NAAGRCY
National Authorities for Apprenticeship

Companies as sustainable partners for Apprenticeship in Greece and Cyprus

Work Package 4:
Pilot implementation of intra-companies apprenticeship procedures

1

The Alliance

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Pilot implementation of intra-companies apprenticeship procedures

IN-COMPANY TRAINERS' TRAINING NEEDS RESEARCH:
A QUALITATIVE SURVEY

Project code	557308-EPP-1-2014-1-EL-EPPKA3-APPREN
Name of project	**National Authorities for Apprenticeship: Companies as sustainable partners for apprenticeship in Greece and Cyprus.**
Acronym	NAAGRCY
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Revised by	Maria Nika
WP No	4
WP Title	**Pilot implementation of intra-companies apprenticeship procedures**
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Activity description	Training needs research of the 2 specified professions (Qualitative Survey in the selected Greek companies with the use of questionnaire, and organization of 1 focus group with the participation of all stakeholders
Version	Final

TRAINING NEEDS RESEARCH

Athens, 2016

Contents

Introduction

The goal of this survey is to identify in-company trainers' training needs in Greece and Cyprus. The sample population of the survey are trainers of three (3) specific predetermined professions in pre-selected Greek and Cypriot companies.

In order to deepen the analysis and to obtain a detailed picture and understanding of the educational and training needs, we have selected the strategy of triangulation: this combines the results of quantitative research with the results of the qualitative approach.

As far as the quantitative approach is concerned, a structured questionnaire[1] was designed by the Institute of Educational Policy (IEP) and OAED after collaboration with BIBB and feedback from all partners. This questionnaire was common for both countries – Greece and Cyprus - but its distribution and data analysis has taken place separately for each country by the responsible research teams/partners.

As far as the qualitative approach is concerned, a focus group research was conducted, in both two countries by the respective research teams.

In Greece, the focus group research was structured around a set of questions and issues[2] to be discussed with the participants in order to:

a) further explore and identify specific problems that the participants faced as in- company trainers for apprentices
b) identify their specific needs in terms of their training so as to be able to be more effective in their role as in- company apprenticeship trainers
c) explore the participants' beliefs on the factors affecting their efficiency as in-company trainers for apprentices and the ways to deal with them in order to enhance their performance

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[1] Appendix 1
[2] Appendix 2

The focus group discussion was recorded and transcribed and the data were analysed using the method of content analysis.

The current report presents the results and the conclusions from the Greek survey solely.

I. The quantitative analysis: The questionnaire

A. Methodology

The questionnaire contains 14 questions which covers the following thematic areas:

a. Personal characteristics of participant

b. Characteristics of the companies where participants work

c. How participants see themselves as educators/trainers

d. How participants identify their training needs and preferences

The distribution of the questionnaire was taken over by OAED, addressing a Participation Call to companies in the EPAS school data-base operating in the relevant sectors. This practically means that all the companies which responded and answered the questionnaire had –at some point – participated in the apprenticeship system.

The questionnaire was online hosted at IEP's platform for a two month period. During that period we had 227 unique hits and **67 fully answered questionnaires**.

This is considered to be a low participation rate and it has to be taken into consideration as far as validity and reliability of results are concerned.

The questionnaire comprised of close questions. Analysis of the results was made using SPSS. The descriptive analysis of the data occurred using basic statistical methods for the interpretation of the results. Descriptive statistics have been

applied in order to describe the quantitative data as well as to get graphic representations.

B. Results

According to the descriptive statistical tests utilized for the data analysis, the results are as follows:

1. Characteristics of the companies
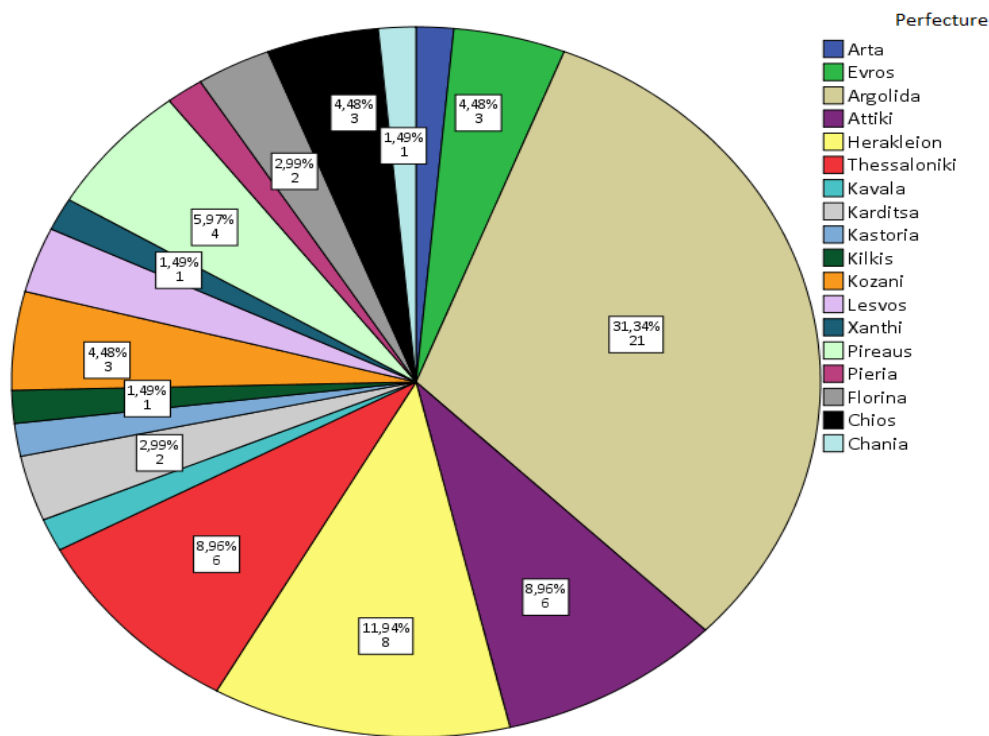
Graph 1

As we can see from the regional distribution (Graph 1), the majority of the enterprises which answered the questionnaire are located in Argolida (21 enterprises), Herakleion - Crete (8 enterprises) Thessaloniki (6 enterprises) and Athens (6 enterprises).

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The large ratio of participation in Argolida could be explained by the fact that one of the most active EPAS schools is located there, which was fully engaged in motivating the local enterprises to participate into the present survey.

Most of them (55 %) are small enterprises (2-5 employees) and very small enterprises (one employee – owner of the company) (18 %). There is also a significant percentage of medium size enterprises (6-50 employees) (in total 20 %) and a considerable percentage of enterprises (25 %) which have more than 51 employees (Graph 2).
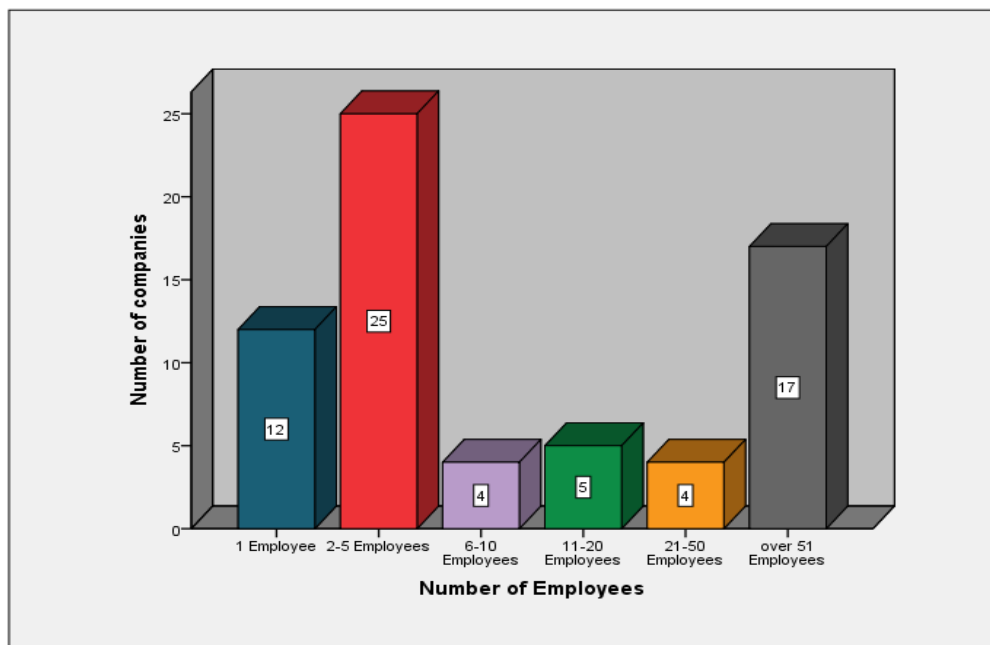
Graph 2

Half of the enterprises (Graph 3) were established more than twenty years ago (50 - 75%) and 18% are 10 to 20 years old. The rest of them are newer: 16% are from 1 to 5 years old and 15% are 6 to 10 years old.
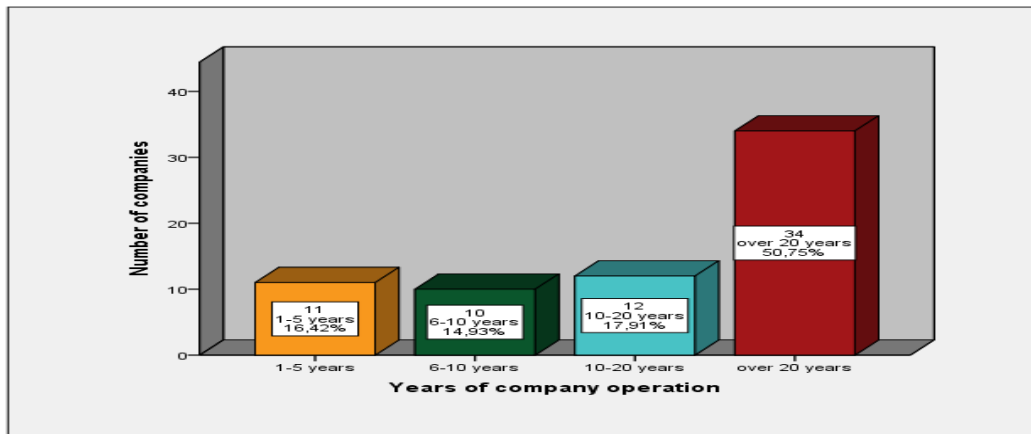
Graph 3

2. Characteristics of the in–company trainers

The great majority of the respondents are men (75%). Most of them are owners of the enterprises (60%) and almost the one third of them are employees (28%). About half of them are higher education graduates (45%) and what is remarkable is that the majority are University graduates (AEI 31%) over 13% of them are TEI graduates.

Most of the respondents (28%) have over 20 years of working experience at their current employment. 21% of them have 11-15 years and 18% have 16-20 years of relevant working experience respectively.

As for their participation in training /education programmes on their specialty 52% answered that they had never participated in such a programme whereas 48% responded positively (Graph 4).
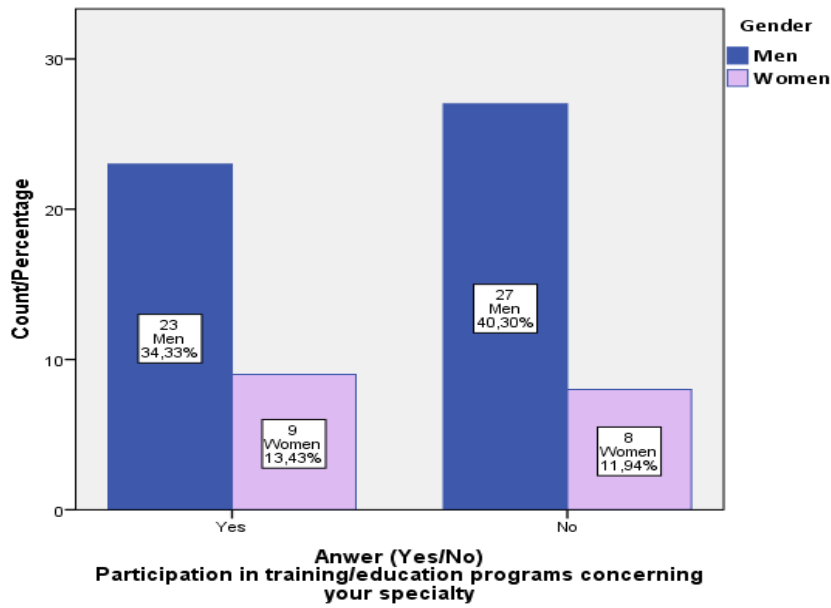
Graph 4

Additionally, only 21% of the respondents seem to have participated in training/education programmes concerning Education of Adults or Minors (Graph 5).
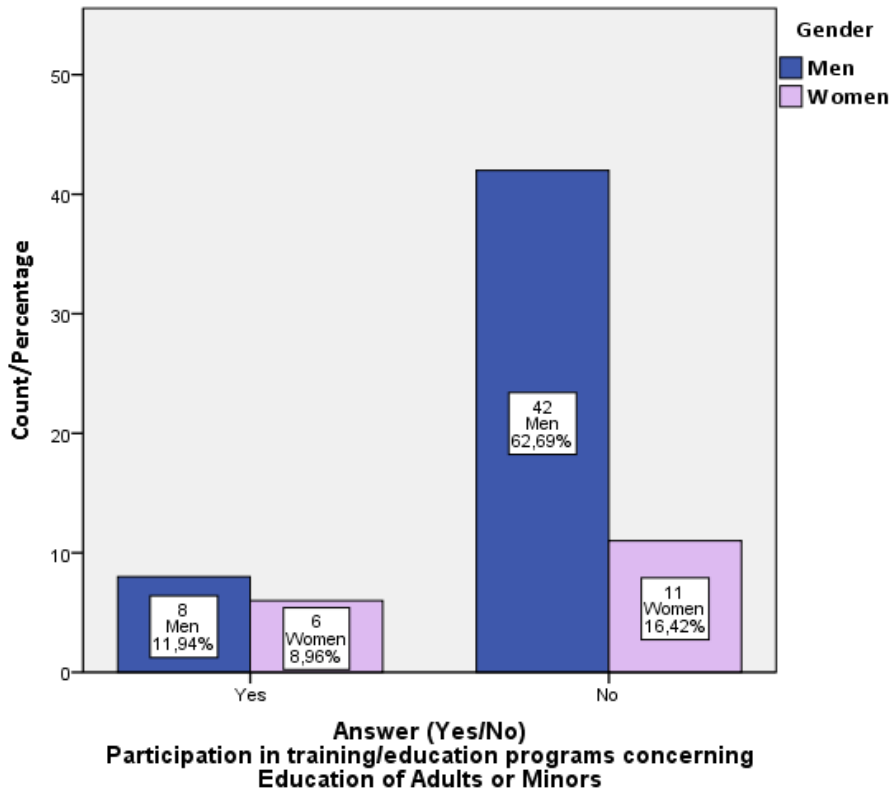
Graph 5

As a consequence, almost all the in-company trainers are not trained on how to be mentors/educators/trainers.

3. Training needs assessments

How far do the following statements meet your current situation?

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	33	49,3%	18	26,9%	11	16,4%	3	4,5%	2	3,0%
2. My contribution to in-company training of apprentices is acknowledged in my company	34	50,7%	16	23,9%	15	22,4%	1	1,5%	1	1,5%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	1	1,5%	9	13,4%	33	49,3%	13	19,4%	11	16,4%
4. My tasks as in-company trainer represent a small amount of my work in my company	4	6,0%	6	9,0%	26	38,8%	25	37,3%	6	9,0%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	1	1,5%	1	1,5%	19	28,4%	21	31,3%	25	37,3%
6. I very well prepared for my tasks as in-company trainer	27	40,3%	17	25,4%	20	29,9%	2	3,0%	1	1,5%
7. My superior/chief supports me in my tasks as in-company trainer	35	52,2%	16	23,9%	13	19,4%	2	3,0%	1	1,5%
8. Dealing with young apprentices is easy for me	16	23,9%	18	26,9%	28	41,8%	4	6,0%	1	1,5%
9. Acting as in-company trainer mean extra work for me	0	0,0%	8	11,9%	33	49,3%	16	23,9%	10	14,9%

Table 1

As we can observe at the Table above, most of the respondents feel very well supported by their companies in their role as in-company trainers. They feel confident about their tasks (*I know exactly what my tasks as tutor are / completely 50%*) and they don't feel overstrained fulfilling those tasks. They face their training tasks as complementary and not as competitive to their regular work and they find that dealing with young apprentices is *quite* easy for them (42%).

Even more confident are the participants who had participated in some kind of training /educational programmes: 67% of them say that "they completely know exactly their tasks as tutors". On the other hand, the participants who had never attended a training/educational programme feel much less confident, as only one third of them feel that "they completely know exactly their tasks as tutors" (38%)

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	12	37,5%	10	31,3%	5	15,6%	3	9,4%	2	6,3%
2. My contribution to in-company training of apprentices is acknowledged in my company	13	40,6%	10	31,3%	7	21,9%	1	3,1%	1	3,1%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	1	3,1%	4	12,5%	15	46,9%	7	21,9%	5	15,6%
4. My tasks as in-company trainer represent a small amount of my work in my company	2	6,3%	5	15,6%	9	28,1%	12	37,5%	4	12,5%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	0	0,0%	0	0,0%	11	34,4%	10	31,3%	11	34,4%
6. I very well prepared for my tasks as in-company trainer	10	31,3%	9	28,1%	10	31,3%	2	6,3%	1	3,1%
7. My superior/chief supports me in my tasks as in-company trainer	15	46,9%	9	28,1%	6	18,8%	1	3,1%	1	3,1%
8. Dealing with young apprentices is easy for me	4	12,5%	11	34,4%	13	40,6%	3	9,4%	1	3,1%
9. Acting as in-company trainer mean extra work for me	0	0,0%	6	18,8%	13	40,6%	8	25,0%	5	15,6%

Table 2

The respondents identified their training needs as follows (Table 3):

1. New training techniques (practices, tools etc)
2. Techniques and methods to deal with difficult situations (professional ethics and conduct)
3. Tools and techniques to motivate apprentices
4. Methods for the evaluation of the apprentice's progress
5. Tools and methods to support weak apprentices
6. Techniques to break work into separate phases/tasks
7. Techniques to control each separate phase/task

	Count	Percentage
1. New training techniques (practices, tools etc)	55	82,1%
2. Breaking work into separate phases/tasks	30	44,8%
3. Monitoring /Control of each separate task/phase	29	43,3%
4. Methods for the evaluation of the apprentice's progress	45	67,2%
5. Tools and techniques to motivate apprentices	48	71,6%
6.Tools and methods to support weak apprentices	39	58,2%
7. Techniques and methods to deal with difficult situations (professional ethics and conduct)	52	77,6%

Table 3

In relation to their preferences about training programmes, the participants in the survey respond that they prefer blended learning, that is both distance and face-to-face learning, and preferably at their workplace or at an educational institution (Graph 6).

14. If you were to participate in a training program would you prefer it to be:
- At your workplace
- At an educational institution
- A combination of both
- Through distance learning (via digital and online media)
- Blended learning (both distance and face-to-face learning)

11
16,42%
Blended learning (both distance and face-to-face learning)

15
22,39%
At your workplace

5
7,46%
Through distance learning (via digital and online media)

5
7,46%
At an educational institution

31
46,27%
A combination of both

Graph 6

II. The qualitative analysis: focus group

A. Methodology

In order to further explore the in-company trainers' training needs, a Focus Group survey was conducted by the researchers' group of IEP, with the participation of OAED and IME-GSEVEE. The focus group discussion was recordered and analysed with the method of content analysis.

The focus group survey was based on a structured "guide" and the issues discussed helped to:

a) further explore and identify specific problems that the participants faced as trainers

b) identify their specific needs in education/training so as to improve their performance as apprentices' trainers

c) explore the participants' beliefs on the factors affecting their efficiency as in-company trainers for apprentices and the ways to deal with them in order to enhance their performance

B. Results

As far as their profile as in-company trainers and their representations in relation to training seminars is concerned, according to the participants' answers:

- no one had ever attended a trainer's seminar
- some had attended other seminars concerning their profession
- their attitude towards seminars was generally negative, since some of them claimed that "too much money are spent for no reason", that some of the ones they have attended are of bad quality or not targeted to the trainees involved as they should

- they think training could help, although some sounded quite hesitant or in doubt.

Concerning their "role conception" as in-company trainers, the participants claimed that:

- they see themselves as supporters or mentors
- their apprentices need motivation and sometimes even a total change of philosophy or attitude.

One of them reported that he feels very proud for the fact that his apprentices maintain contact with him even a lot of years after they have completed their apprenticeship because they regard him as their mentor. Some said that they are sure their apprentices gained most of their professional knowledge during working with them while others expressed their negative feeling for the fact – according to their view – that the usual idea behind having an apprentice at their business is "getting an assistant, not a trainee"!

A number of important issues concerning cooperation between VET schools and the companies emerged from the focus group discussion, such as the ones below:

- School education needs improvement/upgrading and it should definitely keep up to date with technological advances
- Modernisation of equipment, tools and machinery is absolutely necessary
- Teachers' knowledge should be constantly updated, and they should be informed about changes or progress in practice, criticizing the fact that some teachers' technical knowledge appears to be obsolete or out-dated
- Apprentices should learn a few basic things about their profession BEFORE they start apprenticeship
- Basic rules concerning conduct with customers should be taught at schools so as not to cause embarrassment or difficulties to the employer/trainer (e.g. concerning hygiene, politeness etc)
- There seems to be a lack of monitoring by the central government /authorities as well a lack of relevant feedback. The state/competent

institutions should keep a record of the apprentices' progress in their life/employment/ professional development.

The participants offered the following feedback about the problems and challenges they face dealing with apprentices:

- some apprentices are indifferent
- some apprentices are incompetent
- some apprentices come to work while not being apt for the job
- some lack motivation to learn in the company
- some trainers said that behaviour is a natural/innate characteristic while others claimed that it is developed in the family and cannot be taught
- some find it difficult to build team spirit, to integrate an apprentice in the group of other workers/employers, and this is essential in some kinds of business.

The following issues were also highlighted:

- systematic and close monitoring by the school teachers is essential
- there should be cooperation between school and company
- there should be an "apprenticeship" study programme to follow
- there should be a valid certification after finishing apprenticeship – some said they always give a positive report whenever they are asked to – even when they don't deserve it - because they don't feel comfortable to give make comments – "after all they are just kids" – sometimes they don't even comment on their mistakes

III. Appendix

I. Training needs research : Questionnaire

NAAGRCY

National Authorities for Apprenticeship: Companies as Sustainable Partners for Apprenticeship in Greece and Cyprus

Training Needs Research

Questionnaire

Company Name:

Place:

A. PERSONAL DATA

1. Sex: Man ☐   Woman ☐

2. Which is your current job situation?
   o Owner
   o Employer
   o Employee
   o Other

3. What is your specialty/ position in the company?

…………………………………………………………………..

4. What is your company's line of work?

……….

5. How long has your company been active?

- 1-5
- 6-10
- 10-20
- More than 20

6. How big is your company?

- 1 employee
- 2-5 employees
- 6-10 employees
- 11-20 employees
- 21-50 employees
- More than 51 employees

7. What is your education level?

- Compulsory education
- Upper secondary education (Lykeio) graduate
- Vocational Upper secondary education (EPAL) graduate
- IEK graduate
- EPAS graduate
- Higher Education (TEI) Graduate
- Higher education (AEI) Graduate
- Master's degree holder
- PhD holder
- Other …………………………………………………………………………..

8. How many years of work experience do you have?

o Relevant to the subject of your current employment …………………………….

o Generally, regardless of the subject of your current employment

…………………………………………..

9. Have you ever participated in training/education programs concerning your specialty?

      o YES

      o NO

If yes, please indicate

……

……

……………………......

10.   Have you ever participated in training/education programs concerning Education of Adults or Minors?

      o YES

      o NO

If yes, please indicate

……

……

……………………......

B. TRAINING NEEDS ASSESSMENT

11. How far do the following statements meet your current situation?

	Completely	Very	Quite	A little	Not at all
1. I know exactly what my tasks as tutor are					
2. My contribution to in-company training of apprentices is acknowledged in my company					
3. Due to my tasks as in-company trainer I have less time to carry out my regular work					
4. My tasks as in-company trainer represent a small amount of my work in my company					
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer					
6. I very well prepared for my tasks as in-company trainer					
7. My superior/chief supports me in my tasks as in-company trainer					
8. Dealing with young apprentices is easy for me					
9. Acting as in-company trainer mean extra work for me					

12. **What are your tasks concerning apprentice's training?**

	Yes	No	Occasionally	Don't know
1. Coordination with VET schools.				
2. Selection and recruitment of apprentices.				
3. Designing – planning the apprentice's training on the basis of his study programme.				
4. Identifying the apprentice's weaknesses and/or deficiencies.				
5. Providing feedback to the apprentice so as to learn from his mistakes.				
6. Planning and implementing measures for improvement.				
7. Supporting, motivating and encouraging the apprentice.				
8. Providing guidance and answering questions.				
9. Handling problems and disputes in the work environment among apprentices and/or colleagues.				
10. Handling behaviour problems of youth/adolescence.				
11. Using educational/training material.				

12. Using New Technologies.

13. Being a role model providing him with best practice examples.

14. Evaluating progress and reporting on it.

15. Assessing proficiency of the apprentices.

16. Preparing the apprentice for his examinations.

13.   What are your expectations from a training programme in order to be able to fulfill your role as an apprentice's trainer?

	Completely	Very	Quite	A little	Not at all
1. New training techniques (practices, tools etc)					
2. Breaking work into separate phases/tasks					
3. Monitoring /Control of each separate task/phase					
4. Methods for the evaluation of the apprentice's progress					
5. Tools and techniques to motivate apprentices					
6. Tools and methods to support weak apprentices					

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7. Techniques and methods to deal with difficult situations (professional ethics and conduct)

C. TRAINING PREFERENCES

14. **If you were to participate in a training program would you prefer it to be:**
   o At your workplace
   o At an educational institution
   o A combination of both
   o Through distance learning (via digital and online media)
   o Blended learning (both distance and face-to-face learning)

Thank you for your participation!

The above questionnaire was based on a questionnaire prepared by BIBB (Bundesinstitut für Berufsbildung) for the needs of the European Programme ERASMUS+, "National Authorities for Apprenticeship: Companies as Sustainable Partners for Apprenticeship in Greece and Cyprus".

II. Training needs research : Results

National Authorities for Apprenticeship:
Companies as Sustainable Partners for Apprenticeship in Greece and Cyprus

Εθνικές Αρχές για τη Μαθητεία:
Οι Επιχειρήσεις ως βιώσιμοι εταίροι για τη μαθητεία στην Ελλάδα και την Κύπρο
στο πλαίσιο του ΑΞΟΝΑ 3 του Ευρωπαϊκού προγράμματος ERASMUS+
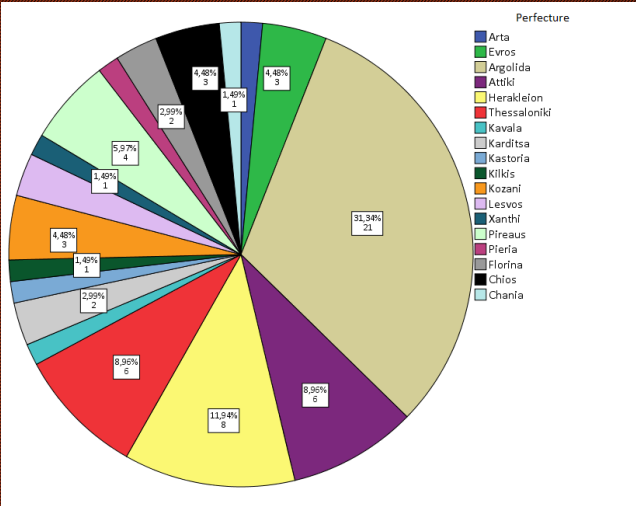
QUESTIONNAIRE
TRAINING NEEDS RESEARCH

Institute of Educational Policy

Distribution of companies by location

[General Information]

Total Number of observations : 67

A. PERSONAL DATA

"1. Sex "

Total observations : 67
Total answers : 67

Sex

	Count	Percentage
Men	50	74,6
Women	17	25,4
Total	67	100,0
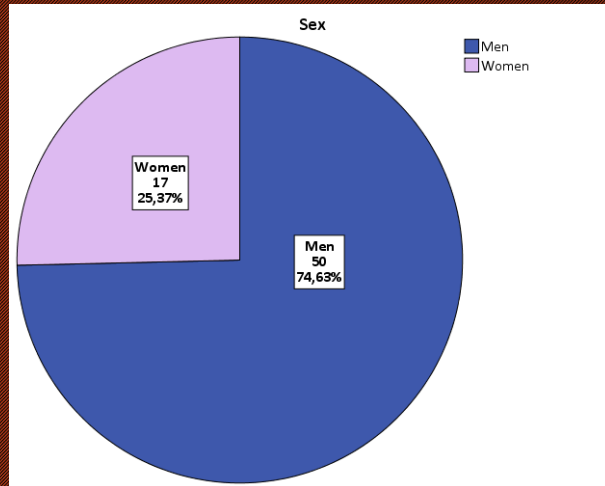
Institute of Educational Policy

A. PERSONAL DATA

"1. Sex "

(Distribution of company place by gender)

Total observations : 67
Total answers : 67

Institute of Educational Policy

Project number 557308-EPP-1-2014-EL-EPPKA3-APPREN

A. PERSONAL DATA

"2. Which is your current job situation?"
(Distribution of job situation by gender)

[Question 2]

Job situation by gender

Count

		Owner	Employer	Employee	Other	Total
Sex	Men	30	3	16	1	50
	Women	10	2	5	0	17
Total		40	5	21	1	67

Institute of Educational Policy

A. PERSONAL DATA

"2. Which is your current job situation?"
(Distribution of job situation by gender)

[Question 2]

Job situation by gender

Count

		Owner	Employer	Employee	Other	Total
Sex	Men	30	3	16	1	50
	Women	10	2	5	0	17
Total		40	5	21	1	67

Institute of Educational Policy

A. PERSONAL DATA

"5. How long has your company been active?"

(Distribution of number of companies by years of operation)

[Question 5]
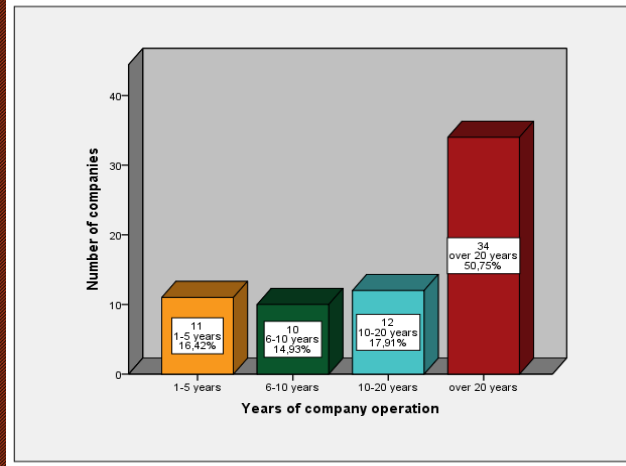
Institute of Educational Policy

A. PERSONAL DATA

"6. How big is your company?"

(Companies size distribution)

[Question 6]
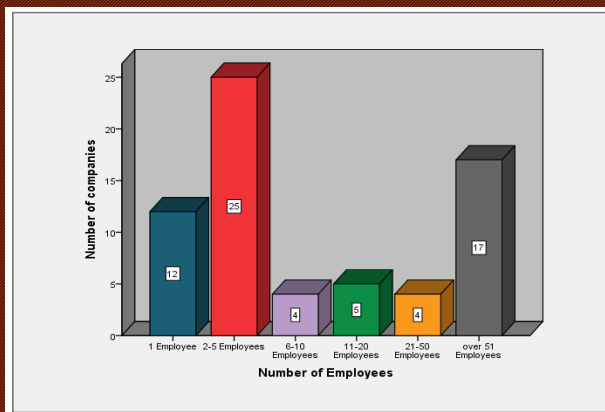
6. How big is your company

N Valid   67
Missing   0
Mean   3,22 (216/67)
Sum   216   Total sum of employees

Companies size distribution			
	Frequency	Percent	Valid Percent	Cumulative Percent
1 employee	12	17,9	17,9	17,9
2-5 employees	25	37,3	37,3	55,2
6-10 employees	4	6,0	6,0	61,2
11-20 employees	5	7,5	7,5	68,7
21-50 employees	4	6,0	6,0	74,6
over 51 employees	17	25,4	25,4	100,0
Total	67	100,0	100,0	

Institute of Educational Policy

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A. PERSONAL DATA

"7. What is your education level?"

(Distribution of employees by education level)

[Question 7]
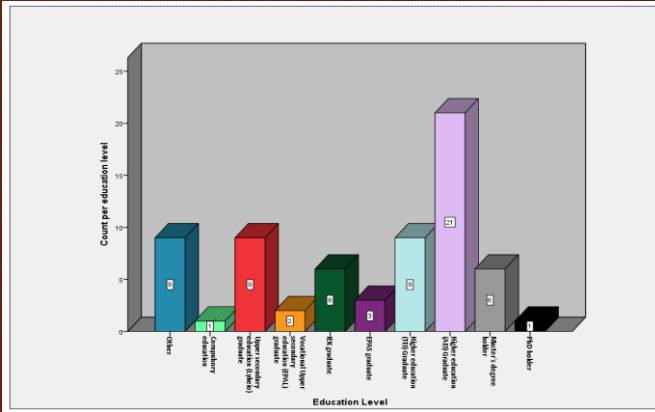
Education level

Valid answers: 67
Missing answers: 0

Education level

	Frequency	Percent
Other	9	13,4
Compulsory education	1	1,5
Upper secondary education(Lykeio) graduate	9	13,4
Vocational Upper secondary (EPAL) graduate	2	3,0
IEK graduate	6	9,0
EPAS graduate	3	4,5
Higher education (TEI) graduate	9	13,4
Higher education (AEI) graduate	21	31,3
Master's degree holder	6	9,0
PhD holder	1	1,5
Total	67	100,0

Institute of Educational Policy

A. PERSONAL DATA

"7. What is your education level?"

(Distribution of employees by education level and gender)

[Question 7]

Education level

Valid answers: 67
Missing answers: 0

Count

		Education level by gender										
		Compulsory education	Upper secondary education (Lykeio) graduate	Vocational Upper secondary (EPAL) graduate	IEK graduate	EPAS graduate	Higher education (TEI) graduate	Higher education (AEI) graduate	Master's degree holder	PhD holder	Other	Total
Gender	Men	0	7	1	4	3	8	14	4	1	8	50
	Women	1	2	1	2	0	1	7	2	0	1	17
Total		1	9	2	6	3	9	21	6	1	9	67

Institute of Educational Policy

A. PERSONAL DATA

"7. What is your education level?"

(Distribution of employees by education level and gender)
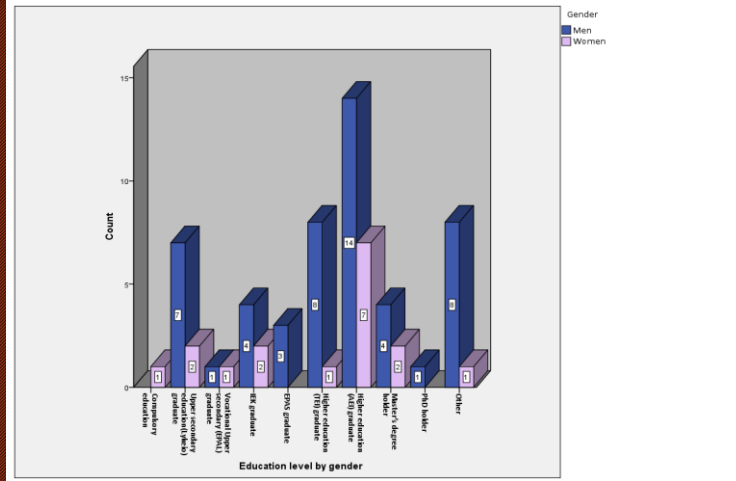
[Question 7]

Institute of Educational Policy

A. PERSONAL DATA

"8. How many years of work experience do you have?"

(Years of experience relevant to the subject of the current employment)

[Question 8]
1

Total observations : 67
Total answers : 67

Institute of Educational Policy

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A. PERSONAL DATA

"8. How many years of work experience do you have?'

(Years of experience generally, regardless of the subject of the current employment)
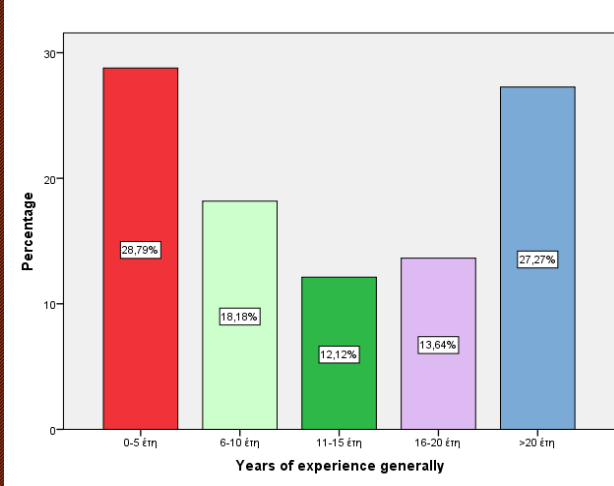
Total observations : 67
Total answers : 67

Institute of Educational Policy

A. PERSONAL DATA

"9. Have you ever participated in training/education programs concerning your specialty ?"

(Distribution of participation in training education concerning specialty and gender)

Total observations : 67
Total answers : 67

		Count	Percentage
9. Have you ever participated in training/education programs concerning your specialty?	Yes	32	47,8%
	No	35	52,2%

Distribution by gender :

		Gender			
		Men		Women	
		Count	Percentage	Count	Percentage
9. Have you ever participated in training/education programs concerning your specialty?	Yes	23	34,3%	9	13,4%
	No	27	40,3%	8	11,9%
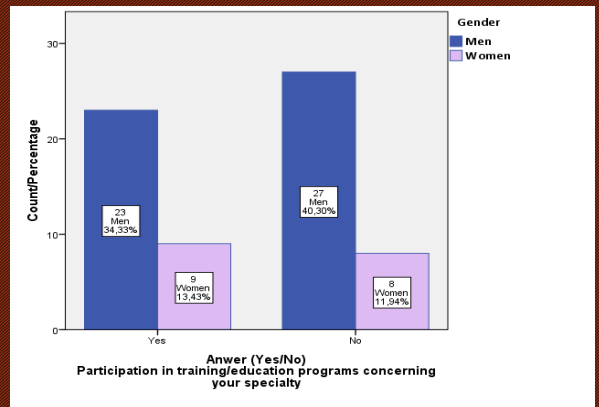
Institute of Educational Policy

A. PERSONAL DATA

"10. Have you ever participated in training/education programs concerning Education of Adults or Minors?"
(Distribution of participation in training education of Adults or Minors and gender)

[Question 10]

Total observations : 67
Total answers : 67

	Yes		No	
	Count	Percentage	Count	Percentage
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?	14	20,9%	53	79,1%

Distribution by gender :

		Gender			
		Men		Women	
		Count	Percentage	Count	Percentage
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?	Yes	8	57,1%	6	42,9%
	No	42	79,2%	11	20,8%

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation

"11. How far do the following statements meet your current situation ?'

[Question 11]
1

Total observations : 67
Total answers : 67

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	33	49,3%	18	26,9%	11	16,4%	3	4,5%	2	3,0%
2. My contribution to in-company training of apprentices is acknowledged in my company	34	50,7%	16	23,9%	15	22,4%	1	1,5%	1	1,5%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	1	1,5%	9	13,4%	33	49,3%	13	19,4%	11	16,4%
4. My tasks as in-company trainer represent a small amount of my work in my company	4	6,0%	6	9,0%	26	38,8%	25	37,3%	6	9,0%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	1	1,5%	1	1,5%	19	28,4%	21	31,3%	25	37,3%
6. I very well prepared for my tasks as in-company trainer	27	40,3%	17	25,4%	20	29,9%	2	3,0%	1	1,5%
7. My superior/chief supports me in my tasks as in-company trainer	35	52,2%	16	23,9%	13	19,4%	2	3,0%	1	1,5%
8. Dealing with young apprentices is easy for me	16	23,9%	18	26,9%	28	41,8%	4	6,0%	1	1,5%
9. Acting as in-company trainer mean extra work for me	0	0,0%	8	11,9%	33	49,3%	16	23,9%	10	14,9%

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs

"11. How far do the following statements meet your current situation ?"

[Question 11]
2.1

On the set of respondents who replied <u>positively in both two following questions</u>:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 11

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	5	45,5%	4	36,4%	2	18,2%	0	0,0%	0	0,0%
2. My contribution to in-company training of apprentices is acknowledged in my company	5	45,5%	3	27,3%	3	27,3%	0	0,0%	0	0,0%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	0	0,0%	0	0,0%	5	45,5%	4	36,4%	2	18,2%
4. My tasks as in-company trainer represent a small amount of my work in my company	1	9,1%	0	0,0%	7	63,6%	3	27,3%	0	0,0%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	0	0,0%	1	9,1%	0	0,0%	4	36,4%	6	54,5%
6. I very well prepared for my tasks as in-company trainer	3	27,3%	3	27,3%	5	45,5%	0	0,0%	0	0,0%
7. My superior/chief supports me in my tasks as in-company trainer	4	36,4%	2	18,2%	4	36,4%	1	9,1%	0	0,0%
8. Dealing with young apprentices is easy for me	6	54,5%	1	9,1%	4	36,4%	0	0,0%	0	0,0%
9. Acting as in-company trainer mean extra work for me	0	0,0%	0	0,0%	6	54,5%	3	27,3%	2	18,2%

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs

"11. How far do the following statements meet your current situation ?"

[Question 11]
2.2

On the set of respondents who replied <u>positively in both two following questions</u>:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 11

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs

"11. How far do the following statements meet your current situation ?'

[Question 11]
2.3

On the set of respondents who replied positively in both two following questions:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 11

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs

"11. How far do the following statements meet your current situation ?"

[Question 11]
2.4

On the set of respondents who replied positively in both two following questions:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 11

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34

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs

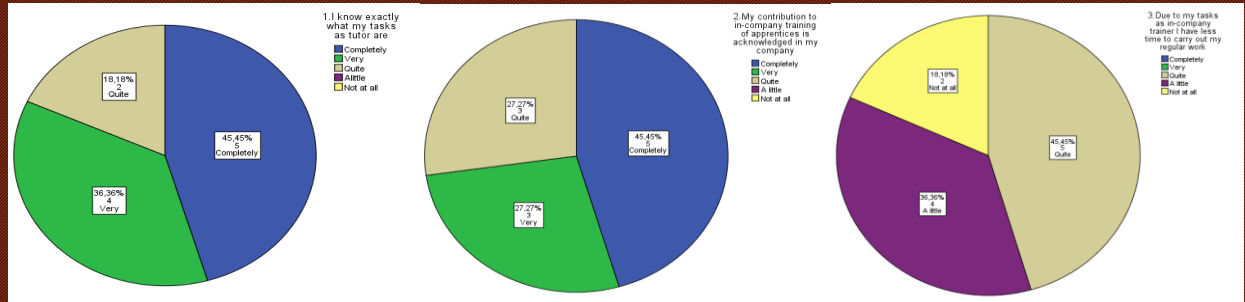*''11. How far do the following statements meet your current situation ?'*

[Question 11]
3

On the set of respondents who replied <u>positively in one of the following questions</u>:

Total answers : 35

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	21	60,0%	8	22,9%	6	17,1%	0	0,0%	0	0,0%
2. My contribution to in-company training of apprentices is acknowledged in my company	21	60,0%	6	17,1%	8	22,9%	0	0,0%	0	0,0%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	0	0,0%	5	14,3%	18	51,4%	6	17,1%	6	17,1%
4. My tasks as in-company trainer represent a small amount of my work in my company	2	5,7%	1	2,9%	17	48,6%	13	37,1%	2	5,7%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	1	2,9%	1	2,9%	8	22,9%	11	31,4%	14	40,0%
6. I very well prepared for my tasks as in-company trainer	17	48,6%	8	22,9%	10	28,6%	0	0,0%	0	0,0%
7. My superior/chief supports me in my tasks as in-company trainer	20	57,1%	7	20,0%	7	20,0%	1	2,9%	0	0,0%
8. Dealing with young apprentices is easy for me	12	34,3%	7	20,0%	15	42,9%	1	2,9%	0	0,0%
9. Acting as in-company trainer mean extra work for me	0	0,0%	2	5,7%	20	57,1%	8	22,9%	5	14,3%

Institute of Educational Policy

B. Training Needs Assessment

Employees' statements about their current situation in comparison with their participation in training/education programs
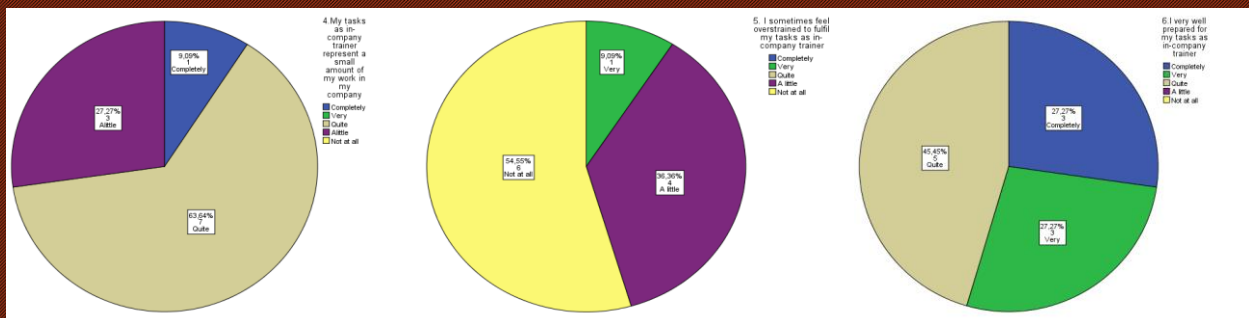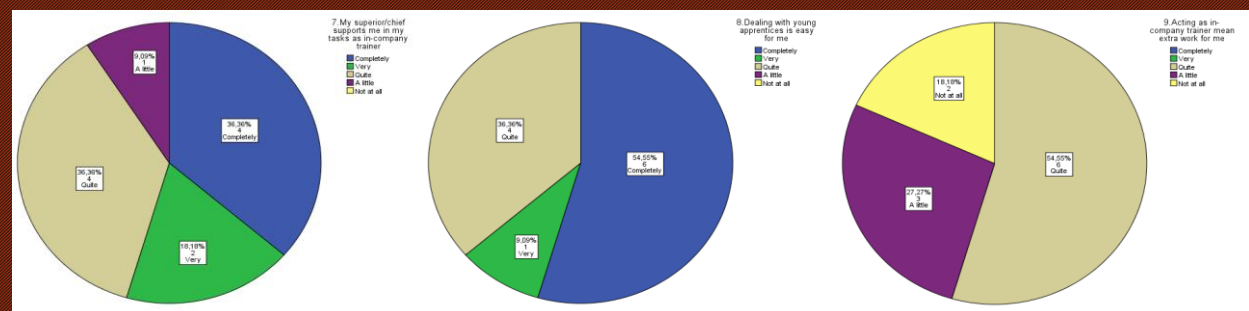
''11. How far do the following statements meet your current situation ?'

[Question 11]
4

On the set of respondents who replied <u>negatively in both of the following questions</u>:

Total answers : 32

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. I know exactly what my tasks as tutor are	12	37,5%	10	31,3%	5	15,6%	3	9,4%	2	6,3%
2. My contribution to in-company training of apprentices is acknowledged in my company	13	40,6%	10	31,3%	7	21,9%	1	3,1%	1	3,1%
3. Due to my tasks as in-company trainer I have less time to carry out my regular work	1	3,1%	4	12,5%	15	46,9%	7	21,9%	5	15,6%
4. My tasks as in-company trainer represent a small amount of my work in my company	2	6,3%	5	15,6%	9	28,1%	12	37,5%	4	12,5%
5. I sometimes feel overstrained to fulfil my tasks as in-company trainer	0	0,0%	0	0,0%	11	34,4%	10	31,3%	11	34,4%
6. I very well prepared for my tasks as in-company trainer	10	31,3%	9	28,1%	10	31,3%	2	6,3%	1	3,1%
7. My superior/chief supports me in my tasks as in-company trainer	15	46,9%	9	28,1%	6	18,8%	1	3,1%	1	3,1%
8. Dealing with young apprentices is easy for me	4	12,5%	11	34,4%	13	40,6%	3	9,4%	1	3,1%
9. Acting as in-company trainer mean extra work for me	0	0,0%	6	18,8%	13	40,6%	8	25,0%	5	15,6%

Institute of Educational Policy

B. Training Needs Assessment

"12. What are your tasks concerning apprentice' s training ?"

[Question 12]
1

Total observations : 67
Total answers : 67

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. Coordination with VET schools.	30	44,8%	13	19,4%	6	9,0%	14	20,9%	4	6,0%
2. Selection and recruitment of apprentices.	10	14,9%	8	11,9%	14	20,9%	20	29,9%	15	22,4%
3. Designing – planning the apprentice's training on the basis of his study programme.	8	11,9%	23	34,3%	22	32,8%	10	14,9%	4	6,0%
4. Identifying the apprentice's weaknesses and/or deficiencies.	10	14,9%	31	46,3%	20	29,9%	5	7,5%	1	1,5%
5. Providing feedback to the apprentice so as to learn from his mistakes.	14	20,9%	29	43,3%	18	26,9%	5	7,5%	1	1,5%
6. Planning and implementing measures for improvement.	14	20,9%	27	40,3%	20	29,9%	5	7,5%	1	1,5%
7. Supporting, motivating and encouraging the apprentice.	14	20,9%	30	44,8%	21	31,3%	1	1,5%	1	1,5%
8. Providing guidance and answering questions.	24	35,8%	28	41,8%	14	20,9%	0	0,0%	1	1,5%
9. Handling problems and disputes in the work environment among apprentices and/or colleagues.	23	34,3%	26	38,8%	14	20,9%	2	3,0%	2	3,0%
10. Handling behaviour problems of youth/adolescence.	17	25,4%	28	41,8%	12	17,9%	7	10,4%	3	4,5%
11. Using educational/training material.	8	11,9%	19	28,4%	18	26,9%	21	31,3%	1	1,5%
12. Using New Technologies.	29	43,3%	23	34,3%	12	17,9%	2	3,0%	1	1,5%
13. Being a role model providing him with best practice examples.	19	28,4%	36	53,7%	8	11,9%	3	4,5%	1	1,5%
14. Evaluating progress and reporting on it.	16	23,9%	30	44,8%	11	16,4%	6	9,0%	4	6,0%
15. Assessing proficiency of the apprentices.	17	25,4%	30	44,8%	11	16,4%	4	6,0%	5	7,5%
16. Preparing the apprentice for his examinations	9	13,4%	8	11,9%	19	28,4%	19	28,4%	12	17,9%

Institute of Educational Policy

B. Training Needs Assessment

Tasks concerning apprentice's training in comparison with their participation in training/education programs

"12. What are your tasks concerning apprentice' s training ?"

[Question 12]
2

On the set of respondents who replied <u>positively in both two following questions</u>:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 11

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. Coordination with VET schools.	5	45,5%	3	27,3%	1	9,1%	2	18,2%	0	0,0%
2. Selection and recruitment of apprentices.	3	27,3%	4	36,4%	3	27,3%	0	0,0%	1	9,1%
3. Designing – planning the apprentice's training on the basis of his study programme.	3	27,3%	5	45,5%	2	18,2%	1	9,1%	0	0,0%
4. Identifying the apprentice's weaknesses and/or deficiencies.	2	18,2%	5	45,5%	4	36,4%	0	0,0%	0	0,0%
5. Providing feedback to the apprentice so as to learn from his mistakes.	3	27,3%	5	45,5%	3	27,3%	0	0,0%	0	0,0%
6. Planning and implementing measures for improvement.	5	45,5%	2	18,2%	4	36,4%	0	0,0%	0	0,0%
7. Supporting, motivating and encouraging the apprentice.	4	36,4%	4	36,4%	3	27,3%	0	0,0%	0	0,0%
8. Providing guidance and answering questions.	7	63,6%	3	27,3%	1	9,1%	0	0,0%	0	0,0%
9. Handling problems and disputes in the work environment among apprentices and/or colleagues.	7	63,6%	2	18,2%	2	18,2%	0	0,0%	0	0,0%
10. Handling behaviour problems of youth/adolescence.	6	54,5%	2	18,2%	2	18,2%	1	9,1%	0	0,0%
11.Using educational/training material.	2	18,2%	4	36,4%	3	27,3%	2	18,2%	0	0,0%
12. Using New Technologies.	4	36,4%	4	36,4%	3	27,3%	0	0,0%	0	0,0%
13. Being a role model providing him with best practice examples.	4	36,4%	5	45,5%	1	9,1%	1	9,1%	0	0,0%
14. Evaluating progress and reporting on it.	3	27,3%	5	45,5%	2	18,2%	1	9,1%	0	0,0%
15. Assessing proficiency of the apprentices.	5	45,5%	3	27,3%	3	27,3%	0	0,0%	0	0,0%
16. Preparing the apprentice for his examinations.	2	18,2%	0	0,0%	4	36,4%	4	36,4%	1	9,1%

36

B. Training Needs Assessment

Tasks concerning apprentice's training in comparison with their participation in training/education programs

"12. What are your tasks concerning apprentice's training ?"

[Question 12]
3

On the set of respondents who replied positively in one of the following questions:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 35

Institute of Educational Policy

	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. Coordination with VET schools.	20	57,1%	7	20,0%	1	2,9%	5	14,3%	2	5,7%
2. Selection and recruitment of apprentices.	6	17,1%	6	17,1%	5	14,3%	8	22,9%	10	28,6%
3. Designing – planning the apprentice's training on the basis of his study programme.	4	11,4%	12	34,3%	12	34,3%	4	11,4%	3	8,6%
4. Identifying the apprentice's weaknesses and/or deficiencies.	4	11,4%	17	48,6%	12	34,3%	2	5,7%	0	0,0%
5. Providing feedback to the apprentice so as to learn from his mistakes.	7	20,0%	15	42,9%	10	28,6%	3	8,6%	0	0,0%
6. Planning and implementing measures for improvement.	8	22,9%	14	40,0%	10	28,6%	3	8,6%	0	0,0%
7. Supporting, motivating and encouraging the apprentice.	8	22,9%	15	42,9%	12	34,3%	0	0,0%	0	0,0%
8. Providing guidance and answering questions.	14	40,0%	13	37,1%	8	22,9%	0	0,0%	0	0,0%
9. Handling problems and disputes in the work environment among apprentices and/or colleagues.	13	37,1%	13	37,1%	7	20,0%	1	2,9%	1	2,9%
10. Handling behaviour problems of youth/adolescence.	10	28,6%	17	48,6%	5	14,3%	2	5,7%	1	2,9%
11. Using educational/training material.	2	5,7%	11	31,4%	10	28,6%	12	34,3%	0	0,0%
12. Using New Technologies.	17	48,6%	9	25,7%	8	22,9%	1	2,9%	0	0,0%
13. Being a role model providing him with best practice examples.	10	28,6%	20	57,1%	4	11,4%	1	2,9%	0	0,0%
14. Evaluating progress and reporting on it.	7	20,0%	17	48,6%	5	14,3%	3	8,6%	3	8,6%
15. Assessing proficiency of the apprentices.	9	25,7%	16	45,7%	5	14,3%	3	8,6%	2	5,7%
16. Preparing the apprentice for his examinations.	6	17,1%	1	2,9%	10	28,6%	12	34,3%	6	17,1%

B. Training Needs Assessment

Tasks concerning apprentice's training in comparison with their participation in training/education programs

"12. What are your tasks concerning apprentice's training ?"

[Question 12]
4

On the set of respondents who replied negatively in both of the following questions:

9. Have you ever participated in training/education programs concerning your specialty ?
10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 32

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	Completely		Very		Quite		A little		Not at all	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1. Coordination with VET schools.	10	31,3%	6	18,8%	5	15,6%	9	28,1%	2	6,3%
2. Selection and recruitment of apprentices.	4	12,5%	2	6,3%	9	28,1%	12	37,5%	5	15,6%
3. Designing – planning the apprentice's training on the basis of his study programme.	4	12,5%	11	34,4%	10	31,3%	6	18,8%	1	3,1%
4. Identifying the apprentice's weaknesses and/or deficiencies.	6	18,8%	14	43,8%	8	25,0%	3	9,4%	1	3,1%
5. Providing feedback to the apprentice so as to learn from his mistakes.	7	21,9%	14	43,8%	8	25,0%	2	6,3%	1	3,1%
6. Planning and implementing measures for improvement.	6	18,8%	13	40,6%	10	31,3%	2	6,3%	1	3,1%
7. Supporting, motivating and encouraging the apprentice.	6	18,8%	15	46,9%	9	28,1%	1	3,1%	1	3,1%
8. Providing guidance and answering questions.	10	31,3%	15	46,9%	6	18,8%	0	0,0%	1	3,1%
9. Handling problems and disputes in the work environment among apprentices and/or colleagues.	10	31,3%	13	40,6%	7	21,9%	1	3,1%	1	3,1%
10. Handling behaviour problems of youth/adolescence.	7	21,9%	11	34,4%	7	21,9%	5	15,6%	2	6,3%
11. Using educational/training material.	6	18,8%	8	25,0%	8	25,0%	9	28,1%	1	3,1%
12. Using New Technologies.	12	37,5%	14	43,8%	4	12,5%	1	3,1%	1	3,1%
13. Being a role model providing him with best practice examples.	9	28,1%	16	50,0%	4	12,5%	2	6,3%	1	3,1%
14. Evaluating progress and reporting on it.	9	28,1%	13	40,6%	6	18,8%	3	9,4%	1	3,1%
15. Assessing proficiency of the apprentices.	8	25,0%	14	43,8%	6	18,8%	1	3,1%	3	9,4%
16. Preparing the apprentice for his examinations.	3	9,4%	7	21,9%	9	28,1%	7	21,9%	6	18,8%

B. Training Needs Assessment

Expectations from a training program for the role of an apprentice trainer

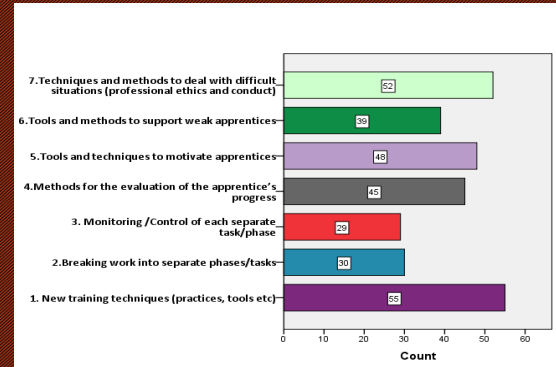*''13.What are your expectations from a training program in order to be able to fulfill your role as an apprentice' s trainer?''*

[Question 13]
1

Total observations : 67
Total answers : 67

	Count	Percentage
1. New training techniques (practices, tools etc)	55	82,1%
2. Breaking work into separate phases/tasks	30	44,8%
3. Monitoring /Control of each separate task/phase	29	43,3%
4. Methods for the evaluation of the apprentice' s progress	45	67,2%
5. Tools and techniques to motivate apprentices	48	71,6%
6.Tools and methods to support weak apprentices	39	58,2%
7. Techniques and methods to deal with difficult situations (professional ethics and conduct)	52	77,6%

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B. Training Needs Assessment

Expectations from a training program for the role of an apprentice trainer

''13.What are your expectations from a training program in order to be able to fulfill your role as an apprentice' s trainer?''
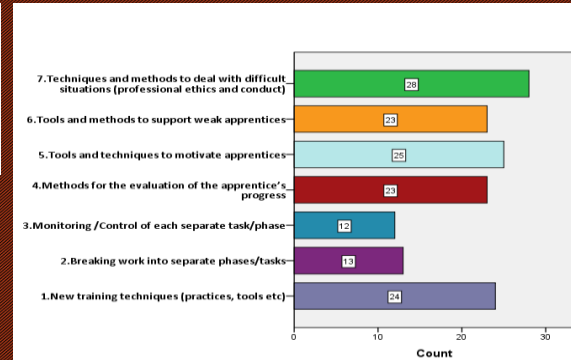
[Question 13]
2

On the set of respondents who replied positively to the following question:

9. Have you ever participated in training/education programs concerning your specialty ?

Total answers : 32

	Count	Percentage
1.New training techniques (practices, tools etc)	24	75,0%
2. Breaking work into separate phases/tasks	13	40,6%
3. Monitoring /Control of each separate task/phase	12	37,5%
4. Methods for the evaluation of the apprentice' s progress	23	71,9%
5. Tools and techniques to motivate apprentices	25	78,1%
6. Tools and methods to support weak apprentices	23	71,9%
7. Techniques and methods to deal with difficult situations (professional ethics and conduct)	28	87,5%

Institute of Educational Policy

B. Training Needs Assessment

Expectations from a training program for the role of an apprentice trainer

''13.What are your expectations from a training program in order to be able to fulfill your role as an apprentice's trainer?''
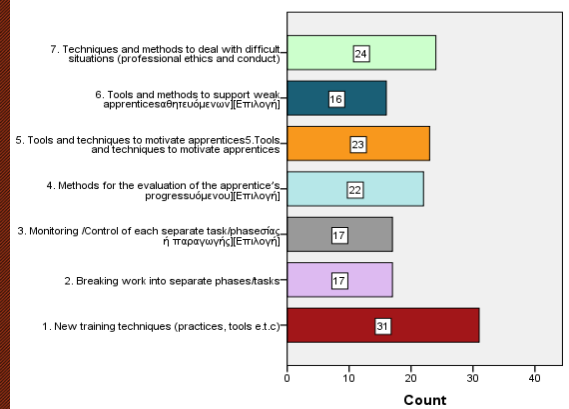
[Question 13]
4

On the set of respondents who replied <u>negatively to the following question</u>:

9. Have you ever participated in training/education programs concerning your specialty ?

Total answers : 35

	Count	Percentage
1. New training techniques (practices, tools e.t.c)	31	88,6%
2. Breaking work into separate phases/tasks	17	48,6%
3. Monitoring /Control of each separate task/phase	17	48,6%
4. Methods for the evaluation of the apprentice's progress	22	62,9%
5. Tools and techniques to motivate apprentices	23	65,7%
6. Tools and methods to support weak apprentices	16	45,7%
7. Techniques and methods to deal with difficult situations (professional ethics and conduct)	24	68,6%

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B. Training Needs Assessment

Expectations from a training program for the role of an apprentice trainer

''13.What are your expectations from a training program in order to be able to fulfill your role as an apprentice's trainer?''
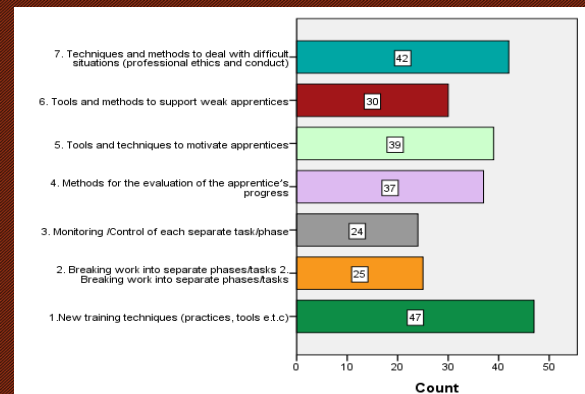
[Question 13]
4

On the set of respondents who replied <u>negatively to the following question</u>:

10. Have you ever participated in training/education programs concerning Education of Adults or Minors?

Total answers : 53

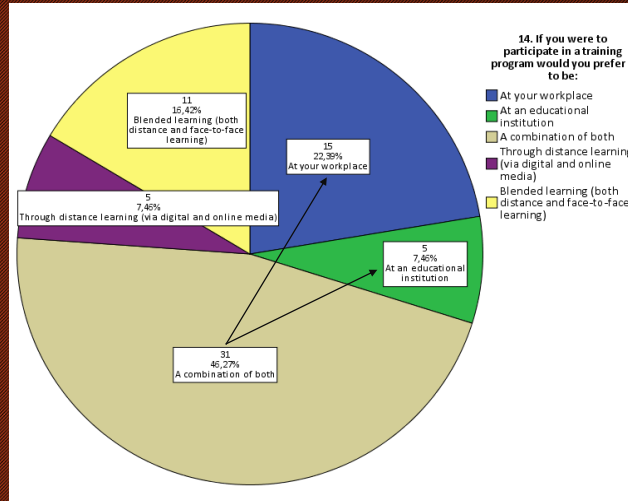|	Count	Percentage
1. New training techniques (practices, tools e.t.c)	47	88,7%
2. Breaking work into separate phases/tasks	25	47,2%
3. Monitoring /Control of each separate task/phase	24	45,3%
4. Methods for the evaluation of the apprentice's progress	37	69,8%
5. Tools and techniques to motivate apprentices	39	73,6%
6. Tools and methods to support weak apprentices	30	56,6%
7. Techniques and methods to deal with difficult situations (professional ethics and conduct)	42	79,2%

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C. Training Preferences

Place and method of training

"14. If you were to participate in a training program would you prefer it to be:"

Total answers : 35

14. If you were to participate in a training program would you prefer it to be:

- At your workplace
- At an educational institution
- A combination of both
- Through distance learning (via digital and online media)
- Blended learning (both distance and face-to-face learning)

15 — 22,39% At your workplace

5 — 7,46% At an educational institution

31 — 46,27% A combination of both

5 — 7,46% Through distance learning (via digital and online media)

11 — 16,42% Blended learning (both distance and face-to-face learning)

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Focus Group

Previous experience with apprentices

- Few of them had apprentices from EPAS
- Some had apprentices from IEK or TEI
- One had apprentices from Poland

Considerations – problems regarding apprenticeship

- Not clear framework
- Scrappy or inaccurate information – misguidance - the companies are not properly informed about processes/ aims/ possible advantages
- Schedule: dysfunctional, inconvenient, lacks flexibility (especially in the food service sector)
- Responsibility: considerations about health and safety of apprentices and customers – fear for
- Financial insecurity – business viability
- They have to spent too much time on the apprentice's training/ mentoring/ advising / explaining/ commenting on mistakes etc
- May cause problems with the customers – some of the customers won't accept them – they may even send their customers away because of their behavior / attitude/ inexperience/ oversight/ dress code…

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Focus Group

School –education – Recommendations

- School education needs improvement/upgrading – should follow technological advances
- Modernization of equipment, tools, machinery
- Teachers' knowledge should be constantly updated, informed about changes or progress in practice – some teachers' technical knowledge appears to be obsolete/out-dated
- Apprentices should learn a few basic things about their profession BEFORE they start apprenticeship
- Basic rules concerning conduct with customers should be taught at schools – not to cause embarrassment/difficulties to the employer/trainer (e.g. concerning hygiene, politeness etc)

Lack of monitoring by the central government /authorities – the state/relevant institutions should keep a record of the apprentices' progress in their life/employment/ professional development - lack of feedback

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Cooperation with school/ teachers

- Lack of monitoring framework/ culture
- Lack of cooperation with companies
- teachers only check attendance books
- there is no assessment of apprenticeship quality/ results
- trainers have no information about what the apprentice is learning at school
- there is no feedback either way

Problems with apprentices

- some apprentices are indifferent
- some apprentices are incompetent
- some apprentices come to work while not being apt for the job
- some lack motivation to learn in the company
- some trainers said that behavior is a natural/innate characteristic, some that is developed in the family –it cannot be taught
- some find it difficult to build team spirit, to integrate an apprentice in the group of other workers/employers – and this is essential in some kinds of business

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Role Conception

- they see themselves as supporters
- their apprentices need motivation/ sometimes even change of philosophy
- one reported that he is very proud because his apprentices maintain contact with them even years after they have finished because they regard him as their mentor
- some said that they are sure their apprentices gained most of their professional knowledge during working with them
- some report that the usual idea behind having an apprentice is "getting an assistant, not a trainee"!

Trainers' seminars – training

- no one had ever attended a trainer's seminar
- some had attended other seminars concerning their profession
- their attitude towards seminars was negative – "too much money spent for no reason" – bad quality – not targeted
- they think it could help – some sounded hesitant/ in doubt

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Recommendations
- systematic and close monitoring by the school teachers is essential
- there should be cooperation between school and company
- there should be an "apprenticeship" study programme to follow

there should be a valid certification after finishing apprenticeship – some said they always give a positive report whenever they are asked to – even when they don't deserve it - because they don't feel comfortable to give make comments – "after all they are just kids" – sometimes they don't even comment on their mistakes

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