

**Services for Apprenticeships (SERFA)**

**Erasmus Plus Project**

**National report on Apprenticeships in Greece:  
Current situation, successful services and SMEs' needs**

**Prepared by Institute of Entrepreneurship Development**

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## 1. Apprenticeship and Work-based learning in Greece – Status quo

### 1.1. Statistical information (if available):

As also is described in the following section, the apprenticeship programs in Greece can be divided into three main categories:

- i. Apprenticeships for university students
- ii. Apprenticeships for technological institutes' students
- iii. Apprenticeships for Training Institutes' and technical schools' students, supervised by the Manpower Organization of Greece (OAED)

For the first two categories, unfortunately there are no collective statistical data available, since each university and educational organization operates the apprenticeship programs autonomously and keeps its own records.

For the third category, Manpower Organization of Greece has published some useful statistical data for 2016, according to which 7.779 trainees were involved in the organization's apprenticeship programs (4.844 male and 2.935 female).

No other statistical data are available.

### 1.2. Legal Framework

In Greece, there is a specific legal framework regulating and framing the implementation of apprenticeships programs and projects. To begin with, we can separate the apprenticeships in Greece into three main categories:



- a) Apprenticeships for university students (2-6 months)
- b) Apprenticeships for technological institutes' students (6 months)
- c) Apprenticeships for Training Institutes' and technical schools' students, supervised by the Manpower Organization of Greece (OAED)

Regarding the apprenticeship programs for university and technological institutions students, the Presidential Decree No. 174/85 defines the legal framework and necessary regulations in order to ensure the optimum implementation of the programs.

In particular, within the aforementioned Presidential Decree:

- The duration of the apprenticeship programs is defined.
- The framework of the apprenticeship program for each profession / field of studies is regulated.
- The National Apprenticeship Committee is regulated.
- The form and means for controlling the apprenticeship program, both from the side of the "sending" organization (university, technological institution) and from the side of the "receiving" organization (employers).
- The relevant terms of the apprenticeship programs as well as the rights and obligations of the trainees are defined.
- The evaluation procedure of the apprenticeship programs is also defined.

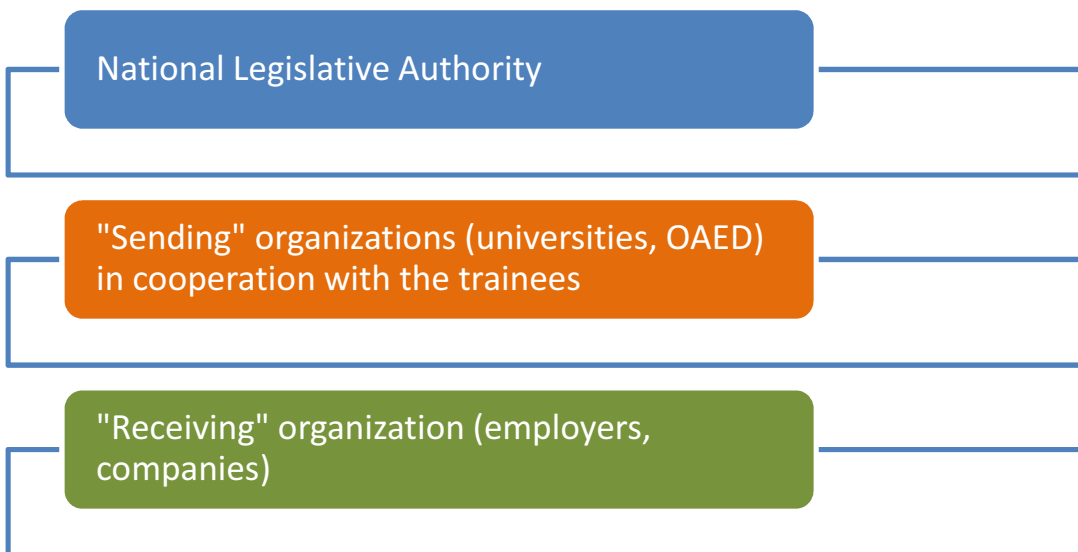
Last, according to the article 71 of the National Law 1566/85, the salary and other income of the trainees are defined.



Regarding the apprenticeship programs run by the Manpower Organization Greece, the Apprenticeship Agreement formed by the Manpower Organization Greece regulates all necessary aspects: duration of the apprenticeship program, rights and obligations of the trainee and the employer, working hours, etc.

### 1.2.1. Responsibilities

Again, following the categorization mentioned in section 1.2., the layers and levels of control and evaluation of the apprenticeship programs can be shaped as following:



The educational institute or organization where the student / trainee comes from, has to oversee the process of the trainee-by the apprenticeships' competent, sometimes with a visit to the company that they have their practice, to see the conditions under they are working at, or talk directly with the employers and evaluate how good and consistent their students are.



Also, the companies where the trainees have their practice are responsible and consistent with their obligations on that topic. The members of the companies should help the trainees to understand their tasks as better as they can and give them the proper guidelines in order to start being productive. Of course, there must be a formal cooperation with the students-trainees and also the universities where the companies are officially stating that the trainees are about to work there and have their predicted salary.

Last, but not least, the trainees-students have to be responsible for the training that they are going to have in order to complete their studies and secondly, to show to their employer that they worth a place at the company after the apprenticeship is finished.

### 1.2.2. Professions and branches

Actually, there is no limit to the professions and branches that someone could have his/her practice at.

Each candidate who is ready to have his/her apprenticeship can choose the profession or the branch that she/he wants to have his/her practice at. So, there is no restriction to have a totally similar practice, relevant to the studies, but of course the main idea of working or the tasks, have to be close to their field of studies and specialty / profession.

In Greece, all the professions and branches are available for someone who is looking to have his/her practice, so the trainees need to search the best company for them, as well as the companies for the perfect trainees.



### 1.2.3. Curricula

| Aspects / Apprenticeship programs       | University students   | Technological Institutions students   | OAED  |
|---|---|---|---|
| Is there a generally binding curricula? | No, the curricula are designed according to the field of studies / expertise and, therefore, the needs of the trainees. | No, the curricula are designed according to the field of studies / expertise and, therefore, the needs of the trainees. | No, the curricula are designed according to the field of studies / expertise and, therefore, the needs of the trainees. |
| Responsible for drafting the curricula  | University's career office  | Institution's career office   | Directors of OAED's technical schools   |
| Content of the curricula                | According to the field of studies / expertise   | According to the field of studies / expertise   | According to the field of studies / expertise   |
| Duration                                | 2-6 months  | 6 months  | 2 years   |
| Learning outcomes                       | According to the field of studies / expertise   | According to the field of studies / expertise   | According to the field of studies / expertise   |
| Competences                             | According to the field of studies / expertise   | According to the field of studies / expertise   | According to the field of studies / expertise   |
| Forms and teaching & learning           | Practical exercise of the knowledge gained during the studies in a company/organization                                 | Practical exercise of the knowledge gained during the studies in a company/organization                                 | Dual system (theoretical and practical exercise)  |

### 1.2.4. Remunerations

The remuneration of trainees within apprenticeship programs equals to 80% of the official national salary of an unskilled worker, according to the National General Collective Labour Agreement. In government agencies, public entities, etc., a different remuneration system applies.



Specifically, for the apprenticeship programs offered by Manpower Organization Greece, the salary of the trainee equals to 75% of the official national salary of an unskilled worker, according to the National General Collective Labour Agreement.

Furthermore, the internship is not considered as an official employment form according to Labor Legislation's definition, so the trainees are not entitled to holidays extra salaries nor bonuses. Note that, in each case, a special contract is concluded between the employer and the sending organizations defining all remuneration aspects.

#### 1.2.5. Formal and qualificatory requirements for trainers 0,5 – 1 pages

There are either private or non-private institutions where trainers can have their formal training and further progress of their training skills. Some examples of these are the following:

- Hellenic Adult Education Association

The Scientific Adult Education Association (E.E.E.E. in Greek) is a non-profit organization, established in 2004. So far 2,000 members have registered and they have developed cooperation with national and international bodies. Their aim is to develop educational programs, research, counseling, information and dialogue in Greece and internationally to promote the principles and methods of adult education.

The Union appeals to adult educators, teachers, HRD managers (HRs) and wider for those interested in Adult Education to acquire knowledge, skills and professional development.



- National Qualifications and Professional Orientation Certifying Body (E.O.P.P.E.P. in Greek).

Their main task is the closest connection of education and training with the needs of the labor market, upgrading the professional skills of the workforce, strengthening the prospects of employment and strengthening social cohesion, aimed at creating an economy more competitive and a more cohesive society, with public-oriented investment in active citizenship in the context of modern society and the knowledge economy.

The E.O.P.P.E.P. aimed at ensuring and enhancing quality of:

- Provision of non-formal education
- Learning outcomes
- Provision of guidance and counseling services

#### 1.2.6. Assessment

In general, all the students-trainees who are having their apprenticeship are obligated to keep everyday notes about their tasks and duties that they have to accomplish. These notes are included in a book (Apprenticeship's book), that is checked by the employer or the head of the company in which the student is exerted. Finally, the book is also checked by the university's or institute's pertinent for the apprenticeships.





## 1.3. Institutional Framework/Involvement of Stakeholders

### 1.3.1. National authorities

Ministry of Labor, Social Security and Social Solidarity is the main national authority which is responsible for working issues and apprenticeships' training. The organizations which are included to that authority are:

- Manpower Organization of Greece (OAED in Greek)

The Manpower Employment Organization is active in:

- Career Guidance, Vocational Education and Training of the Workforce
- Promotion of Employment (Labor Offices, Information Offices for the Unemployed & Business)
- Administration of Security benefits to beneficiaries (unemployment benefits, military, family allowances, etc.)
- The smooth integration or reintegration of Special Social population groups (people with disabilities, rehabilitated, ex-prisoners, etc.) in the labour market.

- National Institute of Labour & Human Resources - (EIEAD in Greek)  
EIEAD's mission is to support actions and policies of the Ministry of Labor and Social Security and designated Intermediate Body of the Operational Program "Human Resources Development" for training and counseling to small and very small enterprises.
- National Qualifications and Professional Orientation Certifying Body (E.O.P.P.E.P. in Greek).



The National Qualification Certification Agency and Vocational Guidance (E.O.P.P.E.P.) through the Certification and Career Guidance, investing in more high-quality, efficient and reliable services Lifelong Learning in Greece for citizens. E.O.P.P.E.P. is a private legal entity, supervised by the Minister of Education and Religious Affairs, Culture and Sport, based in Athens. It is the successor organization of the merger of the National Qualification Certification Agency (E.O.P.P.), the National Accreditation Centre for Lifelong Learning (E.K.E.P.I.S.) and the National Centre for Vocational Guidance (E.K.E.P.).

### 1.3.2. Regional/local authorities

There are no specific regional or local authorities in Greece that play a specific role in apprenticeship programs, apart from the regional and local departments of the national authorities that actually do.

### 1.3.3. Social partner institutions (Chambers, Trade Unions) 0,5 pages

Social partner institutions in Greece mostly play an intermediate role in the apprenticeship procedure, following the next indicative steps (non-exhaustive list):

- ❖ Exploitation of national funding programs for the promotion of apprenticeship and implementation of these programs (e.g. voucher program)
- ❖ Implementation of training programs of apprentices according to the real needs of the companies / enterprises that represent



- ❖ Implementation of training programs for companies' representatives and executives on the topic of apprenticeship and human resources management
- ❖ Counselling services both to apprentices and to companies for the optimum implementation of apprenticeship programs

#### 1.3.4. VET Institutions (Colleges, public or private VET providers) 0,5 pages

Technical schools of Manpower Employment Organization of Greece (OAED) are the main public VET institutions engaged in apprenticeship programs, following the framework described in the above sections.

In the private sector, VET institutions are mainly engaged in apprenticeship within the implementation of national programs and projects for the promotion of apprenticeship. Their role within this framework is the development and implementation of specialized training programs both for apprentices and also for companies.

#### 1.3.5. Companies

The main tasks and responsibilities on behalf of the receiving organizations / companies mainly refer to the optimum implementation and completion of the apprenticeship program, thus providing all necessary resources, remunerations and forming a suitable working environment for the trainee always in line with the trainee's field of studies / expertise / needs.

Specifically, for the case of apprenticeship programs for university and technological institutions students, the company should provide to the



trainee facilitations (days of leave, etc.) in order to complete his/her studies. These facilitations may include:

- ✓ Providing a leave of 14 days during the examinations period
- ✓ Providing a special short term leave of 3 hours if the trainee should attend special classes
- ✓ Change of the working hours in case of overlapping with the trainee's obligations during the examinations period

## 1.4. Financial Implications

### 1.4.1. Cost responsibility

The remuneration of trainees within apprenticeship programs equals to 80% of the official national salary of an unskilled worker, according to the National General Collective Labour Agreement. In government agencies, public entities, etc., a different remuneration system applies.

Specifically, for the apprenticeship programs offered by Manpower Organization Greece, the salary of the trainee equals to 75% of the official national salary of an unskilled worker, according to the National General Collective Labour Agreement.

Both the salary and the social security of the trainee are responsibilities of the receiving organization (company).



#### 1.4.2. Public Funding

Companies that recruit trainees can exploit one of the following three subsidy programs:

- I. OAED's subsidies: companies that recruit trainees from universities and technological institutions are entitled to a subsidy that equals to the 50% of the trainee's salary. According to this procedure, the company proceeds with monthly transfers of the trainee's salary and, at the end of the apprenticeship, receives the total amount of the subsidy.
- II. Universities' and technological institutions' subsidies: in this case, the university of the technological institution and the company undertake a certain part of the trainee's salary.
- III. One last form of public funding is the voucher training programs launched during the last three years (see in the relevant section below for an analytic description).

## 2. Support Services for Companies – Status quo

### 2.1. Supporting institutions

#### 2.1.1. Public Institutions

Apart from the public organizations mentioned in section 1.3.1., universities and technological educational institutions are also key players for apprenticeship programs.



Their supporting services towards companies that are engaged in apprenticeship programs mainly focus on:

- ✓ General advice on the overall recruitment procedure
- ✓ Support, counselling and information regarding the content of apprenticeship programs
- ✓ Implementation of events through which companies can approach applicants and apprentices

### 2.1.2. Social Partnership institutions

There are many Greek institutions that provide support to companies and help them improve their employees' skills. A new alternative boost that they give to companies is a new program in Greece which is called training voucher.

- General Confederation of Professionals, Craftsmen and Merchants (G.S.E.B.E.E.) is one of these institutes.

In more details, these days Vocational Training Center G.S.E.B.E.E. takes part in the action "TRAINING AND CERTIFICATION OF UNEMPLOYED from 29 to 64 YEARS OLD, IN PEAK SECTORS" a project of Ministry of Labor, Social Security and Welfare, under the program "Human Resources Development", financed by resources of Greece and the European Social Fund.

**Object of action** is the provision to 23,000 unemployed, from 29-64 years, continuing vocational training services in sectors that have growth prospects, counseling and certification of knowledge and skills to be acquired as part of the action.



**The main purpose** is to strengthen the skills of the unemployed through combined training activities, advisory and certification, which potentially leads to placing them in jobs in the private sector.

So, the vouchers' program is an assistance to unemployed people from Greece to start having their new first experience and embrocation with the sector that they want to work to.

The action includes:

- A. 120 hours of theoretical training program specialized in 10 different sectors of industries.
- B. Advisory Support
- C. Knowledge and skills certification
- D. Internships of 500 hours total duration

Other social partnership institutions implementing voucher training programs and other similar supporting actions are:

- Hellenic Management Association (EEDE)
- Hellenic Confederation of Commerce and Entrepreneurship
- General Confederation of Greek Workers
- Greek Tourism Confederation
- Association of Greek Industries and Enterprises

### 2.1.3. Private Institutions

On the other side, there are also private institutions which can support companies in Greece. Some of them are:

- *Gnosi Anaptixiaki Business Development Consulting*



Gnosi Anaptixiaki Business Development Consulting has significant experience in human resource management as well as in employment growth policies. Hence, the Company provides support services to private sector businesses in order to enable them take advantage of funding opportunities, co-funded by Greece and the E.U. that include combined actions of vocational training and consulting.

To this end, the Company is collaborating with a wide range of Vocational Training Centers, facilitating integrated service delivery to our clients by combining the design and implementation of training programs.

What is more, the Company offers integrated support services to organizations that formulate, implement and evaluate employment, training and lifelong learning policies in Greece.

This category includes the following services:

- Labor and employment market studies
- Local Employment Pacts – Local Employment Initiatives
- Planning and operation of employment promotion structures
- Training – employment relation studies
- Planning and management of integrated programs for human resources development
- Planning and management of labor market information structures – Employment Observatories
- Assessment of activities supporting employment and vocational training
- Diagnostic studies on employment relations, occupational health conditions and safety





- Preparation of staff regulations in companies and agents
- Work organization studies – Human resources restructuring
- Training material assessment – dissemination of innovation in training
- Training needs research studies
- Design and implementation of vocational training programs
- Implementation of new technologies in Vocational Training (tele-training, e-learning)
- Programs for the promotion of Social Dialogue

- REMACO S.A.

To improve employee efficiency and the overall efficiency, modern businesses develop and / or redesign their Systems of Human Resources. REMACO S.A., having implemented a significant number of projects related to large companies and organizations in both private and public sector, are able to provide value added services to companies and organizations by developing appropriate systems:

- Human Resource Planning
- Selection & Recruitment
- Performance Evaluation
- Educational Diagnosis Needs
- Compensation and Incentives
- Internal Communication

## 2.2. Statistical data on support services (if available)

No statistical data on support services available.



### 3. Examples of best practice

| <b>Organisation</b>                               | <b>Manpower Employment Organization of Greece (OAED)</b>  |
|---|---|
| <b>TARGET</b>                                     | <i>Companies in Greece</i>  |
| <b>Succinct presentation of your organisation</b> | <i>OAED is a public corporation with headquarters in Athens and supervised by the Minister of Labor, Social Security and Social Welfare. First establishment was back in 1922 and over the years, organization came in its current form. Purpose of OAED is the implementation of government policy on employment and combating unemployment, strengthening and facilitating the integration of the country's workforce in the labor market, insurance against unemployment, promote vocational education and training and their connection with employment, intellectual and social development of the workforce and of his family, in view of improving their standard of living.</i> |
| <b>Succinct presentation of the good practice</b> | <i>Subsidy program for private companies which can hire senior students to have their apprenticeships. The duration of the program is different for each case of students. For example, university students can have a 3 or a 6-month apprenticeship. Technological institutes' students are obligated to have their 6-month apprenticeship in order to have their degree.</i>  |
| <b>Implementation method</b>                      | <i>OAED motivates businesses and generally, private sector employers, Banks and Institutions, organizations or services not covered by the public sector, to accept students for the accomplishment of their internship, (in order to facilitate the necessary training process obtaining their degree).</i>  |
| <b>Used means</b>                                 | <i>Every-day practical techniques and guidance from experienced stuff of the company to the trainees.</i>   |
| <b>Success factor</b>                             | <i>This particular method is really much in request from the private sector. The advantages are for both sides (employer &amp; employee). Firstly, the employer has new people ready to learn about the practical techniques of his company. There is also an amount of money, for each apprenticeship he makes, that he receives from the program.</i>   |
| <b>Obligation and risk</b>                        | <i>It is not sure that the employer will trust the employee after the period of 6 months and keep him further as part of his company.<br/>The trainee has not experience at all about how a business environment is so it might take some time to adapt.</i>  |
| <b>Development</b>                                | <i>Trainees are selected only from nationals of the Member States of the European Union and of candidate countries. Also, applicants for a traineeship must have completed the first cycle of a higher education course (university education) and obtained a full degree or its equivalent by the closing date for applications. The first university degree (e.g. bachelor) must be attached for your application to be valid. Masters, PhD, language certificates etc, may be attached for information.</i>  |
| <b>Cost</b>                                       | <i>Companies or employers are required to pay each month the student about 80% of the statutory minimum wage of an unskilled worker applicable at a time. Then, beneficiaries (enterprises) that are being subsidized by M.E.O., 50% of the total amount paid.</i>  |
| <b>Transferability</b>                            | <i>Yes, it is transferable. Although some countries have same or better programs, for some others the whole concept is really good and workable.</i>  |
| <b>Annex</b>                                      |   |
| <b>Other comment or useful links</b>              | <a href="http://www.oaed.gr/epas-employers">http://www.oaed.gr/epas-employers</a>   |

| <b>Organisation</b> | <b>Kariera (Kariera in Greek means career)</b> |
|---------------------|--|
|---------------------|--|



|   |  |
|---|--|
| <b>TARGET</b>                                     | <i>Companies in Greece</i>   |
| <b>Succinct presentation of your organisation</b> | <i>Career S.A. founded in 1997 by a group of young people in particular, in order to fill gaps in information about the labor market and helping young jobseekers.</i>   |
| <b>Succinct presentation of the good practice</b> | <i>kariera.gr website is the leading on-line recruitment site in Greece. Since October 2007 a member of the network CareerBuilder.com, the largest site on the labor market in the US. The partnership adds to the website, thousands of new candidates at the international level, and makes the Greece as a country for the Headquarters South Eastern Europe (with supervision in Romania and previously in Italy).</i> |
| <b>Implementation method</b>                      | <i>Companies can put their ads for apprenticeships at the platform. So all the interested people can find the perfect apprenticeships they're looking for. The only thing they have to do is to subscribe at the website and their inbox will be full of proposals about their interested position in the sector, they are specialized at.</i>   |
| <b>Used means</b>                                 | <i>Ads at <a href="http://www.kariera.gr">www.kariera.gr</a>, Interview Days, Kariera Seminars, Career Days Virtual, "Career Guidance", "Career's Days"</i>  |
| <b>Success factor</b>                             | <i>Website research for employment in general and partnerships more precise, is being more and more popular nowadays.</i>  |
| <b>Obligation and risk</b>                        | <i>The biggest obligation is to stay connected with the companies, so the website will be refreshed after a new ad is added or an ad has been covered.</i>   |
| <b>Development</b>                                |  |
| <b>Cost</b>                                       | <i>Equipment &amp; materials' costs, trade receivables.</i>  |
| <b>Transferability</b>                            | <i>There are already platforms like kariera.gr all around Europe</i>   |
| <b>Annex</b>                                      |  |
| <b>Other comment or useful links</b>              | <i><a href="http://www.kariera.gr/">http://www.kariera.gr/</a> (Home Page)<br/><a href="http://www.kariera.gr/intl/jobseeker/jobs/jrp.aspx?s_jobtypes=JN022">http://www.kariera.gr/intl/jobseeker/jobs/jrp.aspx?s_jobtypes=JN022</a> (Apprenticeships page)<br/><a href="http://www.careerguide.gr/">http://www.careerguide.gr/</a> (Career Guide Page)</i>  |

|   |   |
|---|---|
| <b>Organisation</b>                               | <b>Neolaia.gr (Neolaia in Greek means Youth)</b>  |
| <b>TARGET</b>                                     | <i>Young unemployed in Greece</i>   |
| <b>Succinct presentation of your organisation</b> | <i>Neolaia.gr website is a platform totally focused on Greek Youth. Travelling, Food&amp;Drink, Games, Chat is a pack of topics that anyone could find at the website.</i>  |
| <b>Succinct presentation of the good practice</b> | <i>Of course, "Jobs" section is also there with ads and for someone who wants to emphasize more, there are lists of companies who are looking for apprenticeships and trainees.</i>   |
| <b>Implementation method</b>                      | <i>Each apprenticeship's ad is on the platform after the agreement of the the company who wants to put the ad and the administrator of the website. The second has to promote as much as he can this campaign not only to find people who will be helped from it but also to find sponsors for his website.</i> |
| <b>Used means</b>                                 | <i>Ads on website, posts on social media</i>  |
| <b>Success factor</b>                             | <i>The "cool" type of the platform and its content.</i>   |
| <b>Obligation and risk</b>                        | <i>Stay connected with the companies, so the website will be refreshed after a new ad is added or an ad has been covered. Also, the promotion of the website and the apprenticeships campaign is crucial.</i>   |
| <b>Development</b>                                | <i>Trade receivables</i>  |
| <b>Cost</b>                                       | <i>Trade receivables, salary of the IT staff, equipment</i>   |
| <b>Transferability</b>                            | <i>There are similar campaigns abroad</i>   |
| <b>Annex</b>                                      |   |
| <b>Other comment or</b>                           | <i><a href="http://www.neolaia.gr/">http://www.neolaia.gr/</a> (Home Page)</i>  |



## 4. Experience and needs of enterprises: results of the company survey

### 4.1. Target groups chosen for survey

SMEs, including micro-businesses, are the backbone of the European economy and provide around two-thirds of private sector employment in the EU. Yet they often struggle to provide apprenticeship opportunities. In a European perspective, apprenticeship is one of the most successful means of facilitating the transition from school to work and of avoiding youth unemployment.

In this context, for the implementation of the survey in Greece we addressed this target group so companies and SMEs could share with us their experiences, opinions, difficulties, needs and desires related to apprenticeship, internships and workplace-related learning.

Relevant informative newsletters were sent directly to the target group but, also, to several relevant stakeholders in Greece (Business Associations, Chambers, etc.) so they can forward the questionnaire to their members (companies and SMEs).

### 4.2. Statistical Profile of participants

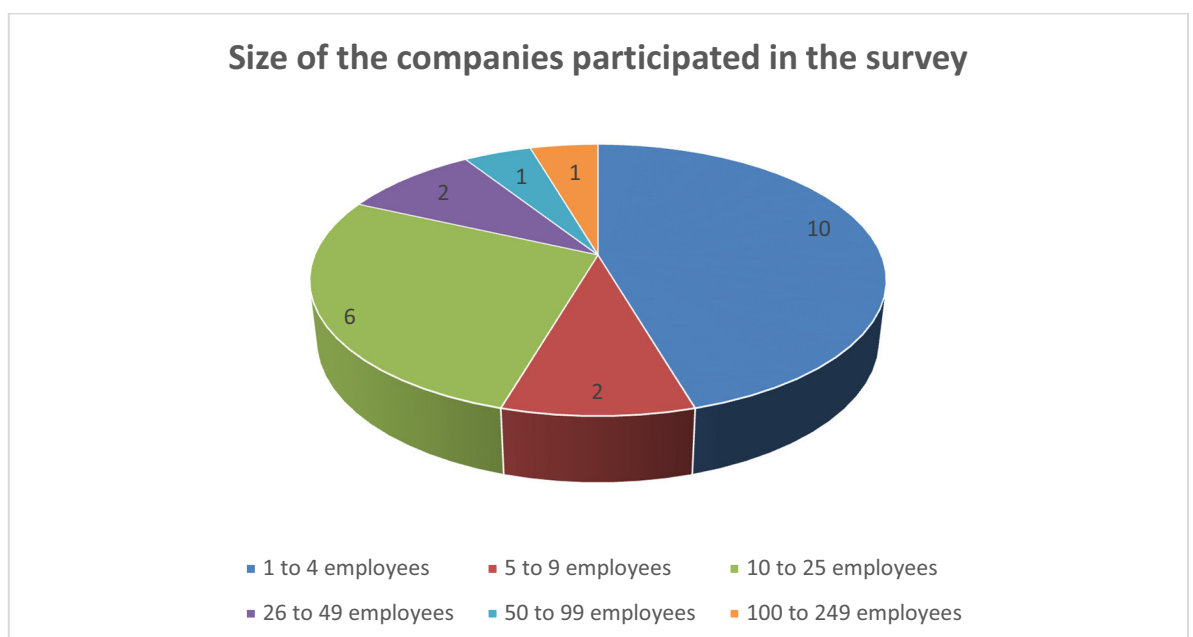
22 companies / SMEs from the region of Larissa and all over Greece as well participated in the relevant survey.

The business sector within which the companies / participants operate varies:



| SECTOR / INDUSTRY OF BUSINESS                          | NUMBER |
|--|--------|
| ACCOMMODATION AND CATERING                             | 1      |
| CONSTRUCTION OF BUILDINGS                              | 1      |
| EDUCATION AND TRAINING                                 | 1      |
| HEALTH AND SOCIAL SERVICES                             | 1      |
| INFORMATION AND COMMUNICATION                          | 5      |
| MANUFACTURE OF FOOD PRODUCTS                           | 2      |
| MANUFACTURE OF FURNITURE                               | 1      |
| MINING AND QUARRYING                                   | 1      |
| OTHER ECONOMIC SERVICES                                | 2      |
| OTHER MANUFACTURING                                    | 1      |
| RETAIL TRADE, EXCEPT OF MOTOR VEHICLES AND MOTORCYCLES | 2      |
| OTHER  | 4      |

Furthermore, and regarding the size of the companies that participated in the survey, the majority of them are small companies (up to 50 employees) which is the core body of enterprises and companies in Greece. In the chart below, the categorization of the companies according to their number of employees is shown.



Another useful information regarding the participants is the number of apprentices currently employed in the company. According to the results, 12 companies / participants do not employ apprentices at the moment of the survey, 9 companies employ 1 up to 5 persons (with an average of 2 apprentices per company) and, also, there is one company that employs 15 apprentices.

Quite remarkable is the fact that the size of the company does not relate to the number of apprentices that employs or even to the fact that the company is involved in apprenticeship programs. This fact is also confirmed through our survey: a company of a maximum 50 employees occupies 15 apprentices and, at the same time, a company of a maximum 249 employees has never been involved in apprenticeship, although one can say that because of the company's size, the need for trainees and apprentices should be more intense.

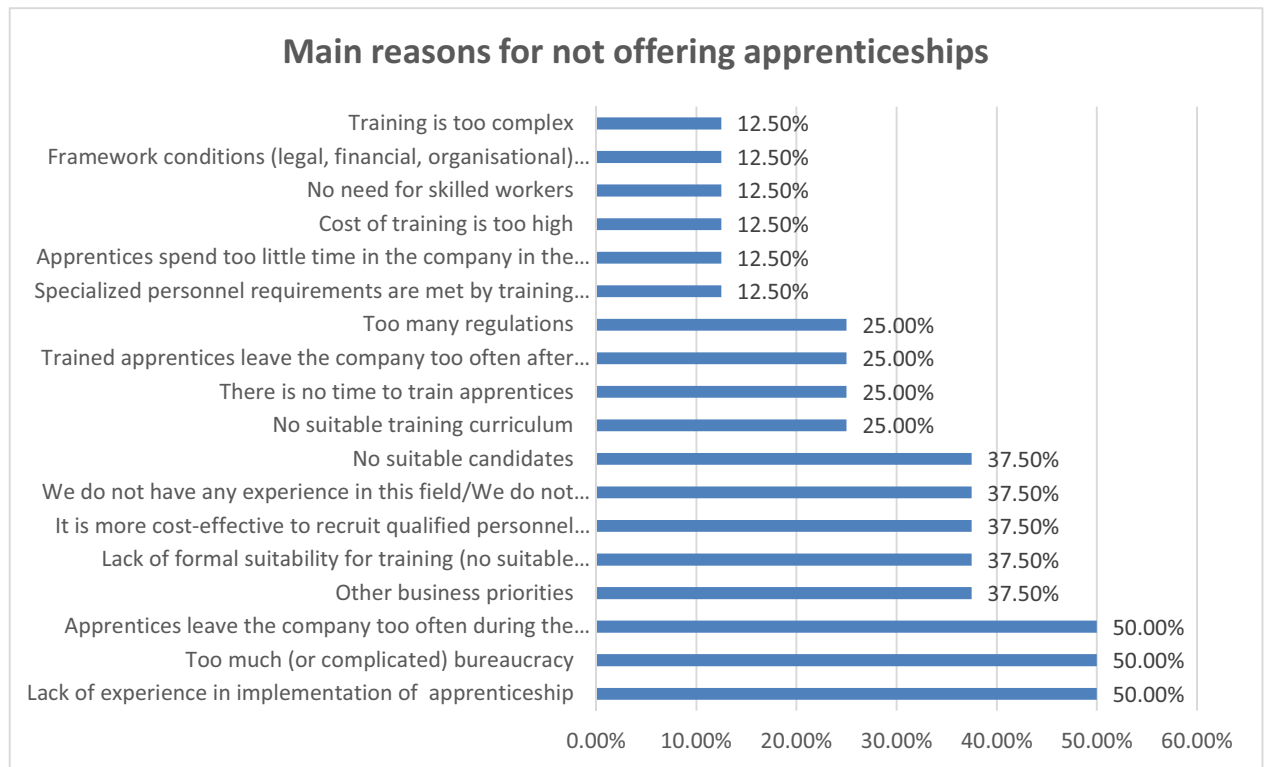
Extending this kind of information and investigating the engagement of the companies / participants in apprenticeship over the last five years, we can see that the results differ: only 6 companies (27,3%) have never offered apprenticeships. The majority of the companies either had apprentices before that time (9,1%) or are engaged in apprenticeship employing 1 up to 5 apprentices (40,9%) or more than 5 apprentices over the last 5 years (22,7%).

#### 4.3. Reasons for not offering apprenticeships/internships

As we can see from the analysis in the above section, there are 6 out of the 22 companies that have never offered apprenticeships over the last five years and 2 companies that have offered before the 5 past years.



So, it is very useful for the objectives of this survey and also of the SERFA project to investigate the main reasons for that.



The chart above presents the main reasons why companies have not been engaged in apprenticeship programs over the last 5 years, showing the statements that the participants have ranked as “especially important” and/or “very important”.

According to this rationale, the most important reasons for not offering apprenticeships are:

- The lack of experience in the implementation of apprenticeship programs
- The high level of bureaucracy / there are too many regulations
- The fact that apprentices leave the company too often during the apprenticeship
- Companies set other business priorities



- The lack of formal suitability for training (no suitable trainers with proper eligibility)
- The fact that it is more cost-effective to recruit qualified personnel on the labour market
- The lack of experience on how to approach this task
- There are no suitable candidates
- There is no suitable training curriculum
- There is no time to train apprentices
- The fact that trained apprentices leave the company too often after the end of apprenticeship

#### 4.4. Reasons for training apprentices/interns

On the other hand, 14 companies have offered apprenticeships over the last five years. So, the reasons for training apprentices/interns are also of high significance for our research.

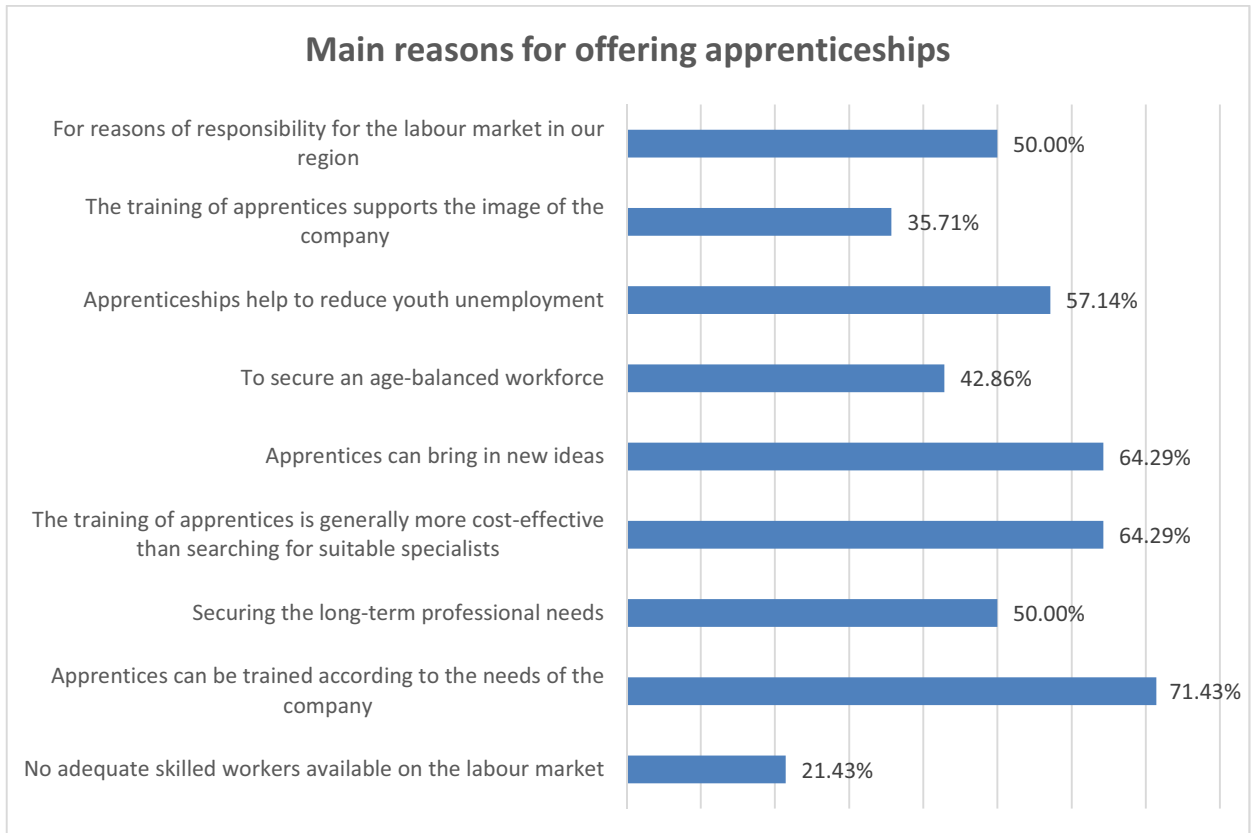
Following the same analysis pattern as in the above section, these main reasons are (hierarchically presented):

- ✓ Apprentices can be trained according to the needs of the company
- ✓ The training of apprentices is generally more cost-effective than searching for suitable specialists
- ✓ Apprentices can bring in new ideas
- ✓ Apprenticeships help to reduce youth unemployment
- ✓ Apprenticeship is a good way securing the long-term professional needs
- ✓ Reasons of responsibility for the labour market in our region
- ✓ To secure an age-balanced workforce





- ✓ The training of apprentices supports the image of the company
- ✓ No adequate skilled workers available in the labour market



#### 4.5. Recruitment of apprentices/interns: Problems, challenges and needs

To begin with, it comes out from the survey results that from the 14 companies that offered apprenticeships over the last five years, 35,7% of them (five companies) encountered problems during the recruitment procedure and selecting the apprentices.

Regarding the very nature of these problems / challenges, respondents highlight the following:

- The basic school competences of the applicants were / are insufficient



- The practical understanding or basic practical skills of the applicants were / are insufficient
- There were / are no/ too few applicants
- The personal / social competences of the applicants were / are insufficient
- The lack of knowledge on how to choose the right applicants
- The lack of resources and time-consuming dimension of apprenticeship schemes
- The lack of knowledge on how to share the application process and approach the applicants

So, there is an obvious need to support companies that are interested in recruiting apprentices / interns on the very procedure of the recruitment phase: communicating the application process, approaching and finding applicants, evaluating the applicants' profiles and, finally, choosing the right applicants.

#### 4.6.Support received

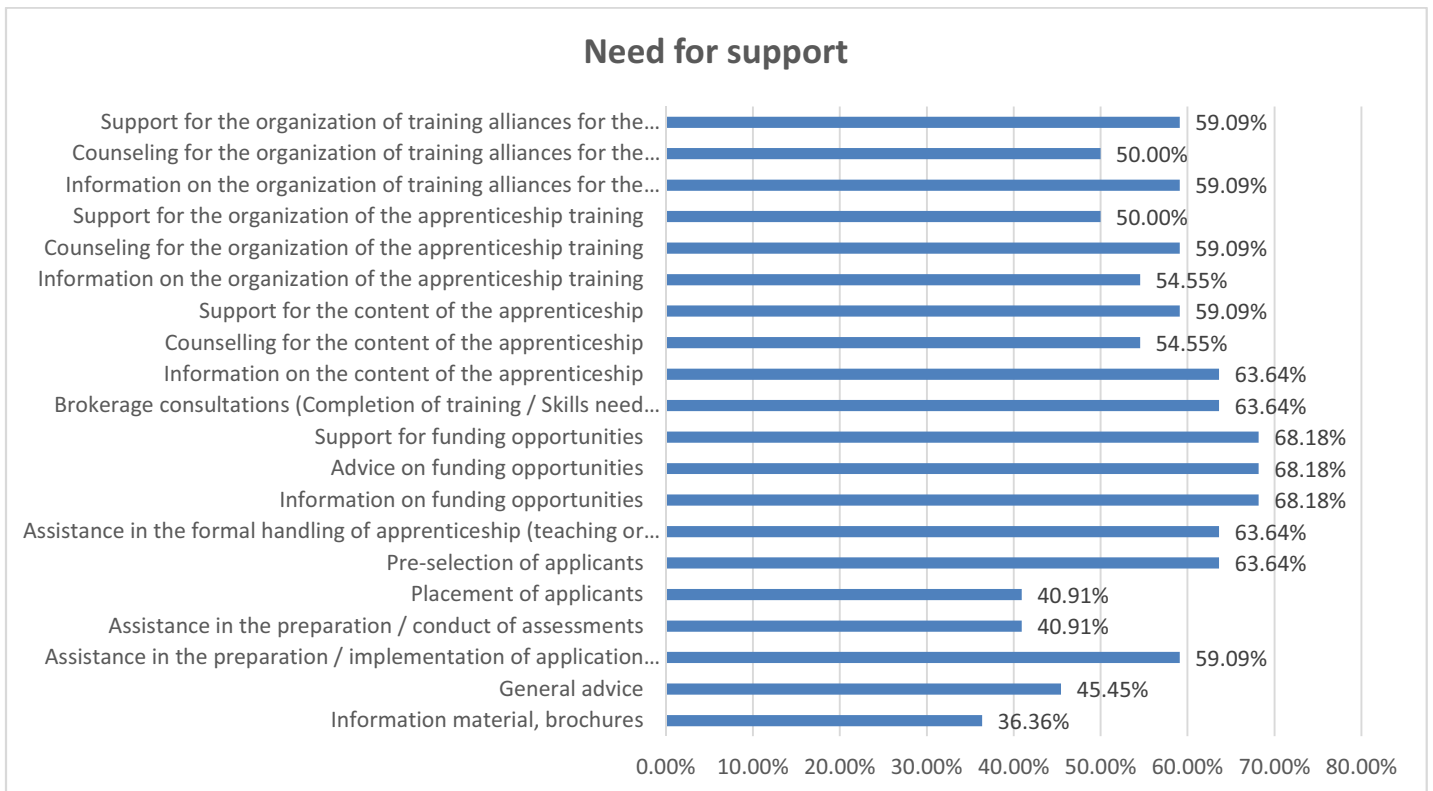
For the problems / challenges mentioned above, only one of the five companies received rather useful support in order to overcome them.

This support mainly came from education and training organisations (e.g. Colleges, school, etc.) and Apprenticeship Training Agencies and included:

- ✓ General advice on the overall recruitment procedure
- ✓ Assistance in the preparation / conduct of assessments
- ✓ Information on the content of the apprenticeship
- ✓ Counselling for the content of the apprenticeship
- ✓ Support for the content of the apprenticeship



## 4.7. Need for support



The chart above presents the main needs for support to companies regarding apprenticeship, showing the statements that the participants have ranked as “especially important” and/or “very important”.

According to this rationale, the main needs for support are:

- Support, information and advice for funding opportunities
- Assistance in the formal handling of apprenticeship (teaching or internship contract, insurance notifications, remuneration)
- Pre-selection of applicants
- Information on the content of the apprenticeship
- Brokerage consultations (Completion of training / Skills need analysis)
- Assistance in the preparation / implementation of application processes



- Support and information for the organization of training alliances for the apprenticeship

Last, but not least, the main sources providing this kind of support could be:

- Representatives of interests (e.g. chambers, guilds, associations of entrepreneurs, etc.)
- Apprenticeship training agencies
- Education and training organisations (e.g. Colleges, school, etc.)
- Local authorities
- Internet

## 5. Conclusion

### 5.1. In general

In Greece, there is a specific legal framework regulating and framing the implementation of apprenticeships programs and projects. We can separate the apprenticeships in Greece into three main categories:

- a) Apprenticeships for university students (2-6 months)
- b) Apprenticeships for technological institutes' students (6 months)
- c) Apprenticeships for Training Institutes' and technical schools' students, supervised by the Manpower Organization of Greece (OAED)

All professions and branches are available for someone who is looking to have his/her practice, so the trainees need to search the best company for them, as well as the companies for the perfect trainees.



The specific curricula for the implementation of different apprenticeship programs are designed according to the field of studies / expertise and, therefore, the needs of the trainees.

Regarding the remuneration of trainees within apprenticeship programs, the salary equals to 80% of the official national salary of an unskilled worker, according to the National General Collective Labour Agreement. In government agencies, public entities, etc., a different remuneration system applies.

The main key stakeholders for apprenticeship in Greece are:

- Manpower Employment Organization of Greece
- Universities and educational institutions
- Public and private VET institutions
- Social partner institutions

## 5.2. For the aims and objectives of the project

A very useful information gained through the survey is regarding the main problems / challenges that companies face during the apprenticeship procedure. The main problems are:

- The basic school competences of the applicants were / are insufficient
- The practical understanding or basic practical skills of the applicants were / are insufficient
- There were / are no/ too few applicants
- The personal / social competences of the applicants were / are insufficient
- The lack of knowledge on how to choose the right applicants



- The lack of resources and time-consuming dimension of apprenticeship schemes
- The lack of knowledge on how to share the application process and approach the applicants

In order for companies to be able to deal with and overcome these problems / challenges, the following needs for support are formed:

- Support, information and advice for funding opportunities
- Assistance in the formal handling of apprenticeship (teaching or internship contract, insurance notifications, remuneration)
- Pre-selection of applicants
- Information on the content of the apprenticeship
- Brokerage consultations (Completion of training / Skills need analysis)
- Assistance in the preparation / implementation of application processes
- Support and information for the organization of training alliances for the apprenticeship

