



Document n° 1

**TUTORING FUNCTION IN SMALL & MEDIUM
CONSTRUCTION COMPANIES:**

NATIONAL SYSTEMS ANALYSIS

**THE SITUATION IN FRANCE, BELGIUM, GERMANY, SPAIN, ITALY,
SWITZERLAND, POLAND AND SWEDEN**

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COMMON EUROPEAN STRATEGY TOWARD TUTORS OF TRAINEES IN THE BUILDING COMPANIES:

COPILOTE PROJECT



Leonardo da Vinci

FR/06/B/P/PP-152512

The European Commission, DG Education and Culture, and the French Socrates - Leonardo da Vinci Agency, now called Europe Education Formation France, approved in June 2006, a common RE.FORM.E network research project.

*This project aims at the setting up of the strategy for the tutoring in construction companies, **permitting the youngsters and the workers of this sector to have at their disposal the highest quality vocational training programmes.** Several training organizations, trade unions, professional federations and experts for education originating from France, Italy, Germany, Spain, Sweden, Poland, Belgium and Switzerland are involved in this project.*

***COPILOTE**, called like that in order to remember that a good vocational training needs a good collaboration between at least two partners: training centre and company which receives trainees, **has been worked out under the care of the CCCA-BTP**, its promoter. The idea of this project comes from the fact that thanks to the company tutoring the youngsters and the workers are better trained and consequently, they become more performing.*

*That's why the **COPILOTE** project will permit to work out strategies of communication with **company tutors, methods, processes and tools** for the preparation of tutors for their function. In the same way, this project will give to the experienced company workers the possibility to catch a new opportunity by becoming tutors.*

*The goal of the project is to **best assist new learners, youths and adults, in small companies in the construction sector** (strengthening the appeal of the professions and the sector). At the same time, it's about professionalizing learner assistance and evaluating it, among other things through an acknowledgement based on a common European reference.*

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INTRODUCTION
& METHODOLOGY NOTICE

This report on phase 1 of the European COPILOTE project contains the results of a survey that was carried out in the **first half of 2007** in France, Belgium (the Walloon Region), Germany, Spain, Italy, Switzerland, Poland and Sweden concerning tutorship in construction firms. The partners of the COPILOTE project decided to look more closely at this problem based on the work previously carried out by the different bodies in several countries of the partnership. The main objective of the survey was to **find elements of comparison between all the countries of the partnership, especially as regards the real situation of company tutorship**, while investigating the specificities of each system.

This phase of the work was coordinated by the Belgian partnership of the COPILOTE project, **Formation PME Liège**, with the support of the project promoter, the **CCCA-BTP**¹. The main methods of investigation were questionnaires and interviews. Each partner made sure that the persons and institutions surveyed were representative. As a result, according to the particular situation of each country, the number of interviews varied from one country to another, but precautions were taken to give as faithful as possible an overview of the actual situation.

The work carried out is in line with a certain number of European projects that have been implemented within the framework of the Leonardo da Vinci program on the theme of company tutorship. In particular, the following projects should be mentioned:

- PERFECT (carried out between 1995 and 1997 by 11 partners from 4 countries): this project was designed to promote the concept of a company as a genuine agency for training and the consolidation of tutorship;
- TEXTE (a multiplier project carried out as a continuation of the PERFECT project by 6 partners from 5 countries; results published in 2002): this project concerned the transfer of experiences of tutorship in Europe;
- a project on company tutorship carried out by two European federations of professionals from the construction sector: the FIEC (an employers' federation) and the FETBB (an organisation representing salaried employees); results published in December 2003;
- REDAC-EUROTUTEUR (a project carried out between 2001 and 2004 by 6 partners from 6 countries): this project concerned the experience in a company of a European trainee within the framework of his/her training.

Furthermore, a number of other national projects on tutorship were taken into account prior to the start of the actual COPILOTE project.

¹ *Comité de Concertation et de Coordination de l'Apprentissage du Bâtiment et des Travaux Publics* (France).

The first comment to be made is that not all the countries of the partnership use the term *tutor*. This is not merely a question of terminology. Above all, it involves the very logic of training in industry. For example, in France, the Walloon Region of Belgium, Spain, Italy² and Sweden, the term “**tutor**” is used for the person who within the company is directly responsible for training³.

The Germanic countries, represented in the partnership by Germany and Switzerland, prefer the term “**company trainer**” to stress the fact that this person is first and foremost a trainer and, as regards sandwich courses, to give him/her clearly the same level as trainers in training centres.

In Poland, the term “**practical job training instructor**” is preferred. This term highlights both the essential and autonomous role of company tutors in the process of the acquisition of vocational skills. The concept of tutorship in Poland is closer to that of the Germanic world than to that of the Latin world.

In each country, one or more other terms are generally used to describe the particular situations and the different concepts, for example:

- *person responsible for practical training*: term used in Belgium to define the tutor who accompanies apprentices and trainees in industry (similar to the names used in Germany and Switzerland, where the term *company trainer* is used);
- *maître d'apprentissage* (apprenticeship master): term used in France within the framework of apprenticeship contracts, where training is shared between the company (2/3 of the time) and the training centre (1/3 of the time), bear in mind that those who are responsible for the training of apprentices in the centre are referred to as *formateurs* (trainers); these two terms are also used in Belgium;
- *parrain* (sponsor): term used in Belgium for the person who accompanies a young worker during a given period (not always within the framework of sandwich training);
- master in Germany (*Meister*) and in Poland (*mistrz*): term used to highlight the role of the person who has attested mastery of a trade and who is able to transmit his/her knowledge and skills.

This list is not exhaustive, but it highlights the most important terms. Other names do exist, but they are less commonly used.

The report of phase 1 of the COPILOTE project is divided into two parts: comparative analysis of the national systems and monographs country by country.

² In **Italy**, the term *tutor* is used for trainers in industry and for trainers in training centres (it should be noted that many trainers in training centres are also at the same time salaried employees of companies).

³ In **Sweden**, there is a clear distinction between **tutors who train** (in a company, in a training centre or in a vocational school) and **members of the teaching staff who organise and supervise the training in industry** (in the case of small companies, this can be the same person).

The *comparative analysis* begins with an overview of the legislative context concerning tutorship in each of the countries of the partnership, although this aspect is not analysed in depth, because the COPILOTE project focuses on the practical functioning of tutorship and on the trend of the arrangements accompanying this function. The authors of the report then analyse tutorship practices in the countries of the partnership, including the arrangements for coaching, as well as the successes and inadequacies of the existing systems.

The *monographs* contain the national summaries that help the reader understand more about the specificity of tutorship in each country: its philosophy, its priorities, its general structure and its prospects.

The report on phase 1 ends with an outline of possible future ways of supporting tutorship in industry that are valid not only for the countries of the partnership, but also for all the other European countries that have similar concerns.

Methodology notice

A survey was carried out during the first semester 2007 in all the countries of the partnership. This one was composed of 18 questions making it possible to find comparative data relating to the real situation of the tutorat in company. It made it possible to approach the topics in connection with the tutorship in the construction industry and more precisely developed the following subjects: the direction of the concept of tutor, legal obligations of the tutor, the type of training contract, the support system for the tutors, the benchmark descriptions of the training, the financing of the function of tutor, the quality control of formation in company.

This survey can be described as **qualitative** in the direction where it includes many open questions which are as many requests to deliver opinions, to formulate critical analyses or to express wishes.

Each partner decided how many questionnaires it used in its country in the condition that **each system of formation in alternation existing in the country is the subject of a questioning.**

The Belgian partner with the support of the promoter of the project collected these interviews and put in parallel the answers obtained in the countries for each topic. A first synthesis, question by question, were created and presented at the partners during the meeting in Lisbon. Common and different elements of operation thus could be highlighted. For example: the legislation concerning the tutorat in company is developed to differing degree (for certain countries, with obligation of formation for the tutor); bonds between the company and the center of formation exist in all the countries but in a different way (teaching visits, contacts between teachers and tutors, participation in the boards of examiners, controls in the course of formation, documents or tools of connection between the company and the training centre).

PART ONE

COMPARATIVE ANALYSIS OF TUTORSHIP SYSTEMS IN THE COUNTRIES OF THE PARTNERSHIP

CHAPTER 1

The legislative and regulatory background to tutorship

The national legislations of all the countries of the partnership contain specific texts dealing with tutorship. Nonetheless, the contexts and the approaches are not the same. Indeed, there are differences in the national approaches which, of course, are reflected in each national legislation.

In all the countries of the partnership, the social partners take part in negotiations leading to the drafting of the legislative texts, even though the extent of their influence varies. Nonetheless, in all places they are involved in the debates on vocational training in the construction sector, the recognition of this form of training and the conditions for the implementation of tutorship. The traditions and practices surrounding negotiations vary from country to country, and the final form of the legislative documents and their force of application are not the same everywhere.

The influence of the social partners on the decisions taken by the legislator is very considerable - even decisive - in **Sweden**, where every vocational training initiative is the result of negotiations between the social partners. Swedish collective agreements have legal force, and in practical terms the conditions for the setting in place of tutorship in industry do not depend on the State.

In **France**, Parliament adopts framework laws, and the government adopts application decrees which are then adopted by the social partners, who sign special agreements which allow the decisions of the legislator to be effectively put into application, in most cases in the form of branch agreements.

In other countries (**Belgium, Germany and Italy**), the national laws that are not specific to any professional branch are more detailed than in France. For one thing, in the legislative texts of these countries the conditions for the implementation of tutorship are very explicit.

In **Spain**, a country that is increasingly federal, there are no national legislative texts on tutorship. Negotiations take place between regional governments (for example in Asturias) and the representatives of the construction sector. Following these negotiations, texts are adopted concerning vocational training, including tutorship.

Switzerland has a long tradition of legislation in the area of vocational training, including as regards the coaching of apprentices in industry. The originality of the Swiss approach is that the stakeholders of vocational training (training centres, which depend on the cantons and municipalities) constitute a source of proposals that give direction to the system. These

approaches are of course implemented in close cooperation with the representatives of the profession.

In **Poland**, the legislation on tutorship practices is still very vague. The social partners have highlighted the need for more legislation and even to formalise a number of tutorship practices that already exist.

Country	Legislative references	Main arrangements concerning tutorship
France	Labour Code (several articles on training in industry and tutorship in industry, including apprenticeship masters).	The Labour Code specifies who can become an apprenticeship master and under what conditions, bearing in mind that the company does not need an approval and that all that is required is a simple declaration.
	Agreements of the social partners in the building and public works sector signed on 13 July 2004 on training, certification, the charter and the payment for apprenticeship masters, extended on 13 May 2005.	The agreements of the social partners made the training of apprenticeship masters and their payment compulsory. The compulsory training lasts anywhere between 8 and 32 hours.
Belgium (Walloon Region)	Royal Decree of 24 September 2006 making the collective agreement of 24 June 2004 compulsory. It specifies the arrangements for vocational training in Belgium.	Several articles of this Royal Decree specify who can train and encourage the occupational integration of young persons in industry in the form of apprenticeship and sponsorship. The Construction Training Fund (<i>Fonds de formation de la construction</i>) is authorised to give official approval to trainers in industry.
	Decree of the Walloon Government of 16 July 1998 setting the conditions for the approval of training companies that are part of the IFAPME network (institutes responsible for sandwich courses for SMEs).	This Decree specifies the conditions required to be a tutor in industry, who is here given the title “ <i>moniteur</i> ”.
Germany	BbiG - Law on vocational training of 23 March 2005 HWO - Law on the craft sector of 17 September 1953 (amended on 31 October 2006) AEVO - Decree on the qualifications of trainers of 16 February 1999 (amended on 28 May 2003)	<p>The laws specify first and foremost the obligation to follow between 120 hours and 200 hours of training and to pass the examination of which the framework is specified in the (federal) law on vocational training, and details are given for each trade, in line with the decree on the qualifications of trainers.</p> <p>The conditions of access to the profession are identical for trainers in the training centres and trainers in industry (part IV of the training that prepares candidates for the examination for those wishing to become “masters”).</p>

Country	Legislative references	Main arrangements concerning tutorship
Spain	There are no legislative texts specific to tutorship. However, there are special agreements in certain regions governing vocational training in industry. On the other hand, there are many texts on the general organisation of vocational training.	For example, the government of the Principality of Asturias has drawn up a cooperation agreement between the training centres and companies. In addition, several consular bodies (Chambers of commerce) and training structures have been working on reference documents for the training of tutors, without any national legislative framework.
Italy	The law on vocational training, which has been in force since 1998 , is a basic text. The Ministerial Decree of 28 February 2000 on the conditions for the setting in place of vocational training courses.	These regulations define the responsibilities and the role of tutors in companies and of the training centre, as well as the organisation of training within the training centre and within the company. The training of tutors is compulsory, and it must last at least 8 hours.
Switzerland	The 2003 federal law on vocational training , applicable from 2004, regulating the training activities of companies.	This law defines the conditions under which trainers in companies (the word “tutor” is not used) can and must exercise their function. Furthermore, this law lays down an obligation for the training of trainers in industry. The training lasts a minimum of 40 hours. The legislative texts are supported by professional bodies that publish instruments that permit their application.
Poland	The law on the craft sector of 22 March 1989 , which is still in force for the organisation of tutorship in small and medium-sized companies. New legal regulations are scheduled for publication in July 2007.	The law specifies the nature of tutorship (teachers in vocational fields are also considered as tutors) and the conditions governing this work. Overall, there is a feeling that there is a need for better legal and formal structuring of the function.
Sweden	Agreement of the social partners in the construction sector concerning vocational training, which was signed on 1 June 2006 .	This agreement specifies the conditions of tutorship in the construction sector (academic and apprenticeship status). The system draws a distinction between the tutorship function and responsibility for the quality of training. Negotiations between the social partners form the basis of the Swedish system.

Of course, the legislative texts and even the decisions of the social partners do not constitute a guarantee of the proper functioning of tutorship, even though there is a willingness to implement these decisions by all the stakeholders. Even compulsory training courses cannot be considered as a sufficient condition for high-quality tutorship.

Some more detailed information about the specific legislative situation in each country is given in the annexes.

CHAPTER 2

Tutorship practices in the building industry

Overview of the national systems

The tutorship practices observed in the countries of the partnership are influenced by the existing legislative systems and by the informal practices, which are not always codified but are of course nonetheless present in the day-to-day operation of the companies that take on apprentices. In certain countries, the existence of abundant and precise legislation does not automatically guarantee the quality of tutorship, while in other countries rather sketchy legislation does not preclude the existence of valid practices and experiences.

Countries like **Germany** and **Switzerland** have a long tradition of training in industry, especially within the framework of the dual system. Although in these countries the term “trainer in industry” is preferred to “tutor”, this is mainly to stress that most vocational training is provided on the job and that the transmission of skills and knowledge through work is considered as fundamental, especially as regards the first levels of vocational qualifications. Training in industry has a recognised status, not only within industry but also among apprentices and their families. The recognition of this status is all the more well-established insofar as the trainer in industry is obliged to receive prior training and to obtain certification of his/her skills.

The situation is fairly similar in **Sweden**, where the role of companies in vocational training is also widely recognised. Indeed, in the construction sector young workers undergoing initial training must complete long practical training courses in industry within the framework of school training (between one third and half of their training time). Many vocational training courses (including apprenticeships⁴) are given exclusively in industry, under the supervision of independent vocational bodies under the aegis of the national education system. In this context, tutorship plays a particularly important role whereby each apprentice in a Swedish company must have a tutor who is clearly responsible for his/her training. The specifications for tutors who work within the framework of sandwich training with schools are different from those of tutors working within the context of apprenticeships.

⁴ The concept of apprenticeship in Sweden is very different from the models known in most countries. Apprenticeships take a long time (up to three years) and are organised only within companies, and upon completion the qualifications are recognised in the collective agreement.

Poland follows more or less the same tradition as regards tutorship. In other words, the role of the company in the training process is recognised, even though tutorship has not yet been assigned a precise status. The practices of vocational coaching in industry are rather informal, even though the “masters” (this is the term most commonly used when referring to tutors) are aware of the reference diplomas and prepare their “apprentices” for them. Furthermore, they must participate in examination commissions organised by the chambers of trades, which allows them, indirectly, to discover the different requirements in terms of the quality of training. However, construction professionals in Poland stress the need to make tutorship practices more formal, even though the training function of companies⁵ is largely recognised not only by the education authorities but also by society. In spite of this, Polish tutors have up till now received little support for their educational work, even in large companies.

In **France, Belgium and Italy**, even though the role of tutors in industry is increasingly being recognised, the quality of tutorship depends above all on the personal motivation of the owner of the company and of the person who is responsible for giving apprentices vocational support. In small construction firms, there are two possibilities: either the owner of the company acts as the tutor or, alternatively, this task is negotiated with one of the members of staff, although this does not necessarily mean that any changes are made to his/her working time or that his/her salary is adjusted to take into account his/her additional responsibilities. Therefore, it is more of a role than a status. The vocational bodies of these countries are trying to obtain better recognition for the concept of tutorship in industry by promoting the status of tutor and by financing instruments to support it. In these countries, training companies and training centres must continue to work to improve their respective position within the context of sandwich training courses to create what can be called a genuine partnership, even though the compulsory educational visits to companies organised by centres specialising in the training of trainers (in France and in Belgium) and tests referred to as “in-service training tests”, in which tutors in industry and trainers in training centres (in France) participate together, do contribute indirectly to the quality of tutorship practices.

In **Spain**, tutorship is still at an experimental stage, because the current system of acquisition of vocational skills is based mainly on training centres, which often have practical training workshops. As regards the construction sector, there are several training centres that offer sandwich courses. Consequently, the question of the efficiency of tutorship is increasingly topical. However, this is a form of training that has been becoming more popular in this country for a relatively short time. Nonetheless, certain regional governments and professional organisations in the construction sector want to develop sandwich courses. Initiatives to raise companies’ awareness of their role as trainers must be reinforced by the training partners in Spain.

⁵ This recognition goes back to the period before World War II when vocational training practices were similar to those of other countries of Central Europe (especially Germany and Austria). In addition, until 1989 all large state companies were under an obligation to have a vocational school within their structure.

Organisation of the work of tutors in the building industry

The survey carried out among all the partners reveals that within small and medium-sized construction firms the tasks of tutors are not clearly identified as such, even though the term tutor appears in the apprenticeship contract, unlike the tasks of trainers in vocational training centres.

Unlike what happens in large companies, tutors in small and medium-sized structures often get the impression that their role is considered as “secondary” to their “productive” professional duties. This lack of clarity that characterises most countries to variable degrees generates apprehensions and misunderstandings, not only within the company but also in its relations with the training centres.

In countries where tutorship is structured and recognised, tutors feel more a part of its structure, and they provide apprentices with more efficient support. This is the case in Switzerland, Germany and Sweden, even though it is always possible to make improvements in terms of the functioning of tutorship. However, in these countries the “training” activities connected with tutorship are not always recognised as directly “productive” activities, that is, activities that constitute a sort of investment that will guarantee that the company will operate efficiently in future.

Few small and medium-sized companies in the construction sector in the countries of the partnership define the workload of tutors by delegating to them other tasks, for example, by facilitating contacts between tutors and other training partners (training centres or vocational schools). In spite of the degree of awareness of tutors as regards the need to provide training in industry, given the production activities that they are required to manage on a day-to-day level, they cannot have a strategic vision of the training activities. In all likelihood, it is mainly at this level that tutors in industry need more support.

Contacts between companies and training centres within the framework of sandwich courses

The nature and the intensity of contacts between training companies and training centres that provide sandwich courses vary from country to country. These contacts are considered as frequent in **France** and **Belgium**, where there are specific arrangements whereby trainers from training centres (who work there full-time) must complete a precise number of “visits” in companies which train young people or trainees. In both cases, the quality of these contacts can still be improved so that they are less occasional and more clearly thought out as regards the duration of the training course and everything that comes before. The role of tutors in industry is considered as crucial within the framework of the training initiative. In France, analyses have revealed that when coaching in industry has been poorly organised in many cases this has resulted in breaches of the apprenticeship contract. In **Sweden** too, there are fairly regular contacts between schools and companies, because vocational schools are recognised as being responsible for the quality of training, including in industry. Consequently, teachers have ongoing contacts with tutors. For training courses in industry which are not sandwich courses, the training advisors from the regional vocational structures (RYKs) are responsible for contacts with industry.

Countries like **Belgium, Germany, Switzerland, Italy** and **Spain** have relatively few full-time trainers. They are therefore already by definition mostly employed also by companies and are familiar with both places of training. Consequently, in these countries there are no specific institutional arrangements for visits to companies for trainers working in vocational training centres. In this context, the risk affects trainers working full-time in training centres, because they seldom see apprentices in on-the-job situations in industry. This risk of distancing between the company and the training centre also exists in **Poland** (where there is no obligation for trainers or vocational teachers to go to companies to observe apprentices and to have discussions with tutors).

The partners say that contacts between companies and training centres or schools should be better structured and planned, not only when it comes to the actual current training course, but also upstream and downstream of the course. These contacts could be part of a wider process of support for tutors in industry.

Monitoring of the quality of vocational training in the building industry

All the countries of the partnership have vocational training quality control mechanisms, in companies and in training centres. Only the quality of training in companies, in connection with the quality of tutorship, is analysed within the framework of the COPILOTE project.

There are bodies responsible for monitoring this aspect of quality in all the countries. The nature and powers of these bodies vary from country to country:

- In **France**, this work is entrusted by the Labour Ministry to the regional departments responsible for labour, employment and vocational training (DRTEFPs), while those who arrange the training and the National Education Ministry (which guarantees the quality of the vocational diploma) have no powers in this area.
- In **Belgium**, the persons responsible for supervision (company support personnel) from the training bodies responsible for awarding vocational diplomas are responsible for the formal quality control of training in industry, if the training is part of a sandwich course. However, these persons have no powers to monitor the quality of sponsorship.
- According to the legislation in **Germany**, the task of monitoring the quality of vocational training is entrusted to the chambers of commerce and to the chambers of trades. This arrangement, which applies to all professional corps, places the designated structures under an obligation to have monitoring services that work not only within companies, but also within schools and vocational training centres.
- There is a very similar situation in **Switzerland**, bearing in mind that responsibility for monitoring is given to the regional and local authorities (cantons and municipalities), which have set up specialised vocational training services within their administrations.
- In **Sweden**, there is a formalised quality control system, and this is not imposed by any professional agreement, even though in reality this responsibility is assumed in the construction sector by advisors from the regional professional committees (RYKs), who guarantee the link between vocational schools and companies.

In the three other countries of the partnership (that is, **Spain, Italy and Portugal**), there are no formal procedures for monitoring the quality of vocational training in construction firms. This does not mean that there are no high-quality tutorship practices in these countries, but they are not formally codified, there are no specifications and there are no legal penalties for situations where apprentices are poorly supported in industry.

Moreover, the procedures set in place for the quality of tutorship, as they currently exist in the countries of the partnership, are not on the whole specific to the construction sector. Instead, they concern all small and medium-sized companies. Only Sweden and, to a certain extent, Belgium and France have training quality control procedures that are specific to the construction sector.

Of course, large companies in the construction sector, including their subsidiaries, have their own tutorship practices which it would be interesting to study, but they do not fall within the scope of investigation of the COPILOTE project.

Improvements to be made to the national systems

Generally speaking, Germany, Switzerland and Sweden are satisfied with their way of organising tutorship, even though any system can be improved. France and Belgium have done much to encourage efficient company tutorship, but there is still much to be done to improve the system. A feeling that much is being done to encourage efficient and fully-integrated tutorship in the process of training in industry prevails in Italy, Spain and Poland.

The German, Swiss and, to a lesser extent, Swedish partners stress the need to **bolster communication actions** between training centres and companies, so that each stakeholder is more sensitive to the problems of the other party. Communication of this kind can be developed thanks to jointly implemented educational projects, common continuing training sessions, meetings organised by professional organisations or any other actions that might encourage a rapprochement between the different training agencies.

All the other partners also stress the need to develop contacts between the training centres and companies that allow them to **work together on sandwich training strategies**, so that the apprentices genuinely feel that they are following one single training course instead of parallel courses. **The construction of a genuine partnership between trainers working in training centres and trainers in industry is essential** if the joint project is to be a success (these two parties are at the same level, even though they have different tasks and roles).

The French, Italian and Spanish partners, and, additionally, the Belgian partners stress that **tutors who provide training in small companies do not always feel valued**, which can influence their motivation and their interest in tutorship. In certain countries (France, Italy and Belgium), decisions have been taken to provide tutors with incentives, especially financial incentives. These mechanisms work and are certainly necessary, but they are not enough to ensure that tutorship is more clearly identified and recognised within small and medium-sized companies in the construction sector. There is important work to be done at this level by the professional organisations in the countries of the partnership. One of the avenues of reflection would be the more formal recognition of the skills of tutors, for example thanks to the European ECVET approach, which, among other things, provides a means of recognising

informal skills acquired on the job. It would also be desirable to reflect on some means of **certifying the skills of tutors**, because many university training courses are offered to trainers working in training centres, but they are practically non-existent when it comes to trainers in industry. The analysis of this subject is fairly advanced in Switzerland, at federal level.

In Poland, the emphasis is on the need to have **standards that are applicable to tutorship**, to make it more “structured”. In other words, it would be good to define clearly and if possible at European level the minimum standards in the following areas:

- the conditions of access to tutorship;
- the specifications (or reference standards) for tutors in industry;
- the conditions of accreditation for tutors in industry;
- the advantages to be gained in being a tutor.

All the partners agree that tutorship is not confined to helping apprentices in industry and that there are phases upstream and downstream of this training period. More particularly, this concerns the professional orientation of apprentices and support measures until they find a job. Nowadays, most tutors do not feel adequately equipped to undertake such an extended mission. It is therefore essential to **reflect on the possibility of setting in place a more comprehensive and more efficient support system**. The following chapter will discuss this problem in greater depth.

CHAPTER 3

Arrangements set in place to support company tutors

The partners agree that support for tutors in industry in their country is often limited to making **arrangements for training and the production of guides and other methodological tools**. In certain countries, even arrangements of this kind are relatively thin on the ground. Nonetheless, other countries have set in place more formalised support measures.

For example, in **France** agreements signed by the social partners in 2004 and 2005 set out the conditions for compulsory training, recognition of the skills of those in charge of training and their post (including payment). In addition, the system set in place in the apprentice training centres which are part of the CCCA-BTP network provides opportunities for meetings between the trainers working in training centres and the persons in charge of training. There are precise assistance packages, such as procedures to assess young workers in industry, documents for liaison between the company and the training centre (*carnets de liaison*) that facilitate the adjustment of training programs or regular visits to companies which, provided they are well used, give more direction to tutors in industry in the approach they adopt with young workers. In addition, other tools (educational kits, packages that include various documents that are useful to tutors) have been produced by French bodies, sometimes also within the framework of European pilot projects.

In **Belgium**, tutors are supported mainly through meetings within companies. Moreover, these meetings are compulsory for schools and training centres and pursue a twofold objective: to assess the progress of the apprenticeship and to provide the tutor with advice to improve his/her educational support within the company. In order to be able to assess the results achieved by the young worker, companies have a number of assessment tools. In addition, training reference standards have been set to define the place of acquisition of the skills and in this way to help companies fulfil their role as places of training. The *carnets de liaison* used for contacts with the training centre are also designed to provide a means of controlling the process of acquisition of vocational skills. It should be borne in mind that the IFAPME network has also participated in a number of European projects focusing on tutorship.

In **Sweden**, in the area of sandwich courses for young people working with school status, tutors in industry are advised by trainers from vocational schools. Professionals in the construction industry determine the nature of this kind of support through regional professional committees (joint bodies referred to as RYKs) which are dotted throughout the country. The presence in industry of trainers from schools is all the more important as the school sets the training program to be followed within the company. Moreover, the role of the school and of the profession is important upstream of the training course, because the two stakeholders organise vocational guidance for young people interested in trades in the construction industry and their placement in companies for periods of training. The companies are required to use tools for liaising with schools in order to coordinate sandwich courses more efficiently. Some of these tools are computerised and used via the Internet. As regards vocational training courses that are followed exclusively in a company, their quality is directly monitored by professional representatives. However, given the size of this country and its low population density, the considerable distances mean that it is difficult to ensure regular and personalised monitoring of tutors in industry.

In **Germany** and **Switzerland**, trainers from vocational schools or from training centres have relatively few contacts with trainers in industry. In any case, it is not their responsibility to provide them with support in the training and education tasks. In these countries, trainers in industry enjoy a certain prestige and feel their work is being recognised, even though they work relatively autonomously and without regular contacts with a training centre or a vocational school. In order to give them some support, some professional bodies, federations or associations of training specialists (such as the CSFP, the Swiss conference of vocational training agencies) or even training establishments have produced methodological and practical guides. Also, these bodies might sometimes offer individual support (coaching). Additionally, the bodies responsible for the quality of vocational training in industry play a certain role in this process. They include the chambers of trades in Germany and the municipalities in Switzerland, whose inspectors advise tutors and assist them in their work.

In other countries of the partnership, that is, in **Spain**, **Italy** and **Portugal**, there are no formal arrangements for providing tutors with support, apart from the training actions. Of course, the situation is better in large companies, where tutors get some support, often in the form of continuing training actions. In addition, in Spain and Italy some professional bodies have produced methodological guides for the organisation of tutorship, to give guidance to apprentices in industry and for the organisation of sandwich courses organised jointly by the company and the training centre.

Phase 2 of the COPILOTE project, which concerns the analysis of how tutorship is perceived by the different stakeholders, will help detect the needs of tutors in the countries of the partnership in the area of support, as regards not only its content but also its form. It is **probably desirable for a system to be devised that would enable tutors to receive constant support in their work**. The conception of this type of system will be discussed in phase 4 of the COPILOTE project.

The training of tutors in the construction sector

This is the type of support measure for tutors in industry that is most clearly identified, even though it is seldom part of a wider and ongoing approach that might help tutors in their role from day to day.

Country	Organisers of training for tutors	Key characteristics of the system for the training of tutors in the construction sector
France	<ul style="list-style-type: none"> • Centres for the training of apprentices in the field of building and public works (CFA-BTP), • Vocational secondary schools; • Training centres in the GRETA network⁶, • Compagnons du Tour de France⁷, • Association for the vocational training of adults (AFPA), • Numerous private bodies. 	<p>There is no system for the homologation of training courses for tutors, even though the training of tutors in the construction sector has become compulsory and several tools have been produced for this type of training, such as the specifications for the training of apprenticeship masters.</p> <p>There are no regulations concerning the duration of training.</p> <p>Most courses last two or three days and lead to the awarding of a certificate of practical training.</p> <p>An official title may be awarded to apprenticeship masters who follow training courses.</p>
Belgium (Walloon Region)	<p>In Wallonia, most of the training intended for tutors is given by the 9 training centres of the IFAPME network.</p>	<p>The legislation in force in Wallonia recommends that tutors be trained, but this is not compulsory.</p> <p>There are no reference standards for the training of tutors that are considered as “officially approved” even though there has been some work on the content of these training courses, in particular by the IFAPME, which has led to the setting in place of a “pilot training course” for tutors. However, this approach was not specially devised for the construction sector.</p>
Germany	<p>The training is given by numerous vocational training centres for trades in the construction industry, and the chambers of trades have precise indications on the range of training courses available.</p>	<p>The training given to trainers in industry and in training centres is the same. It is supported by the legislation, it must comply with the national reference standards, and it lasts between 120 and 200 hours.</p> <p>This examination is part of a series of more general tests following which successful candidates are awarded a vocational degree.</p> <p>This type of organisation and logic constitutes the originality of the German system, where tutorship training forms an integral part of vocational training.</p>

⁶ GRETA: *groupements d'établissements publics locaux d'enseignement* (groups of local public teaching establishments).

⁷ The *Compagnons du Tour de France* offer a complete vocational course that encompasses virtually all levels. *Compagnonnage* offers much more than just a series of training courses. Indeed, those wishing to become *compagnons* must make a tour of France promptly.

Country	Organisers of training for tutors	Key characteristics of the system for the training of tutors in the construction sector
Spain	A number of continuing training bodies specialising in trades in the construction industry also offer training courses intended for tutors.	As the apprenticeship training system is not highly developed in Spain, the demand for training courses for tutors in industry is also limited. However, the Spanish authorities are very willing to take steps to provide efficient tutorship alongside efforts to develop apprenticeship. Consequently, even though the training courses are still at an experimental stage, attention is being given to the quality of these courses.
Italy	Vocational schools specialising in construction, most of which are part of the national FORMEDIL network, provide training courses for tutors.	Training courses for tutors are compulsory in Italy. Their minimum duration is 8 hours. They are set up in consultation with regional governments and with social partners.
Switzerland	Training courses for tutors in industry are organised directly by the training departments of the municipalities and by the private bodies who have been duly authorised by the municipal administration.	Each tutor must first follow a training course lasting at least 40 hours which is devised on the basis of a common core that is approved by the education authorities and by the social partners and subsequently set up within each canton. There are reference standards for activities, for training and for the certification of tutors, but they are not specific to the construction sector. The Swiss system is the only one that, within the framework of the COPILOTE partnership, offers not only initial and compulsory training for tutors in industry, but also advanced vocational courses.
Poland	Few bodies in Poland provide training for tutors. In most cases, those that do provide any training are private vocational training structures. A more structured system is yet to be developed, even though large companies and a few training centres working under the aegis of the chambers of trades have already made arrangements for such training courses.	The legislation provides for training courses lasting at least 70 hours, while there are training courses that usually offer cycles lasting between 80 and 100 hours (theoretical and practical training). However, these courses cannot really be described as national, and everything is based rather on local initiatives.
Sweden	Vocational schools specialising in construction organise training sessions for tutors. The content and organisation of these training courses are supervised by the professional organisations.	The training courses given are not compulsory. Instead, they are organised at the initiative of the joint professional bodies at regional level who invite their members to follow them.

The following conclusions can be drawn from a comparison of the different training systems for tutors in industry in the countries of the partnership:

- There are more and more countries where training for tutors in industry is compulsory (at the present time the countries are Germany, Switzerland, Italy, France⁸ and Poland⁹).
- The duration of the training varies from country to country (it can be as much as 200 hours in Germany, while it lasts 40 hours in Switzerland and 8 hours in Italy; Polish legislation specifies that this type of training course lasts 70 hours).
- The implementation of the training obligation varies from country to country. Training courses are regularly followed by future company tutors (trainers) in Germany and in Switzerland. They are followed quite assiduously in Italy. However, in France the system does not yet have mechanisms that oblige apprenticeship masters to follow the training course, and in Poland there is a real gap between the training obligation laid down in the legislation and what happens on the ground.
- The social partners play a very active role in the setting of training programs. The part they play is even exclusive in Sweden, where training is not compulsory but strongly recommended, and their role is important in France, in Belgium and in Italy, while in Germany and Switzerland, even though the social partners are consulted, it is up to the federal authorities to decide.
- Spain, Poland and, to a lesser extent, Italy are still seeking to devise their model for the training of tutors in industry, in close correlation with their model of sandwich courses (which is yet to be developed).

The systems of training currently in operation mainly concern the initial and compulsory training of tutors in industry, while, with a few rare exceptions, **there are no arrangements for continuing training** that provide any advanced vocational training. This is certainly a shortcoming that has been observed by all the partners of the COPILOTE project.

In addition, the training courses currently available have adopted fairly conventional forms, i.e. group training. As soon as they are not compulsory, they attract relatively few industrial tutors. The best way forward would be to offer training modules (or coaching modules) that are available on line in the form of assisted self-training, in parallel with the group training that is essential for the exchange of experiences and the input of more particular knowledge which is difficult to present on line (for example, analysis of cases, training modules on teenage psychology and on their motivation).

⁸ Only for apprenticeship masters.

⁹ However, it is difficult to implement this obligation, particularly as the range of training on offer is not always clearly identified.

PART TWO

SYSTEMS OF TUTORSHIP IN THE BUILDING INDUSTRY IN THE COUNTRIES OF THE PARTNERSHIP ANALYSIS COUNTRY BY COUNTRY

FRANCE

Legislative background

The term “tutor” is known in France. However, within the context of apprenticeship training it is the term “**maître d’apprentissage**” that is used. In addition, it is defined by article L 117.4 of the French Labour Code. A number of other terms may be used, but much less often: *parrain, référent, mentor*, etc. An analysis of the apprenticeship training systems reveals that under the terms of French law No. 93-1313 of 20 December 1993 on work, employment and vocational training it is no longer compulsory for all apprenticeship masters first to be officially approved. The law requires only that a **declaration** be made with a view to the training of an apprentice. The declaration must bear the names and qualifications of the apprenticeship masters. It can be drawn up prior to the signing of the apprenticeship contract, which itself constitutes a specific employment contract. The declaration is handed over to the administrative service of the *département* (the name given to a French administrative unit) of the place of performance of the apprenticeship contract. It can also be drawn up at the same time as the first apprenticeship contract. In this case, it is sent to a body that acts as an interface with the administrative services of the *département* (either the local chamber of trades or commerce or a training centre that appears on the list approved by the *préfet*, who is the head of the *département* (decree No. 96-671 of 26 July 1996)).

The apprenticeship master must be present in the company or in the establishment in which the apprentice will work. He/she must be of legal age, and he/she must **offer all the moral guarantees and have the educational and vocational skills** enabling him/her to offer the apprentice adequate training¹⁰. The apprenticeship master (who can be the owner of the company or an employee) declares on his/her honour that he/she meets the conditions laid down by the Labour Code (article L 117-5). The surname, first name and qualifications (diploma, professional experience) of the apprenticeship master (tutor) appear on the French apprenticeship contract.

Conditions to become an apprenticeship master in France:

- Persons who are holders of a relevant diploma or title in the vocational field that corresponds to the scope of the diploma or of the title for which the apprentice is being trained and at a level of training that is at least equivalent; these persons must also furnish proof of three years of experience of a professional activity related to the qualification to which the apprentice is aiming;
- Persons who do not have a diploma or title but who can furnish proof of 5 years of professional experience related to the qualification to which the apprentice is aiming and at a minimum level of qualification determined by the CODEF (the *département* committee responsible for vocational training, social promotion and employment).

¹⁰ Only for apprenticeship masters.

Moreover, the law of 4 May 2004 specifies that if a **professionalisation contract**¹¹ is signed the company must designate a tutor to organise induction and guidance for the beneficiary. The cost of training the tutor must be borne, within certain limits, by a joint body that is approved as a collector of compulsory training contributions from companies (OPCA).

Specific arrangements for the construction sector

In the building and public works sector, an **agreement was signed by the social partners on 13 July 2004** relating to training, certification, the charter and payment arrangements for apprenticeship masters. This agreement specifies in the preamble that “the success of young people in training depends to a considerable degree on the quality of induction and support that he/she receives in the company, that is, the role of the apprenticeship master in the training of apprentices on the site is crucial”. It is also stated that it is first and foremost the companies that are preparing apprentices for a higher level of skills who are under an obligation to implement this agreement.

The agreement was extended on 13 May 2005. The extension concerns the policy on the quality of initial training in the building and public works sector in France (BTP).

According to the aforementioned agreements, the following are **compulsory**:

- tailored training for apprenticeship masters that takes into account the experience they have acquired;
- the validation of their skills through the awarding of the title of confirmed apprenticeship master (MAC);
- their moral commitment under the terms of the professional charter (annexed to the apprenticeship contract);
- their payment.

The profession aims to implement these four components of the agreement within three years for apprenticeship masters who are responsible for training apprentices who are working towards a *brevet*-level or *baccalauréat*-level vocational diploma and within six years for other levels, starting from the date of extension of the agreement.

The agreement of 13 July 2004 on apprenticeship masters in the BTP branch has not yet been fully applied, even though it calls for genuine, progressive and shared implementation.

How tutoring works in practice

Compliance with the legal provisions is assured, at the level of each French *département*, by the Work and Employment Agency of the *Département* (Direction Départementale du Travail et de l'Emploi, or DDTE). The vocational skills demanded of apprenticeship masters are verified when they submit the declaration. This declaration must be checked *a posteriori* by the competent authorities, and it can result in a ban on taking apprentices, if there are any shortcomings.

¹¹ A professionalisation contract: for young people and jobseekers who do not have the status of apprentice. This contract lasts between 6 and 12 months (and in certain cases 24 months).

There is no normalised system at national level that provides support for apprenticeship masters (for example, there are no laws that specifically state how this system should be constructed). In addition, its impact is still very limited in very small companies.

In-training monitoring of the apprentice's progress, which is carried out jointly by his/her training centre and by his/her company, is also taken into account in the final assessment, in reality strengthening the link between the two places of training.

Certain regional labour, employment and training agencies in France have created a system of *livrets de tuteurs* (tutor records) and special payments for companies that train and initiate tutors (for example, in the Pays de la Loire Region), although this has had very limited success.

Measures set in place to encourage meetings between trainers working in training centres and tutors in industry (not including training courses for tutors).

A **system that is currently in operation** in the network of apprentice training centres that belong to the CCCA-BTP network comprises the following provisions:

Assessment interviews for young persons

In order to be able to make an initial assessment of the training course and, where necessary, to change it, the apprentice training centre organises an interview within two months following the signing of the apprenticeship contract. The following take part in this interview: the employer, the apprenticeship master, the apprentice (along with his/her legal representatives if he/she is under legal age) and the trainer from the training centre.

The apprenticeship record (*livret d'apprentissage*)

This is a **regulatory document for liaison** between the company and the apprentice training centre (CFA) which is given to the apprentice at the start of his/her training course. This record must be used, as stated in circular 80-406 of 29.09.1980 of the French national education ministry. It is also specially intended to be used as an educational liaison document to raise the awareness of CFA trainers and apprenticeship masters to the difficulties faced by apprentices and their successes in their acquisition of vocational skills. This helps improve consultation to ensure that there is proper educational alternation between the company and the CFA through interaction in terms of the training content. It is also a reference document that can be used to assess the commitment of the two parties. Furthermore, in the event of any dispute it has legal status.

Visits to companies

Each CFA trainer from the CCCA-BTP network must do "visits to companies". The duration of these visits can be anywhere between one hour and several hours (at least two for each apprentice during his/her training). The objectives of each visit can be summarised as follows:

- concerted follow-up of the apprentice's training by the representatives of the two agencies involved in the sandwich course;

- adaptation of the training through the development of interaction between the training agencies;
- development of educational practices geared towards the construction of skills connected with real on-the-job situations.

Furthermore, in the Centre region, the Orléans-based training centre for apprentices in the field of building and public works (CFA-BTP) has piloted a European project (REDAC) that has led to the creation of a tool that is designed to provide support for tutors in industry who receive young Europeans within the framework of the different mobility programs. The results of this project can be consulted on the website www.redac-btp.org which features, inter alia, the *Guide de l'eurotuteur*. In addition, the GIP of Auvergne (public interest group for continuing training and occupational integration of the academy of Clermont-Ferrand) has promoted another transnational project that has led to the production of training modules for tutors in industry who receive European trainees. This can be consulted on the website www.tutor-ring.org.

French tutorship is steeped in a **strong tradition of informal training** on a day-to-day basis, in workshops and on worksites. This phenomenon is particularly important as small and medium-sized companies in the construction sector account for over 80% of apprentices who are being trained for trades in the construction industry in France.

The **motivation of tutors** is generally good, even though there are still certain misunderstandings between the companies and the training centres. Motivation can be proportionate to the recognition (formal and informal) of their **function within their company**. Certain notions laden with prejudices as regards the role of the partner and the negative perception of young people constitute a considerable impediment to the proper functioning of the system and initial good will. However, once the initial apprehensions have been overcome, the system gets into swing and mutual trust is established. **Everything starts with proper understanding of the role of the tutor**. Once this has been understood, motivation is not long in coming.

There is a **system of tutorship quality control** in France. It is the responsibility of the regional labour, employment and training agencies (DRTEFPs). This system must be strengthened, especially to provide the kind of advice that companies need in the field of training.

Training of apprenticeship masters and tutors

There is no qualification system for bodies that want to offer training to tutors in the building industry. However, there is a qualification system in the public works sector.

- Certain CFAs have set in place initiatives to train apprenticeship masters. The duration of this training varies between one half-day and several days, and it helps the trainees to do their work more effectively. The CCCA-BTP has worked on the content of these training courses, and the CFAs have adapted them to their context. Apprenticeship masters can be paid for the time they spend in training. Similar initiatives have also been introduced by vocational secondary schools that organise sandwich courses that enable trainers in industry and tutors to upgrade their vocational skills.

- GRETA networks (training establishments under the aegis of the national education ministry) and certain private establishments also organise continuing training actions for tutors, either from a catalogue (actions lasting 2-4 days) or by specific request.
- The *Compagnons du Tour de France* also organise training actions.

All these training courses are set in place in cooperation with the joint regional commissions for employment and training within the BTP (CPREFs), often in response to invitations to tender.

In the French construction sector, there are several **reference standards in the field of training, certification and activities involving tutors in industry**:

- reference standards in the area of the certification of skills for the awarding of the title of confirmed apprenticeship master (since 1996);
- specifications for the training of apprenticeship masters;
- a charter concerning apprenticeship masters: responsibilities, objectives and activities of apprenticeship masters (since 2004);
- an alternation charter, including a commitment by the 3 partners (the apprenticeship master, the young person and the CFA) to make the sandwich course a success;
- reference standards of the French association for the vocational training of adults (AFPA).

In certain specific cases, **formal recognition** is granted for the training of tutors:

- awarding of the title of confirmed apprenticeship master (MAC) for the building sector;
- registration with the order of public works tutors, accompanied by a payment of € 650 in 2006 (the company can also receive additional support if the training has been followed in a company that is approved by the profession);
- recognition in the BTP collective agreement.

As for the financing of tutorship-related training actions, their pedagogical costs and wage costs are financed in the same way as other continuing training actions in France. Companies must pay a compulsory contribution towards continuing training, and they can mutualise their contributions by going through approved joint collecting bodies (OPCAs).

As regards operators in the craft sector and non-salaried owners of companies, the CCCA-BTP provides flat-rate financing for CFAs that set in place training courses, on condition that the content of the course meets the requirements of the specifications of the profession and that the companies are not expected to foot the bill.

Improvements to be made to the current system

In France, there is a growing awareness among owners of companies of the need to encourage loyalty among the staff and to attract young people to work in trades in the construction sector on a long-term basis. Tutorship might also be a good opportunity for seniors who are ready to invest in new projects before the end of their professional career.

The weaknesses of the present system lie mainly in the role assigned to tutorship within companies and in the fact that its importance is still often underestimated. Nonetheless, the institutional partners in the field of the apprenticeship for trades in the construction sector in France, that is, the regional councils and the social partners in the building and public works sector (BTP), are aware of the need to improve the quality of the support given to tutors. For example, many regional councils give grants to companies that train their tutors, because **when tutorship works it helps improve the integration of young people in employment and encourages them to be loyal to the sector.**

Contacts between training centres and companies are generally satisfactory, but they are **organised in a way that is not too well thought out over the entire year.** For example, there are not enough contacts prior to the recruitment of future trainees, which would improve dialogue not only in the context of the training course, but also with regard to everything that comes before training.

In addition, the signing of the apprenticeship contract in the training centre should be an opportunity for a formal and solemn meeting of all the parties concerned. However, this is done too quickly because of the lack of availability of the partners.

Moreover, the day-to-day functioning of the apprenticeship records must be improved, because it is very difficult to get them filled in and signed by each partner involved in the sandwich course. In spite of a very explicit procedure, certain apprenticeship masters do not feel they are as involved in the procedure as they should be.

Visits to companies by CFA trainers is another element that might be improved, because there is still too much reticence on the part of both the CFA trainers and the companies. In many cases, trainers find it difficult to get an appointment with the company or they seldom see the young person in an on-the-job situation.

There is a need to **put more emphasis on the role of tutors in industry** in the apprenticeship process. Statistics show that **40% of apprenticeship contracts in France are broken during the first year of training**, mainly because the young person does not receive sufficient support within the company. This is a message that must be conveyed to companies and, consequently, to apprenticeship masters. At the same time, measures must be taken to show CFA trainers the benefits of being trained together with apprenticeship masters, because training these two groups is a good investment for young people and for the company.

In addition, if the training of tutors is really compulsory, a fully-fledged system to promote tutors must be set in place. At the same time, **it is important not to reduce the arrangements for providing support to tutors to a training initiative**, as this would be too simplistic and would not establish a genuine partnership between the parties involved in sandwich courses.

It is essential to define a common vision of tutorship, both at national level and at European level. If no time is devoted to tutorship in industry and there is no **specific form of recognition of the professionalism of tutors**, generally speaking it will be difficult to mobilise them.

Tutorship in France will be strengthened if yet more importance is given to **in-training assessment**. An aspect that is also changing is **the apprentice's view of tutorship**. For example, tutors are gradually becoming the first vector of the health and safety message in the workplace.

In order to develop tutorship in industry in France, the mentality and mindset of each partner must change, and there must be better circulation of information among them. After all, tutorship is of course essential for continuity within companies.

BELGIUM (WALLOON REGION)

Legislative background

There are three training systems in the Walloon Region for companies in the construction sector: teaching, the construction training fund (*Fond de formation de la construction*, or FFC) and the IFAPME network¹². Each of these systems is governed by different modes of operation and powers. At the present time, teaching depends on the French-speaking Community and refers to the Royal Decree of 24 September 2006.

The **Royal Decree** which renders compulsory the collective labour agreement of 24 June 2005 that was concluded within the joint commission of the construction industry on the organisation of arrangements for training and employment for 2005 to 2009, which was concluded on **24 September 2006**, specifies the **arrangements for vocational training in Belgium**, i.e.:

- the arrangements for apprenticeship;
- the arrangements for sponsorship¹³;
- the arrangements for scheduled training;
- the arrangements for short-term training courses;
- the arrangements for safety training courses.

This decree therefore provides additional details on the organisation of apprenticeship, its nature, its duration and the distribution of training time between the company and the training centre. **The company plays a predominant role in apprenticeships**, because 80% of the training takes place in the company. Nevertheless, for the mode training of young people (RAJ), being given compulsory education always present up to 18 years, the distribution of time for the center of formation, is more important: 60%. Article 14 of the above decree states that *“The apprentice’s practical training is entrusted to a qualified worker within the company who acts as the **person responsible for the (practical) training**.”*

¹² The IFAPME, the Walloon institute for sandwich training, self-employed operators and small and medium-sized companies (*Institut wallon de formation en alternance et des indépendants et petites et moyennes entreprises*), is a public-interest body subsidised by the Walloon Region that offers training courses through apprenticeships and training courses for owners of companies.

¹³ The system of sponsorship comes to be removed since the 1st of September 2007.

By derogation, the employer is the person responsible for the training course in the following cases:

- *the company has no workers;*
- *there are no workers in the company who have the necessary qualifications or who want to be responsible for the training. **It is recommended that the person responsible for the practical training should have followed a course of training in the coaching of young people***".

Article 19 of the same Royal Decree states that the management committee of the "**Construction Training Fund**" is authorised to take any and all actions connected with the organisation, management and joint assessment of the arrangements for construction apprenticeships.

To this end, this fund is entrusted with the following tasks, among others:

- deciding on the approval of the employer pursuant to article 43 of the aforementioned federal law of 19 July 1983 and of the Royal Decree of 18 June 1986 that defines, in the area of industrial apprenticeship, the general arrangements and conditions for the approval and withdrawal of the approval of the owner of the company and/or the person responsible for training;
- deciding on the **approval of trainers in industry**, pursuant to the same provision;
- assessing the progress of theoretical and practical training courses;
- coordinating the organisation of theoretical training actions;
- deciding on the distribution of periods of theoretical training and of practical training.

The management committee of the "Construction Training Fund" is accountable to the joint apprenticeship committee.

Apprenticeship training contracts signed by the company and the apprentice mention the name of his/her line manager in the company and of his/her educational coordinator.

There are also arrangements to create and apply a "training company" label in which a clause is inserted that "promotes the arrangements for tutorship and the networking of training companies".

The Decree of the Walloon Government of 16 July 1998 setting the conditions for the approval of companies in continuing training for small and medium-sized companies defines the conditions for the approval of a company to provide training by apprenticeship within the framework of the IFAPME network. The company must provide all the guarantees with regard to organisation and equipment that are required to train the apprentice or the trainee according to the training program of the profession considered and **appoint a monitor**, who can be either the owner of the company or a member of staff designated by him/her. This person must:

- be of irreproachable conduct;
- be 25 years old or over;
- have at least 6 years of training or activity in the profession.

It is the IFAPME that gives approval to companies and withdraws this approval. Apprenticeship training contracts signed by the company and the apprentice mention the name of his/her line manager and of his/her educational coordinator (if he/she is not the legal supervisor or the line manager).

How tutoring works in practice

Even though the term *maître d'apprentissage* (apprenticeship master) is known in Belgium, it is confused with the term *tuteur* in small companies in which the owner of the company is also the person with effective responsibility for the apprentice. The term *responsable de la formation* (person responsible for training) is also used.

In order to exercise this function within the framework of apprenticeship or sponsorship, there are a number of conditions which, although they are not identical, are fairly similar: age conditions (at least 25 years old), and experience (at least 7 years of experience in the profession). A character reference (special model to teach with minors) is necessary to obtain the approval of the construction training fund. However, at the present time there is no standardised regulatory job description at the level of the training networks or, *a fortiori*, at regional or national level.

The specific tutorship training courses that are offered by all teaching and training agencies are not compulsory, and few people actually follow them. However, there is genuine support for tutors through meetings within the company. Moreover, this is an obligation for schools and training centres. Depending on the specific provisions, there may be anywhere between 2 and 10 visits per year and per young person. The purpose is to assess how the tutor is progressing with the apprenticeship and to advise him/her on his/her method of support.

In order to be able to assess the results achieved in relation to fixed apprenticeship objectives, tutors in industry have a certain number of specially adapted tools. For example, in the IFAPME network:

- **Reference standards for the training of apprentices** are set to define the place of acquisition of the skills, i.e. either the training centre or the company. Generally speaking, the skills are acquired within the company itself, even though they are almost always initiated or consolidated in the training centre.
- A **sandwich course report** is used as an inventory of the tasks that the apprentice must be able to perform within the company in line with the courses given in the training centre. This document is a tool for communication between the apprentice, the tutor and the trainer. Its purpose is to help the tutor schedule the apprentice's practical training according to the objectives that are described therein and to enable him/her to discover what has already been discussed in the training centre, to put together an inventory of the know-how that has been taught and acquired within the company and within the training centre and, finally, to assess on a regular basis the progress of the apprentice's training.

There is a **quality kit**, which is an educational tool that provides a means of drawing up an action plan to assess and improve the tutorship. Up until now, relatively little use has been made of this tool.

At the time of the second year of training, a formative evaluation of the practical training acquired within the company is organised in the training centre through a **practical test** that the apprentice takes before a jury made up of a professional and a trainer from the centre.

At the end of the formation, a practical test is also organised in the training centre but, this time, it's a certified and summative evaluation.

Tutor training courses are financed according to the systems in force, like any other continuing training action.

Tutorship quality control is the responsibility of the person who is in contact with the company within the training centre. The responsibility for follow-up of the young person on the worksite and for meetings between the tutor and the person who is responsible for liaising with the company is a very positive aspect of the current system. However, there are too few tutors who agree to follow a training course for tutors.

The motivation of tutors is generally good, even excellent, when the tutor has not been selected by the company without first establishing whether there is any real interest in this role, that is, when there is a genuine personal commitment. Tutors who are automatically appointed cannot be sufficiently motivated. If the company has understood the importance of his/her role, it will be at pains to choose the best man for the job and the tutorship will be properly organised.

The training of tutors in Wallonia

For several years there have been tutorship training courses in all the continuing training bodies. They are recommended but not compulsory. The Construction Training Fund does not organise these training courses itself, but they are arranged through approved operators, including the national education ministry and the IFAPME network.

On 10 April 2003, a decree of the Walloon Government was enacted on financial incentives for the training of workers employed as tutors by companies. In order for this decree to take effect, a preliminary implementing decree was approved in the first reading. This preliminary decree, which has not yet been enacted, does not make tutorship training compulsory, but it defines the financial incentives that will allow companies who commit themselves to the professionalisation of tutors to receive additional payments and subsidies.

In Wallonia, there are no reference standards for the training of tutors that are specific to the construction sector. However, at an inter-sectoral level there is a complete educational dossier entitled "*Tuteur en entreprise dans le cadre de la formation en alternance*" ("Tutors in industry within the framework of sandwich courses"). This dossier was approved on 14 March 2001. It includes various awareness-building and communication tools (in particular, the tutor's *vademecum*, an awareness-building brochure for companies). Also, various other training supports have been produced within the framework of vocational training.

In order to make further improvements to the training of tutors, the IFAPME network is involved in several European projects, including projects set up to analyse tutorship practices¹⁴. IFAPME network has just returned a project to Social European funds to create a

¹⁴ One of these projects, which can be consulted on the website www.dream-job.org/bp/B_IFAPME_tutorat_fra.htm, proposes a global approach to the training of tutors in industry.

"passeport tuteur" to increase the value of the function. This project is realised in cooperation with all network of alternation training and the social promotion (an education network).

Improvements to be made to the current system

Tutorship is not being specially promoted, and the formalisation of tutorship is an ongoing process. There should be more frequent contacts between companies and training centres. Indeed, tutorship must be made more visible within companies and outside companies. Furthermore, it is essential to convince companies of the benefits of tutorship. In addition, it is important to develop a more positive image of tutorship, given its importance, among other things, by applying the decree on the annual additional payment.

Additionally, it is essential to increase the number of tutors being trained. To this end, it is important to reflect not only on the content of training courses, but also on the relevance of the logistics of such training courses: timetables, periods, places, composition of groups, etc.

Furthermore, there is a need to develop tools that enable tutors to assess apprentices on the worksite more effectively.

GERMANY

Legislative background

Two central laws and one regulation concerning vocational training are considered as the basis of the German system.

The Law on Vocational Training - *Berufsbildungsgesetz (BBiG)*

This federal law is especially crucial to vocational training in Germany. Approved on 14 August 1969, it was designed to guarantee a standard for the vocational training courses that are compulsory for all German companies.

This law is compulsory for all vocational training provided it does not take place in training schools. It is therefore valid for the industrial part of vocational training, whether the training course takes place in industry, in business or in the trade sector.

The Trades and Crafts Act - *Handwerksordnung (HWO)*

There has always been a special employment law for the German trade sector. The current basis is the 1953 Trades and Crafts Act, which has since been amended several times. The most recent amendment was made in December 2003.

The regulations of the Law on Vocational Training have been included into the Trades and Crafts Act. They have been supplemented by a number of trade-related specific regulations such as regulations on trade tests, examinations for the master craftsman's certificate and guilds. Whereas for non-trade-related training the Law on Vocational Training is compulsory, the Trades and Crafts Act governs trade-related training. Under the terms of the Law on Vocational Training, in this case responsibility lies with the Chamber of Trades.

The Trainer Capacity Regulation - *Ausbilder-Eignungsverordnung (AEVO)*

Instructors working in trade firms, mining, farming and public administration are required to prove that they have obtained the necessary vocational education and training qualifications for training in the different professions under the terms of the Law on Vocational Training.

The vocational education and training qualifications include qualifications for the independent planning, implementation and management of the seven different fields listed below.

1. General basics.
2. Planning of the training course.
3. Participation in the recruitment of apprentices.
4. In-service training.
5. Promotion of the learning process.
6. Training in a group.
7. End of the training course.

Proof of these qualifications must be furnished during an examination, and a certificate is issued concerning this examination. A vocational training qualification is awarded as company trainer if the training qualifications are proved by this specific examination within the framework of the master craftsman's certificate procedure.

The BBiG and HWO are federal laws, while the AEVO is a statutory regulation.

Training and apprenticeship contracts are signed by the company and by the apprentice. Contracts do not mention the name of the learner's line manager, but they do mention the name of the educational coordinator.

How tutoring works in practice

Germany has a long tradition of vocational training. Moreover, this type of training differs from branch to branch, and company size plays a crucial role. Small enterprises (with up to 20 employees) and medium-sized enterprises (20 to 1000 employees) provide the bulk of the training on offer. In the Middle Ages, there were only three vocational grades: *Lehrling* (apprentice), *Geselle* (journeyman) and *Meister* (master craftsman). Nowadays, the following terms are used: **apprentice** (or trainee), **training supervisor** or training coordinator (journeyman instructor), **trainer** (with the AEVO or Foreman or Master Certification) and, where applicable, **training officer** (i.e. company owner, master craftsman, graduate engineer or graduate in business administration).

The term “tutor” is not used in Germany. Nevertheless, there are equivalent expressions: mentor, training supervisor, training specialist (foreman), training officer, training coordinator, etc.

Vocational training can be provided by persons who have passed an examination in line with the *Ausbilder-Eignungsverordnung* (AEVO - Trainer Capacity Regulation), which is identical to Section IV of the examination for the master craftsman’s diploma. The responsibilities of trainers are listed in the *Berufsbildungsgesetz* (the Law on Vocational Training, or BBiG). Personal and professional aptitudes are outlined in the *Handwerksordnung* (Trades and Crafts Act, or HWO). The post of training coordinator is formally regulated.

The support system (training programs, information, etc.) is considered as satisfactory: there are benchmark descriptions of the training course, including certification procedures and lists of activities of the company “tutors” at national and regional levels.

Qualifications relating to the vocational education and training qualifications must be proved by an examination consisting of a written and a practical part. The two parts are marked and documented in the certificate.

The training course can be considered as a source of motivation. Moreover, in large companies trainers are often exempt from other duties, especially if several trainees must be looked after, and in that case the “tutors” become full-time trainers.

The BBiG and the HWO oblige the Chambers of Trades, as competent bodies, to verify personal and professional aptitudes for training and the suitability of training centres.

The training of tutors in Germany

Nationwide training courses consisting of 120-200 hours of teaching are organised. The most important assistance measure for tutors is the implementation of the courses according to the AEVO (or part IV of the examination for the master craftsman’s certificate). Further assistance consists of accompanying literature in the form of specialised books (e.g. *Sackmann*, the textbook for the examination for the master craftsman’s certificate, part IV, vocational education and occupational pedagogy) or in the form of CD-ROMs. There are also other books for the preparation of examinations.

In addition, there are internal training courses that prepare tutors for their future jobs. Very often, technical and methodological aspects are taught, whereas there is less emphasis on didactics and educational matters.

Each tutor receives the tools needed to train youngsters. Much of the material is received in advance, while the actual training course does not start until much later.

At the end of the training process, an AEVO-approved examination is arranged. If the candidate passes, he/she is formally recognised as a certified trainer.

Improvements to be made to the current system

Experts agree that short refresher courses would be helpful, as well as regular meetings between the training partners (companies and training centres). Moreover, a feedback system for quality management could be set up.

However, contacts between training centres and companies and tutors are regarded as adequate, even though some additional efforts would be welcome: more invitations should be sent out to public relations events, tutor working groups should be started up (professional advisory committees), cooperation within the training centres should be developed, and a complete feedback system should be created.

SPAIN

Legislative background

The legislation on training in companies concerns only the official system of vocational and educational training (VET) set up by the Spanish Ministry of Education and Science. In this way, the **“on-the-job training program”** has been organised around production activities in companies, where trainees can observe and gain experience with the activities and tasks of the different posts in the building sector and familiarise themselves with the organisation of the production processes or services and with the field of labour relations, which are constantly **supervised and monitored** by the tutors from training centres and companies.

The on-the-job training program calls for cooperation between training centres and companies. To this end, a cooperation agreement must be signed by both partners which obliges them:

- to assign the two tutors: in companies and in training centres, to monitor and assess trainees,
- to agree on a “training program” that includes the activities to be carried out by the trainees in the company.

The training centre trainer will develop sessions in his/her centre and he/she will also pay **periodic visits to the company**. Furthermore, the company tutor will set up a training program in the company. He/she will also write an “assessment report” about the vocational skills of each trainee, which will be taken into account by the trainer in the training centre.

Legal supports

Education and training laws not specific to tutorship:

- *Organic law 1/1990 of 3 October on the general arrangements of the education system (Spanish Official Journal of the 4th)*
- *Organic law 5/2002 of 19 June on qualifications and vocational training (Spanish Official Journal of the 20th)*
- *Order of 14 November 1994, regulating the process of academic assessment and accreditation of pupils who attend special vocational training set out in Organic law 1/1990 of 3 October on the general arrangements of the education system (Spanish Official Journal of the 24th)*
- *Royal Decree 83/1996 of 26 January approving the Organic Regulations of secondary education establishments (Spanish Official Journal of 21 February)*
- *Resolution of 6 August 2001 of the Council of Education and Culture approving the instructions regulating the organisation and functioning of secondary education establishments of the Principality of Asturias (Official Journal of the Principality of Asturias of the 13th)*
- *Resolution of 22 February 2006 of the Council of Education and Culture approving the instructions regulating the development, organisation, arrangements and assessment of the training module in work centres of the training cycles of the special vocational training which are given in the teaching establishments of the Principality of Asturias (Official Journal of the Principality of Asturias of 9 March).*

As there is no legal support for tutorship in Spain at national level, only a number of regional agreements have been concluded which are applicable to training centres and to companies. In this way, an agreement was approved by the government of the Principality of Asturias on 14 February 2006 (*Convenio de colaboración centro-Empresa, aprobado por el Consejo de Gobierno del Principado de Asturias el 14 de febrero de 2006*).

How this experimental program works in practice

The term “tutor” is widely known and used in Spain, although there are no official legal requirements regarding the structure of tutorship. In the context of ‘on-the-job learning’ contracts or agreements, the name of a line manager is sometimes given.

As regards tutorship in companies, the number of hours dedicated to this function cannot exceed 15% of the whole working time. In view of this fact, collective agreements define the number of training hours for trainees in the case of alternation between training and normal working hours.

Within the framework of the experimental “**on-the-job training program**” that has been launched in Spain, trainees are not totally satisfied with the nature of tutorship, which must be improved in future.

Similarly, the recognition of tutorship as an important factor of the quality of training and proper balance between training and production activities are key elements of the success of vocational training in construction firms.

However, the formal recognition of tutorship does not obviate the need to build an efficient monitoring system that provides a means of checking regularly that the tutors are doing their job properly as company trainers.

Nowadays, the motivation of tutors is generally low. This function is mostly imposed by the executive staff without any preparation and without any formal recognition. This explains why many tutors consider tutorship as a task that is secondary to their “productive” activities. Spanish company tutors lack training, guidance and advice, so they feel isolated. Tutorship is seen as part of the worker’s normal workload. For this reason, this function is not paid as an additional task.

Training of tutors in Spain

Some training reference standards have been produced for tutors by some Spanish chambers of commerce, but a real system for the training of company trainers or tutors is yet to be developed. Generally speaking, construction firms contact vocational training centres when they want to receive apprentices or other types of trainees. The training centre then proposes to the interested companies a training cycle designed for future tutors.

Improvements to be made to the current system

For many Spanish construction companies, vocational training shared between companies and training centres is considered as the first step towards giving qualifications to unskilled workers and subsequently hiring them. Sometimes, on-the-job training is used to give workers higher qualifications or to prepare them for other functions.

Nevertheless, contacts between training centres and companies are inadequate, especially given the fact that company tutors do not spend enough time with the instructors (trainers) from the training centres. It would be useful to have more contacts in order to build a common and personalised plan for training actions.

It is also necessary to prepare tutors for certain educational aspects of their job. Moreover, the recognition of their function as tutors also appears to be an essential element, including some specific reward.

ITALY

Legislative background

The term *tutor* is very common in Italy and refers to *a person who works either in a training centre or in a company*. Both take care of the training pathway for trainees, making the learning process easier for them.

The law on vocational training, which was passed in 1998, is the main legal basis in this field, in particular articles 15 and 16 concerning the context of training by apprenticeship. In 2000, another regulation defined the role and responsibilities of tutors in apprenticeship systems (*Decreto Ministeriale* of 28 February 2000, article 22).

According to this regulation, when an apprentice is inducted the company appoints a tutor who is responsible for accompanying the trainee during the period of apprenticeship and transmitting to him/her the skills required for his/her future professional activities. Moreover, the tutor must cooperate with the external training structure (training centre or school) to add the external training activities to the learning process arranged within the company. He/she is also called upon to assess the skills acquired by the apprentice within the framework of the certification procedures.

Apprenticeship contracts (and individual training projects) are signed by the company representative and by the apprentice. They mention the name of the tutor.

Who can be a company tutor?

In small companies with up to 15 employees (including one-person companies), the tutor's job description can be defined directly by the company owner. When a specific employee is designated as a tutor, he/she must meet the following criteria: he/she must have at least 3 years' working experience, he/she cannot be responsible for more than 5 apprentices and he/she must have taken part in a specific training program.

Mandatory training for tutors

Italian regional governments, in cooperation with employers' federations and with trade unions, arrange specific training programs to help tutors develop the following skills:

- regulations relevant to sandwich courses,
- knowledge of the job of the tutor and of training contracts,
- integration of apprentices in the enterprise,
- relations with all the partners involved in the apprentice's training pathway,
- organisation of training pathways,
- assessment of progress and training results.

The minimum duration of the program is 8 hours.

Italian regional governments (which are referred to as regional councils) are responsible for tutor training regulations. Each region issues its own regulations in accordance with the national legislation. Therefore, the duration of a training pathway can change from region to region. The formal recognition of the tutor training consists in a formal certificate issued by the region.

How tutoring works in practice

The motivation of tutors can be considered as positive, and contacts between training centres and construction firms are judged as satisfactory, even though they can still be improved. Training centres in the building sector are managed jointly by employers' federations and by trade unions. They are financed by the employers.

There is a support system for tutors (training, information, etc.) which was developed, among others, by FORMEDIL¹⁵. This system consists of training materials, including educational and vocational aspects. These tools are supported by printed documents and DVDs. The educational material usually consists of a general guide and a schedule of specifications. Training courses also include assessment systems and methods. These products are designed to help learners acquire transversal and technical skills.

In 1998, an experimental project aimed at facilitating the implementation of apprenticeships in the construction sector was launched to encourage companies to hire tutors as an important element of the educational and vocational process.

Furthermore, the objectives of this project were:

- to find an organisational solution for the management of the reformed apprenticeship system in the construction schools of the FORMEDIL network consisting of 95 schools devoted to initial vocational education and training,
- to prepare the educational content of training for each vocational qualification.

Within this framework, FORMEDIL put together a *vademecum* to help tutors and employers manage the apprenticeship process and understand the tutor's role and tasks.

The *vademecum* informs tutors of the following aspects:

- how to modify the internal organisation to train apprentices and other trainees;
- how to help youngsters make the right choice of trade, including specific vocational training modules combined with basic training,

¹⁵ The FORMEDIL, a national joint body for initial and continuing training in the construction sector, is mandated by all the social partners of the sector to coordinate, with its regional branches, a network of 120 vocational schools that train future workers in construction trades in Italy.

- how to organise sandwich course arrangements between companies and training centres or schools in order to improve dialogue and the quality of the training,
- how to organise communication between the two partners while taking into account the specific needs of companies,
- how to manage flexible alternation between the working experience in the company and the return to the training centre.

Improvements to be made to the current system

In the building sector, especially in small companies, the tutor's role is not appreciated enough. As apprentices must have a tutor, regional councils should provide reimbursements in order to share the financial burden of in-company training. In fact, tutorship is considered as a function and not as a profession, and the persons responsible for tutorship do not receive any additional payment.

Also, regional councils should allocate more financing to the training of tutors.

SWITZERLAND

Legislative background

The new federal law on vocational training, which was passed in 2003, and the application regulations (*Verordnungen*) enacted in 2004/2005 form the main legal basis in this field. In particular, this issue is dealt with by articles 14, 16, 22 and 23, which lay down the conditions for vocational activities within companies. The federal law defines the framework and the general conditions in which cantons (local-regional administrations) apply this law which regulates the details.

The basic rules to be observed at national level concerning training within enterprises and the role of company trainers

- Company trainers must be trained and certified through a formal course which lasts at least 40 hours (longer courses are arranged by some Swiss cantons).
- The regulations on trainees' working and training requirements are clearly defined in a specific contract, including scheduled assessment sessions (at least one per semester).
- Learning in the workplace is fully structured and involves an assessment of the learning outcomes and of the learning process. Responsibility for this assessment lies with the company trainer (periodic reports).
- Learning processes involving company trainers and apprentices are defined in manuals and methodological guides. A national manual on the training of company trainers was therefore published by the Swiss Coordination Authority of VET Cantonal Departments in 2005. This manual sets the framework for a "national" skills profile and curriculum concerning the certification of company trainers.

The training (apprenticeship) contracts signed by the company and the apprentice mention the name of the learner's line manager (if he/she is not the company manager) and of the educational coordinator.

All training within companies is defined - in the dual system - in accordance with the guidelines of the professional regulations and of the methodological guide and involves constant coaching, the production of reports and logs by the trainees and sessions devoted to reflection and reporting of the tasks of apprentices.

The IVET curricula normally ensure strong integration between the training that takes place in companies, in the practical workshops organised by the vocational training centres and in the schools that provide theoretical knowledge.

How tutoring works in practice

The term “tutor” is not used in Switzerland. One of the terms used is “*company trainer*”, which is in fact a translation of the “official” Swiss title “tutor”. A local glossary uses the terms *formatore aziendale* (I), *Betriebsbildner* (D) and *formateur en entreprise* (F). Following the approval of the federal VET law in 2004, this new title has replaced the well-known term *Lehrmeister* (*maestro di tirocinio*; *maitre d'apprentissage*).

The term “*company trainer*” refers to the official role played by these trainers within the framework of dual system apprenticeships (which is part of the mainstream IVET system throughout Switzerland in all sectors and the only way to obtain an initial qualification in the building sector). The same title (or other similar names, such as coach, facilitator or, albeit very rarely, “tutor”) may be used to refer to trainers who work more informally in a CVT system or in other internal training schemes (they generally belong to the firm's human resources department).

The legal framework established for tutorship is fully respected, at least from a formal standpoint, since the authorisation to take in apprentices is issued to the companies by the cantonal authorities after having verified that **the companies concerned have adequate working and training conditions, including a certified company trainer**. However, in the context of the actual implementation of workplace learning schemes in many cases the company trainer acts as a supervisor and also involves other people, without any specific training, in coaching the apprentices. The quality and completeness of the training also depend on the size and level of specialisation of the company.

From an institutional and formal point of view, the current system is satisfactory. In any case, changes taking place in the organisation of work normally prevent those involved giving adequate time and commitment to ensure constant contact and full cooperation between the company trainers and the trainers working in external training centres and in schools. These aspects should be better implemented, in line with the guidelines of the existing professional regulations and curricula, highlighting the training-related - and even assessment-related - role that company trainers should play in ensuring that the training objectives are achieved.

The system is based on the general consensus of the parties and on the benefits to be derived from a positive image. Moreover, company trainers are highly qualified workers with a tertiary non-academic level of vocational training. They are proud of their skills and are

willing to transmit them to youngsters. Of course, we should assess motivation not *in abstracto*, but taking into consideration the prevailing climate in companies, the support given by companies to their trainers and the time devoted to trainees. Also, it is important to consider the attitudes of trainers in the face of threats relating to the other target groups they are working with (adult workers, immigrants, etc.).

Company trainers are employees of the company itself. The company is free to negotiate the awarding of perks for this work.

There is a quality assurance system for tutoring, even though there are no formal “quality assurance” standards set out in the regulations. Nevertheless, the quality requirements applied to the training are clearly defined in the professional regulations, and the final examinations (an assessment to certify the outcome of the training course) are an indirect means of assessing the “quality” of the entire learning process.

Training of tutors

Each of the 26 cantons in Switzerland has an administrative division devoted to supporting vocational training. A supporting role is also played by the Swiss conference of vocational training offices (CSFP), which is an umbrella organisation for all the cantonal vocational training divisions. Company trainers work on the basis of their methodological competence. They are also supported by a Methodological Guide that outlines the specific vocational profile of the person to be trained and coached (including specific didactic tools). The Methodological Guide complies with the clauses and planning of the professional federal regulations governing the specific profile.

Future company trainers are trained directly by the training departments of the canton administration or by private training providers (normally linked to the professional association), which are authorised by the cantonal administration to provide the basic training and refresher courses. Generally speaking, the basic courses, which must cover no less than 40 hours, are spread over one month.

The dual system of apprenticeship in Switzerland is in general well supported by the social partners and has a good reputation among the population, because of its strong points:

- a detailed and respected regulation system concerning workplace learning and the role of trainers;
- consensus and commitment shared by most companies to ensure the continued existence of the system. Companies are convinced of the validity of the dual system (learning by doing, but according to a structured plan, with coaching by company trainers, introductory courses and school-type exams) as the best way to obtain a qualification, and they are convinced of the importance of recruiting formally qualified workers to play a role in firms. Unfortunately, the number of companies able to provide training through the dual system has been reduced in the last few years, due to increasing competition on the market and organisational choices, resulting in stronger specialisation, which prevents firms from delivering general work experience to apprentices;
- compulsory training of trainers (at least a common core);
- the possibility of giving training openings for young people who have little opportunity to develop a full-time school pathway (learning by doing).

A wide-ranging debate on the limits of the dual system has opened up in recent years:

- difficulties related to the reduction in the number of companies available to recruit apprentices and a shortage of “training placements”, due to the restructuring of many industrial sectors;
- difficulties related to changes in work organisation, with an increase in subcontractor networks, providing limited opportunities for workplace learning in a holistic sense;
- increased interaction between the target groups of trainees, including a wider number of adults, and as a result increasingly diverse new training needs for trainers, given that they are not completely satisfied with the above-mentioned training curricula for company trainers, not taking into consideration, for example, the aspects related to the recognition and consolidation of previous informal learning (including validation procedures) or, more generally, the peculiarities of adult education, including the need to cope with intercultural dynamics (since most of the workers recruited by firms come from abroad).

The formal recognition of tutor training goes through a certification procedure set up by the cantons on the basis of the specifications laid down by federal law (see articles cited in the introduction, establishing the framework of obligations in this field; the role of company trainers as coaches and trainers *stricto sensu* is defined in detail in professional regulations defining the curricula of an IVET system and the examination procedures and content).

There are benchmark descriptions of the training, certification and/or activities of company tutors at national and regional levels in Switzerland. Also, there are reports and specific studies - promoted at federal or cantonal level - which are designed for the assessment of training activities in the vocational sector and/or in companies. Of course, the requirements for the certification of trainers are defined by the above-mentioned regulations and in the Methodological Guide.

Improvements to be made to the current system

The new federal law (2004) has confirmed the traditional role of company trainers as coaches (tutors) and reference persons for the transfer of technical skills in workplace learning, enhancing their training functions. More significant developments in the training of company trainers must be facilitated over the next few years. At federal level, a pathway has been approved to enable company trainers to obtain further qualifications beyond the 40 hours of compulsory training as “specialists in VET” (federal certificate). In Ticino (an Italian-speaking Swiss canton), a modular pathway leading to the new qualification has actually reached the implementation phase: one basic module replaces the traditional introductory training course leading to the status of certified company trainers (trainers who follow this module are accredited as company trainers-tutors), and 5 other modules open up the possibility of taking an examination as a specialist, with more in-depth study of aspects such as adult learning, the assessment and validation of learning, the design and planning of training projects, etc.

POLAND

Legislative background

General regulations concerning practical training and tutorship are laid down in the Labour Code and Act on the promotion of employment and labour market institutions of 20 April 2004. A formal legal framework for tutorship is laid down in the Act on the Education System and a number of lower-level executive acts of the Ministry of Education¹⁶. Tutorship, which is supported by the State budget for small companies, is described in the Act on Crafts (published in *Dziennik Ustaw*, number 17 of 22 March 1989) and concerns, *inter alia*, the tutorship system. The executive acts of the Ministry of Education highlight the need for adequate vocational and educational preparation for tutors. However, these are in fact not fully implemented laws.

There are formally two kinds of tutors (firstly, full-time employed teachers responsible for practical vocational workshops and, secondly, full or part-time tutors - employers or designated workers - in companies). The company tutor should have at least the title of “master” and a *matura* certification from a technical vocational school or post-*lyceum* vocational school or a vocational diploma and no less than 3 years’ experience or a *matura* certification from a vocational *lyceum* and the title of qualified worker and no less than 4 years’ experience or a *matura* certification from some other kind of *lyceum*, the title of qualified worker and no less than 6 years’ experience. It is also possible to be a tutor with a higher education diploma and 3 years’ experience or a higher education diploma in another speciality and 6 years’ experience.

The representatives of the educational administration, employers and trade unions stress the need for common recognised regulations. In the opinion of many experts, the consistent implementation of the existing legal regulations should be sufficient.

How tutoring works in practice

The term “tutor” is not used in Poland. The term commonly used is “practical vocational teaching instructor¹⁷”. Alternatively, the term “master¹⁸” is used. The training (apprenticeship) contracts signed by the company and the apprentice mention the name of the learner’s line manager and his/her educational coordinator in all training contracts with companies (members of the Union of Crafts).

A project has been devised to set the requirements to be met to work as tutors. In July 2007, the common qualifications standards for company tutors were approved by the Ministry of Labour. The main problem now facing tutorship in Poland is common recognition of the

¹⁶ *Dziennik Ustaw* number 113, point 988: Legal act of the Ministry of Education and Sport of 1 July 2002 on practical vocational education.

¹⁷ In Polish *instruktor praktycznej nauki zawodu*.

¹⁸ In Polish *mistrz*.

formal qualification requirements of company tutors in the construction industry and the implementation of these requirements.

Training of tutors

Poland has no system of implementation of standards for tutor qualification and no coherent system of accreditation for educational institutions. However, there are a number of commercial methodological and educational courses on offer for company tutors (albeit limited in number). There are internal regulations concerning tutorship in very large international construction firms, according to their own internal policy.

According to the legal regulations, the course for tutors should include no less than 70 hours of theoretical courses in psychology, education and methodological aspects and no less than 10 hours of practical methodological workshops. Training centres usually provide 80-100 hours of courses including 30-35 hours of practical workshops.

In the Union of Crafts and in the largest international companies, there is a support system (training, information, etc.) for tutors, but the current system is not satisfactory.

There are no benchmark descriptions of the training, certification and/or activities of company tutors at national and regional level. Larger companies have internal tutoring systems and internal quality systems for worker training.

The existing tutor training sessions are organised exclusively through local initiatives, and there is no common system at national level.

Improvements to be made to the current system

Educational administration officials and government methodological experts stress the need for the implementation of a common quality framework, that is, an educational “package” for company tutors, especially in the area of implementation.

There are basic legal regulations concerning tutorship. The main problem is in the area of implementation. There are two groups of construction firms which are trying to solve this problem: the largest holding companies and small companies (members of the Union of Crafts). It appears that the main obstacles are the lack of an implementation system for tutor training, the lack of a common accreditation system for training companies and the lack of vocational qualification standards for tutors.

Essential improvements to be made:

- the need for vocational qualification standards for company tutors,
- the need for a recognised common educational ‘package’ for company tutors,
- the need for an quality accreditation system for training institutions,
- the need to implement common standards,
- the need for economic incentives to encourage people to become tutors.

SWEDEN

Legislative background

In order to understand how the Swedish system works, it must be understood that many of the labour regulations are managed directly by the social partners through collective agreements. In practice, such collective agreements have force of law.

There are two types of tutors in Sweden:

- those who work in schools (employed by municipalities); and
- those who work in companies.

It sometimes happens that this is the same person, even though they work for different agencies.

Based on agreements between the parties on the Swedish construction market, there is a vocational training agreement that states that any person who is employed as an apprentice must have a designated tutor. In addition, each company must have a person who is responsible for vocational education. The contractors are the same people who are behind the BYN. This agreement covers the 16 professions of the BYN but not, for example, painters, plasterers or workers specialising in the installation of heating, water and sanitary products.

The agreement entered into force on 1 June 2006, but it has not yet reached all the segments of the Swedish construction market. When anything completely new is agreed, it takes a long time to implement. Large companies have made greater use than small companies of the intentions of the agreement and have started implementing them in their own quality and educational plans.

The training (apprenticeship) contracts signed by the company and the apprentice mention the name of the learner's line manager (if he/she is not the company manager) and the educational coordinator (if he/she is neither the company manager nor the line manager).

How tutoring works in practice

In recent years, the BYN has been working hard to find material and instructions on how to interpret the new agreement as well as tools for companies, apprentices, tutors and the regional vocational committees.

The nature of company tutorship varies in Sweden depending on whether it concerns a pupil who is sent by a school or an apprentice¹⁹ who is employed by the company itself after the school course. Each person who is undergoing training in the company must be supervised by a tutor.

¹⁹ The notion of apprentice in Sweden differs considerably from the notion used in most other European countries. For one thing, an apprentice is not a person who shares his training time between the company and the training centre, but rather a young employee who is recruited full-time by the company and no longer attends the school where he has already completed his first cycle of training.

As regards **young people with school status**, the company tutor is in close contact with the trainer from the vocational school who, in addition, is responsible for training the young person within the school and within the company. In effect, it is the school that defines the training programs to be completed within the company. Furthermore, it is the school and the financial body, that is, the municipality, which are responsible for training and coaching the tutor. The role of the professional bodies is also important, because they are part of the teaching councils in each school and because they thus influence the nature of the training programs. At the same time, the profession organises and contributes towards endeavours to provide young people with vocational guidance, helping them choose trades in the construction sector, especially through regional professional committees, which are referred to as RYKs and are coordinated by a national joint body for the construction sector, the BYN.

Vocational training continues after school within the framework of a post in a company where **the young person has apprentice status**. The agreement on vocational training of 1 July 2006, which was signed by the social partners, reiterates that each *apprentice should have a tutor* and that each company should have *a person who is responsible for vocational training*. This task can be undertaken by the same person within small companies. Within the company, even full-time and for 4,000 hours, the apprentice is considered as being in training with a view to obtaining a vocational diploma. The apprenticeship ends with a vocational examination which is set by the BYN, and if he passes he receives his diploma and a worker's salary. Throughout this period, the tutor must draw up a training plan with the apprentice, which is monitored by the regional vocational committees (RYKs). The content of the training follow-up log is drawn up by the BYN, which also defines the objectives of the training course profession by profession.

A support system (training, information, etc.) for tutors is being developed by the BYN, but some large companies also train their own tutors.

Improvements to be made to the current system

There is no system that cannot be improved, and the BYN still has some way to go. However, materials will eventually come on stream that can be used not only by small companies and by large companies, but also by the different vocational categories that have more specific demands. The main problems are linked to geographical differences (Sweden is the third-largest country in Europe). In larger cities, generally speaking it is not difficult for tutors to keep in touch with apprentices, but where there is a distance of 100-250 kilometres between workplaces and where people often work alone it can be difficult to maintain daily contacts between the tutor and the apprentice. The weakness of the system is that it may tend to become too "one-size-fits-all" and may therefore not be appropriate for such a diverse range of situations. At the same time, one of the system's strong points is precisely that broadly speaking it suits everyone.

The essential improvements to be made are: the need to set up a methodological framework that is flexible enough to be used for the different professions (a total of 16) and for the different types of companies, and the need to ensure easy access, preferably on the web so that everyone can use it and written in a language that the tutor can easily use and understand.

CONCLUSIONS OF PHASE 1

POSSIBLE WAYS TO FOSTER COMPANY TUTORSHIP

The first premise that emerges from the work carried out during phase 1 of the COPILOTE project concerns **the need to ensure that support for company tutors is not confined to the training initiatives intended for them**. For one thing, training alone, even if it is compulsory, will not guarantee the quality of tutorship and will not overcome the problems that tutorship is facing today in many countries of the partnership:

- the fact that many industrial training contracts are breached;
- the lack of appreciation for the work of tutors;
- the fact that the quality of training in industry often needs improving;
- the professional solitude experienced by tutors.

The work carried out by tutors in industry shows that there is a need for support over the long term spearheaded by organisations and persons that are clearly identified in each country. There are indeed support measures for teachers in vocational schools or trainers in training centres, but there are few structures that offer similar services to tutors in industry, even though certain professional organisations try to give them support.

Of course, the task is not only to facilitate the purely administrative aspects of tutorship, because these aspects are not causing too many problems and information is circulating properly in most countries. However, **tutors need more support, and especially they need more permanent support** as regards the preparation, implementation and management of training in industry on a day-to-day level:

- relations with the trainee and his/her family;
- the pedagogy of apprenticeship in industry, i.e. the need to take advantage of production situations for training purposes;
- the organisation of sandwich courses shared between the company and the training centre;
- safety and health in the workplace;
- vocational guidance for young people during initial training.

Support measures should not consist merely, for example, of an online database, even though this type of initiative can also be envisaged, among other solutions.

Tutors in industry often have to face their task alone, and they need some means of comparing external input and practices to enable them to find solutions for their concerns. In addition, they need tools and approaches that they can use to communicate with families and with training centres within the framework of sandwich courses.

Consequently, it is essential to construct a comprehensive support model that can be tailored to the situation in each country. Also, it must be a flexible and long-term solution.

This approach might begin with the design and creation of a **database** for tutors that can be tailored to each partner according to the context and the requirements.

This database might include the following data (non-exhaustive list):

- official documents connected with vocational training in industry (legislative texts, possibly with comments, reference standards and descriptions);
- administrative forms relating to training courses followed in industry;
- tools that can be used to prepare to receive apprentices in industry (within the framework of sandwich courses or otherwise);
- documents and tools that are essential for training in industry (reference standards, programs, teaching tools, safety rules, assessment tools, etc.);
- a catalogue of the available range of training courses intended for tutors in industry.

Furthermore, it is essential to put together **a communication strategy to show companies how they should receive and train apprentices**. The strategy should not consist merely of discourses or articles from the trade press or from Internet sites. The message must be conveyed in a different way, especially through meetings with owners of companies at different venues. These meetings, which are organised by training centres or by professional organisations, already exist, but they are not sufficiently geared towards the quality of training in industry and do not sufficiently present this type of training as **an investment that is essential for the survival of the company**.

In addition, there is a need to analyse **the very nature of contacts with tutors in industry**, by arranging seminars, forums and meetings for them. When devising initiatives of this kind, it is essential to take into account the needs, habits and constraints of tutors in industry. It is within this framework that it would be good to offer them appropriate training actions by presenting them more as **joint seminars and working sessions** with trainers from training centres or with other professionals. In order to attract tutors in industry to communication and training actions, especially as regards non-compulsory or post-compulsory training courses, it is essential to put together a communication strategy based on the need for a process of reflection that involves the different stakeholders of vocational training.

In a number of countries of the partnership, the initial training of tutors in industry has been made compulsory. However, **making this type of training compulsory does not always guaranteed its long-term efficiency**. Additionally, if training is compulsory, it is seen above all as an administrative constraint, and people may not be very motivated to sign up. Consequently, in order for compulsory training courses to be efficient, it is essential to prove that they are profitable to the company. Also, it is essential to convince companies that efficient tutorship helps reduce the number of breaches of training contracts.

The training of the existing tutors in industry is intended mainly for new tutors, while it would be desirable to develop in parallel **a range of continuing training courses** to update their knowledge and to allow them to exchange their experiences. The idea of joint training courses for tutors-trainers in industry and for trainers-tutors in training centres should also be explored, because this type of training course would put all those who have to train these persons on an equal footing, irrespective of the place where they work (school or company).

It goes without saying that these actions will not be efficient unless they are accompanied by a genuine **communication plan** that advertises their existence. For this reason, it will be essential to use the already existing communication channels, but they must be strengthened. Communication strategies cannot be set in place without the natural partners of companies,

that is, their professional organisations, which must be involved as soon as the initial concepts are devised and the first products come on stream. Also, communication must not be confined to a few *ad hoc* actions; instead, they must be permanent. For this reason, it is essential to clearly designate the persons responsible for communication, first and foremost within partnership structures, and to create a clear and precise strategy that can be adapted to the needs of the national contexts.

Of course, it is just as important to **prepare the persons who are responsible for coaching tutors in industry**. It is for this reason that the CCCA-BTP has decided to arrange in Paris in November 2007 a number of **training sessions for trainers from training centres** who work with apprentices and who will be expected to devise training and coaching systems for tutors in industry.

The objectives of these sessions will be as follows:

- to take into account the characteristics of the apprenticeship masters in small companies in the construction sector in France in order to adapt the objectives, the content and the modes of coordination of the training courses intended for them;
- to help trainees identify their own mindset and practices as trainers of apprenticeship masters;
- to help them construct their own plan of action using the existing tools that can be used to construct and coordinate a training system for apprenticeship masters.

The CCCA-BTP will invite its partners in the COPILOTE project to take part in this training action and to add their own input and some European experiences.

ANNEXES

**THE LEGISLATIVE AND REGULATORY
BACKGROUND TO TUTORSHIP:
DETAILED SITUATION
COUNTRY BY COUNTRY**

NATIONAL DOCUMENTARY RESOURCES

PERSONS WHO TOOK PART IN THE SURVEY

THE LEGISLATIVE AND REGULATORY BACKGROUND TO TUTORSHIP: DETAILED SITUATION COUNTRY BY COUNTRY

Country	Official texts	Description
<p>France</p>	<p>20th December 1993 Act (n°93-1313)</p> <p>4th May 2004 Act</p> <p>Labor code :</p> <ul style="list-style-type: none"> - article R 117-3 - article L 117-4 - article L 117-5 <p>13 July 2004 Agreement Extended on 13 May 2005, notably to the construction and public works sector</p>	<p>No more assent obligation for the apprentice master (tutor).</p> <p>Defines the professionalization agreement (to welcome youngsters and job seekers who do not have the apprentice status) and states that the company must appoint a tutor to welcome and coach the beneficiary.</p> <p>Specifies the conditions to be an apprentice master in France. Defines the term “apprentice master”.</p> <p>Defines the apprentice master function: working in the company, being major, offering all the morality guarantees, having professional and educational skills allowing the satisfactory training of the apprentice.</p> <p>Specifies how it works for the apprentice masters. Emphasis is laid on the reception and the on-the-job training quality. The agreements impose :</p> <ul style="list-style-type: none"> - Tailor-made training for apprentice masters (8 to 32 hours), - Validation of their skills through the "apprentice master" title, - Moral commitment through the professional charter, - Compensation.

Country	Official texts	Description
Germany	<p>14th August 1969 Act (for vocational training) Berufsbildungsgesetz (BBiG)</p> <p>12th February 2003 Act (based on the 1953 Trade and Crafts Act) Handwerksordnung (HWO)</p> <p>Statutory regulation : Tutors certification. Ausbilder-Eignungsverordnung (AEVO)</p>	<p>Guarantees a standard for the compulsory vocational training for every company. It is compulsory for the vocational training not given in training schools (in the industrial, business and commercial sector, the latter being more defined in the following act).</p> <p>Describes the rules and the running related to the commercial sector. So the Chamber of Trades is responsible for the vocational training in the commercial sector.</p> <p>Tutors working in commercial companies, business (farming sector included) and the public sector must prove they are able to form learners (in accordance with the Vocational Training Act). So a 7-step training is organized:</p> <ul style="list-style-type: none"> • General basics • Apprenticeship programme planning • Participation in the recruitment of apprentices • Internal training • Emphasis on the apprenticeship process • Training in a group • End of training process <p>After this training, tutors can have an exam and if he/she passes it, he/she will receive the AEVO vocational training certificate.</p>

Country	Official texts	Description
Spain	<p>3rd October 1990 Act</p> <p>19th June 2002 Act</p> <p>14th February 2006 Assent (Government of the Principality of Asturias)</p>	<p>Organic law defining the educational system organisation.</p> <p>Law describing the veterinary courses organisation.</p> <p>Agreement between the centres and the companies approved by the government of the Principality of Asturias</p>
Italy	<p>1998 Act articles 15 and 16</p> <p>28th February 2000 Act</p>	<p>Basic law for the vocational training fixing the skills and the different roles: the tutor, the company and the training centre.</p> <p>The requirements to be a company tutor :</p> <ul style="list-style-type: none"> • To attend training sessions organized by the region (at least 8 hours), • To have 3 years experience in the field, • Each tutor cannot be responsible for more than 5 apprentices
Switzerland	<p>13th December 2002 Federal Law</p> <p>19th November 2003 Decree articles 14, 16, 22, 23 and 44</p>	<p>Describes how the vocational training works. The cantons can organize and regulate the apprenticeship vocational training.</p> <p>Further describes how the vocational training works, notably the requirements to be a company trainer :</p> <ul style="list-style-type: none"> • Attend a 100-hour or at least 40-hour course ; • Take part to an assessment session (one per semester) ; • Assess the on-the-job apprenticeship and write a periodic report ; • Follow the national methodological guide (edited in 2005 by the Canton) which defines the programme and the profile for the tutor certification.

Country	Official texts	Description
Poland	<p>June 26th, 1974 Labour Code Act</p> <p>March 22nd, 1989 Act on Crafts</p> <p>September 7th, 1991 Act on system of education</p> <p>July 1st, 2002 Executive Act of Ministry of Education on practical job training</p>	<p>General description of practical training conditions (art.191)</p> <p>The Crafts Act defines the major aspects of company tutorship notably at the finance level and at the requirements to be a tutor level :</p> <ul style="list-style-type: none"> • “Master” title and 3 or 4 years experience, • Other vocational diploma of post-lyceum level, in relation with the function and 3 years experience, • Any other diploma and 6 years vocational experience. <p>The Labour Ministry will describe the requirements to be a company tutor.</p> <p>General description of tutorship requirements and conditions</p> <p>Detailed description of the conditions of practical job training and tutorship requirements in the training company (§ 8)</p>
Sweden	<p>June 2006 Collective Convention Signed by the building sector social partners</p>	<p>States that every apprentice will have an official tutor within the company. The tutor is responsible for the vocational development of the apprentice. Independently of the educational tutor, someone (not working in the company) will be responsible for the learner's pathway in the vocational education sector.</p> <p>The BYN - the building sector professional commission – must ensure that the agreements between the learner and the company are respected. So, it will create educational tools to help the company tutor.</p> <p>The regional professional committee (group of social partners at the regional level) will check that the apprentice is well followed by a tutor.</p>

NATIONAL DOCUMENTARY RESOURCES

available for consultation on the website www.copilote.org

FRANCE

01. Compendium of tutors training in France – 2006 list.
02. Specifications related to the training of tutors.
03. Qualification reference system of competences for the delivering of the Experienced Tutor Certificate.
04. Apprenticeship instructor (tutor) charter.
05. Professional Agreement (13 July 2004) on apprenticeship instructor “*maître d’apprentissage*”.
06. The CCCA-BTP Alternance Charter, 2006.
07. Professional Agreement (13 July 2004) concerning the 6 main development lines for the initial training and apprenticeship in the construction sector.
08. Pedagogical sheet on tutors training in the public works sector, 2005.
09. Tutor Guide, made by the CAFOC of Nantes.
10. *Eurotuteur* Guide, made by the Strasbourg Academy.
11. “Tutor in companies” flyer, made by the GRETA of Velay.
12. Practical sheet on the training of tutors, made by the GIP Lorraine.

BELGIUM

13. Royal Decree concluded on 24 September 2006, specifying the arrangements for vocational training in the construction sector.
14. Decree (“*circulaire*”) of 5 December 2006 on the alternance secondary education system.
15. Pedagogical handbook of tutors in the alternance training system.

GERMANY

16. Law of 23 March 2005 on the vocational training.
17. Decree of 16 February 1999 related to the trainers’ professional competences.
18. Law of 17 September 1953 related to the organization of the craft industry.

SPAIN

19. Training handbook: guide for company tutors.
20. Information on the training of company tutors in Spain.
21. Handbook for training in vocational training centre.
22. Handbook for training in workplaces (training for company trainers).

ITALY

23. Handbook for company tutors (June 2002), achieved by the ISFOL.
24. Decree of 28 February 2000 related to the measures on the professional experience required for the development of the tutoring function in companies.
25. Law of 24 June 1997 related to the standards in the area of the employment promotion.

SWITZERLAND

26. Federal law of 13 December 2002 on vocational training.
27. Edict on the vocational training of 19 November 2003.
28. The apprenticeship guide, achieved by the DBK.
29. Handbook on the training in companies, achieved by the CSFP.
30. Contract of apprenticeship.
31. Information on how to complete the training report on the competences acquired during the training.
32. Training report.

POLAND

33. Decision of the Minister of the National Education & Sport of 29 October 2003 concerning the practical learning of the trades in Poland.
34. The tutoring situation in Poland.

SWEDEN

35. Brochure “Supervisor – a responsible position”
36. Introduction to apprenticeship.
37. Checklist for monitoring.
38. Vocational training report.

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P3. BZB (Germany)



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P4. FLC (Spain)



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P5. Centre Inffo (France)



www.centre-inffo.fr

P6. CIEP-CR2I (France)



www.cr2i.com

P7. CREDIJ (France)

P8. FORMEDIL (Italy)



www.formedil.it

P9. ECAP (Switzerland)



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www.zzbudowlani.pl

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COPILOTE

Setting up of a common European strategy for the tutoring
in the construction companies

9 European partners countries

OBJECTIVES

To enhance the tutoring in the vocational training process

To assist trainees in small companies in the construction sector

To professionalize tutors and to evaluate it, among other things,
through an acknowledgement based on
a common European reference



Éducation et culture

Leonardo da Vinci

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