees' organisations (n=4), at 80 % or above.

When looking at the specific responses per stakeholder type, it emerges that a variety of stakeholders regarded the EAfA as 'not so valuable', including public authorities (n=3), large employers (n=3), and employers' organisations (n=1).

⁸ When excluding the respondents who stated to be indifferent, the percentage of respondents assessing EAfA's value as valuable or very valuable is 89 %.

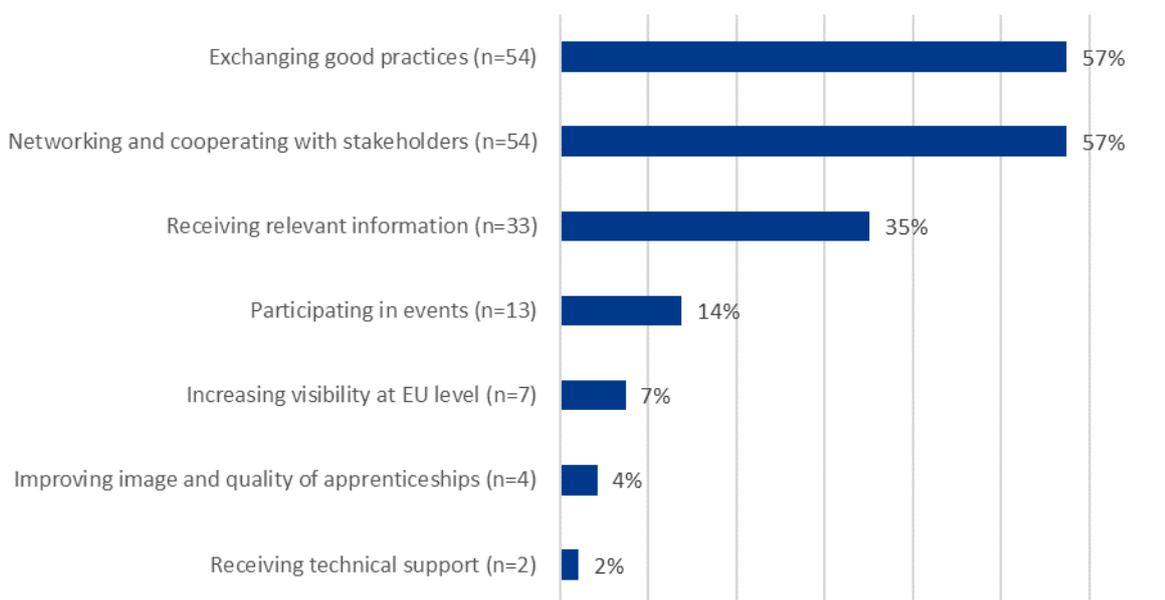
Figure 19. Respondents' assessment of the EAfA's value as a multi-stakeholder platform to foster apprenticeships, by stakeholder group



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135)

Respondents were consequently asked to detail the benefits they have experienced over the last year from their EAfA membership, which are outlined in Figure 20 below. Roughly three quarters of respondents answered this question (70 %; n=94).

Figure 20. Main benefits identified by respondents from EAfA membership



Source: Ecorys EAfA monitoring survey 2022–2023 (N=94)

Around 57 % of respondents (n=54) identified the opportunity to foster cooperation, forge new connections, and belong to a network of like-minded organisations as the main benefit of EAfA. Organisations emphasising the value of networking opportunities highlighted the positive effects they generate on information sharing, the overall improvement in the quality of apprenticeships, and the creation of a sense of belonging to an EU-wide community:

- ▶ **Union for Private Economic Enterprise (UPEE)** (BG) finds that EAfA fostered the creation of key partnerships, favouring collaboration with educational and scientific organisations, as well as with individual associations and enterprises.
- ▶ EAfA has enabled **Enel** (IT) to establish connections with numerous companies, training institutions, associations, and educational organisations. Alongside its involvement in EAfA, the company benefited from participating in the latest editions of the VET Skills Week, taking the opportunity to meet and interact with many different realities committed to this goal.
- ▶ **ReKreata I/S** (DK) and **Stichting International Parents Alliance (IPA – Parents International)** (NL) mentioned benefitting from the opportunities EAfA offers them to engage with other companies, vocational education and training providers, and stakeholders interested in advancing apprenticeships.
- ▶ **Confederación Empresarial Vasca – Confebask** (ES) appreciates that EAfA opens up new opportunities for collaboration across various fields.

‘Being a member of EAfA allow us to access information and knowledge about the policies, plans, programmes, and actions of the European Commission in the field of VET, Work-Based Learning, and apprenticeships. It is a valuable benefit for us. We also share knowledge, ideas, and experiences with other stakeholders. We have improved our capacity to get involved in and influence the labour market and to interact with different actors, such as companies, apprentices, public bodies, and policymakers.’

Confederación Sindical Independiente – FETICO, Spain

'We can find out more about EU policy in the field of apprenticeships, network with other institutions and people working in the field, know more about other countries' practice, and gain motivation to go on.'

Fundatia Ecologica Green, Romania

'We have become more confident in our good work, as we have the opportunity to meet many engaged people from other types of organisations and have the possibility to learn a lot about the European perspective and our role in this road to quality apprenticeships.'

Teachers Union of Serbia, Serbia

Equally important for respondents was the exchange of good practices among EAfA members, with 57 % (n=54) stressing its significance. Notably, respondents frequently spotlighted the inspiring initiatives undertaken by EAfA members, who had implemented changes in their own organisations and VET delivery systems based on the valuable information and examples shared within the network.

- ▶ **BMW Group** (DE) appreciates being part of a Europe-wide network connecting experts on apprenticeships and giving the opportunity to learn from each other.
- ▶ The **Teachers Union of Serbia** (RS) noted that the opportunity to meet and engage with other organisations involved in apprenticeships allowed them to gain insights into the European perspective. This experience helped clarify their role in the broader landscape of apprenticeships, ultimately boosting confidence in the impactful work they are contributing.
- ▶ EAfA provided the **TU Dublin Access to Apprenticeship** (IE) high-quality resources and information, offering opportunities to engage with colleagues at the tertiary level across Europe and facilitating the sharing of both theoretical and practical expertise related to apprenticeships.
- ▶ **Lärlingsutvecklarna i Sverige AB** (SE), **SG AKADEMI** (TK) and **Unioncamere Piemonte** (IT) highly valued the exchange of best practices and learning from other members, especially through the sharing of success stories.
- ▶ **Micro, Petita i Mitjana Empresa de Catalunya (PIMEC)** (ES) emphasised that EAfA has offered a unique opportunity to cultivate new synergies in the realm of apprenticeships, creating an environment where members can easily share best practices and exchange valuable insights and information.

'EAfA provides access to knowledge, the opportunity to network with engaged experts and professionals, the ability to learn from good practices and successful companies, and the inspiration to continuously improve.'

EVN Macedonia, North Macedonia

'Thanks to EAfA, the European Builders' Confederation has the possibility to broaden its audience and network across Europe, to share news and information, to promote events and to be inspired by the best practices of other EAfA's members.'

European Builders Confederation (EBC), EU

Nearly a quarter (35 %; n=33) of respondents highlighted that EAfA provided them access to valuable information on apprenticeships, EU policies on VET and skills, and other EU initiatives in the world of VET:

- ▶ EAfA discussions were found as a great opportunity for **M&M Profuture Training** (ES) to gain insights into the reality of apprenticeships across European countries.

- ▶ **ESMOVIA** (ES), **Hidromek** (TK) and the **European Association of Regional and Local Authorities for Lifelong Learning (EARLALL)** (BE) praised that EAfA provides them the opportunity to stay updated on news related to apprenticeships and the mobility of apprentices.
- ▶ **Opetusalan ammattijärjestö OAJ** (FI) noted that EAfA provided them with valuable insights into European approaches to designing and implementing apprenticeships and the diverse challenges faced in different countries.
- ▶ **Fundación Empresa Familiar De Castilla Y León** (ES) observed EAfA enables them to stay informed about the action of the European Commission, allowing them to anticipate initiatives or policies to be implemented in their region.

'EAfA provides information on current political themes concerning apprenticeships.'

Deutsche Bahn AG, Germany

'As an EAfA member, we've discovered several valuable benefits. The informative sessions and webinars on apprenticeships have provided us with up-to-date insights and knowledge in the field. The "Skills Year" activities have equipped our team with practical skills to enhance our contributions. Most notably, EAfA's emphasis on private sector engagement has allowed us to continue and maintain connections with businesses, align apprenticeship programmes with industry needs, and create more opportunities for apprentices. The insights have been instrumental in enriching our professional journey and impact.'

SwissContact, Switzerland

Furthermore, 1 in 10 respondents indicated that the events organised by EAfA were the most beneficial element of EAfA membership (14 %; n=13).

- ▶ **EuropeActive** (BE), **Swisscontact** (CH) and **Skupnost VSs/Association HVC** (SI) highly valued the webinars, seminars, and events organised by EAfA, considering them a primary reference point for obtaining information, sharing knowledge, and connecting with stakeholders.
- ▶ **Asociación Mundus** (ES) benefited from EAfA webinars, considering them as opportunities to participate in informal training sessions.

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

Enel, Italy

Some 50 responses mentioned more than one benefit to EAfA membership, which highlights the overarching value that organisations can gain from by being part of the EAfA community. The importance of EAfA for its members is also reflected in the number of respondents that provided examples of the successes achieved through their participation in the network (47 % of all survey respondents; n=64). When asked to provide examples of their successes, EAfA members detailed the funding opportunities they have applied to, the changes they have made, the collaborations created, or the synergies established from participation in EAfA activities and their belonging to the network.

Examples of such successes following EAfA membership include:

- ▶ Following its participation in the EAfA high-level events in Vienna and Brussels, **XABEC** (ES) successfully launched new projects and partnerships, among which its collaboration with ESMOVIA to deliver international training modules on automation and welding. Similarly, XABEC is currently cooperating with **Österreichische Bundesbahnen (ÖBB)** (AT) to foster mobility and professional development within the rail sector.
- ▶ **Enel** (IT) has actively engaged in apprenticeship initiatives, hosting EAfA members in June 2018 and receiving the EAfA Award in November 2017 for the best European company in quality apprenticeships. Enel has also collaborated with various research and training institutions within the EAfA network, participating in programmes like Erasmus+ with UNISER and contributing to research with Giggroup and Adapt on first-level apprenticeships, among other collaborations.
- ▶ The **Câmara Municipal de Lisboa** (PT) found several international partners during EAfA webinars or workshops in which they participated and integrated into several Erasmus+ projects as a result.
- ▶ The **Directorate General for VET and Special Education Schemes of the Catalonia Regional Ministry of Education** (ES) showcased the crucial role their participation in EAfA events and networking opportunities played in elevating their profile, influencing policy discussions, and establishing new partnerships. In particular, the Directorate General explained that they have significantly enriched their understanding of effective apprenticeship policy through exchanges of best practices with EAfA members.
- ▶ **Serdar Plastik** (TK) acquired information and good practices through their participation in EAfA events and implemented these by developing new practices aimed at student development in vocational training within their organisation.

Finally, as mentioned, a marginal share of respondents considered the EAfA as less valuable (11 %; n=14). The perception of EAfA is only slightly less positive than in the previous reporting period (2021–2022), when 94.5 % of respondents assessed the EAfA as very valuable or valuable. Potential reasons cited by these respondents for their perception of the EAfA's value include an internal lack of sufficient resources at the organisational level to make use of EAfA tools and activities, difficulties in international cooperation due to national differences in apprenticeship systems, the need for more funding opportunities for organisations, and the need to simplify bureaucratic procedures. Two of these respondents also mentioned the need for the planning and delivery of more events and tools focused on specific sectors of interest. Additional strategies suggested by respondents to increase the added value of EAfA are discussed in detail in Section 4.2.

4.2 Increasing the EAfA's added value

Survey respondents were asked to provide feedback on areas where EAfA could increase its added value. 67 % (N=91) of all survey respondents provided a valid answer to this question.

The figure below provides an overview of the recommendations put forward by the respondents.

The overall assessment gathered through the members' feedback is that EAfA should continue to expand on its current activities. Around 40 % (n=36) of these respondents expressed a desire to attend more in-person EAfA events. The benefit of events for EAfA members included the ability to facilitate engagement and networking between members and other stakeholders, helping them to develop partnerships and collaboration opportunities:

- ▶ The **NMBS/SNCB Belgian Railways Company** (BE) expressed that EAfA events were a great way for them to stay up to date on evolutions in the field of workplace learning.
- ▶ **IndustriAll** (BE) also expressed a need to tap into the valuable networking possibilities of EAfA events and the ability to learn from other pledgers.

Among the other most frequently cited suggestions, 32 % (n=29) of respondents expressed their interest for EAfA to increase the opportunities offered to exchange with other members, and 20 % (n=18) expressed the desire for more frequent information-sharing opportunities. The North Macedonian **Vocational Education and Training Centre** (MK), for instance, asked for greater opportunities for networking, receiving guidance and sharing of ideas. Meanwhile, the **Hak-IS Trade Union Confederation** (TK) highlighted the importance of expanding their network and acquiring knowledge through their participation in EAfA activities. The high prevalence of demands for information and knowledge-sharing opportunities demonstrates the ongoing value of current EAfA activities for its members, and the relevance of the support provided by the EAfA network.

Those asking for new forms of support included two calls for financial and technical support but represented a very small minority of respondents (7 %; n=6). Meanwhile, 10 % (n=9) of respondents expressed a desire for the content of information or events to centre around topics which were of more importance to them. For instance, the North Macedonian **Vocational Education and Training Centre** (MK) suggested to provide more regionalised support based on the specific needs of each Member State, and information that reflected the reality of ongoing VET activities and initiatives in the countries. **The Confederation of Craftmanship and Construction SMEs** (CAPEB) (FR) explicitly requested for information to focus more on the role of small businesses in apprenticeships, and the impact of apprenticeships on the extra-professional life of apprentices. **EVN Macedonia** (MK), meanwhile, asked for the creation of EAfA activities focusing on the topic of gender in apprenticeships.

While as shown several recommendations were made, some respondents still expressed a high level of contentment with the support currently provided by the EAfA. Indeed, 13 % (n=12) of respondents expressed explicit satisfaction with EAfA activities and emphasised the excellent work the Alliance is carrying out.

Figure 21. Respondents’ assessment on how to increase the value added of EAfA



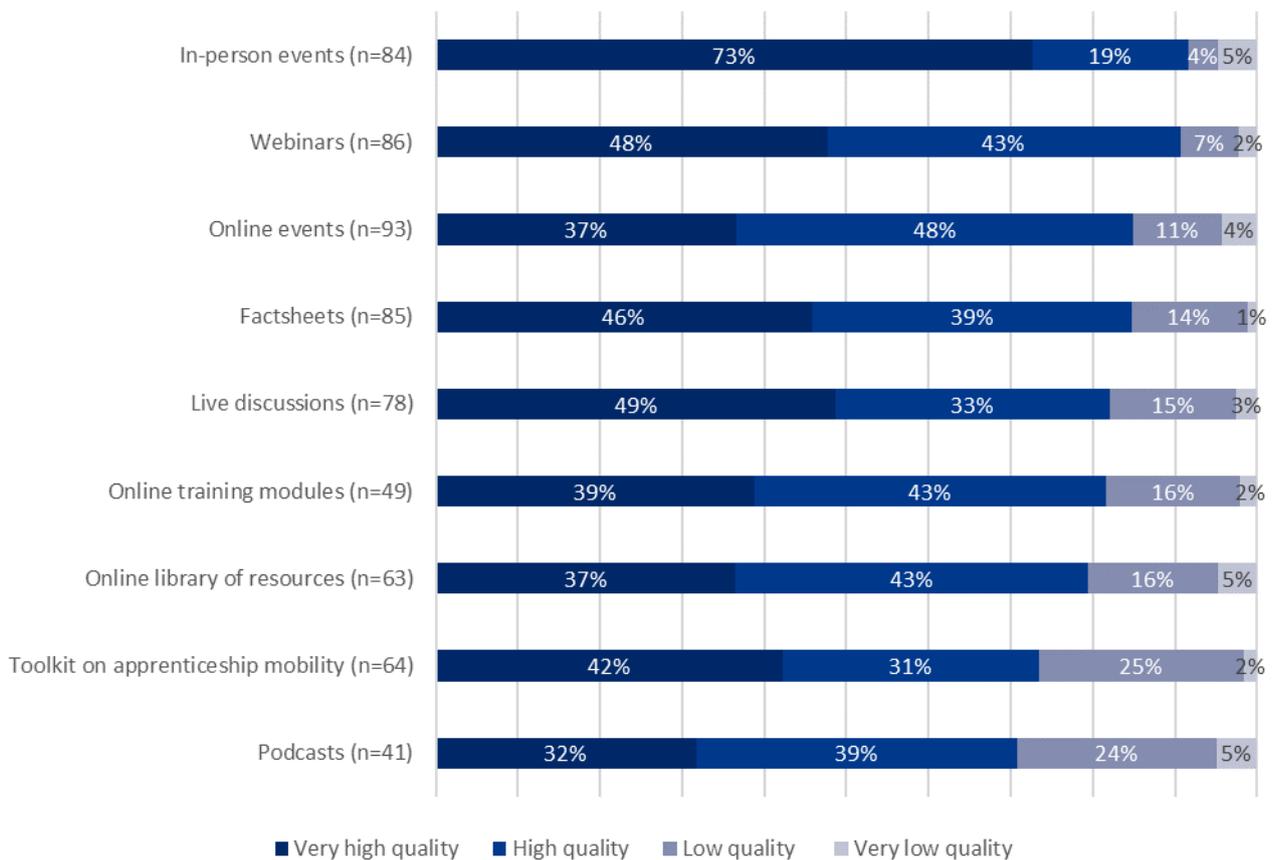
Source: Ecorys EAfA monitoring survey 2022–2023 (N=91)

5. EAfA activities and channels

5.1 Activities

Survey respondents' assessment of the overall quality of EAfA activities and resources on apprenticeships is overall very positive. The majority of respondents assessed all nine of the activities/resources mentioned to be of high or very high quality, ranging from 71 % (podcasts), to 92 % (in-person events) at 10 percentage points higher than the average for the nine outputs (82 %). The share of respondents who consider in-person events of very high quality was also particularly high (73 %; n=61), at 25 percentage points higher than webinars, which hold the second highest combined score.

Figure 22. Respondents' assessment of quality of EAfA activities/resources



Source: Ecorys EAfA monitoring survey 2022–2023 (N=135)

Respondents were asked to mention one or more specific activities that they have particularly appreciated. 43 % of the respondents answered this question (N=58). The return of in-person events was a recurring theme that member organisations were delighted about (52 %; n=30), with the two large EAfA conferences and events that took place in 2023 being frequently mentioned:

- ▶ Many of these organisations (19 %; n=10) had a chance to meet their peers in-person at the **EAFa High-Level event held in Brussels in June 2023**. Both **Opetusalan ammattijärjestö OAJ** (FI) and the **CFA Métiers des arts de la scène** (FR) appreciated listening to the voice of apprenticeship providers and discovering different realities and perceptions of apprenticeships across Europe. **Don Bosco International** (BE) highlighted the networking opportunities specifically incorporated in the event’s schedule, as well as the fruitful discussions with other like-minded organisations.
- ▶ **ENAIP NET** (IT) considered particularly interesting the **eighth EAFa-ETF Seminar for Partner Countries organised in Turin in October 2023**, highlighting the opportunity it offered to learn about extra-EU realities and create synergies with several other stakeholders (n=2). Similarly, **EVTA** (EU) emphasised the possibility to further network with other organisations within the context of this seminar.

‘I have had the opportunity to participate in a face-to-face meeting in Brussels and I have obtained very interesting information and new contacts. This has led us to consider our participation in the EAFa Communities and associated networks.’

Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León, Spain

‘The networking events held at the Brussels meet up were very good for being able to meet and talk to the EAN and also other EAFa members.’

The Root Of It, United Kingdom

‘The EAFa event in Brussels, it was the first gathering I attended and met a lot of people who gave me great advices.’

CFA Métiers des arts de la scene, France

Webinars and live discussions were also highly appreciated by the respondents (respectively 22 %, n=13; and 14 %, n=8). They are perceived as providing very valuable information, fostering understanding on quality and effective apprenticeships schemes, and preventing organisations from feeling alone, creating a community in which members can rely on for external support, mutual learning and knowledge exchange:

- ▶ Having a direct communication channel with the Directorate General for Employment, Social Affairs and Inclusion was very appreciated by **StartNet – network transition education to work** (BE).
- ▶ Being part of a community, which fosters sharing and learning activities on a European level was very appreciated by the North Macedonian **Vocational Education and Training Centre** (MK)
- ▶ Two respondents appreciated the possibility on having sectoral events: the **European Alliance for Apprentices on Track EAFa High-Level event held in June 2022 in Vienna** within the European Year of Rail was considerably appreciated by **NMBS/SNCB Belgian Railways Company** (BE), while the webinar *‘Apprenticeships in Construction – driving the green transition in the EU through the Renovation Wave’* was cited by **IDESCOM** (PT).
- ▶ One respondent appreciated the **Supporting Ukrainians in the EU through apprenticeships EAFa High-Level live discussion held in October 2022**. The opportunity to have real solutions to concrete issues regarding refugees was cited by **EARLALL - European Association of Regional and Local Authorities for Lifelong Learning** (BE).

Online training modules and the EAFa online library were also quoted by some respondents (5 %; n=3), as they provide the possibility to have a simple access to high-quality contents.

In general, the opportunity to network during the events is highly appreciated by respondents (34 %; n=20) as an opportunity to exchange knowledge and best practices with other EAfA members. Finally, respondents appreciated the opportunity to interact with experts and the competency of speakers (17 %; n= 11).

Respondents were also asked to provide suggestions on how to improve EAfA activities. 55 respondents answered, providing areas of improvement. Many of those respondents (31 %; n=17) highlighted the necessity of meeting more frequently in-person in order to enhance EAfA members’ ability to network.

Another area suggested by the respondents is enhancing communication within the community (18 %; n=10). Within this category, some argued that members should be included more in the discussions, providing more opportunities for active participation. Others signalled the possibility of expanding the amount of languages for the simultaneous translation of the meetings as an area of improvement, in order to better promote EAfA activities at national level.

The necessity to expand the contents, including examples of best practice from the community members and provide a sectorial focus on apprenticeships was suggested as a potential area of improvement (11 %; n=6). The creation of subgroups or committees focusing on specific sectors was also put forward by some respondents arguing for an expansion of contents (n=4).

Figure 23. Respondents' suggestions on improving the EAfA activities



Source: Ecorys EAfA monitoring survey 2022–2023 (N=55)

Respondents were then asked to provide their preference on the activities they would appreciate to see in 2024. For this question, respondents were asked to rank them indicating the activities they would like to see more. The preference of respondents for events in general is underlined in Figure 24, with an average score of 2.12 (n=108) for in-person events, 2.65 for webinars (n=86) and 2.99 for online events. It is worth mentioning how toolkits were also quite sought after by the respondents (n=89), with an average score of 3.23. Resources in the online library and the factsheets were the least popular activities as they scored on average respectively 3.99 and 4.06.

Figure 24. Average preference of EAfA activities by respondents⁹



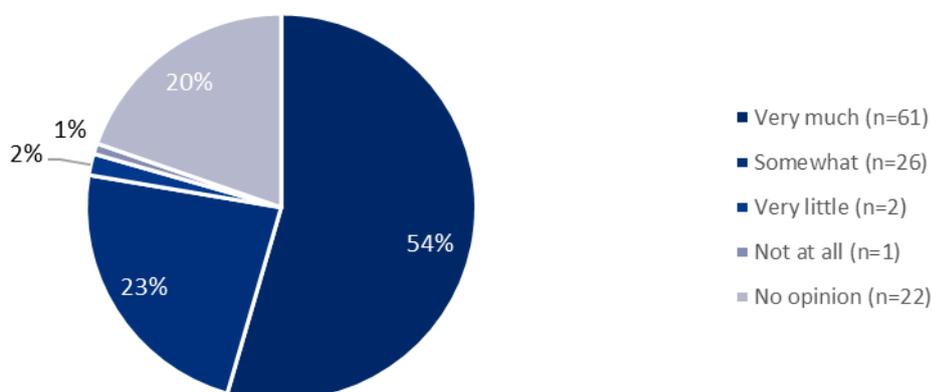
Source: Ecorys EAfA monitoring survey 2022–2023 (N=121)

Over the last year, EAfA members were asked to renew their pledges and national commitments to improve apprenticeships, alongside new members joining the EAfA community.

Respondents were asked in the survey to rate their satisfaction with the support provided by the Apprenticeship Support Services during the renewal or submission process of their pledge or pledge renewal. 112 respondents addressed this question (83 % of the total respondents). Overall, respondents were rather satisfied with the support provided by the Apprenticeship Support Services, with 78 % of them reporting to be being either very satisfied (54 %; n=61) or somewhat satisfied (23 %; n=26). Only three respondents answered negatively, claiming to be satisfied to a very little extent (2 %; n=2) or not at all (1 %; n=1). About 20 % of the respondents did not have an opinion on the support provided during the processes of preparation, submission or renewal of the pledge (n=22).

Within only the new pledgers, which are 55 of the above mentioned 112, the percentage of respondents very satisfied was higher (69 %; n=38) and the somewhat satisfied increased of four percentage points (27 %; n=15).

Figure 25. Respondents' satisfaction of the support provided during the pledge application and renewal process



⁹ A lower average indicates a stronger preference.

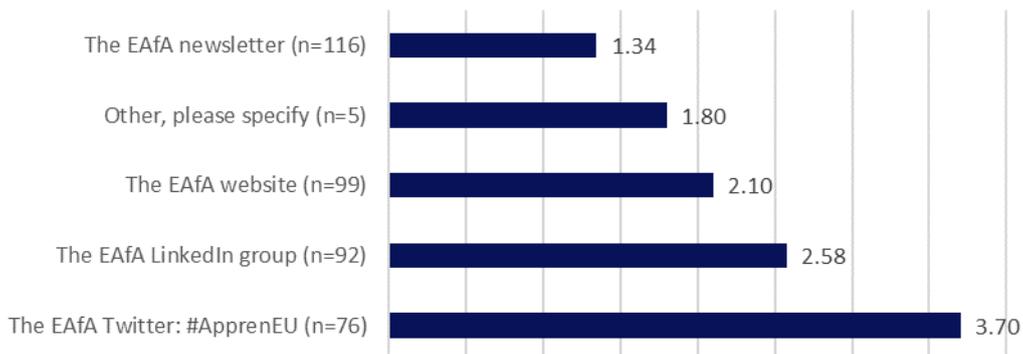
Source: Ecorys EAfA monitoring survey 2022–2023 (N=112)

5.2 Channels

All respondents were asked to rank their preferred channels for receiving information about EAfA and its activities from their most preferred channel (1) to their least preferred (4). Some 123 respondents provided a valid response to this question.

The EAfA newsletter was ranked as the most preferred channel (1.34 average score), slightly higher than last year's preference (1.55 on average), closely followed by the EAfA website (2.10). Slightly less popular was the EAfA LinkedIn group (2.58), with an increase in popularity compared with last year's results (2.79). The EAfA hashtag on X (Twitter) was the least popular (3.70), slightly decreasing in appreciation compared to last year's results (3.65). An additional five respondents selected other channels among which were personal emails (2.33; n=3), public channels (1; n=1) and Teams channels (1; n=1).

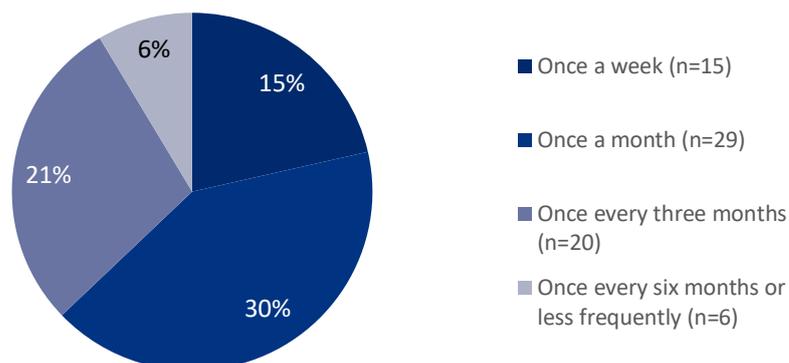
Figure 26. Average score of EAfA information channels most preferred by survey respondents



Source: Ecorys EAfA monitoring survey 2022–2023 (N=123)

The majority of the survey respondents (72 %; n=97) make use of the LinkedIn group to some degree. When asked about the extent they use the group, 45 % of these respondents indicated that they do so at least once a month (n=44), 21 % once every three months (n=20), and only 6 % of them use the LinkedIn group once every six months or less frequently (n=6).

Figure 27. Frequency of use of EAfA LinkedIn Group by survey respondents

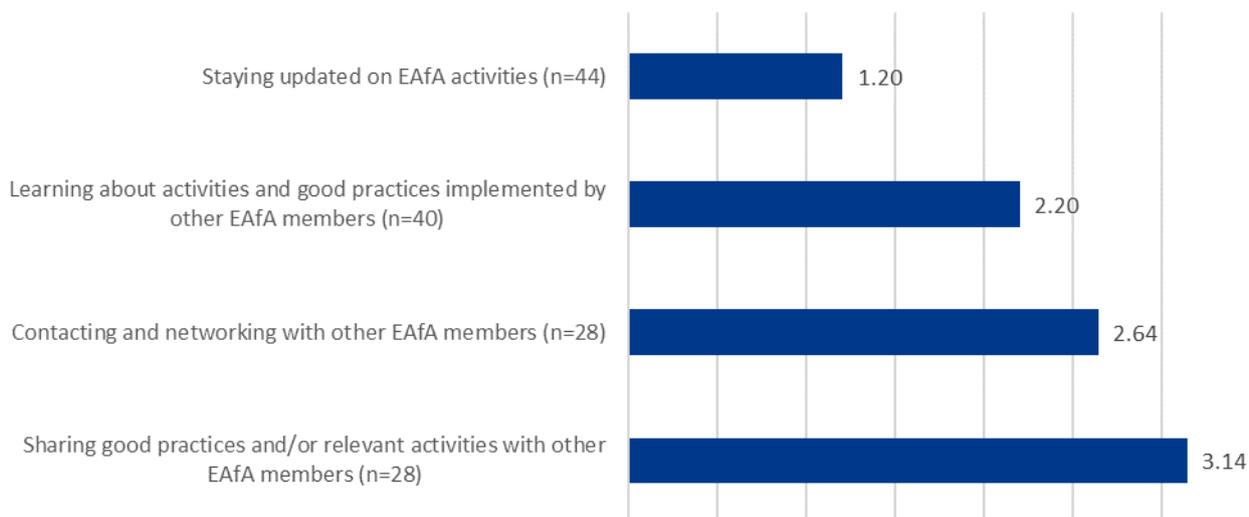


Source: *Ecorys EAfA monitoring survey 2022–2023 (N=97)*

The respondents who make use of the LinkedIn group were asked to rank the reasons that they use the EAfA LinkedIn group most frequently for. Overall, 49 respondents provided a valid answer to this question, however the number of answers changes between options.

Staying updated on EAfA activities was the most common answer (n=44), with an average score of 1.20, 0.32 points higher than last year's score, which was 1.52. Learning about activities and good practices implemented by other EAfA members was also a popular answer (2.20, compared to last year's score of 2.32; n=40), followed by the possibility of contacting and networking with other EAfA members (2.64; n=28). Sharing good practices and/or relevant activities with other EAfA members was the least frequently cited purpose, with an average score of 3.14 (n=28), slightly higher than last year's average (3.37).

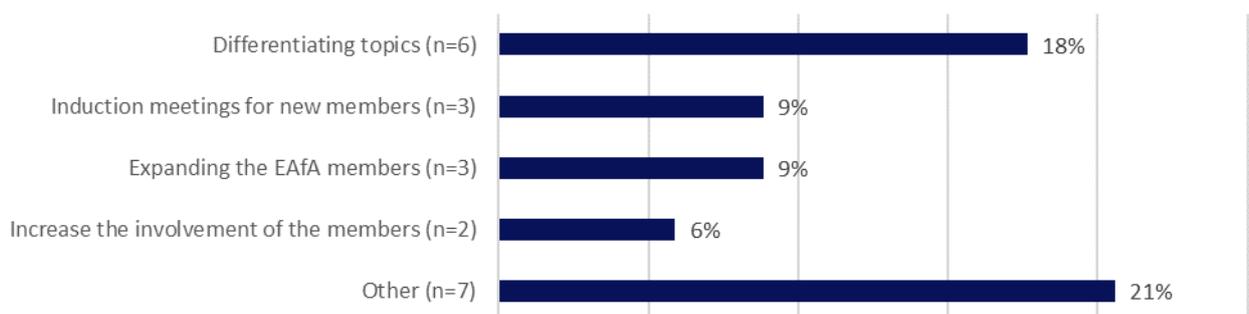
Figure 28. Average score of survey respondents' reasons for using the EAfA LinkedIn group



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=49)*

Respondents were subsequently asked how to increase the usefulness of the group (N=34). The most cited answer (18 %; n=6) was the necessity to differentiate the topics in the group, creating subcommittees and subgroups based on members' needs. Increasing the number of EAfA members was also quoted by three respondents (9 %), and it is also relevant the proposal to increase the involvement of the members in the LinkedIn group (6 %; n=2).

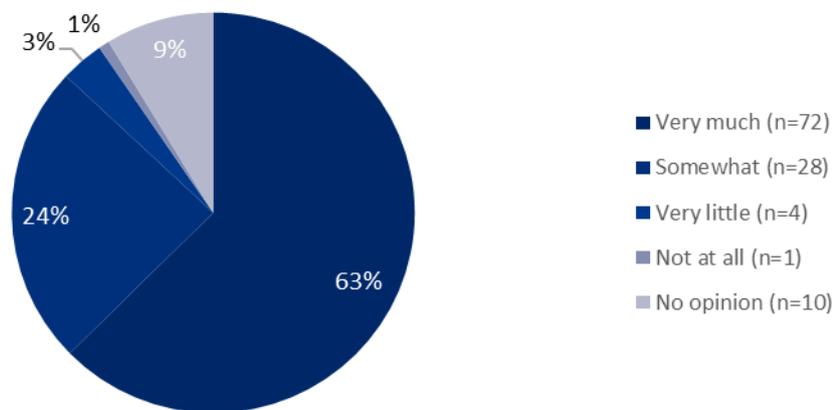
Figure 29. Respondents' suggestions on how to increase the usefulness of the EAfA LinkedIn group



Source: *Ecorys EAfA monitoring survey 2022–2023 (N=34)*

EAFa members also receive a quarterly newsletter, which survey respondents shown to overall appreciate. 129 respondents answered this question (96 % of the total respondents). Excluding the 11 respondents who stated that they do not receive the newsletter and the three stating that they do not read it, five in six respondents considered the newsletter as very much (63 %; n=72) to somewhat useful (24 %; n=28) (87 % combined) in keeping themselves updated on EAFa activities and policy developments on VET and apprenticeships), which is a significant increase from last years' appreciation rates (respectively, 40 % and 35 %).

Figure 30. Respondents' assessment of usefulness of newsletter to keep updated on EAFa activities and policy developments



Source: Ecorys EAFa monitoring survey 2022–2023 (N=115)¹⁰

Respondents provided several suggestions on how to improve the newsletter encompassing:

- ▶ Increasing member involvement and input.
- ▶ Creating more captivating content.
- ▶ Making the newsletters mobile-friendly.
- ▶ Improving the frequency of the newsletter.
- ▶ Increasing the number of languages available for the newsletter to enhance its dissemination at the local level.

¹⁰ This number represents the amount of respondents who both read and receive the newsletter.

6. Annexes

6.1 List of pledging organisations which responded to the survey

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

Pledging organisation	Country	Type of organisation	Pledge year	Organisation website
Accademia Europea di Firenze	IT	Employer's organisation (social partner)	2020	www.aefonline.eu
ADAPT – Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali	IT	Large employer (more than 250 employees)	2016	www.adapt.it
AIP Language Institute	ES	Training provider	2020	https://www.spanishinvalencia.com/internships-spain/european-partnership-valencia/
Albanian Skills- National Association for Skills Competitions	AL	Training provider	2018	www.albanianskills.org
Algemene Onderwijsbond - AOb	NL	Training provider	2013	www.aob.nl
Ankara Chamber of Industry	TK	Chamber of commerce, trade and crafts	2018	https://www.aso.org.tr/
Asociación de Centros de Formación Profesional FPEmpresa	ES	Large employer (more than 250 employees)	2021	www.fpempresa.net
ASOCIACIÓN MUNDUS	ES	Training provider	2019	www.asociacionmundus.com
Asociația Institutul Pentru Parteneriat Social Bucovina	RO	Non-governmental or civil society organisation	2023	www.bucovinainstitute.org
Association of European Rail Rolling Stock Lessors	BE	Chamber of commerce, trade and crafts	2022	www.aerri.eu

Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	AT	Sectoral organisation	2018	https://infrastruktur.oebb.at/en/
BMW Group	DE	Large employer (more than 250 employees)	2015	www.bmwgroup.com
Bouwunie, Unie van het KMO-bouwbedrijf vzw	BE	Training provider	2015	www.bouwunie.be
Câmara Municipal de Lisboa (Lisbon City Council) - Development and Training Department	PT	Training provider	2018	www.lisboa.pt
Catalonia Regional Ministry of Education - Directorate General for VET and Special Scheme Education	ES	Public authority (local, regional or national)	2017	https://educacio.gencat.cat/ca/inici/index.html
Centrum leren en werken	BE	Other	2017	
CESI	BE	Chamber of commerce, trade and crafts	2019	www.petrusenpaulus.be
CFA Métiers des arts de la scène	FR	Non-governmental or civil society organisation	2016	www.cesi.org
Chamber of Commerce and Industry of Serbia	RS	Training provider	2019	https://www.cfa-operaorchestre.fr/
City Council of Alzira	ES	Other	2018	www.pks.rs
CMA France - Chambres de Métiers et de l'Artisanat France	FR	Training provider	2019	https://www.idea-alzira.com/
Comité Européen de Coordination - Acting for social inclusion	BE	Public authority (local, regional or national)	2015	www.artisanat.fr
Community Development Institute Macedonia	MK	Public authority (local, regional or national)	2016	www.cecabl.org
Confederación Empresarial Vasca - Confebask	ES	Micro, small or medium employer (up to 249 employees)	2022	www.cdi.mk
CONFEDERACIÓN SINDICAL INDEPENDIENTE-FETICO	ES	Non-governmental or civil society organisation	2017	www.confebask.es
Confédération de l'Artisanat et des Petites Entreprises du Bâtiment - CAPEB	FR	Non-governmental or civil society organisation	2019	https://www.fetico.es/

CONNECTIEF	BE	Non-governmental or civil society organisation	2016	www.capeb.fr
Consorzio Consolida - Società Cooperativa Sociale	IT	Non-governmental or civil society organisation	2021	https://www.connectief.be/projecten/internationaal /
CORE Platform	MT	Non-governmental or civil society organisation	2023	https://www.consorzioconsolida.it/
Cosvitec S.C. a R.L.	IT	Training provider	2017	www.core.org.mt
Cross Culture International Foundation Cyprus - CCIF Cyprus	CY	Training provider	2019	www.cosvitec.eu
Cyprus Chamber of Commerce and Industry (CCCI)	CY	Large employer (more than 250 employees)	2021	https://www.ccifyprus.com/; https://www.ccifyprus.com/projects.html
Deutsche Bahn AG	DE	Research institution	2013	www.cci.org.cy
Dirección General de Educación Secundaria, Formación Profesional y Régimen Especial	ES	Trade union (social partner)	2022	https://karriere.deutschebahn.com/karriere-de
Don Bosco International	BE	Micro, small or medium employer (up to 249 employees)	2019	http://www.comunidad.madrid/servicios/educacion/ensenanzas-formacion-profesional
EARLALL - European Association of Regional and Local Authorities for Lifelong Learning	BE	Non-governmental or civil society organisation	2017	
Economic Chamber of North Macedonia	MK	Training provider	2016	www.donboscointernational.eu
ENAIP NET	IT	Non-governmental or civil society organisation	2015	www.earlall.eu
Enel	IT	Training provider	2019	www.mchamber.org.mk
ESMOVIA	ES	Non-governmental or civil society organisation	2016	www.effat.org; www.hotrec.eu
EURES Puglia, Labour Department and ARPAL, Regional Labour Executing Agency	IT	Large employer (more than 250 employees)	2017	www.enaip.net
Eurochambres	BE	Chamber of commerce, trade and crafts	2016	www.enel.com

EuropeActive	BE	Non-governmental or civil society organisation	2020	www.esmovia.es
European Association of Institutes for Vocational Training (EVBB)	BE	Non-governmental or civil society organisation	2018	
European Builders Confederation	BE	Research institution	2020	https://www.regione.puglia.it/web/lavoro-e-formazione
European Parents' Association (EPA)	BE	Non-governmental or civil society organisation	2013	www.eurochambres.eu
European Vocational Training Association - EVTA	BE	Other (EU Association of VET providers)	2017	www.europeactive.eu
f-bb - Forschungsinstitut Betriebliche Bildung Research Institute for Vocational Education and Training	DE	Large employer (more than 250 employees)	2023	https://evbb.eu/
FIEC The European Construction Industry Federation EFBWW European Federation of Building and WoodWorkers	BE	Employer's organisation (social partner)	2015	https://www.ebc-construction.eu/
Fmts Experience srl	IT	Public authority (local, regional or national)	2016	www.europarents.eu
FNV – Netherlands Trade Union Confederation (Head Office, Utrecht)	NL	Other (Professional bodies and networks)	2015	
FoodServiceEurope and EFFAT	BE	Large employer (more than 250 employees)	2023	www.evta.eu
Fundación Bertelsmann	ES	Large employer (more than 250 employees)	2017	
Fundación Empresa Familiar De Castilla Y León	ES	Micro, small or medium employer (up to 249 employees)	2015	www.f-bb.de
Fundatia Ecologica Green	RO	Non-governmental or civil society organisation	2015	www.fiec.eu / www.efbww.eu
Fundesplai, Fundació Catalana de l'Esplai	ES	Training provider	2019	http://www.fmtsexperience.com/
GAN Global	CH	Non-governmental or civil society organisation	2018	www.fnv.nl
General Council of Chambers of Commerce of Catalonia	ES	Public authority (local, regional or national)	2017	www.foodserviceeurope.org / www.fffat.org

General Workers Union Youths	MT	Non-governmental or civil society organisation	2018	
German Economic Institute (Institut der deutschen Wirtschaft Köln)	DE	Large employer (more than 250 employees)	2015	https://www.fundacionbertelsmann.org/es/
Gi Group	BE	Training provider	2022	www.fundacionefcl.org
Greek Carers Network, EPIONI	EL	Non-governmental or civil society organisation	2019	www.feg.ro
HAK-IS TRADE UNION CONFEDERATION	TK	Trade union (social partner)	2020	www.fundesplai.org
Handwerkskammer Frankfurt-Rhein-Main (Chamber of Skilled Crafts)	DE	Chamber of commerce, trade and crafts	2023	https://www.gan-global.org/
Hellenic Public Employment Service (DYPA)	EL	Training provider	2018	www.dypa.gov.gr
Hidromek	TK	Research institution	2015	www.cambrescat.org
Hotelschool Ter Duinen	BE	Training provider	2017	www.gwuyouths.com
ICTerra Bilgi ve İletişim Teknolojileri San. ve Tic. A.S.	DE; PL; UK; TK	Public authority (local, regional or national)	2016	https://www.iwkoeln.de/
IDAN Education and Training centre	IS	Training provider	2016	www.gigroup.com ; www.gigroup.it
IDESCOM	PT	Non-governmental or civil society organisation	2020	https://www.epioni.gr/partners-and-projects/
IES Emilio Canalejo Olmeda	ES	Public authority (local, regional or national)	2018	www.hakis.org.tr
Istituto Formazione Operatori Aziendali - IFOA	IT	Training provider	2015	https://www.hwk-rhein-main.de/de/stellenangebote-der-kammer
Kolona Vlore	AL	Micro, small or medium employer (up to 249 employees)	2018	https://www.hidromek.com.tr/
Lärlingsutvecklarna i Sverige AB	SE	Chamber of commerce, trade and crafts	2021	https://www.hotelschoolkoksijde.be/

Les Compagnons du Devoir et du Tour de France	BE; FR; DE	Large employer (more than 250 employees)	2022	https://www.icterra.com/
Limerick and Clare Education and Training Board (LCETB)	IE	Training provider	2020	https://idan.is/
Lubelska Akademia WSEI / WSEI University	PL	Training provider	2023	https://www.idescom.net/
M&M Profuture Training	ES	Research institution	2019	lopezdearenas.org
Ministry of Education and Religious Affairs-General Secretariat for VET, LLL & Youth	EL	Non-governmental or civil society organisation	2016	www.ifo.it
Nevsehir Haci Bektas Veli Üniversitesi	TK	Non-governmental or civil society organisation	2013	
New Design University Privatuniversität GesmbH	AT	Employer's organisation (social partner)	2017	https://kolona-bistro-grill.business.site/
NMBS/SNCB Belgian Railways Company	BE	Employer's organisation (social partner)	2018	
OECON Group	EL	Micro, small or medium employer (up to 249 employees)	2020	www.laringsutvecklarna.se
Opetusalan ammattijärjestö OAJ	FI	Trade union (social partner)	2017	
PIMEC - Micro, Petita i Mitjana Empresa de Catalunya	ES	Employer's organisation (social partner)	2020	https://www.compagnons-du-devoir.com/
PostEurop	BE	Trade union (social partner)	2019	www.lcetb.ie and www.learningandskills.ie
Public Employment Service of Catalonia (SERVEI PÚBLIC D'OCUPACIÓ DE CATALUNYA)	ES	Public authority (local, regional or national)	2022	https://international.wsei.eu/en/news-for-students/
Regione Emilia-Romagna	IT	Public authority (local, regional or national)	2020	www.mmprofuture.com
ReKreata I/S	DK	Micro, small or medium employer (up to 249 employees)	2017	www.oaed.gr
REWE International AG	AT	Chamber of commerce, trade and crafts	2016	
Scuola Centrale Formazione	IT	Non-governmental or civil society organisation	2021	https://www.minedu.gov.gr/texniki-ekpaideusi-2/mathiteia/dimosieyseis-mathiteias

				http://www.gsae.edu.gr/el/eurwpaikes-politik-es-eeek-dbm
Serdar Plastik Industry And Co. Inc	TK	Non-governmental or civil society organisation	2021	https://www.nevsehir.edu.tr/ ; https://www.nevsehir.edu.tr/en#
SG AKADEMI	TK	Large employer (more than 250 employees)	2022	https://www.ndu.ac.at/en/study/bachelors-courses/manual-material-culture/?gclid=EAlalQobChMI2fxm9_yk9gIV4gyLCh1VGwdhEAAyAAEgIh2vD_BwE
Siemens AG	DE	Trade union (social partner)	2021	https://www.belgiantrain.be/fr/jobs/stages
Skolverket, The Swedish National Agency for Education	SE	Non-governmental or civil society organisation	2015	
Skupnost VSs/Association HVC	SI	Large employer (more than 250 employees)	2023	https://www.oecon.gr/en/
Smíchovská střední průmyslová škola a gymnázium	CZ	Employer's organisation (social partner)	2015	https://www.oaj.fi/en/
SoftwareOne	CH	Employer's organisation (social partner)	2020	www.pimec.org
Solski center Skofja Loka / School center Skofja Loka	SI	Public authority (local, regional or national)	2019	https://www.posteurop.org/
StartNet - network transition education to work	BE	Large employer (more than 250 employees)	2018	https://serveiocupacio.gencat.cat/ca/inici/
Stichting International Parents Alliance (IPA – Parents International)	NL	Other (Trade union and employers' organisation)	2023	https://www.regione.emilia-romagna.it/
Suomen Oppisopimusosaajat ry (Association of Apprenticeship Experts in Finland)	FI	Chamber of commerce, trade and crafts	2017	www.rekreatia.dk
Swisscontact	CH	Large employer (more than 250 employees)	2018	www.rewe-group.at
Teachers Union of Serbia	RS	Trade union (social partner)	2018	
Teachers' Union of Ireland - TUI	IE	Non-governmental or civil society organisation	2018	www.scformazione.org
The IHK-PROJEKTGESELLSCHAFT MBH	DE	Training provider	2016	

The Root Of It	UK	Public authority (local, regional or national)	2020	https://www.serdarplastik.com.tr/
Togg	TK	Non-governmental or civil society organisation	2019	https://www.sgakademi.com.tr
TU Dublin Access to Apprenticeship	IE	Other (Trade union and employers' organisation)	2013	https://siemens.de/ausbildung
Turkish State Railways (TCDD and TCDD Tasimacilik A.s)	TK	Training provider	2019	https://www.skolverket.se
Union for Private Economic Enterprise (UPEE)	BG	Research institution	2020	https://www.skupnost-vss.si/vse-o-practicnem-izobrazevanju/
Unión General de Trabajadores de España	ES	Training provider	2019	https://www.ssps.cz/
Unioncamere Piemonte	IT	Non-governmental or civil society organisation	2022	https://www.softwareone.com/en/now/softwareone-academy
University of Strathclyde	Other	Chamber of commerce, trade and crafts	2021	www.scsl.si
Vestfold and Telemark county council	NO	Non-governmental or civil society organisation	2019	https://www.start-net.org/
Vocational Education and Training Centre	MK	Public authority (local, regional or national)	2018	https://parentsinternational.org/
XABEC VOCATIONAL TRAINING CENTER	ES	Large employer (more than 250 employees)	2018	www.oppisopimus.fi
z.l.ö.-zukunft.lehre.österreich	AT	Training provider	2017	www.swisscontact.org

6.2 Assessment of progress made in relation to the four objectives of EAfA

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

Pledging organisations	Supply	Quality	Image	Mobility	Green	Digital
Accademia Europea di Firenze	Some progress	Some progress	Some progress	Major progress	Some progress	Some progress
ADAPT – Associazione per gli Studi Internazionali e Comparati sul Diritto del lavoro e sulle Relazioni industriali	Some progress	Some progress	Some progress	Little or no progress	Little or no progress	Little or no progress
AIP Language Institute	Some progress	Major progress	Some progress	Major progress	Major progress	Major progress
Albanian Skills- National Association for Skills Competitions	Major progress	Major progress	Major progress	Major progress	Major progress	Major progress
Algemene Onderwijsbond - AOb	Some progress	Some progress	Some progress	Some progress	Some progress	Some progress
Ankara Chamber of Industry	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress
Asociación de Centros de Formación Profesional FPEmpresa	Some progress	Some progress	Some progress	Some progress	Some progress	Some progress
ASOCIACIÓN MUNDUS	Little or no progress	Some progress	I don't know	Major progress	I don't know	I don't know
Asociatia Institutul Pentru Parteneriat Social Bucovina	Major progress	Major progress	Some progress	Little or no progress	Little or no progress	Some progress
Association of European Rail Rolling Stock Lessors	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Some progress	Some progress
Austrian Federal Railways – Infrastructure (ÖBB – Infrastruktur AG)	Some progress	Some progress	Some progress	Some progress	Some progress	Major progress
BMW Group	Not relevant to my pledge	Major progress	Some progress	Major progress	Some progress	Major progress
Bouwunie, Unie van het KMO-bouwbedrijf vzw	Some progress	Little or no progress	Some progress	Little or no progress	I don't know	I don't know
Câmara Municipal de Lisboa (Lisbon City Council) -	Major progress	Major progress	Major progress	Major progress	Major progress	Major progress

Development and Training Department						
Catalonia Regional Ministry of Education - Directorate General for VET and Special Scheme Education	Not relevant to my pledge	Some progress	Not relevant to my pledge	Major progress	Some progress	Some progress
CCCA-BTP (Comité de concertation et de coordination de l'apprentissage du bâtiment et des travaux publics)	Little or no progress					
Centrum leren en werken	I don't know					
CESI	Some progress					
CFA Métiers des arts de la scène	I don't know	Some progress	Some progress	Major progress	Little or no progress	Some progress
Chamber of Commerce and Industry of Serbia	Major progress	Major progress	Major progress	Some progress	Little or no progress	Major progress
City Council of Alzira	Some progress	Little or no progress	Not relevant to my pledge	Some progress	Little or no progress	Not relevant to my pledge
CMA France - Chambres de Métiers et de l'Artisanat France	Some progress					
Comité Européen de Coordination - Acting for social inclusion	Some progress	Some progress	Some progress	Little or no progress	Some progress	Some progress
Community Development Institute Macedonia	Little or no progress	Little or no progress	Little or no progress	Some progress	Some progress	Some progress
Confederación Empresarial Vasca - Confebask	Some progress	Some progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress
CONFEDERACIÓN SINDICAL INDEPENDIENTE-FETICO	Not relevant to my pledge	Major progress	Major progress	Not relevant to my pledge	Not relevant to my pledge	Major progress
Confédération de l'Artisanat et des Petites Entreprises du Bâtiment - CAPEB	Not relevant to my pledge	Not relevant to my pledge	Major progress	Not relevant to my pledge	Major progress	Not relevant to my pledge
CONNECTIEF	Major progress	Some progress	Some progress	Major progress	Some progress	Some progress
Conorzio Consolida - Società Cooperativa Sociale	Little or no progress					
CORE Platform	Little or no progress					
Cosvitec S.C. a R.L.	Some progress	Major progress	Some progress	Major progress	Some progress	Some progress

Cross Culture International Foundation Cyprus - CCIF Cyprus	Some progress	Major progress	Some progress	Little or no progress	Major progress	Major progress
Cyprus Chamber of Commerce and Industry (CCCI)	Little or no progress					
Deutsche Bahn AG	Not relevant to my pledge	Some progress	Little or no progress	Not relevant to my pledge	Little or no progress	Little or no progress
Dirección General de Educación Secundaria, Formación Profesional y Régimen Especial	Little or no progress	Little or no progress	Some progress	Little or no progress	Major progress	Major progress
Dirección General de Formación Profesional y Régimen Especial Junta de Castilla y León	Some progress	Major progress	Some progress	Some progress	Little or no progress	Little or no progress
Don Bosco International	Major progress	Major progress	Major progress	Major progress	I don't know	I don't know
EARLALL - European Association of Regional and Local Authorities for Lifelong Learning	Some progress	Not relevant to my pledge	Not relevant to my pledge	Some progress	Not relevant to my pledge	Not relevant to my pledge
Economic Chamber of North Macedonia	Major progress	Major progress	Major progress	Some progress	I don't know	I don't know
EFFAT - HOTREC	Not relevant to my pledge	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
ENAIP NET	Some progress	Some progress	Some progress	Little or no progress	Some progress	Some progress
Enel	Some progress	Some progress	Some progress	Not relevant to my pledge	Some progress	Some progress
ESMOVIA	Major progress	Major progress	Major progress	Major progress	Little or no progress	Major progress
Eurelectric, industriAll, EPSU	Some progress	I don't know	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
EURES Puglia, Labour Department and ARPAL, Regional Labour Executing Agency	Some progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress
Eurochambres	Not relevant to my pledge	Not relevant to my pledge	Some progress	Major progress	Major progress	Major progress
EuropeActive	Little or no progress	Little or no progress	Little or no progress	Some progress	Some progress	Some progress

European Association of Institutes for Vocational Training (EVBB)	Not relevant to my pledge	Some progress	Major progress	Some progress	Major progress	Major progress
European Builders Confederation	Not relevant to my pledge	Some progress	Some progress	Not relevant to my pledge	Some progress	Some progress
European Parents' Association (EPA)	Little or no progress	Little or no progress	Some progress	Little or no progress	Not relevant to my pledge	Some progress
European Trade Union Committee for Education (ETUCE), European Federation of Educational Employers (EFEE)	Not relevant to my pledge	Major progress	Major progress	Not relevant to my pledge	Major progress	Major progress
European Vocational Training Association - EVTA	Not relevant to my pledge	Some progress	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge
EVN Macedonia	Major progress	Major progress	Major progress	Some progress	Some progress	Some progress
f-bb - Forschungsinstitut Betriebliche Bildung Research Institute for Vocational Education and Training	Some progress	Major progress	Major progress	Not relevant to my pledge	Major progress	Major progress
FIEC The European Construction Industry Federation EFBWW European Federation of Building and WoodWorkers	Little or no progress	Some progress	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge
Fmts Experience srl	Not relevant to my pledge	Some progress	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge
FNV – Netherlands Trade Union Confederation (Head Office, Utrecht)	Major progress	Some progress	Major progress	Some progress	Some progress	Some progress
FoodServiceEurope and EFFAT	Not relevant to my pledge	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
FORMA.Azione srl	Major progress	Major progress	Little or no progress	Little or no progress	Some progress	Some progress
Fundación Bertelsmann	Not relevant to my pledge	Some progress	Major progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Fundación Empresa Familiar De Castilla Y León	Little or no progress	Major progress	Major progress	Little or no progress	Some progress	Some progress
Fundatia Ecologica Green	Major progress	Major progress	Major progress	Little or no progress	Some progress	Some progress
Fundesplai, Fundació Catalana de l'Esplai	Some progress	Major progress	Major progress	Some progress	Some progress	Some progress

GAN Global	I don't know	Major progress	Some progress	I don't know	I don't know	I don't know
General Council of Chambers of Commerce of Catalonia	Some progress	Some progress	Some progress	I don't know	Little or no progress	Little or no progress
General Workers Union Youths	I don't know					
German Economic Institute (Institut der deutschen Wirtschaft Köln)	Not relevant to my pledge	Some progress	Some progress	I don't know	I don't know	I don't know
Gi Group	Some progress	Not relevant to my pledge				
Greek Carers Network, EPIONI	Little or no progress	Some progress	Some progress	Some progress	Some progress	Some progress
HAK-IS TRADE UNION CONFEDERATION	Not relevant to my pledge	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Handwerkskammer Frankfurt-Rhein-Main (Chamber of Skilled Crafts)	I don't know					
Hellenic Public Employment Service (DYPA)	Some progress					
Hidromek	Some progress	Some progress	Some progress	Some progress	Little or no progress	Little or no progress
Hotelschool Ter Duinen	Some progress	Some progress	Some progress	Some progress	Major progress	Some progress
ICterra Bilgi ve İletişim Teknolojileri San. ve Tic. A.S.	Major progress	Some progress	Some progress	Some progress	Little or no progress	Major progress
IDAN Education and Training centre	Some progress	Some progress	Some progress	Major progress	Little or no progress	Some progress
IDESCOM	Some progress	Some progress	Some progress	I don't know	I don't know	I don't know
IES Emilio Canalejo Olmeda	Major progress					
industriAll European Trade Union - CEEMET	Not relevant to my pledge	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Istituto Formazione Operatori Aziendali - IFOA	Some progress	Some progress	Major progress	Not relevant to my pledge	Little or no progress	Some progress
Joint European Vocational Education and Training Providers Network	I don't know	Major progress	Major progress	Some progress	Little or no progress	Some progress
Kolona Vlore	Some progress					

KulturLife GmbH	Some progress	Some progress	Little or no progress	Some progress	Little or no progress	Some progress
Lärningsutvecklarna i Sverige AB	Some progress	Some progress	Little or no progress	I don't know	Little or no progress	Little or no progress
Latvenergo Group	Little or no progress	Some progress	Some progress	Little or no progress	I don't know	Some progress
Les Compagnons du Devoir et du Tour de France	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge	Some progress	Some progress	Some progress
Limerick and Clare Education and Training Board (LCETB)	Major progress	Some progress	Major progress	Little or no progress	Major progress	Major progress
Lubelska Akademia WSEI / WSEI University	Little or no progress	Little or no progress	Little or no progress			
M&M Profuture Training	Some progress	Some progress	Some progress	Some progress	Some progress	Some progress
MBO Raad	Some progress	Some progress	Little or no progress	Some progress	Some progress	Some progress
Ministry of Education and Religious Affairs-General Secretariat for VET, LLL & Youth	Major progress	Some progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress
Nevsehir Haci Bektas Veli Üniversitesi	Major progress	Some progress	Some progress	Major progress	Little or no progress	Major progress
New Design University Privatuniversität GesmbH	Little or no progress	Major progress	Some progress	Little or no progress	Little or no progress	Some progress
NMBS/SNCB Belgian Railways Company	Some progress	Some progress	Some progress	Not relevant to my pledge	Some progress	Some progress
Norwegian National Council for VET (SRY)	Some progress	Major progress	Major progress	Little or no progress	Some progress	Major progress
OECON Group	Little or no progress	Little or no progress	Little or no progress			
Opetusalan ammattijärjestö OAJ	I don't know	Some progress	I don't know	I don't know	Some progress	Some progress
PIMEC - Micro, Petita i Mitjana Empresa de Catalunya	Some progress	Major progress	Some progress	Not relevant to my pledge	Major progress	Major progress
PostEurop	Not relevant to my pledge	I don't know	Some progress	Major progress	Major progress	Major progress
Public Employment Service of Catalonia (SERVEI PÚBLIC D'OCUPACIÓ DE CATALUNYA)	Major progress	Some progress	Some progress	Some progress	Major progress	Major progress
Regione Emilia-Romagna	Little or no progress	Little or no progress	Little or no progress			

ReKreata I/S	Not relevant to my pledge	Some progress	Some progress	Some progress	Some progress	Little or no progress
REWE International AG	Some progress	Little or no progress	Little or no progress	Little or no progress	Some progress	Some progress
SAP	Some progress	Some progress	Some progress	Some progress	Little or no progress	Major progress
Scuola Centrale Formazione	Some progress	Some progress	Little or no progress	Major progress	Little or no progress	Major progress
SEMTA	I don't know	I don't know	I don't know	I don't know	I don't know	I don't know
Serdar Plastik Industry And Co. Inc	Major progress	Major progress	Major progress	Major progress	Some progress	Some progress
SG AKADEMI	Not relevant to my pledge	Some progress	Major progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Siemens AG	Major progress	Some progress	Some progress	Some progress	Some progress	Major progress
Skolverket, The Swedish National Agency for Education	Little or no progress	Some progress	Some progress	I don't know	Some progress	Some progress
Skupnost VSs/Association HVC	Major progress	Major progress	Major progress	Little or no progress	Little or no progress	Little or no progress
Smíchovská střední průmyslová škola a gymnázium	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Major progress	Major progress
SoftwareOne	Major progress	Major progress	Some progress	Some progress	Little or no progress	Some progress
Solski center Skofja Loka / School center Skofja Loka	Some progress	Some progress	Some progress	Some progress	Some progress	Some progress
StartNet - network transition education to work	Not relevant to my pledge	Some progress	Major progress	Not relevant to my pledge	Major progress	Major progress
Stichting International Parents Alliance (IPA – Parents International)	Some progress	Some progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Suomen Oppisopimusasajaty (Association of Apprenticeship Experts in Finland)	Some progress	Some progress	Some progress	Little or no progress	Major progress	Some progress
Swisscontact	Major progress	Some progress	Some progress	Some progress	Little or no progress	Major progress
Teachers Union of Serbia	Not relevant to my pledge	Major progress	Major progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Teachers' Union of Ireland - TUI	Little or no progress	Some progress	Major progress	Some progress	Some progress	Little or no progress

The IHK-PROJEKTGESELLSCHAFT MBH	Major progress	Major progress	Some progress	Major progress	Major progress	Major progress
The Root Of It	Not relevant to my pledge	Major progress	Some progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Togg	Little or no progress					
TU Dublin Access to Apprenticeship	Some progress	Some progress	Some progress	Little or no progress	Little or no progress	Little or no progress
Turkish State Railways (TCDD and TCDD Tasimacilik A.s)	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress	Little or no progress
Union for Private Economic Enterprise (UPEE)	Some progress	Some progress	I don't know	I don't know	I don't know	Major progress
Unión General de Trabajadores de España	Not relevant to my pledge	Little or no progress	Little or no progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
Unioncamere Piemonte	Some progress	Not relevant to my pledge	Major progress	Not relevant to my pledge	Not relevant to my pledge	Not relevant to my pledge
University of Strathclyde	Some progress	Major progress	Major progress	Little or no progress	Some progress	Some progress
Vestfold and Telemark county council	I don't know	Some progress	Some progress	Major progress	Some progress	Some progress
Vocational Education and Training Centre	Some progress	Some progress	Some progress	Little or no progress	Some progress	Some progress
XABEC VOCATIONAL TRAINING CENTER	Some progress	Some progress	Little or no progress	Major progress	Little or no progress	Major progress
XARXA FP	Not relevant to my pledge	Some progress	Not relevant to my pledge	Major progress	Some progress	Some progress
YouNet APS	Major progress	Some progress	Major progress	Major progress	Some progress	Some progress
z.l.ö.-zukunft.lehre.österreich	Some progress					

6.3 Number of mobility experiences by pledging organisation

Table 3. Number of mobility experiences by pledging organisation

Pledging organisations	Country	Number of apprentices who took part in a cross-border mobility project between 2022 and 2023
Serdar Plastik	TK	17 of our students had internships and technical visits in various companies in Germany, Portugal and Belgium.
Swisscontact	CH	Promoted the exchange of eight Swiss apprentices and 11 Albanian apprentices in the respective countries.
Les Compagnons du Devoir et du Tour de France	BE; FR; DE	3 of our apprentices benefited from a long period of international mobility through the Erasmus grants for post apprenticeship schemes. Sent close to four apprentices on short mobility schemes mainly in Europe. Hosted two young European apprentices during this school year.
Albanian Skills	AL	Hosting apprentices from Italy, VET learners from different schools, is doubled from last September (from 1 to 26).
XARXA FP	BE	Developed more than eight mobilities in 2022.
Vestfold and Telemark county council	NO	39 apprentices took part in an Erasmus+ placement from 2022 to 2023.
YouNet APS	IT	Implementation of five transnational vocational mobility
IDAN Education and Training centre	IS	20 learners have participated in cross-border mobility projects. We have received approximately four European apprentices.
Solski center Skofja Loka / School center Skofja Loka	SI	Carry out two long-term and several short-term mobilities with apprentices. 4 apprentices attending long-term mobility in Germany.
ESMOVIA	ES	Organisation of incoming mobilities of European apprentices in internships in Valencia. Resulting in 2.11 internships organised in Valencia for foreign participants getting improved their transversal and professional skills in mobility from January till today.
Câmara Municipal de Lisboa (Lisbon City Council) - Development and Training Department	PT	Received 362 internships. Participate in several cross-border projects, like Logistics VET Hub, Project VETHub, Erasmus for Young Entrepreneurs, and we work with several networks like Skillman Alliance, Xarxa FP, Cities of Learning. Hosted 153 internships under the flag of ErasmusPlus programme.
ReKreatia I/S	DK	Established 7 “Apprenticeship Abroad” contracts outside Denmark. Study visits for apprentices to Austin community College, Austin, TX three times.
CONNECTIEF	BE	15 students did a work placement abroad
XABEC VOCATIONAL TRAINING CENTER	ES	2 long-term mobilities.
SAP	DE	More than eight students from Germany, Ireland, Hungary have used the opportunity to work for a few weeks abroad.

SoftwareOne	CH	Sent two apprentices abroad to Ireland and Bulgari.
Chamber of Commerce and Industry of Serbia	RS	Enabled about seven students to go on exchange to some of the following countries: Italy, Spain, Poland, Slovenia and France.
CESI	BE	WEP has allowed the mobility of roughly 1 EU citizens to travel and work abroad.
AIP Language Institute	ES	Hosted more than seven participants in this timeframe. Send abroad 15.
Accademia Europea di Firenze	IT	Organised 5+ internships for incoming students. Sent about five students abroad.
The IHK-PROJEKTGESELLSCHAFT MBH	DE	264 trainees have participated in mobility projects. 38 training staff have participated in study trips abroad.
Cosvitec S.C. a R.L.	IT	Mobilised hundreds of learners coming from VET high schools. Bringing schools to participate to programmes that foresee the participation of students to apprenticeship abroad.

