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# ALLIANCE 4 YOUTH LEARNINGS 2016

*REPORT*

all4  
**YOU<sup>th</sup>**

Alliance for Youth

# MEASURING APPRENTICESHIPS' SUCCESS

**FIELD WORK:** JULY-SEPTEMBER 2016

ACROSS **17** EUROPEAN COUNTRIES

AMONG **2006** RESPONDENTS:

- APPRENTICES (n=1771)
- EMPLOYERS (n=258)
- EDUCATION PROVIDERS (n=37)



**APPRENTICES**



**EMPLOYERS**



**EDUCATION PROVIDERS**

# TERMINOLOGY

We will refer to the following throughout the report.

## APPRENTICESHIPS

Training schemes combining practical work experience at a workplace and education in a school/training center.

Successful completion leads to nationally recognised qualifications.

## INVOLVED PARTIES

**APPRENTICE** – A current or former (but still within the same company) participant of Apprenticeship scheme

**EMPLOYER** – A professional who works in a company that hires Apprentices

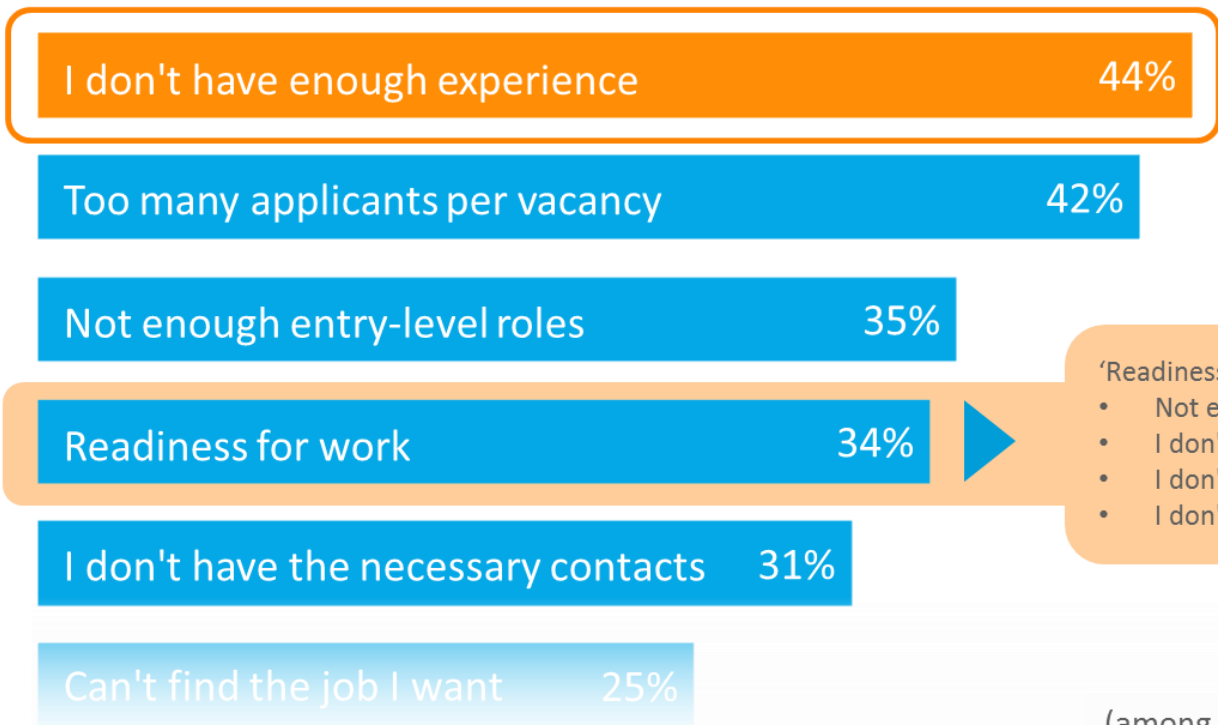
**EDUCATION PROVIDER** – A person employed in Education as their main job

An abstract graphic on the left side of the slide. It features a portion of a sphere or a dome-like structure, defined by a grid of thin, curved lines in various colors including cyan, magenta, yellow, and red. Several small, solid-colored dots (yellow, magenta, red) are placed on the surface of the sphere, with thin lines extending from them towards the right, suggesting a coordinate system or data points.

# ARE APPRENTICESHIP SCHEMES SUCCESSFUL?

# RECAP: LACK OF EXPERIENCE HINDERS YOUTH EMPLOYABILITY...

Why unsuccessful in finding work?



'Readiness for work' = anyone who selected:

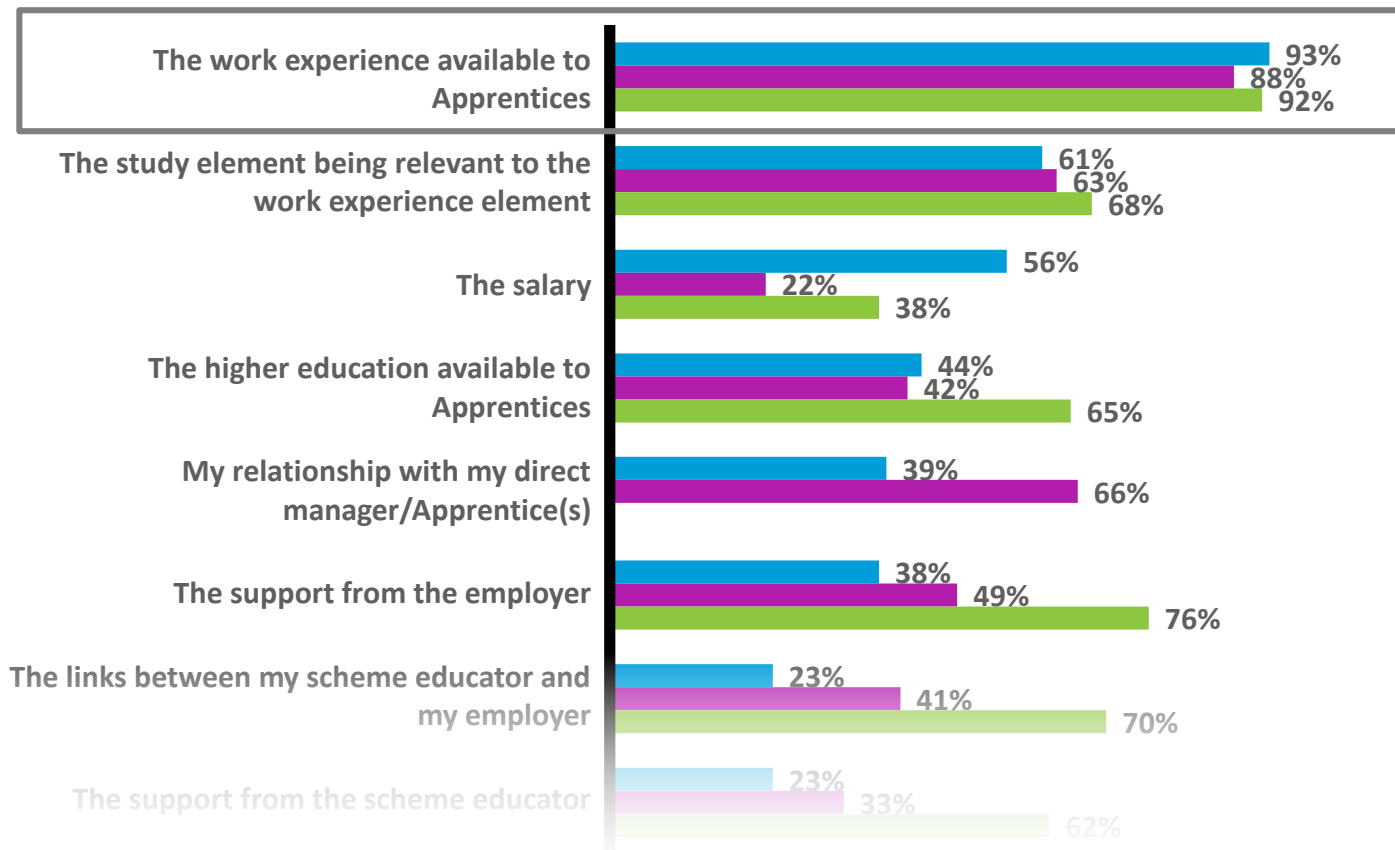
- Not enough guidance from school/uni
- I don't know where to look
- I don't perform well at interviews
- I don't have a well presented CV

(among unemployed, multiple answer)

Base: Unemployed, n=703  
 Q8. Why do you think you have been unsuccessful in securing a full-time job? Select all that apply  
 Source: Alliance 4 Youth Learnings May 2015

# INDEED, WORK EXPERIENCE GAINED THROUGH THE SCHEME DRIVES APPRENTICESHIPS' SUCCESS

## TOP APPRENTICESHIP SCHEME SUCCESS FACTORS



BASE:



APPRENTICES



EMPLOYERS

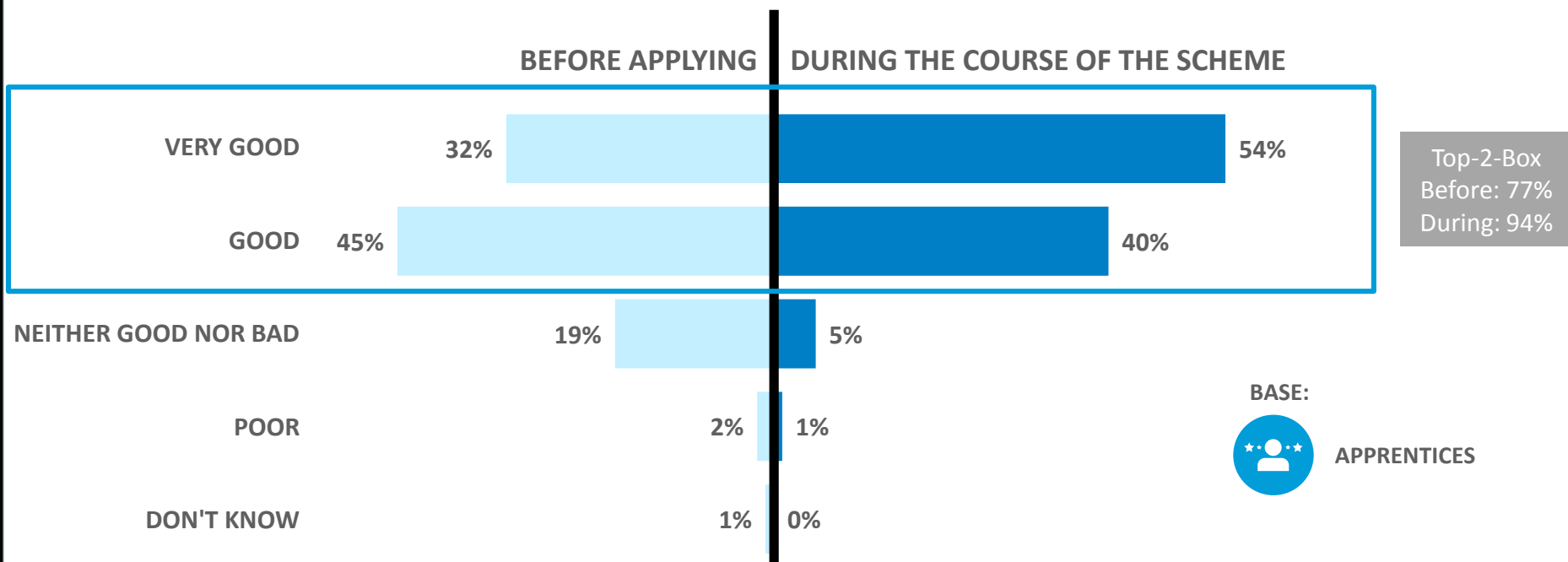


EDUCATION PROVIDERS

Base: Apprentices, n=1711; Employers, n= 258; Education Providers, n=37  
 Q38. In your opinion, what makes an Apprenticeship Scheme successful?

# THEREFORE PERCEPTIONS OF THE SCHEMES IMPROVE DURING THE COURSE

## WHAT WAS/IS YOUR PERCEPTION OF APPRENTICESHIP SCHEMES



Base: Apprentices, n=1711

Q26a. Thinking about the different time stages below, what was/is your perception of Apprenticeship schemes... before applying/during the course of the scheme?

# APPRENTICES SEE VALUE IN OBTAINING WORK EXPERIENCE VIA THE SCHEME

*(Thanks to Apprenticeship scheme)  
I can add value for the company  
and it boosts my confidence.*

*The Apprenticeship scheme is a  
link between university and  
business expectations.*

*I was able to implement the  
learnings into practice in order to  
build a network and professional  
experience.*



APPRENTICES



Q42. What has been the most successful factor of your Apprenticeship? Please describe any specific examples or features that come to mind.  
Larger font indicates a word that was mentioned more often - common words have been excluded from the analysis.



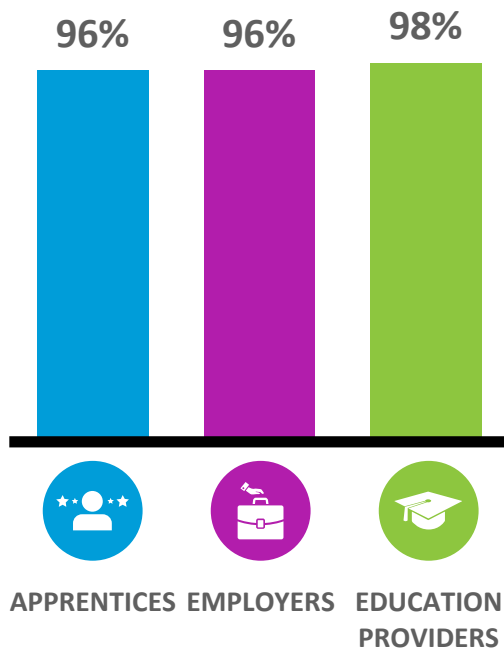
# SUCCESS! FUTURE EMPLOYABILITY IS BOOSTED AND SCHEMES WILL BE RECOMMENDED

## EMPLOYABILITY



*Completing an Apprenticeship will have a positive impact on future employability.*

## RECOMMENDATION



*I will recommend Apprenticeships to others.*

Base: Apprentices, n=1711; Employers, n= 258; Education Providers, n=37

Q30. How strongly do you agree or disagree with: Completing an Apprenticeship will have a positive impact on future employability (Top-2-Box shown)

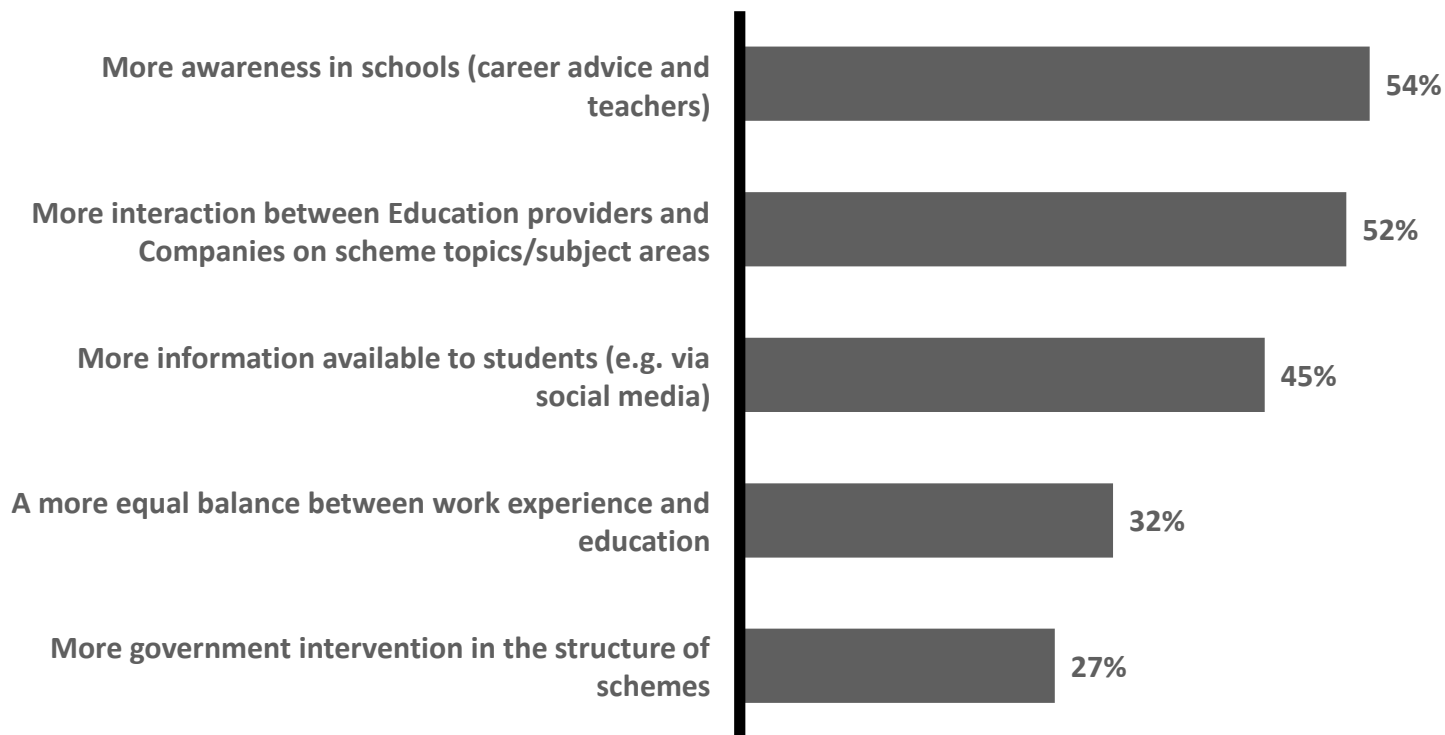
Q23. Based on your experience as an Apprentice, how likely would you be to recommend Apprenticeships to others, if they asked you in the future? (Top-2-Box shown)

An abstract graphic on the left side of the slide. It features a sphere-like shape composed of a grid of thin, curved lines in various colors (red, yellow, green, blue, purple). Several small, colored dots (yellow, pink, red) are placed on the grid, with thin lines extending from them towards the right. The background is solid black.

# HOW TO FURTHER BOOST APPRENTICESHIPS' SUCCESS?

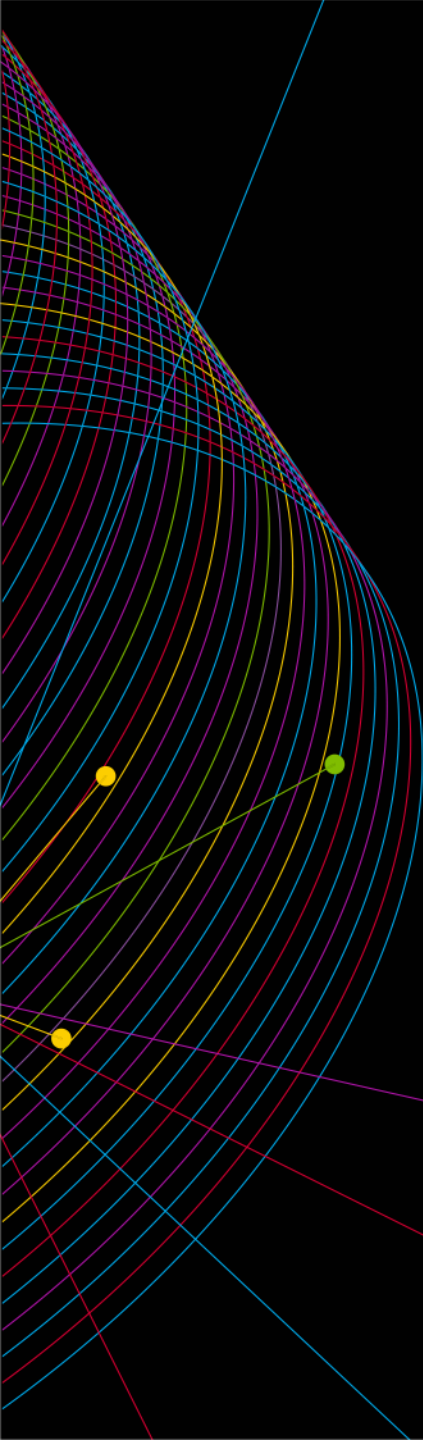
# MAIN FOCUS AREAS: COMMUNICATION, SCHEME DESIGN & STRUCTURE, COLLABORATION & SUPPORT

## TOP IMPROVEMENT OPPORTUNITIES



Base: All Respondents, n=2006

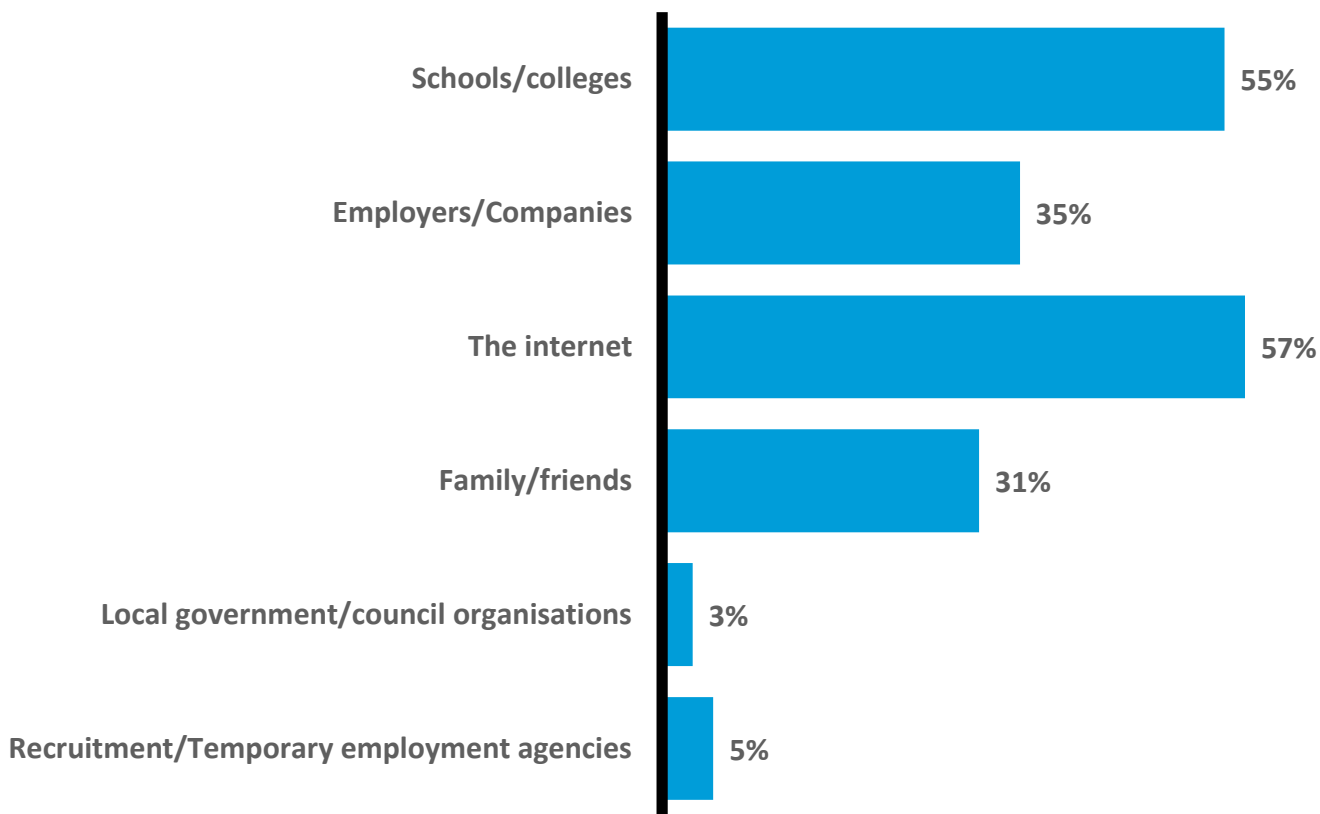
Q40. In your opinion, which of the following would improve the success of Apprenticeship Schemes?



# COMMUNICATION

# CURRENT SITUATION: APPRENTICES GET INFORMED MOSTLY ONLINE OR AT SCHOOLS; NO MAIN SOURCE

## INFORMATION SOURCE DURING APPLICATION PROCESS



55% of Apprentices say that information during application process was available for them from schools/colleges.

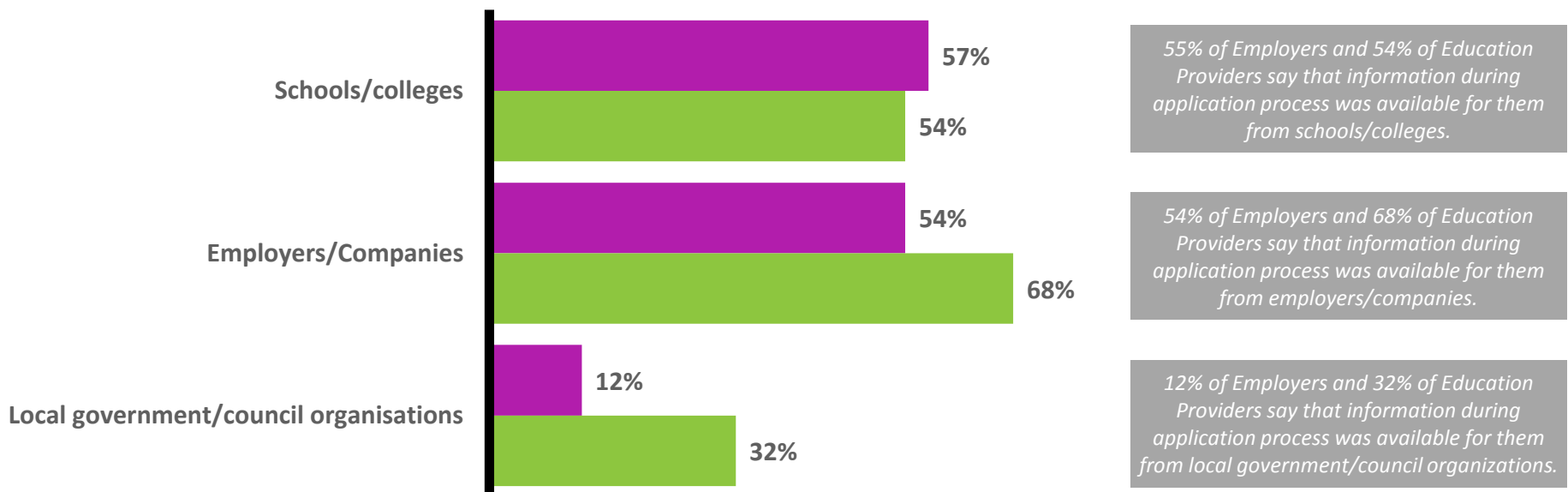
57% of Apprentices say that information during application process was available for them from the Internet.

BASE:  
 APPRENTICES

Base: Apprentices, n=1711;  
 Q28. From which of the following, was information available to you during the application process?

# CURRENT SITUATION: WHILE ORGANIZERS INFORM EACH OTHER, GOVN'T COULD PLAY A STRONGER ROLE

## INFORMATION SOURCE DURING APPLICATION PROCESS



BASE:



EMPLOYERS



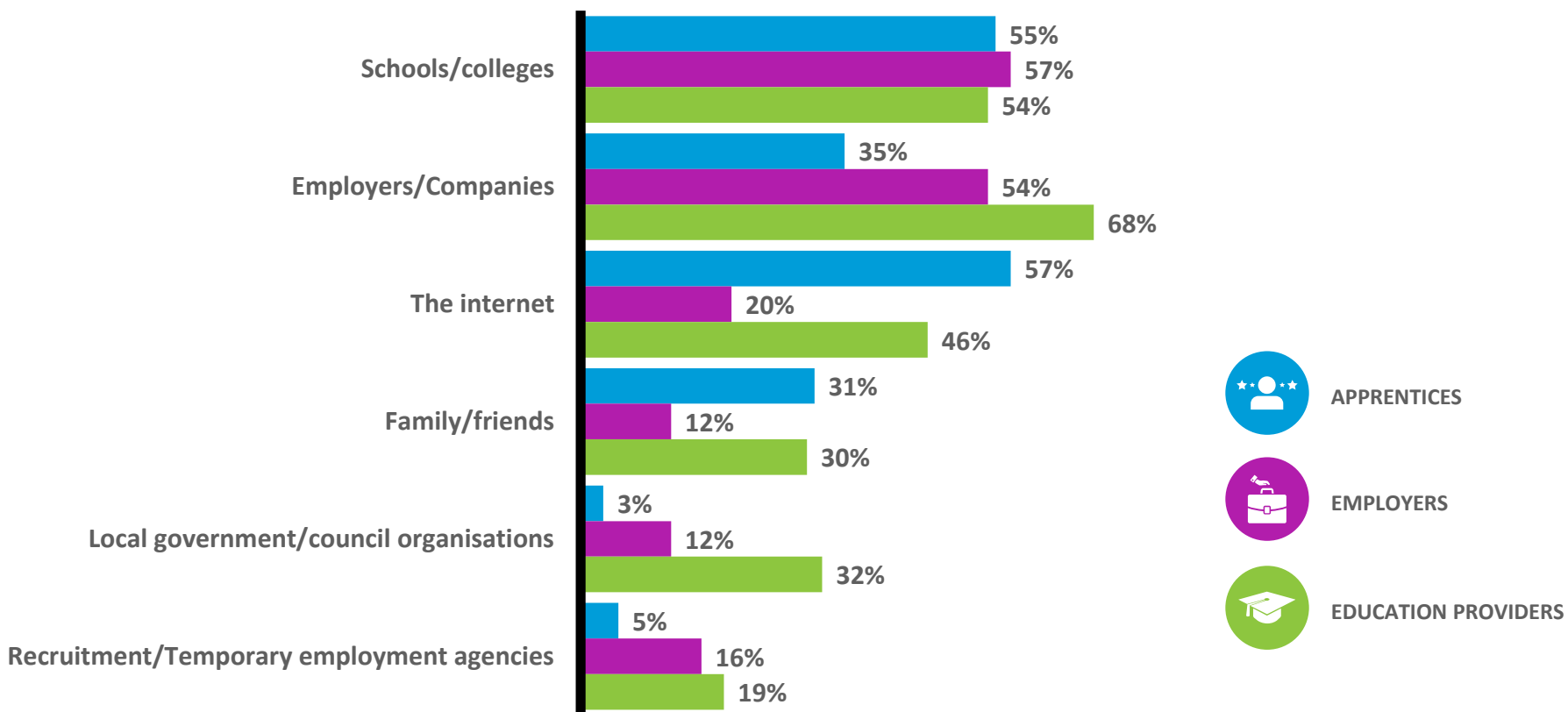
EDUCATION PROVIDERS

Base: Employers, n= 258; Education Providers, n=37

Q28. From which of the following, was information available to you during the application process?

# CURRENT SITUATION: SUMMARY

## INFORMATION SOURCE DURING APPLICATION PROCESS



APPRENTICES



EMPLOYERS



EDUCATION PROVIDERS

Base: Apprentices, n=1711; Employers, n= 258; Education Providers, n=37  
 Q28. From which of the following, was information available to you during the application process?

# ACTION: EDUCATION PROVIDERS SHALL COMMUNICATE SCHEMES TO FUTURE APPRENTICES

WHO SHOULD TAKE THE LEAD ON THE FOLLOWING...?



PARTIES TO LEAD:



EDUCATION PROVIDERS

IDEAS:

- Improve awareness in schools (career advice and teachers)
- Ensure information availability to students (e.g. via social media)

Base: Apprentices, n=1711  
Q41. In your opinion, who should take the lead on the following...



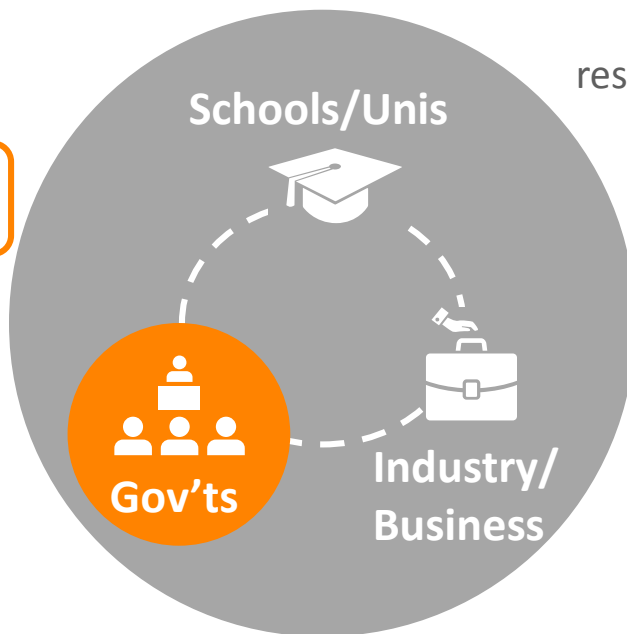
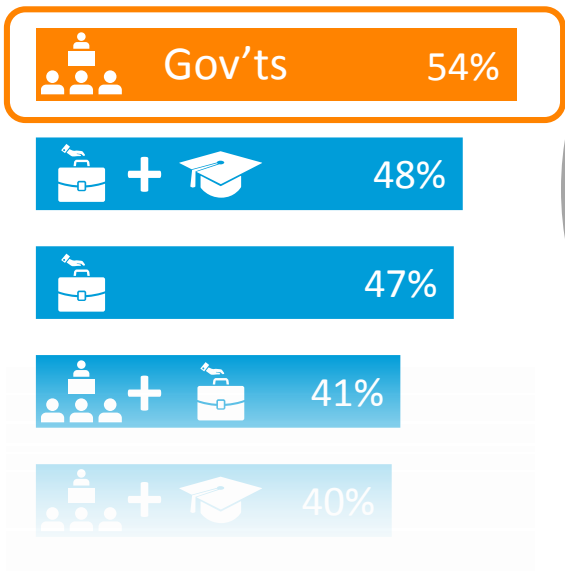
An abstract graphic on the left side of a black background. It features a dense grid of thin, curved lines in various colors including cyan, magenta, yellow, and red. The lines are arranged in a way that suggests a 3D surface or a complex network. Several lines extend from the grid towards the right, ending in small colored dots (yellow, magenta, red) that appear to be data points or nodes.

# SCHEME DESIGN & STRUCTURE

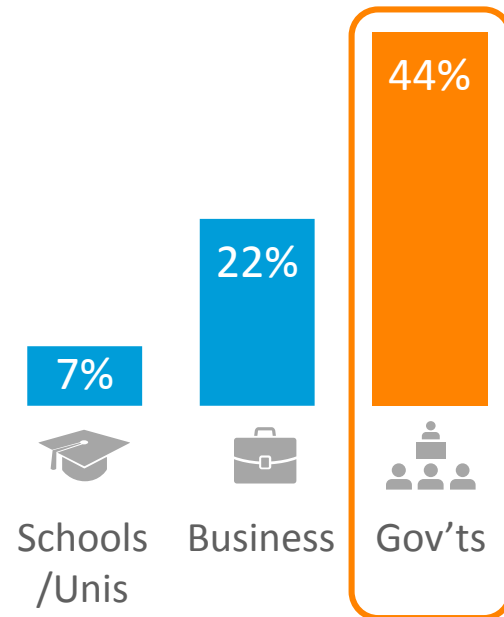
# RECAP: GOVERNMENT INPUT IN RESOLVING THE PROBLEM IS SEEN AS CRUCIAL



“Who has the potential to help fight youth unemployment?”



“Who is most to blame for not resolving lack of youth opportunities?”



Base: All respondents, n=2007

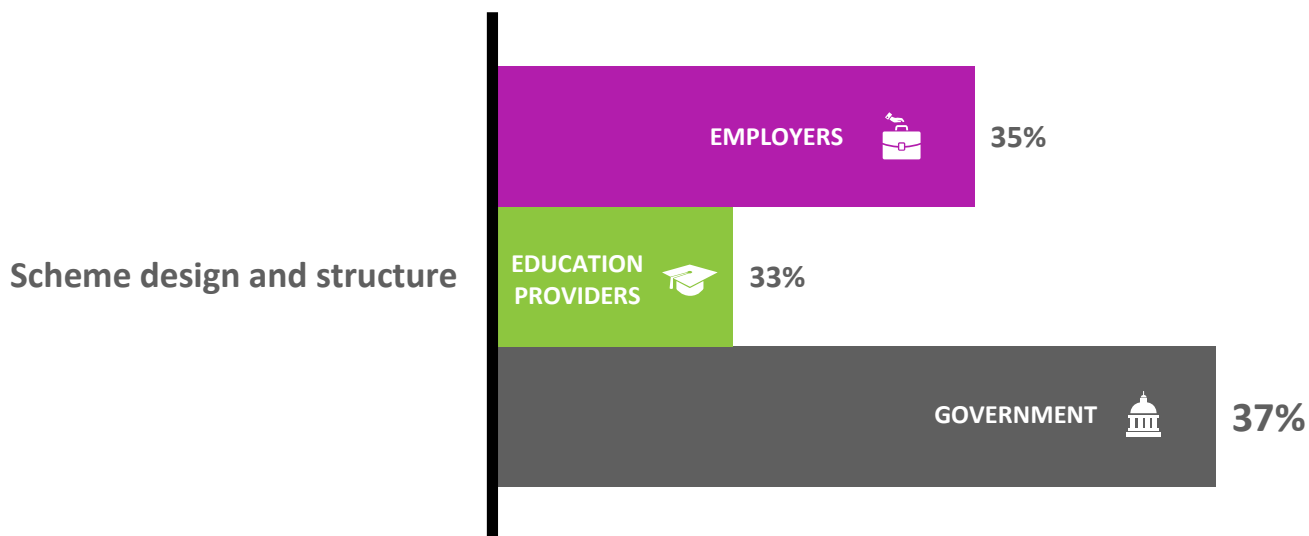
Q13. In your view, who is most to blame for not resolving the lack of opportunities for young people? Please select only one.

Q14. In your view, which of the following have the potential to help fight youth unemployment? Please select all that apply

Source: Alliance 4 Youth Learnings May 2015

# ACTION: GOVERNMENT TO BE STRONGER INVOLVED IN SCHEME DESIGN AND STRUCTURE

WHO SHOULD TAKE THE LEAD ON THE FOLLOWING...?



PARTIES TO LEAD:



GOVERNMENT

More government intervention in the structure of schemes will improve success

25%

Base: All Respondents, n=2006

Q41. In your opinion, who should take the lead on the following...

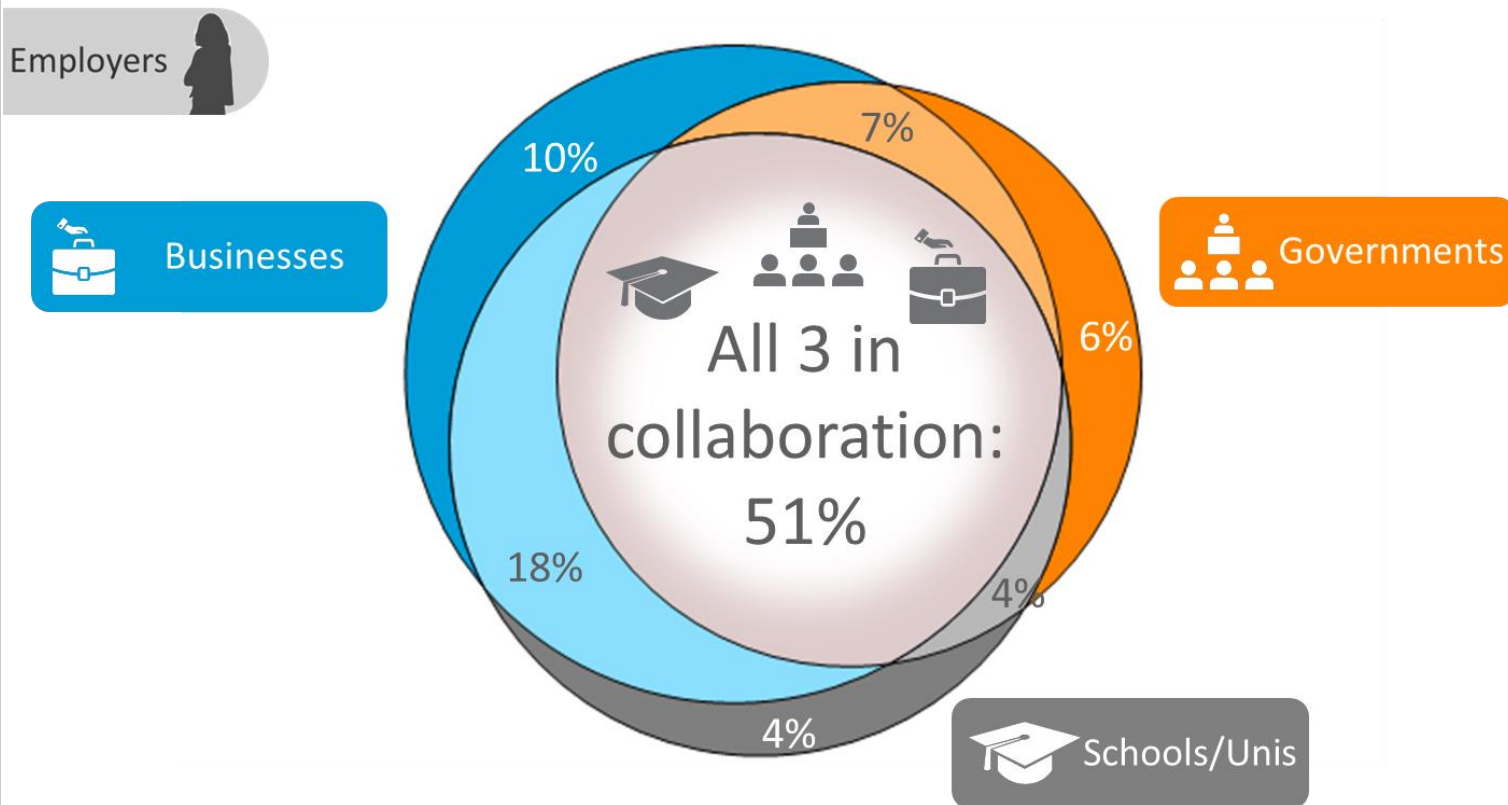
Q40. In your opinion, which of the following would improve the success of Apprenticeship Schemes?

An abstract graphic on a black background. On the left side, there is a dense, curved grid of thin lines in various colors including cyan, magenta, yellow, and red. From the center of this grid, several thin lines extend outwards to the right, each ending in a small, solid-colored dot. The dots are colored cyan, magenta, yellow, and red, matching the lines they originate from. The overall composition is minimalist and modern.

# COLLABORATION & SUPPORT

# RECAP: COLLABORATION IS KEY; EVERYONE NEEDS TO BE ON BOARD

Who can do the most to increase success of Apprenticeships/Internships?



Base: All respondents, n=635

Q20. Who do you think can do the most to increase the success of Apprenticeship and/or Internship programs?

Source: Alliance 4 Youth Learnings May 2015

# CURRENT BARRIERS: APPRENTICES FEEL LACK OF EXPERIENCE AND EMPLOYER SUPPORT LIMIT SUCCESS

WHAT HINDERS THE BEST OUTCOMES OF AN APPRENTICESHIP SCHEME?  
(TOP 2 LIMITERS)

A lack of real work experience available to apprentices

42%

Lack of support from the employer

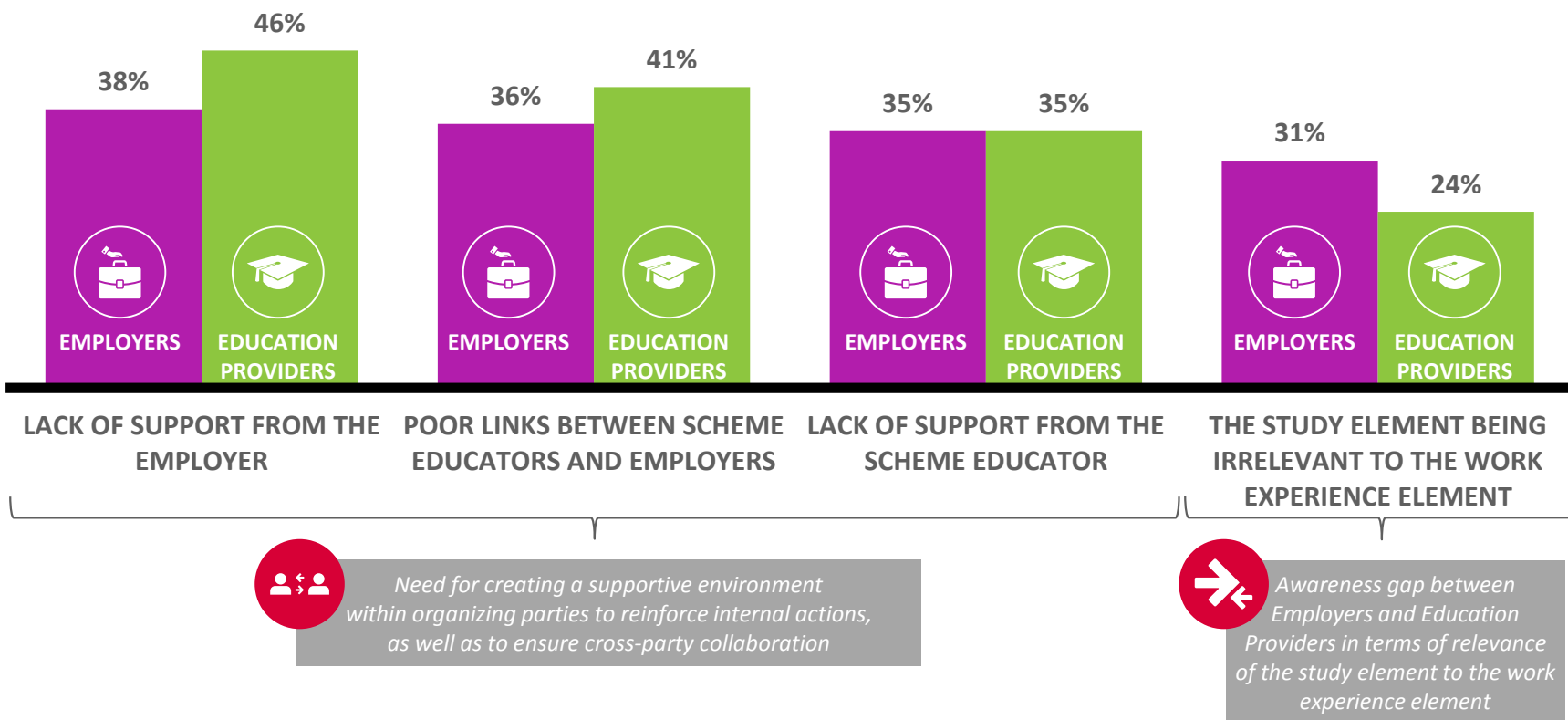
37%



APPRENTICES

# CURRENT BARRIERS: LACK OF COLLABORATION BETWEEN ORGANIZERS IS A STRUGGLE

WHAT HINDERS THE BEST OUTCOMES OF AN APPRENTICESHIP SCHEME?  
(TOP LIMITERS)

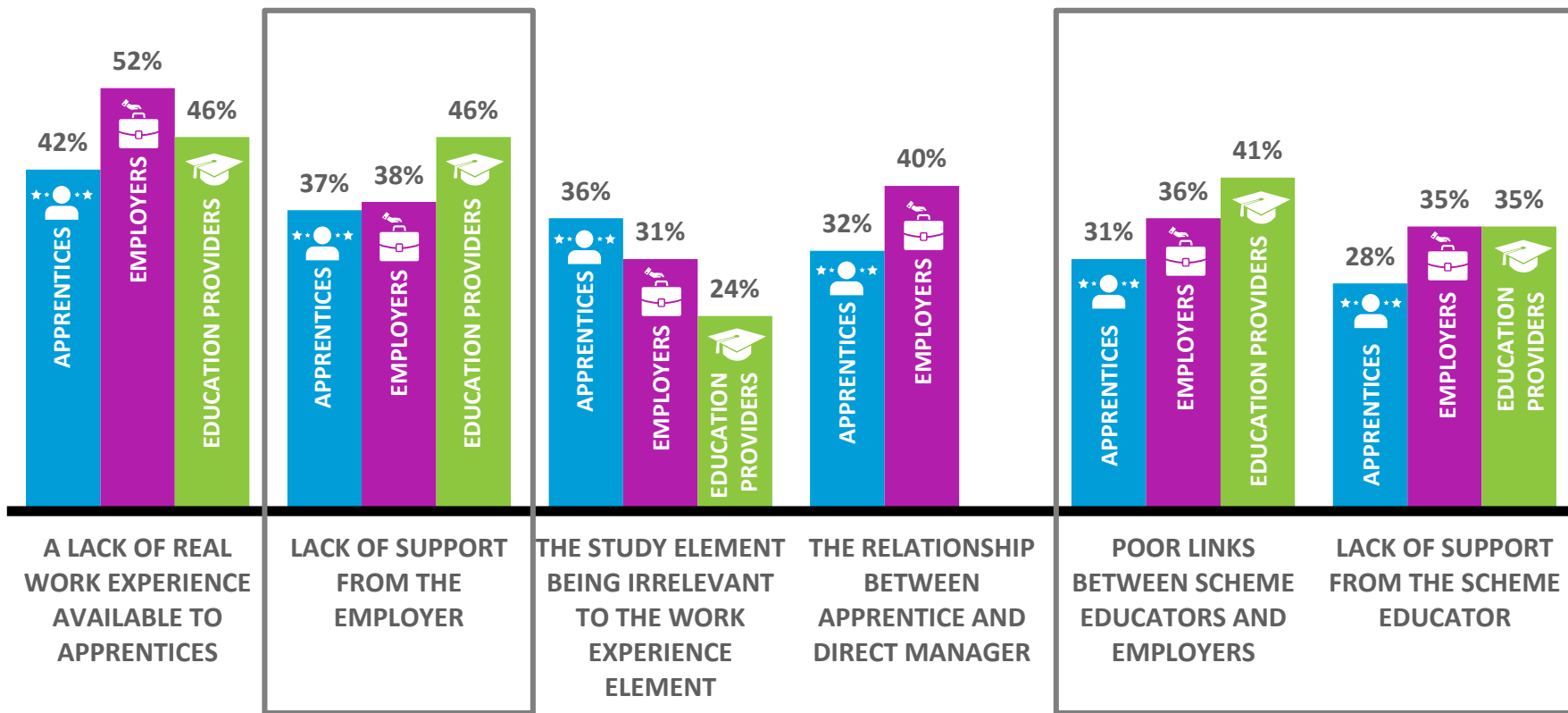


Base: Employers, n= 258; Education Providers, n=37

Q39. In your opinion, what hinders the best outcomes of an Apprenticeship Scheme? Limiters shown are among total top 6 limiters

# CURRENT BARRIERS: SUMMARY

## WHAT HINDERS THE BEST OUTCOMES OF AN APPRENTICESHIP SCHEME? (TOTAL TOP 6 LIMITERS)



Base: Apprentices, n=1711; Employers, n= 258; Education Providers, n=37  
Q39. In your opinion, what hinders the best outcomes of an Apprenticeship Scheme?



# ACTION: ENSURE THAT ORGANIZING PARTIES ARE ALIGNED ON SCHEME OBJECTIVES AND COOPERATE

*Teachers should be **more aware of what is happening in business** and have more professional practices.*

*More knowledge about the education system in business, and **more alignment** between the education system and the companies.*

*Align with businesses to accurately **define their needs for Apprenticeships**.*

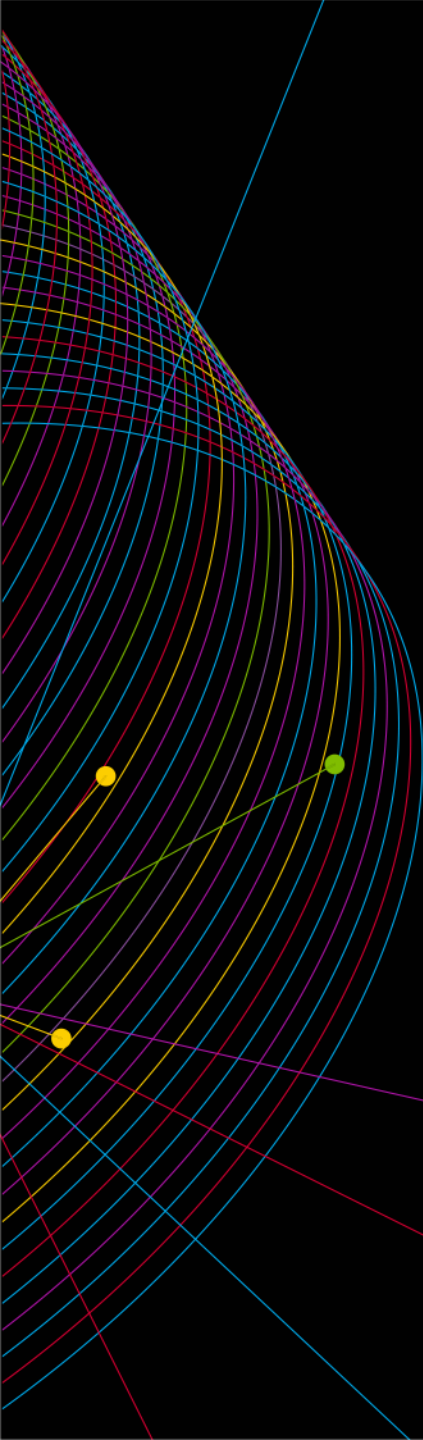
## PARTIES TO LEAD:



EMPLOYERS



EDUCATION PROVIDERS

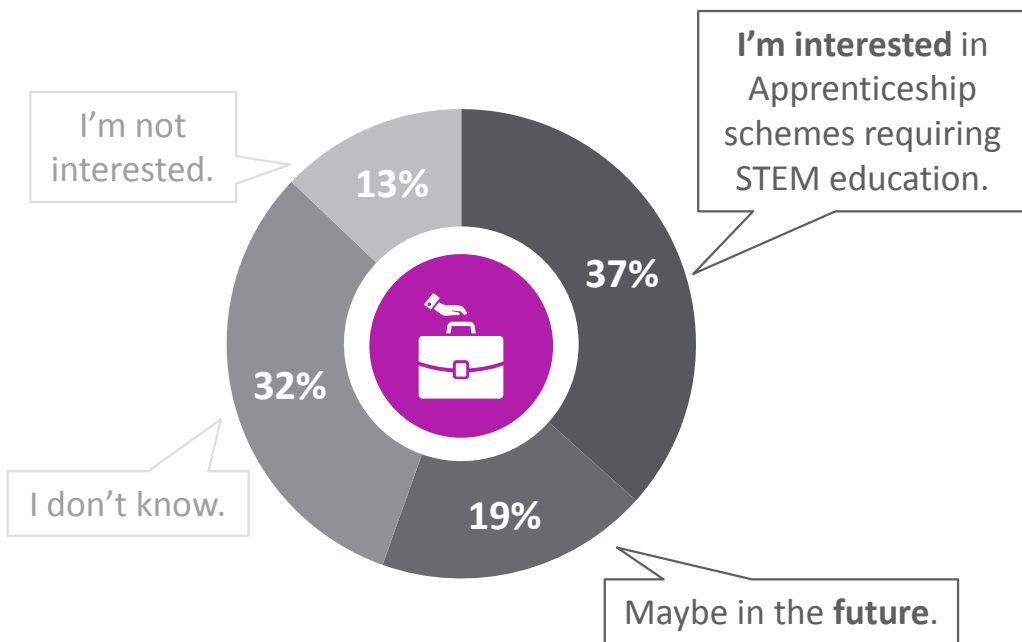


# STEM

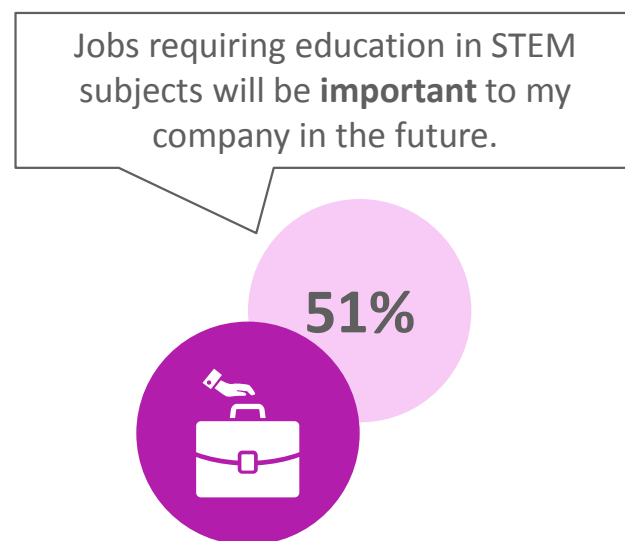
(SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS)

# CURRENT SITUATION: HALF OF THE BUSINESS IS INTERESTED IN STEM-BASED WORKFORCE

## APPRENTICESHIP SCHEMES



## FUTURE JOBS



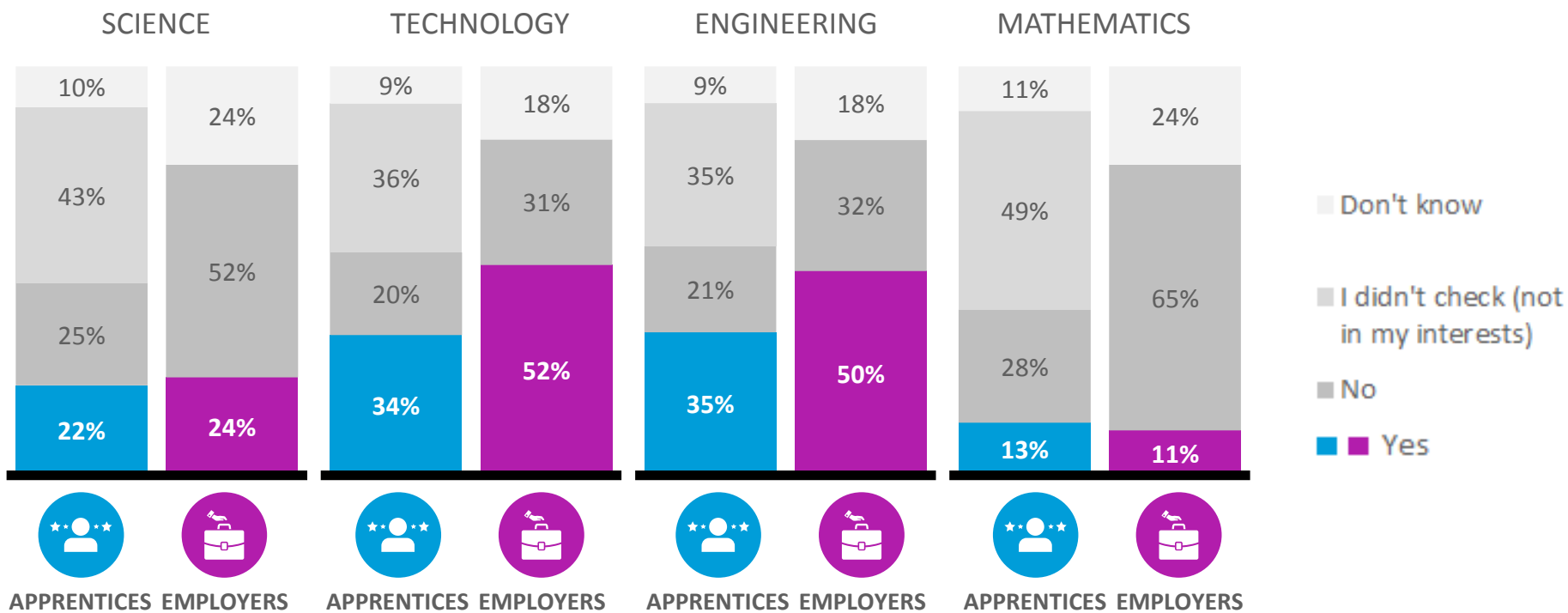
Base: Employers, n=258

Q45. Would Apprenticeship schemes requiring education in these subjects (Science, Technology, Engineering, Mathematics) be of interest to your company?

Q46. On a scale of 1 to 5 (where 5 is very important, and 1 is not at all important), how important will jobs requiring education in these subjects (Science, Technology, Engineering, Mathematics) be to your company in the future? (Top-2-Box shown)

# ACTION: NEED TO CLOSE THE AWARENESS GAP FOR TECHNOLOGY AND ENGINEERING-BASED SCHEMES

## APPRENTICESHIP SCHEMES AVAILABILITY



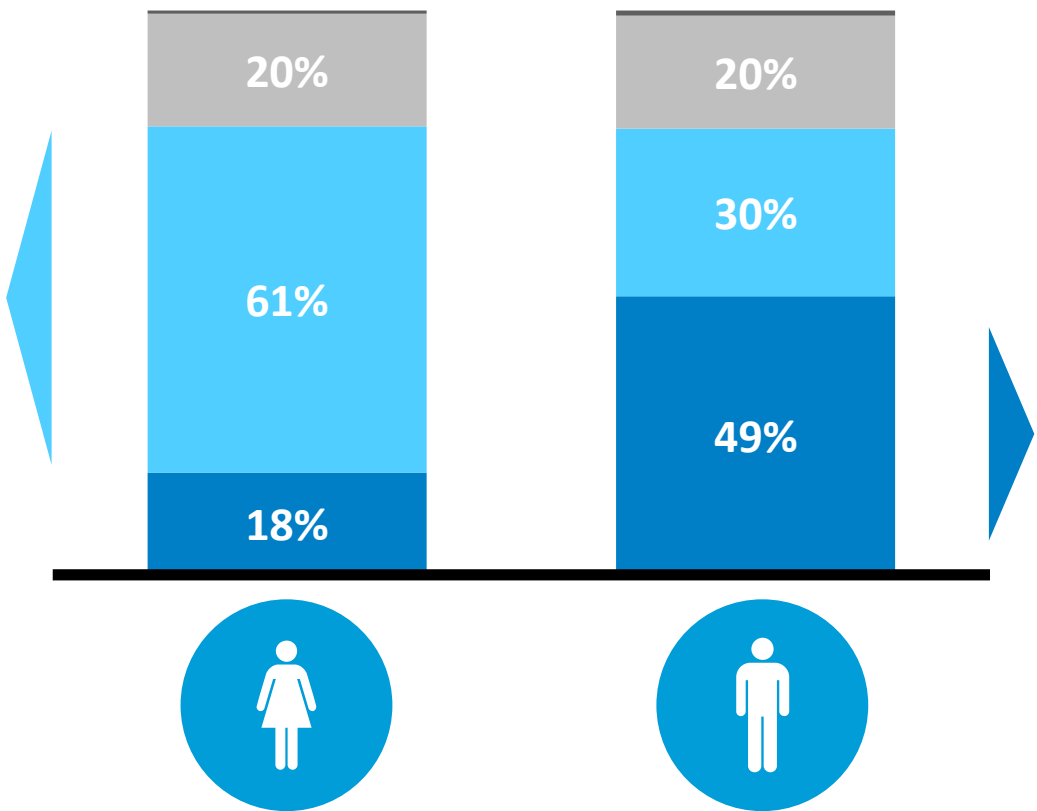
Base: Apprentices, n=1711, Employers, n=258

Q44. When applying for an Apprenticeship scheme, were options available to you in the subject areas of.../Does your company offer Apprenticeship schemes in the subject areas of...

# MORE MEN THAN WOMEN WORK IN STEM-BASED APPRENTICESHIP SCHEMES TODAY

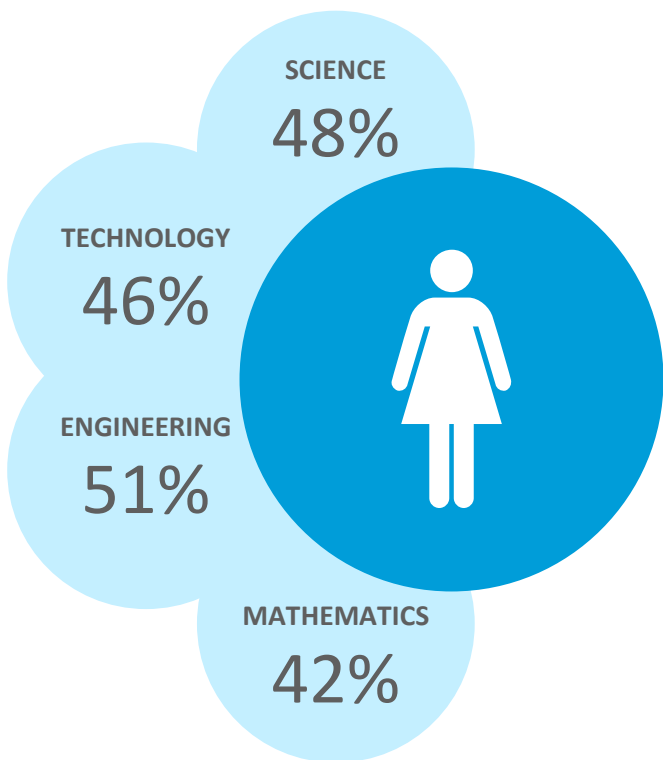
## VOCATION OR BUSINESS DEPARTMENT OF APPRENTICESHIP SCHEME

- NON-STEM AREAS:**
- Marketing & Sales
  - Accounting & Finance
  - Administration
  - Customer Service
  - Operations
  - Legal
  - Human Resources
  - Facilities and Health & Safety

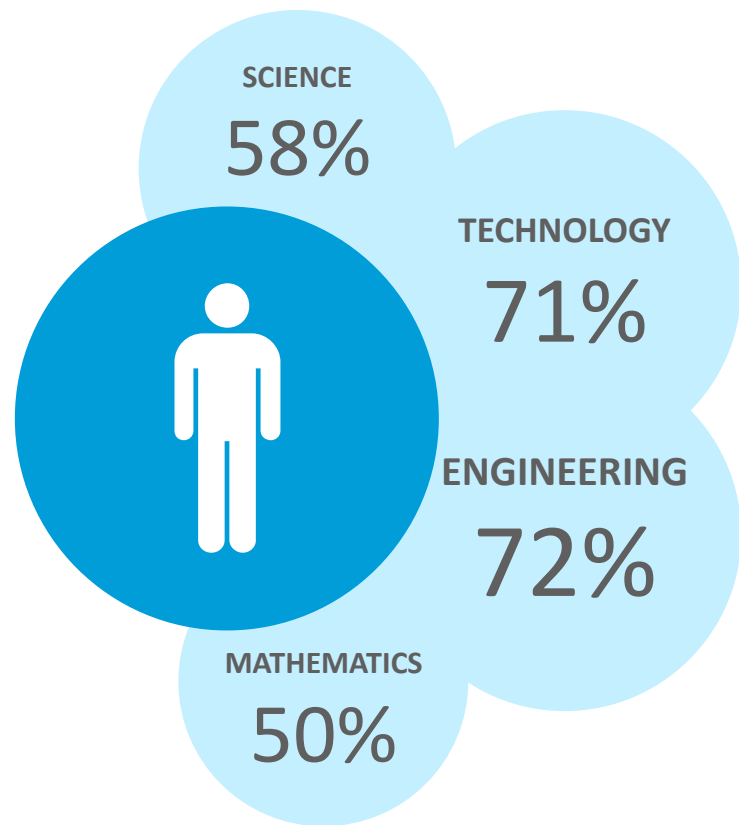


- STEM AREAS:**
- Production & Manufacturing
  - Technology & Engineering (including IT services)
  - Research & Development

# ACTION: NEED TO ENCOURAGE WOMEN TO DEVELOP MORE INTEREST IN STEM-BASED SCHEMES



This Apprenticeship scheme is in my interest.




Base: Apprentices, n=1711, 48% Female, 52% Male


Q44. When applying for an Apprenticeship scheme, were options available to you in the subject areas of...


# SUMMARY OF 2016 LEARNINGS



## APPRENTICESHIPS ARE ATTRACTIVE

 **44%** say that lack of experience hinders youth's employability.

 Perceptions of the schemes **improve** during the course.

 **Work experience** is the top driver of Apprenticeships' success.

 Thanks to Apprenticeship schemes, future **employability** is **boosted** and schemes will be **recommended**.

 APPRENTICES

 EDUCATION PROVIDERS


 EMPLOYERS


 GOVERNMENT


## COLLABORATION OF THE THREE PARTIES IS KEY

 Proper **communication** of the schemes.

 Stronger government involvement in **scheme design and structure**.

 **Alignment** on scheme objectives and **cooperation**.

 Closing **awareness** gap for technology and engineering-based schemes.

 Encouraging **women** to develop more interest in **STEM-based** schemes.