

**Paint Tutors Up: Reinforcing the role of Small and Medium
Painting Company Tutors in Work Based Learning**



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MAPPING THE TUTOR FUNCTION IN PAINTING SMEs

Transnational Strategic Partnership Project

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REINFORCING THE ROLE OF SMALL AND MEDIUM PAINTING COMPANY TUTORS IN WORK BASED LEARNING

The project *Paint Up* aims to reinforce the tutor's role in work-based learning, namely in the apprenticeship systems with the involvement of the sector stakeholders and a strong engagement from the companies.

The objective is to bring out, through a mapping of the tutor's role in different VET contexts, the common elements that could make a contribution to a painting, decorating and finishing sector approach, motivating VET providers, schools, companies and teachers, trainers and tutors to improve their skills, namely transversal skills, through a unit learning outcome qualification specifically addressed to the tutors. The tutor plays a crucial role in improving the employability of the trainees and apprentices. The quality of the tutor's training can increase the attractiveness of the sector for the young people boosting skills and employability.

The 7-members partnership is balanced between partners with a strong experience in European projects and new-coming partners. Gathering different traditions on the tutor's role, *Paint Tutors Up* aims to bring together different perspectives and to establish a framework for tutors to support the painter companies in UNIEP's and other countries.

The seven partners come from six countries: Luxembourg, France, UK, Belgium, Slovakia and Portugal:

- One European association representing 60.000 Painting companies in 14 countries (Luxembourg);
- Four territorial organisms of professional training (France, UK, Belgium and Slovakia);
- One association managing a platform dedicated to the Painting sector (Belgium);
- One company bringing together a network of international and national experts in vocational education and training (Portugal).

Through a mapping of the tutor's function in painting SMEs, *Paint Tutors Up*'s activities will result in the following outcomes:

- Tutor's practical activities guide,
- Learning tool for company's tutors in Learning Outcomes, and
- Designing of an on-line course tailored to tutors.

In each country, *Paint Up* and its results will:

- Create or reinforce the cooperation among Painting/Decorating sector's stakeholders (professional associations, VET institutes, tutors and contractors),
- Support the Building painting sector's tutors in their tasks,
- Strengthen the transversal skills required by SMEs in the sector,
- Help in recognizing the units of learning outcomes of the new qualification: painting tutor,
- Improve training provision adapted to labour market needs.

An on-line course for tutors will be available on the project website and each partner will assure an adequate and updated training.

TABLE OF CONTENTS

INTRODUCTION: METHODOLOGY OF INVESTIGATION	5
PART ONE: GENERAL APPROACH OF TUTORSHIP IN THE PAINTING COMPANIES IN THE PARTNER COUNTRIES	8
• LEGISLATIVE AND REGULATORY BACKGROUND TO TUTORSHIP	8
• TUTORSHIP PRACTICES IN PAINTING AND DECORATION COMPANIES	13
• COLLABORATION BETWEEN COMPANY TUTORS AND TRAINING CENTRES FOR AN EFFICIENT TRAINING	15
• ARRANGEMENTS TO SUPPORT COMPANY TUTORS	18
• MAIN LESSONS LEARNED	20
PART TWO: ACCOMPANIMENT AND MONITORING EXPECTED BY EXPERTS AND COMPANY MANAGERS	23
• PERCEPTION OF THE TUTORSHIP BY EXPERTS AND COMPANY MANAGERS	23
• QUALITIES AND SKILLS REQUIRED FROM TUTORS IN SMALL AND MEDIUM SIZE PAINTING COMPANIES	24
• RESOURCES AND SUPPORT NEEDED	27
• MAIN LESSONS LEARNED	29
PART THREE: ACCOMPANIMENT AND MONITORING EXPECTED BY TUTORS	32
• TUTORSHIP FROM THE TUTORS PERSPECTIVE	32
• CONDITIONS TO ACCOMPLISH THE ASSIGNMENT AS A TUTOR WITH EFFICIENCY	35
• COOPERATION WITH TRAINING CENTRES	37
• MAIN LESSONS LEARNED	39
CONCLUSION: SUGGESTIONS FOR ACTIVITIES AND TOOLS TO SUPPORT TUTORS IN SMALL AND MEDIUM SIZE PAINTING COMPANIES	42
ANNEXES	46
• A1. DEFINITION OF THE METHODOLOGY AND QUESTIONNAIRES	46
• A2. PERSONS WHO TOOK PART IN THE SURVEY	48

INTRODUCTION

METHODOLOGY OF INVESTIGATION

The partners of the *Paint Up* project decided to look more closely at **the real situation of tutors in the painting sector in the partner countries**. The main methods of investigation were questionnaires and interviews. Each partner (IFAPME, CCA-BTP, SIOV and Doncaster College) identified representative interlocutors: company managers, institutional bodies and tutors. As a result, according to the contractual framework, the number of interviews was the same in each partner country. The precautions were taken to give as faithful as possible an overview of the current situation.

To understand each national context, the partners concerned provided a brief description of the tutorship in the painting sector in their countries from the legal point of view:

- The legislative and regulatory background to tutorship.
- Tutorship practices in the painting and decoration companies.
- Contacts between tutors and training centres within the framework of learning exploiting work situations.
- Monitoring of the quality of learning processes shared between companies and training centres.
- Arrangements set in place to support tutors.

Thanks to this initial phase of investigation, carried out between November 2017 and March 2018, the partners identified the scope and specific meaning of the tutorial activities and the countries concerned. This preliminary survey (see Part One for its results) was necessary to understand the context and to switch to the operational goals of Phase 1:

- Analysis of different components of the tutor activities within different types of painting companies in the four following countries: Belgium, France, Slovakia and the United Kingdom.
- Identification of the skills (especially transversal or soft skills) necessary to exercise the role of tutors in the companies concerned, in line with company needs and matching different profiles of learners.
- Recommendations in terms of training contents and other forms of accompaniment intended to the tutors in the painting sector in the countries concerned.

These three components constitute **a mapping of the tutor function in Belgium, France, Slovakia and the United Kingdom**, with a clear identification of what is common and of what is specific to each country.

Each national partner identified the interlocutors to be interviewed following several common guidelines established in advance:

- 10 individual interviews in companies per country,
- 3 expert groups interviews per country,
- 3 individual interviews with potential beneficiaries per country.

In total, 64 interviews were initially foreseen.

In practice, this general prescription was adjusted to each national situation. It appeared quickly that the profiles of the persons to be interviewed could not be exactly the same from one country to another given that:

- In Slovakia vocational training in company is relatively few developed and, therefore, formal tutorship in company is rare (especially in SMEs). That is why the Slovak partners focussed on Expert groups with a significant participation of institutional stakeholders (public administration and social partners).
- In the United Kingdom, the tutor works within the training centre and manages the full apprenticeship framework, including periods in company. Therefore, interviews (individual) were carried out with both categories: company representatives and tutors. It happens that the same person fulfils these two functions simultaneously.
- In Belgium, individual interviews with heterogenous interlocutors were carried out: training centre trainers being in contacts with companies, institutional experts, entrepreneurs and advisors in professional orientation.
- In France, the approach was to entrust training centre tutors with interviews to achieve with company tutors (*“maîtres d’apprentissage”*). Therefore, the French partner took this opportunity to strengthen educational partnership with companies. Moreover, transnational questionnaires (see Annex 1) were enriched with a specific French part enabling trainers to collect additional information on the quality of the trainings shared with companies.

Grid 1: Interviews carried out between January and March 2018.

Partner Organisation	Country	Expert Group Interviews	Individual Interviews	Number of Persons interviewed
CCCA-BTP	France	-	14	14
IFAPME	Belgium	-	14	14
SIOV	Slovakia	3	-	16
Doncaster College	United Kingdom	-	11	11
Total Interviews achieved (64)		3	39	55

The partners consider that the sample chosen was sufficient to obtain representative results, to collect various opinions and to propose initial scenarios for future training, accompanying and monitoring intended to company tutors.

The interviews were carried out with interlocutors who represented companies of various size, to detect differences in the tutorship both at the level of the observed reality and in terms of the desired evolution of this function.

This investigation was conceived to bring together as many factors as possible to enable the partners (at a later stage):

- To clarify the necessary developments in the role of tutor in small and medium-size painting companies in the countries concerned.
- To specify some guidelines for the means of support of tutors, including various steps to be taken and defining exactly who should be taking them.
- To formulate practical and directly operational guidelines for the tutors in the painting and decoration sector.

The survey, achieved between January and March 2018, constitutes a significant contribution to the formulation of the recommendations for the strategy to promote, optimise and develop the role of painting tutors in partner countries and beyond.

PART ONE

GENERAL APPROACH OF TUTORSHIP IN THE PAINTING COMPANIES IN THE PARTNER COUNTRIES

1.1. LEGISLATIVE AND REGULATORY BACKGROUND TO TUTORSHIP

National legislations in the partner countries 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. Social partners take part in negotiations leading to the drafting of the legislative texts, even though the extent of their influence varies from one country to another. Nonetheless, in all places they are involved in the debates on vocational training in the painting and decoration sector, on the recognition of this form of training and on the conditions for the implementation of tutorship.

The traditions and practices surrounding negotiations also vary and the practical implementation of the legislative framework is not the same everywhere. Belgium and France have a very specific and detailed legislation on initial vocational training shared with companies (apprenticeship), whereas the United Kingdom opted for a more liberal system that focuses rather on the quality of learning outcomes than on the organisation of systems. In Slovakia, traditional system of vocational training organised directly by companies was called into question at the beginning of the transformation period and not yet really replaced.

Grid 2: Legislative background for Learning Guidance in Company		
Country	Legislative references	Main arrangements concerning Tutorship (considered as a Learning Guidance in Company)
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 organisations.	This Decree specifies the conditions required to be a tutor in industry, who is here given the title “ <i>moniteur</i> ”.
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 company tutors (“ <i>maîtres d’apprentissage</i> ”), 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.
Slovakia	The current legislation and the valid Trade Law do not foresee a specific regulation intended to the organisation of tutorship in small and medium-sized companies of any kind, including painting and decoration sector. New legal regulations are scheduled for the forthcoming period.	Overall, there is a feeling that there is a need for better legal and formal structuring of the tutorial function in company. New regulations are expected to provide both: training organisations and companies with specifications on the nature of tutorship (professional scope to be identified and described) and on the conditions governing this work (in terms of its formal recognition as a component of vocational education).
United Kingdom	The Specification of Apprenticeship Standards for England (SASE) , published each year by the Department of Education , sets out minimum academic requirements for frameworks, written primarily for organisations designing frameworks. The SASE is a statutory requirement of the Apprenticeships, Skills, Children and Learning Act 2009 . Another legal basis describing apprenticeship and guided learning is the Welfare Reform and Work Act 2016 .	When dealing with apprenticeship, the UK legislation talks about “ <i>Guided learning</i> ” delivered partially “ <i>On-the-Job</i> ” and partially “ <i>Off-the-Job</i> ”. It is designed to achieve clear and specific outcomes which contribute directly to the successful apprenticeship”. The term of “tutor” is not tackled within this regulation.

This preliminary analysis demonstrates that the terms of “tutor” and “tutorship” are ambivalent and have different meanings from one partner country to another. In Belgium, France and in Slovakia, tutors is hired by companies. In the majority of cases, especially in small and medium-sized companies, be tutor is an additional function to the production activities. In the United Kingdom, as shown below, the formal “tutor” is hired by college and can also teach or coach apprentices in company. This general scheme is largely predominant in the painting and decoration sector in the partner countries. Both approaches (“continental” and “British”) are compatible given that the target group is the same: apprentices and other public benefiting from training in company. The purpose of the project is therefore well preserved and respected: how to accompany staff coaching learners and supervising learning processes in company.

Nevertheless, the way in which the accompaniment will be organised and provided should be adjusted to specific national contexts, all the more that the legislative texts and the decisions taken by policy makers or social partners do not constitute, as it is demonstrated in practice, a guarantee of the proper functioning of the systems. Therefore, the lack of an exhaustive legal framework, like in Slovakia, does not prevent small and medium sized painting companies from having more or less informal tutors within their staff, even if their role and ability to carry out in-company are not formally defined. However, the surveys carried out show that also in the other partner countries the tutorship cannot be analysed solely with a prism of formal frameworks, because it is mainly the companies where it is established and the people who practice this function that give it the first meaning. Nevertheless, formal frameworks help to put tutorship in place.

Grid 3: Review of Meaning and Scope of the term “Tutor” in the Partner Countries

Country	Formal Definition	Current Interpretation
Belgium (Walloon Region)	<p>The “Framework Cooperation Agreement” of 24 October 2008 on training shared with companies (art. 2) specifies that the company designs a tutor. His/her mission is to ensure a good running of the learner's training in company, according to the training plan and required skills, knowledge and competence. The tutor must meet at least one of the following conditions:</p> <p>(a) Have at least five years of professional experience, proven by any legal means, in the craft concerned;</p> <p>(b) Hold a diploma or certificate in tutorship, issued by an educational or training institution duly accredited;</p> <p>(c) Hold a certificate of formal validation of competences as a tutor issued by an accredited competence validation centre.</p> <p>It must justify irreproachable conduct, by providing proof of an extract II of Belgian criminal record.</p> <p>Minimum age of the tutor is 25 and if he owns a master crafts person training certificate, minimum age is 23.</p>	<p>The interpretation of the legal regulation on tutorship was published within the OFFA (<i>Office francophone de la formation en alternance</i>) Vademecum, available in French on http://www.offa-oip.be/vademecum/. Tutorship is described exhaustively within the thematic sheet No.14.</p> <p>The company declares on its honour, that the designated tutor meets one of the three formal conditions and is of irreproachable conduct and behaviour. The company also declares on its honour that it has checked the documents attesting of the tutor's capacity to be designated by the company, as specified in the application for the agreement as a “training company”.</p> <p>In practice, there are two different profiles of company tutors:</p> <ul style="list-style-type: none"> • The entrepreneur or, when the enterprise is a legal entity, the person in charge of the effective management of the enterprise and mandated to represent it. • A member of the staff designated by the person mentioned above and acting under his authority.
France	<p>The function of tutor (“<i>maitre d'apprentissage</i>”) is defined by article L6223-5 of the French Labour Code (2018): (s)he contributes to the acquisition (by apprentices) of qualifications corresponding to the qualification sought and the title or diploma prepared, in a structured collaboration with Apprentice Training Centre.</p> <p>Parallel to this, the Law No. 93-1313 of 20 December 1993 requires a declaration to be made by the company with a view to train an apprentice. The declaration must bear the names and qualifications of the tutor.</p> <p>One of the following two conditions must be fulfilled to become a company tutor:</p> <ul style="list-style-type: none"> • Have 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; • Have at least 5 years of professional experience related to the qualification to which the apprentice is prepared. 	<p>In the construction sector, an agreement was signed by the social partners on 13 July 2004 relating to training, certification, charter and payment arrangements for tutors. 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 (s)he receives in the company, that is, the role of the company tutor in the training of apprentices on the site is crucial”.</p> <p>French law stipulates that one company tutor can supervise a maximum of two apprentices. It is also possible to share the tutorial function between several employees.</p>

Grid 3: Review of Meaning and Scope of the term “Tutor” in the Partner Countries (cont.)		
Slovakia	A formal description of the tutor is not clearly given within the Slovakian legal framework.	Before the transformation of the political system, there were large construction companies (usually over 500 employees), providing also painting services. These companies were used to hire apprentices (considered as “young workers”) and to ensure their training (general and technical). This system does not exist anymore and the tutorship is functioning today in a rather informal way.
United Kingdom	<p>The term of tutor is related to the education in British secondary schools (colleges). Tutors are given the responsibilities of a form or class of students. They usually work in year teams headed by a year leader, year head, or guidance teacher.</p> <p>In the UK, companies teach their students on the job with the help of the supervisors who are parts of their staff. But they do not directly ensure that the students have the correct standard and get their certificates. This role belongs to the tutors hired by colleges.</p>	<p>Typically, a tutor provides academic assistance to one or more students on certain subject areas. Some forms of tutoring include after-school tutoring, home-based tutoring, online tutoring, private tutoring as well as on-the-job tutoring.</p> <p>Within the UK, the background to the tutorship is that the role of the tutor is paramount in the development of the student and in a way, takes centre stage in the management of such qualifications.</p> <p>Tutors are employed by the colleges and manage the apprenticeship and the apprentice.</p> <p>They also go out to see the apprentice in his/her real life work setting and assess competence within the trade.</p>

The grid above demonstrates significant differences from one partner country to another. In Belgium, and Slovakia the term of company tutor exist and designs persons in charge of educational processes aiming at increasing skills, knowledge and competence of workers in general, not only apprentices. In France, the term of “*maître d’apprentissage*” or “tutor” is mostly (but not exclusively) related to apprentices (specific category of young workers). Companies, and therefore company tutors in Belgium and in France have a clear legal obligation to organise their in-company training in collaboration with training centres. Similar situation is observed in the United Kingdom where supervisors (employed by companies) and tutors (employed by colleges) have also to collaborate to lead students to the diploma. The situation is less clear in Slovakia, where missions, activities and tasks entrusted to company tutors are not legally formalized.

Belgium and France have systems of financial encouragement to foster in-company trainings, and especially apprenticeship. In Belgium the system is based on the payment of bonus or allowances (750 € per apprentice in 2018) under certain conditions. In France, the system of reduction of the charges calculated on the wages of the apprentices was chosen. In these countries, specific financial arrangements exist to foster the training for company tutors, including within the framework of branch agreements. In France, the cost of this training can be covered, within certain limits, by mandatory corporate contributions to vocational training.

In Slovakia, a professional corporation (Guild of Painters), sometimes in collaboration with the Institute of Education and vocational schools active in the construction crafts, organise technical and

technological trainings in which tutors can participate. Nevertheless, this process has been slowed down by the fact that currently few younger people are interested by the perspective of becoming painter.

In the United Kingdom, where a tutor is a college teacher and this term is not used for company supervisors of in-company training, the first concern is not how the tutorship is built up, but how it contributes to the respect of national educational standards and how it facilitates the access to the diplomas. As in Belgium and in France, the qualifications are identified in the United-Kingdom with the National Qualification Framework that also determines the level of the NVQ (National Vocational Qualification). Still more than in the other partner countries, qualification is taken in centre, instead of the system that leads to it (the system, including tutorship in college or in company, is considered as a support and not as an autonomous objective). For this reason, good knowledge of evaluation criteria and methods is considered as essential within the British system of the continuing education of tutors. They must also be able to evaluate appropriate knowledge, skills and competences by having a real life observation in company or at worksite, where concrete evidence of the competences acquired can be assessed.

1.2.TUTORSHIP PRACTICES IN PAINTING AND DECORATION COMPANIES

The tutorship practices observed in the partner countries are influenced by both: existing legislative systems and informal practices not always codified. In Belgium and France countries, the existence of abundant and precise legislation does not automatically guarantee the quality of tutorship, while in other countries (like in the United Kingdom) a rather sketchy legislation related to learning processes in companies is largely compensated by specific and detailed standards in the field of qualification requirements, even if the legislation determinates the number of Guided Learning Hours (GLH) for On-the-Job Training and for Off-the-Job Training (per level). In Slovakia, the lack of legislative framework does not preclude the existence of valid tutorial practices and experiences in painting and decoration companies.

Questionnaire Synthesis	
Grid 4: How is the tutorial function integrated into all professional activities?	
Belgium	<p>Even though the term <i>maître d'apprentissage</i> (apprenticeship master) is known in Belgium, it is confused with the term <i>tuteur</i> in small companies in which the owner of the company is also the person with effective responsibility for the apprentice. The term <i>responsable de la formation</i> (person responsible for training) is also used.</p> <p>To fulfil 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, <i>a fortiori</i>, at regional or national level.</p> <p>Specific tutorship training courses are not compulsory. However, there is genuine support for tutors through meetings within the company. Moreover, this is an obligation for schools and training centres.</p> <p>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.</p>

	<p>The function of tutor is not really integrated into the other professional activities. It is often an activity perceived as supplementary for the worker without any reorganization of the company.</p> <p>The tutor function should be transversal and spread throughout the company as soon as a learner is concerned. Likewise, the transmission of knowledge between old and young people implies a tutoring relationship.</p> <p>The time spent to accompany a trainee is often considered as a "time sacrificed" instead of being considered as a "time invested in human resources".</p>
France	<p>No specific status in company: Day-to-day adaptation to various work situations.</p> <p>According to the agreements of the French social partners, the apprentice master is directly responsible for the training of the apprentice:</p> <ul style="list-style-type: none"> • Welcoming the apprentice in the company, • Introducing the staff and activities of the company to the apprentice, • Informing the apprentice of all the rules and practices internal to the company, • Accompanying the apprentice in the discovery of the professional environment, • Organizing and planning the apprentice's workstation, • Allowing the apprentice to acquire the professional knowledge necessary for the exercise of the job, • Inquiring about the apprentice's training path at the apprentice training centre (CFA) and the results obtained, • Welcoming the trainer of the CFA responsible for the follow-up of the apprentice in company, • Assessing the acquisition of the professional skills by the apprentice. <p>He must therefore, throughout the duration of the apprenticeship contract, allow his apprentice to develop his own professional abilities and follow his professional and academic development. He is the interlocutor of the training centre where the apprentice is also trained.</p> <p>Depending on the progression of the learner, the tutor intervenes to start a task, to correct the work on specific tasks and to check the quality of the realization.</p> <p>Periodic verbal points are made between the tutor and the head of the company, the most often in an informal way. If there are problems, meetings can be arranged with the apprentice, his/her family and the entrepreneur. In some specific cases, trainers from training centre can participate.</p>
Slovakia	<p>Painters work mostly as self-employed or are engaged as workers in small companies (5 employees or less). They work either independently or accept to be subcontractors of other companies (generally bigger). Therefore, tutorship in these companies is not structured and no formal standards on how to train apprentices (as a part of dual system or other educational schemes) exist. Therefore, tutorship is informal and depends on individual capacities and will to train in work situations.</p> <p>The major association in the painting sector in Slovakia is the Guild of Painters, which provides support to its members, including company tutors. It provides technical trainings that can help tutors to update their technical knowledge. But no specific other recommendation is given to small company tutors on how to train in practice. Only big companies (extremely rare in the painting and decoration sector) can have staff specialized in in-job training.</p> <p>The tutors are integrated in multiple work activities and tasks. Therefore, they are never only tutors, but above all qualified workers.</p> <p>Few companies have learners. Only in large companies you can meet tutors and learners.</p>
United Kingdom	<p>Term of "tutor" is used only to define trainers in colleges, whereas this term is not used in companies to define employees in charge of the On-the-Job training. Tutors are hired by colleges and can be simultaneously in charge of the On-the-Job training. But the role of the tutor within the painting and decoration company is not as important to the company as they would like to be when it comes to delivery of qualifications on site.</p> <p>Primarily, the tutor's main role is to deliver qualifications and ensure that the student is on track in achieving their National Vocational Qualification (NVQ) to which both On-the-Job and Off-the-Job trainings contribute. This can involve review sessions on site, along with a supervisor who can be there to support the student. The tutors' role is not only delivering qualifications in centre but to deliver training onsite within the students' natural</p>

	<p>working environment.</p> <p>More respect and more formal recognition of the tutorial function in company is required.</p> <p>More positive perception by the learners is required.</p> <p>The tutor should be perceived as part of the company management.</p> <p>The company tutor should be perceived in the same manner as a college or training centre tutor (being considered as trainer or teacher).</p>
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In small painting and decoration companies, two possibilities were identified: 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, in the projects partner countries, being company tutor it is more a role than a status.

The motivation of tutors is generally good in the sector concerned, and even excellent when the tutor has a real interest in this role. On the other hand, tutors who are appointed without their agreement cannot be really motivated. Moreover, motivation is proportional to the degree of recognition (formal and informal) of their function. Even though the role of company tutors is increasingly being recognised, the quality of tutorship depends above all on the personal motivation of the person who is responsible for giving apprentices vocational support. In certain partner countries (especially in Belgium and in France), some social partners are trying to obtain a better recognition of tutors by promoting the status of tutor and by financing instruments to support it.

1.3. COLLABORATION BETWEEN COMPANY TUTORS AND TRAINING CENTRES FOR AN EFFICIENT TRAINING

The nature and the intensity of contacts between companies and training centres that provide sandwich courses vary from one partner country to another. 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 specific number of “visits” to companies that train apprentices. In both countries, 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 company tutors is considered as crucial for any successful apprenticeship. In France, analyses carried out by the CCCA-BTP revealed that when tutoring or coaching is unsatisfactory, it may result in breaches of the apprenticeship contract.

The French training centres employ, in a large majority of cases, full-time trainers, instead of Belgium, where few full-time trainers in technical domains (including painting and decoration) are relatively few. They are therefore already by definition employed also by companies and are familiar with both places of training. Consequently, in Belgium 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 like in France, because they seldom see apprentices in on-the-job situations in companies. This risk of distancing between the company and the training centre also exists in Slovakia (where there is no obligation for trainers or vocational teachers to go to companies to observe apprentices and to have discussions with company tutors if they exist).

The situation is still different in the United-Kingdom, where the tutors, employed by colleges, make a permanent link between colleges (considered as Off-the-Job Training places) and companies (considered as On-the-Job Training places) and are directly responsible for the quality of the whole vocational training provided.

All the project partners conclude, through the surveys carried out, that contacts between companies and training centres or vocational schools/colleges 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. The development and increased quality of these contacts could be part of a wider process of support to be foreseen for company tutors.

Questionnaire Synthesis Grid 5: How do the tutors collaborate with vocational training centres? How do they can collaborate with vocational training centres in the future?	
Belgium	<p>The relationship among the company tutor, the apprentice and the training centre is essential for the smooth learning process: company and training centre share educational responsibilities.</p> <p>More and more collaboration between two venues of training is required to guarantee an adequate accompaniment (not only professional, but also social) of learners (apprentices).</p> <p>Collaboration and articulation of the different actors of the training process are necessary and unavoidable in the case of shared training. This collaboration exists in our system via training of company tutors and via company follow-up, but these contacts should be more intense and more frequent.</p> <p>In order to be able to assess the results achieved in relation to fixed apprenticeship objectives, company tutors have a certain number of specially adapted tools. For example, in the Belgian IFAPME network:</p> <ul style="list-style-type: none"> • 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 apprentice, company tutor and trainer. <p>Within such a system, the IFAPME (supervising structure being in charge, among others, of the quality of apprenticeship) employs agents who are the link between the trainee and the company. Besides, there also is a training centre agent who constitutes a link between the trainee and the training centre. Both: IFAPME agent and training centre agent collaborate closely. Moreover, IFAPME agents take care of supervising contractual aspects and of controlling learning progresses made within the company. Several times a year, they visit the trainee in the company to evaluate the achievement of the training plan and the quality of the tutorship. He also advises company tutors and help them with their educational tasks. Therefore, these visits are also considered as monitoring acts.</p> <p>Hence, at the beginning of the contract, the IFAPME agent explains the tasks and duties to both parts, especially about the tutor's role and the progression of the apprentice throughout his/her learning in company. This agent defines the tasks the learner must learn, fulfil and definitely master during the whole learning pathway, with necessary assistance provided by the tutor. The document is the set of tasks to be performed by the learner, in accordance with the training standard. This standard is used to plan and to control the practical training in company by the IFAPME agent.</p>
France	<p>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, including painting and decoration.</p> <p>Therefore, training centres assume the role of counsellor and operational support to company tutors.</p> <p>They act through the following means:</p> <ul style="list-style-type: none"> • Interviews with apprentices two months following the signing of the apprenticeship

	<p>contract to make an initial evaluation of the training path in company and in training centre and, where necessary, to adjust it. Employer, company tutor, apprentice (along with his/her legal representatives if he/she is under legal age) and trainer from the training centre take part in this interview.</p> <ul style="list-style-type: none"> • The apprenticeship booklet (record of events and pedagogical progression; support to control and be aware what is done in training centre and in company) is considered as a regulatory document for liaison between the apprentice, the company and the training centre. This booklet is compulsory, but it is exploited unequally from one case to another. • Visits to companies made by trainers from training centres must be at least two for each training path. The objectives of these visits are: non formal evaluation of the progress made by the apprentice and identification of his/her specific needs, adaptation of the training through the development of interaction between company and training centre and development of educational practices geared towards the construction of skills connected with real on-the-job situations. <p>The continuing control of the learner's progression, conducted jointly by his training centre and the company, also taken into account in the final evaluation, leads in fact to a strengthening of the link between the two places of training. Quality control of apprenticeship in France is provided by regional Labour, Employment and Training Agencies (DRTEFPs). But this system provides only little advice that company tutors generally need.</p>
Slovakia	<p>In Slovakia, the dual system of vocational education and training is being redeveloped, which creates direct contacts between employers and vocational secondary schools (training centres). Painting and decoration companies participating in the dual system of vocational education must respect the general rule that demands 60% of hours of training in company and 40% in training centre (basic level of professional qualification).</p> <p>But this system has currently been working only with large companies from other professional sectors and small painting and decoration companies are practically still not involved in it. To date, education process in the painting and decoration sector is provided practically in totality by a full time primary vocational education depending on national training standards that do not foresee any sharing with companies.</p> <p>Therefore, practical training for future painters is provided in school workshops and only seldom in company within the scope of a specific agreement between the school and the company concerned. In parallel to this, some schools recruit for their workshops the “masters of professional training” coming from companies (with subcontracting contracts).</p> <p>Quality of educational processes is secured by legislative rules specifying a normalised compulsory equipment and training standards. The respect of the norms is controlled externally through the school inspection (depending on Ministry of Education).</p> <p>The tutors use to collaborate with schools in certain cases, but it is not a common case. Larger companies practice more frequently in-company learning. Some company tutors collaborate with the Slovak Guild of Painters.</p>
United Kingdom	<p>Within the United Kingdom, the tutor works within the training centre and manages the full apprenticeship framework, including training in company. It is the role of tutors to ensure that learning is taking place both in centre and onsite in real working life situations.</p> <p>Quality is something that is paramount and it is therefore the tutors' responsibility to ensure that registrations have taken place. The quality process takes place within a 6 week period and at a set time throughout the academic year. An internal verifier ensures that all assessments are current and valid and that mapping of students work is carried out correctly, whilst ensuring that competence has been shown and achieved.</p> <p>The feedback from company tutors is essential to run the training centre. More time should be spent in college teaching learners (more balanced sharing of the learning process between company and training centre).</p> <p>The tutors should teach a proportion on a generic basis but also consider the company need and its type of work. Besides, they should attend awarding body seminars.</p>

	It is not always practical to teach to the needs of one company but sometimes a generic approach is not right either. Therefore, colleges need to spend more time in the working environments to tailor the courses better, as some of the things the learners cover in college are just not needed, when the time could be better spent on skills which would be more beneficial to the student.
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Persons interviewed in the partner countries highlight an insufficient collaboration with training centres: to guarantee a complementarity in a more efficient manner, this collaboration must become more intense. Almost all the companies are potentially open to the collaboration with training centres, but the situation varies from one country to another: in Belgium and in France the collaboration is formally defined, in Slovakia the cooperation between companies and schools exists, but it is rather informal, whereas in the United Kingdom the initiative of the collaboration belongs to the colleges.

The reality is that the company tutors come to the training centres rather rarely and it is necessary to reinforce both formal and informal contacts between them to be able to deliver a unique and complementary vocational training path. In fact, institutional stakeholders insist on the necessity of reinforcing cooperation to harmonize the content between theoretical and practical education. To do so, company tutors should be present when the training centre/college tutors/trainers come to the company to observe the learners in their work situations. Besides, training centres and colleges must know better the activity in the company to be in shape to complete the training. For example, they should use common communication tools to know the progress of learners in both venues where acquire their professional qualification: college/vocational school/ training centre and company. Besides, both should participate in common evaluation (formal and non-formal) of learning outcomes.

1.4.ARRANGEMENTS TO SUPPORT COMPANY TUTORS

Belgium, France and the United Kingdom set in place more formalised measures to support tutors acting in companies. The most frequent of them are arrangements for training and to the production of guides for tutorship. In Slovakia, arrangements of this kind are relatively limited.

Questionnaire Synthesis Grid 6: What kind of support do the companies already give to their tutors?	
Belgium	<p>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 apprentices and to provide company tutors with advice and help. In order to be able to assess the results achieved by their apprentices, companies receive a number of assessment tools made by IFAPME. In addition, training reference standards have been set to define the place of acquisition of the skills and in this way to help companies in their role as venues of training. The <i>cartes de liaison</i> (booklets) used for contacts between training centres and companies are also designed to provide a means of mutual information and controlling of the apprenticeship process.</p> <p>Some training centres propose trainings intended to company tutors to make them aware of their role in the apprenticeship process and to give them some necessary pedagogical tools. Moreover, Belgian company tutors are supported by a specific training that is transversal and in principle not sectoral, even if the IFAPME also provides some sectorial sessions to take more into account specific topics and needs. But this is not a specific technical training. It is composed of two different modules:</p> <ul style="list-style-type: none"> • Basis module: duration of 8 hours (2 evenings or 1 day).

	<ul style="list-style-type: none"> • Additional module: duration of 16 hours for participants wishing to go further. After the training, a certificate is delivered. <p>Training intended to tutors allow the company to benefit from a financial bonus.</p>
France	<p>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 (CFA) which are part of the CCCA-BTP network provides opportunities for meetings between trainers working in training centres and company tutors. There are precise assistance packages, such as procedures to assess young workers in company, documents for liaison between the company and the training centre (<i> carnets de liaison </i>) that facilitate the adjustment of training programmes or regular visits to companies. They provide company tutors with the approach to adopt with apprentices. Other tools (educational kits, packages that include various documents that are useful to tutors) have been produced by French professional organisations, including CCCA-BTP.</p> <p>Concerning trainings intended to company tutors, certain training centres have set in place specific courses. The duration of this training varies between one half-day and several days. The CCCA-BTP has worked on the content of these training courses, and the CFA adjust them to their context. Company tutors can be paid for the time they spend in training. Similar initiatives have also been introduced by vocational secondary schools that organise apprenticeship.</p> <p>Parallel to this, GRETA networks (training centres depending on the French Ministry of National Education) and certain private establishments also organise continuing training actions for tutors, either from a catalogue (actions lasting 2-4 days) or by specific request. Another French network acting in the construction sector, called <i> Compagnons du Tour de France </i> also organize training actions.</p> <p>As for the financing of tutorship-related training actions, their pedagogical and wage costs can be financed in the same way as other continuing training actions in France. Companies must pay a compulsory contribution for continuing training first and then they can mutualise their contributions by going through approved sectoral collecting bodies (called OPCAs). Professional bodies also co-finance this training under specific conditions.</p>
Slovakia	<p>The study carried out within the framework of the Paint Up project did not evidence any structured and formal system to support company tutors in Slovakia, apart from informal contacts between vocational secondary schools and certain companies. In fact, Slovakian institutional bodies, as well as professional organisations claim a creation of such a system. But it should be a component of a more global legislative framework that must comprise a more specific definition of company tutors' (or instructors') role and function in comparison with masters of the vocational training who train today in secondary vocational schools.</p> <p>Globally only limited support is proposed to company tutors, especially in small companies. Professional organisation (Guild of Painters) proposes some workshops for small company tutors, whereas several big companies (not only from the painting sector) propose in-house training for their own tutors.</p> <p>In practice, tutors must be able to train and progress by themselves in work situation and following self-training programmes (by internet, for example).</p>
United Kingdom	<p>Training in education methods and assessing provided by external experts.</p> <p>Induction at the start so the tutor can learn the way things are done at the company.</p> <p>Training courses.</p> <p>I think that the company should be flexible regarding site visits. I also think that the companies should give feedback on what is required in the workplace or from the course. I think this would help the tutors to help the learners if there are areas they are struggling in.</p> <p>A good mixture of work types.</p> <p>Administration support in allowing the tutor to carry out the teaching and assessing role.</p>

The investigation demonstrated that the tutorship is rather considered as an additional activity in small and medium size painting and decoration companies in the countries concerned, not fully recognised as a formal part of professional duties. Parallel to this, supporting measures are often limited to technical or pedagogical training proposed by vocational training centres (specific to the construction sector or multi-professional). Besides, technical training can also be offered by suppliers. Some short trainings can also be provided by professional organisations. Training dedicated to tutors is therefore more formalised in Belgium, in France and the United Kingdom than in Slovakia. In these three countries, tutor support is provided by the continuous professional development framework which ensures that training needs are met in accordance with applicable legislation and the needs of tutors.

1.5.MAIN LESSONS LEARNED

The survey carried out in Belgium, France, Slovakia and the United-Kingdom reveals that within small and medium-sized painting and decoration companies the tasks of tutors are not clearly identified as such. 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.

On the other hand, most of the company managers questioned agree that the biggest advantage of in-company training is in testing and securing the future of the company. Trainees are therefore seen, at least potentially, as a long-term investment by the company in qualified workers. Some managers consider apprenticeship as an observation period, allowing assessment of the aptitudes, attitudes and abilities of trainees before deciding if it is appropriate to integrate them into the company on a permanent basis.

Questionnaire Synthesis Grid 7: What could be the biggest advantages for a company to have trainees and tutors working cohesively?	
Belgium	<ul style="list-style-type: none"> Development of collective competence of the company. Once basically trained, apprentices become a real additional labour force. Promotion of work-based learning, closer to the reality than only theoretical courses: gain in profitability. Initiate a tailor-made recruitment policy, adapted to the needs of the company. Better and quicker adaptation of learners to the evolution of techniques and practices. Inter-generational contact, facilitation of a potential transmission of the company in a gentle and progressive way. Spreading of a culture of evaluation instead of a culture of criticism.
France	<ul style="list-style-type: none"> Training of apprentices to generate skilled workers able to become a long lasting part of a company and a team. Having a good tutor is to have a good atmosphere within the team. Training a motivated young person is a pleasure. Have a recognition from the painting industry. Transmission of skills to guarantee a succession and continuity. Training people for concrete skills, tailored for the job. Reinforcing of the company image thanks to training activities. Make the company staff “younger in mind”.
Slovakia	<ul style="list-style-type: none"> Tutorship is not strongly developed to date. Therefore, the interlocutors gave here their perception of rather potential than real advantages: The companies could benefit from ensuring the qualified work force, trained directly in company, in accordance to its specific needs and requirements.

	The qualified workforce could be a source of additional orders and thus, they could contribute to the success of the company. Arrival of new and younger workforce.
United Kingdom	Passing a good working knowledge and more effective working practice. Keep learners on track in their courses. Fast paced learning enables trainees to learn more efficiently and are able to use it on site quicker. Thanks to their tutors, trainees gain a quicker understanding of their roles. Faster assessment of abilities to carry out work requirements.

Questionnaire Synthesis Grid 8: What are the biggest inconveniences for a company in having trainees and tutors within the workplace? What can be done to eliminate these inconveniences?	
Belgium	Time to be dedicated to apprentices, even if it is obvious that training a learner requires a lot of time. It is often difficult to combine flexibly, profitability and the obligations imposed by learning processes (that vary according to specific training levels, as well as to experience and specific requirements of learners). Necessity to accept the errors made by apprentices. It is sometimes difficult to find motivated learners or to make them motivated.
France	Losing time with an apprentice who has no (or no more) motivation for the job is particularly unpleasant and difficult to live in the longer term. Sometimes difficult relationship with apprentices, due in the majority of cases to their complex social and family situation. Difficulties to be respected and to make the customers respected. Time to be dedicated to the training of apprentices in company. Low level of basic transversal skills of the significant number of apprentices. Insufficient financial recognition of the tutorial function. Avoid wasting time by an inappropriate teaching (necessity to be prepared).
Slovakia	Potential, but not systematic inconveniences: Increased operational costs (“Having a student in the company is always a risk.”). Absence of tax rebates or similar incentives that could motivate companies for in-company training. Unclear position of the company tutor. It is difficult to motivate people for manual work: not very good image of the manual crafts among youngsters.
United Kingdom	Necessity to organize work in a specific way. Slowing down productivity. Times to be dedicated to learners. Work can stop while the training centre trainer is on site. Sometimes complex relationship between tutors and “production” teams. Specific work required for assessing procedures (carrying out work not relevant for the company).

Project partners underline that better contacts with colleges, vocational schools and training centres could contribute to facilitate tasks and duties allocated to tutors. Common educative strategies for apprentices could make inconveniences of apprenticeship less important, so that the apprentices genuinely feel that they are following one single training course instead of two parallel paths. The construction of a genuine partnership between trainers working in training centres and trainers in companies (tutors, instructors, etc.) is essential for a successful apprenticeship.

Even in the countries where contacts between training centres and companies are generally satisfactory, they are organised in a way that guarantees sustainability 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. It is also a factor that could be considered as inconvenience by companies, given that a bad recruitment will make it difficult to integrate an inappropriate apprentice (essentially not sufficiently motivated) to the company.

On the other hand, the image of a company involved in training, can be used for promotional purposes, to emphasise that a competitive company is one which takes a long-term view, is civic-minded (because it is training) and does not have only an 'immediate profit' in mind, but operates from a more enduring, long-lasting standpoint. There are several options for making better use of its role as a training company to strengthen and promote a positive and more global image.

PART TWO

ACCOMPANIMENT AND MONITORING EXPECTED BY EXPERTS AND COMPANY MANAGERS

2.1. PERCEPTION OF THE TUTORSHIP BY EXPERTS AND COMPANY MANAGERS

Company managers interviewed in the partner countries agree that the key responsibility of the tutor (in company or in college) is to train trainees in their profession. The main function of tutors, also known as company trainers, is therefore to pass on their technical knowledge and professional skills. The same managers consider that the tutor is responsible for the integration of the trainee (apprentice) into the company. Some company managers also cite the importance of a good tutorial system in contributing to better motivation of trainees to learn the job, to understand the company's objectives and to identify with the professional sector. Company managers often establish an important link between an effective tutorial system and the motivation of trainee.

Questionnaire Synthesis Grid 9: What is the most important role for a tutor in a Painting & Decorating company? How do these roles vary according to the size of a company?	
Belgium	Transmit knowledge, know-how, professional behaviour skills and to give interest and attract to the job (acquisition of "technical" skills related to the reality of the field / employment / customer demand). Follow the evolution of the learner throughout his training pathway and integrate him into the team. Although this essential role did not vary according to the size of the company, its status within the company would vary depending on the size of the company. Impossible to really generalize / define tutorship according to the size of the company. It is case by case, depending on the person and on the organisational conditions. Larger companies have facilities for coaching and welcoming the learner.
France	Be able to accompany young people in training with several steps of learning. To pass on the profession when transmitting know-how (specifically traditional or unique). Promote the profession of house painter. Be attentive, take the time to learn each gesture to get quality work. In a small and medium-sized companies, the tutor is unique whereas in a large company there can be several. Transmission of the attractiveness of the job. Make the job last. Capacity of make avoid health and safety risks to learners.
Slovakia	Tutors are responsible not only for "formal learners" being a part of a dual system, but also for the integration of new workers who also must learn (at work). Tutors must fulfil to different roles: teaching and supervising. This aspect does not vary according to the company size. Teaching the learners, having positive relationship with educational system, being updated. Having positive and constructive contacts with schools.

	<p>Learning from work situations and make the knowledge more general and adjustable to various circumstances.</p> <p>Be able to cope with social problems: lack of motivation, alcohol and others.</p> <p>Be able to create good relationship with families.</p> <p>Ability to be strict and demanding.</p> <p>Being the contact and the supervisor at the workplace.</p> <p>Capable of constructive communication with learners.</p>
United Kingdom	<p>The function of tutor is clearly identified only in big companies.</p> <p>Pass on knowledge to apprentices.</p> <p>Making the link between the student and the employer: no significant difference between a large company and a smaller one.</p> <p>Most important role is a dual role of making sure the student is learning and progressing within the industry and making sure you are on hand to help with any problem inside and outside the industry they may have.</p> <p>Having a connection with the learners and employers to keep them engaged. No difference in company size: it is the same job.</p> <p>Be able to support the student and the company, as each company need can be different in terms of skills.</p> <p>Understand the needs of business from a practical point of view.</p> <p>Increased health and safety awareness in larger companies.</p> <p>Monitoring progress of trainees, especially when the workload is hard.</p> <p>To ensure the trainee is getting a wide range of activities.</p> <p>Trade component up to date with industry requirements.</p>

As a general rule, company managers had no difficulty finding colleagues capable of becoming and willing to become tutors. On the other hand, it is quite possible that the motivation of some tutors might not last long, as in most situations and in all partner countries the tutorial system results in an excessive workload on a daily basis. It is therefore crucial to consider the role of tutor as a completely separate position, acknowledged as such. It is, however, easier to acknowledge the need for this than it is to actually implement it, in the knowledge that giving up a valuable asset on account of the need for training is not a natural step for a company whose principal goal is to increase profits.

It is also quite significant to note that some of the company managers surveyed, especially in France, stressed the promotional aspect of the role of tutor as something that better use could be made of. Indeed, it is often a highly valued colleague who becomes a tutor, and the appointment to the role of tutor is not adequately publicised as a form of promotion within the company, or as a way to differentiate between the duties of co-workers, while offering them new ways in which to develop their careers.

2.2. QUALITIES AND SKILLS REQUIRED FROM TUTORS IN SMALL AND MEDIUM SIZE PAINTING COMPANIES

Most company managers consider an excellent technical and technological knowledge of the trade to be a crucial quality in the tutor. This competence must be combined with a high level of social skills and patience. A good tutor must certainly know how to accept that trainees will make mistakes. At the same time, tutors must have the ability to limit the costs of such mistakes (for the trainee as well as for the company) without belittling or discouraging trainees. Company managers also state that, in order to fulfil their training duties most effectively, company tutors must be passionate about their work and have an aptitude for teaching in order to communicate an enthusiasm for their trade as well as the relevant professional skills. Tutors must not be indulgent or uncritical of trainees, but they must be fair. A good tutor knows how to strike a balance between, on the one hand, the needs of the trainee trying to develop a career through training, and on the other the constraints and demands of company objectives.

A good tutor must also have natural authority and a good professional image within the company and its employees.

Some company managers also appreciate the ability of tutors to take a global view, beyond the construction site on which the trainees are working, within the framework of their duties. However, this global view of educational duties, which includes at the same time both professional and social aspects, is only possible if the tutor really wants to teach and has the ability to form relationships with trainees based on trust.

Questionnaire Synthesis Grid 10: What qualities are the most important for a tutor in a Painting & Decorating company?	
Belgium	<p>A real desire to train a young person (supported by a high motivation).</p> <p>Capacity to interrelate technical skills in painting / decoration, transversal skills (IT, mathematics, mother language...) and human abilities.</p> <p>Able to listen and to dialogue, to be passionate by the job and to know it on the fingertips, to monitor permanently and to help the learner to self-evaluate the training outcomes in company.</p> <p>Master basic pedagogical skills in order to have the competence to transmit technical skills, knowledge and know-how to learners.</p>
France	<p>Be a good technical expert.</p> <p>Be available.</p> <p>Be patient.</p> <p>Capability of listening.</p> <p>Being demanding.</p> <p>Being a facilitator of learning with young people.</p> <p>Developing relationship with the training centre.</p> <p>Capability of evaluating.</p> <p>Pedagogical skills.</p>
Slovakia	<p>The tutor must possess a recognised professional qualification.</p> <p>Professional competence.</p> <p>Interest in innovation.</p> <p>Strong willingness to teach and strong behavioural skills.</p> <p>Being a leader, able to explain and to supervise.</p> <p>Practical and multiple experience in company.</p> <p>Knowledge of company organization.</p> <p>Technological skills.</p> <p>The size of the company could be an important factor.</p> <p>Ability of taking appropriate decisions, good verbal skills.</p> <p>Leadership.</p>
United Kingdom	<p>Good depth technical knowledge (coming from both vocational education and experience) to pass to learners.</p> <p>Good organizational skills.</p> <p>Sufficient communication skills.</p> <p>Capacity of transmitting different professional techniques to the learners.</p> <p>Good pedagogical skills to teach learners multiple ways of doing.</p> <p>Being approachable.</p>

It is also interesting to note that some company managers, particularly in Belgium and France, highlight the fact that politeness and respect for the rules are reciprocal values. Therefore a tutor who

has no respect for the trainees will receive no respect in return (for example, it is pointless to require punctuality, compliance with safety regulations or with requirements imposed by the training centre if the tutor is not punctual, does not wear protective clothing, or does not properly complete the training centre report book). Company managers consider that open minds and reciprocal responsibilities are necessary to achieve the goal of passing on professionalism, enthusiasm and pride in a job well done.

It is of course the tutor who has a vital role to play in the training and integration process. This is the main reason why the tutor must have integrity (*I do myself what I require of others*) and commitment, both in the role of tutor to trainee and as a professional within the company, and show an unquestionable interest in the production work as well as the role of tutor.

Questionnaire Synthesis Grid 11: What skills are needed to be a tutor, apart from technical job knowledge: social, pedagogical and others?	
Belgium	<p>Social and pedagogical skills are more than necessary.</p> <p>Company tutors must master communication, conflict management and evaluation techniques.</p> <p>They must also put into practice their behavioural knowledge to transmit the respect of schedule, some other rules like working properly and cleaning work space, being organised for him/herself, working with patience, using correct language, having positive but realistic attitude, etc.</p> <p>The tutors need to communicate correctly, to reframe, to transmit their knowledge progressively, to give clear and realistic objectives at the right time, to motivate.</p> <p>Listening, patience, calm, sense of dialogue, observation and a great ability to be positive including in complex and difficult situations.</p> <p>At the pedagogical level, knowing how to break down a task into simple acts, to repeat explanations and execution processes until mastery.</p> <p>Be able to give positive, well balanced and justified feedback.</p>
France	<p>Behaviour: Indulgence, patience, listening, appropriate vocabulary.</p> <p>Pedagogy: To show the professional gesture, to repeat, to explain, to encourage, to start again, to value, be able to transmit his/her knowledge.</p> <p>Social and relational skills.</p> <p>Organisational skills: Welcome and integrate apprentices into the company, organize their journey, foresee appropriate training in work situations.</p> <p>Constructive relationship between apprentice, training centre and company.</p> <p>Capacities of monitoring and evaluating learning.</p> <p>Social aptitudes in difficult or complex situations.</p> <p>Having a confirmed capacity of making himself/herself respected.</p>
Slovakia	<p>Tutors have to understand not only specific topics related to painting, but above all the production process of the company.</p> <p>Tutors must be familiar with the proceedings of the company.</p> <p>Good working attitude, well established contact with workers, positive relationship with the youth</p> <p>Pedagogical minimum and the completed secondary vocational school; Professional certificate, minimum secondary vocational education</p> <p>Ability of individual searching for technical innovations</p> <p>Ability to motivate, ability to be familiar with construction/project plans,</p> <p>Natural authority.</p> <p>Interest in technical, technological and pedagogical innovations.</p> <p>Tutors must be experts in their professional domains and they must possess an official formal qualification.</p> <p>Qualified,</p> <p>Assertive,</p>

	<p>Reliable.</p> <p>Pedagogical skills are not really necessary, given that learners go also to school. They mostly need practice and technical expertise.</p> <p>Understand the organization of the company.</p> <p>Have organizational skills.</p> <p>Capacity of problem solving.</p>
United Kingdom	<p>Technology skills: high level of qualification.</p> <p>Good social skills – able to communicate.</p> <p>ICT skills.</p> <p>Innovation and attractive methods of teaching.</p> <p>Reinforced practical skills (predominance of experience).</p> <p>Previous technical experience in concrete building sites is absolutely essential, given that a classroom environment is worlds apart from a building site.</p> <p>Tutors need to be friendly, helpful, approachable and knowledgeable.</p> <p>A sound understanding of what is required by the company in terms of production and professional value.</p> <p>Good level in transversal skills (ability to rephrase, to put in writing and to formalise).</p> <p>A professional outlook when dealing with learners.</p> <p>Educated at least at the same level than the learners.</p> <p>Improved organizational skills, including time management.</p> <p>Socially adapted to teenagers (social media).</p>

Company managers explain that technical and technological skills relevant to the profession for which they are preparing apprentices or other learners are fundamental for becoming a faithful tutor. But, this function also requires the skills like patience, ability to listen and understand, pedagogical abilities, effective and educational analysis of errors, self-control, as well as respect for the independence of the trainee. They also consider that in-company training will be successful if some values can be shared not only with the trainee: respect, trust, explanations and advice instead of lessons and criticism.

In addition, an effective tutor must possess organisational skills which allow the workplace and the working procedure to be organised in such a way as to ensure a rotation of new tasks, so permitting progress in the training process. A good balance between training and production tasks is also an indicator of good integration of the trainee within the company.

2.3. RESOURCES AND SUPPORT NEEDED

Despite the difference in structures, organisational methods and priorities from one partner country to another, the company managers interviewed put the emphasis on similar difficulties in fulfilling the tutorial role and put forward quite uniform suggestions as to how the current situation could be improved. A large majority of company managers replied that time was the resource most lacking in achieving a successful tutorship. And yet this involves a key factor without which it is impossible to support trainees properly, to listen to them, to follow their progress, to treat them as professional partners, or to form and maintain lasting relations with training centres and other actors in the field of vocational training.

<p>Questionnaire Synthesis</p> <p>Grid 12: What conditions or resources (internal and external) do the tutors need to fulfil their tasks within the role of both teacher and assessor?</p>	
Belgium	<p>In depth technical skills.</p> <p>Sufficient pedagogical knowledge to establish a progression in the learning, to give clear</p>

	<p>instructions to learners and to organize learning situations.</p> <p>Good relational aptitude to establish a good contact with the learner, be encouraging, give a positive or constructive feedback, etc.</p> <p>Free up the tutor some working time to train himself at the technical and pedagogical level and on the practical methods and tools in various fields.</p> <p>Necessity to have a clear training plan and a training framework in line with the job requirements.</p> <p>The tutor needs to rely on external relays such as company coaches, trainers of the training centre.</p> <p>Enough time to properly perform her/his role.</p> <p>Planning adjusted to train her/himself.</p>
France	<p>The company and the tutorship should be well structured.</p> <p>The tutor must have some expertise and experience of the job.</p> <p>He must know the training contents of the diploma prepared by the young person.</p> <p>Communication tools among companies, training centre and the learner: learning booklet and other communication materials (soft and hard copies).</p> <p>Support from the colleagues, as well as from the hierarchy.</p> <p>Assessment grids.</p> <p>Be prepared (especially through specific trainings).</p> <p>A permanent accompaniment provided by training centres and a permanent relation with pedagogical staff coming from training centres: to share experience and for peer learning.</p> <p>More contacts with chambers of crafts and professional federations.</p>
Slovakia	<p>Conditions and opportunities for self-education, larger access to information and new technologies.</p> <p>Stable entrepreneurial environment and success of the company, resources available for practice and for learning.</p> <p>Financial resources for financing this activity.</p> <p>Concrete legislative framework, including regulations related to taxes.</p> <p>Specific and modern working tools.</p> <p>Training on new materials and new techniques.</p> <p>The role of tutor must be secure and not only hazardous. Tutors need their own space.</p> <p>Time space to work with learners.</p> <p>The access to knowledge and current information: legislation concerning training, available resources, health and safety prescriptions, norms, obligations, etc.</p> <p>Adequate technical equipment.</p> <p>Stable entrepreneurial environment.</p>
United Kingdom	<p>Healthy working environment with correct resources required to carry out teaching tasks.</p> <p>Flexible approach of learning</p> <p>Having up to date equipment.</p> <p>Adequate workload.</p> <p>Needs sufficient workspace to teach the learners.</p> <p>Realistic areas for learners to work on, clean and tidy workshops, good technical support.</p> <p>I think it would be beneficial if the tutors spent a little time in the workplaces that the apprentices are in to fully understand the working environments that they are in. I feel that this could help to shape the courses to pick up more on the skills that are actually needed.</p> <p>Access to all types of painting and decorating.</p> <p>Transportation to projects' office space.</p> <p>Documentation on awarding body requirements.</p> <p>Documentation on materials, equipment and industry standards.</p>

However, company managers consider that the lack of time makes the role of tutor more difficult, but it is nevertheless possible to take on in-company training if it is considered a strategic element and an indispensable means of ensuring the effective operation of the company. In such an approach, in-company training is no longer seen merely as a constraint, but both as a necessity and as a potential

resource. Nevertheless, many managers interviewed report that their national situations are a long way from the concept of in-company training being perceived as a profitable long term investment.

2.4. MAIN LESSONS LEARNED

It was many times stressed by company managers that the biggest constraint on the tutorial system was the lack of time, given that company tutors are above all company workers who must fulfil their production tasks first. That is why tutors often work under pressure, a good number of them feel that they just don't have the time to train a trainee properly. Consequently, the role of tutor is often limited to the simple transfer of a competence from tutor to trainee. Long-term objectives like acquiring skills, responsibility, independence and autonomy, carry less weight. This organisational and human constraint must be taken into account when setting up national strategies to optimise tutorship in the partner countries.

Questionnaire Synthesis	
Grid 13: What changes could be made to national tutorship strategies to optimise the situation of tutors in the workplace?	
Belgium	<p>Establishment of a formal recognition system for company tutors in line with their performance as company « teachers ».</p> <p>More space for tutors during company or site meetings, to tackle the integration of learners and the organisation of teams in coherence with the educational purposes.</p> <p>Foster and beef up tutorship thank to a national or regional policy of professional development of tutors, including transversal skills: written and oral communication, physical attitude, management of complex situations, etc.</p>
France	<p>Better formal recognition of experienced company tutors to be promoted by professional federations (with a formal professional title, for example, after a number of years of experience completed by an appropriate training if necessary).</p> <p>Propose to tutors more individualized training programmes.</p> <p>More consistent and formalised educational partnership between company tutors by vocational training centres.</p>
Slovakia	<p>A legal framework related to apprenticeship and learning from work situations must become more specific and really recognized: Legislative framework, financial questions and tax reductions must be clarified.</p> <p>Amendment of the trading law-the professionalization of the trading license to define the role and tasks of company tutor.</p> <p>Supporting learners being trained in the company and supporting the dual education: also via European funds.</p> <p>Tutorship in Slovakia should be more professionalized: Changes in legislature, unify the status of company trainers and school masters, better define the roles of each partner in the learning process.</p> <p>Establishment of a fund for supporting and financing instructors/company tutors to be considered as a steady component of dual systems.</p> <p>Continuing training for tutors.</p>
United Kingdom	<p>Increase the time that the student is at college: Longer apprenticeships.</p> <p>Have training centre trainers move around different companies: More time needs to be spent looking at what a real working place needs and is like.</p> <p>Company tutors must be more aware of national teaching standards.</p>

Besides, the fact that many company tutors lack training skills weakens the efficiency of the whole learning process. For this reason, efficient national systems making it possible to upgrade company tutor pedagogical and transversal skills (behavioural and social), in an appropriate way, blending

online and face-to-face training, adjusted to all the other activities, appear to be a necessity in the partnership country. But above all, tutorship must be embedded within a larger national system of vocational education, which is already a fact in Belgium, France and the United Kingdom, but still not in Slovakia.

Questionnaire Synthesis	
Grid 14: How the role of the tutor should be developed in different types of painting companies?	
Belgium	<p>This role should be fully integrated in the organisation chart of the company. Give more value to this role (by freeing up more time to train apprentices). Give more time for evaluation, to face difficulties and to adjust plans of actions. Follow at least a basic tutoring training, in order to make this role easier and fully integrated into the production process on the work site. The role of tutor supervising learners should also be valorised in the scales of qualification and thus financially. Recognition of this role with diplomas and certificates of appropriate formal training.</p>
France	<p>The number of tutors in each company is not specified in coherence with the number of employees. The tutors' profile is chosen according to the profile of the learners on the one hand and to the expectations of the companies on the other hand. More contacts (meetings, seminars, etc.) among company tutors is required: but who could coordinate them: training centres or professional federations? Training paths intended to tutors should be more individualized and adjusted to different company profiles. In-company is to be reinforced. More training aiming at social and behavioural skills.</p>
Slovakia	<p>The function of the tutor in the company should be influenced by positive examples of the successful relationship between companies and vocational schools. More training for tutors coming from small companies is required, including abroad to exchange good practice. Professional/institutional bodies must be more involved in the development of tutorship (especially in small companies). More contacts between school teachers and companies (for example, to train learners at workplace).</p>
United Kingdom	<p>The profile of tutors depends on the size and priorities of the company. The qualification of the tutors should evolve: more time to spend with learners. "One size fits all" tutors do not have time to individually teach specific needs to each company. One learning matrix needed. The profile should evolve and keep up to date: find a right balance between company needs and individual profiles of learners. Liaising with company management on a legal basis/visiting site work places / understanding requirements of contractors. Generic standard of facilities set by awarding body Better recognition and promotion of company tutors by education establishments.</p>

Given that the company tutor must know how to transmit technical knowledge and skills identified in various specifications and requirements (e.g. frames of reference/trade data repositories or similar sources), as well as less formal experience to integrate the trainee into the working procedures of the company and to make sure that the trainee is treated properly, a consistent supporting system to facilitate this mission should be reinforced, even if it already exists in Belgium, France and United Kingdom.

In fact, company tutor, in addition to transmitting professional skills, must also be capable of encouraging the development of personal abilities, such as punctuality, respect for the company, its proper representation to the outside world (e.g. customers) and a team spirit, thus allowing the trainee to become a real part of the organisation (a non-exhaustive list). Indeed, the project partners stressed the importance of the training period as a factor in professional independence and development, with consequences for the trainee's social integration and autonomy in life in general.

The content of in-company training is regulated by programmes and frames of reference, but the benchmark of this regulation differs from one country to another. On the one hand, there is an approach whereby training centre trainers believe that company tutors should comply with a practical training programme proposed by a training centre or vocational school. In such a programme, training centre would have a supervisory role to play in in-company training, like in the United Kingdom. On the other hand, there is an approach suggested in Belgium and in France where training centre trainers consider that it is important to keep company tutors up-to-date on programmes implemented in vocational schools to create a real learning synergy in which educative responsibilities are shared.

PART THREE

ACCOMPANIMENT AND MONITORING EXPECTED BY TUTORS

3.1. TUTORSHIP FROM THE TUTORS PERSPECTIVE

Surveys carried out in the partner countries make it clear that the employees who have been given the role of tutor within a company become the main point of contact with trainees learning their job in work situations. They consider that their most important duty is to train trainees in carrying out the job for which they are preparing and, if necessary, to help them to complete their daily workload. The trainee must learn to do the work properly and quickly, but also in complete safety. A tutor must help a trainee only when this proves to be absolutely necessary and must provide a varied range of jobs that can be done alone, in order to gain considerable experience. The social role of the tutor is also listed: the tutor helps the trainee to become accepted in the workplace and must explain, both to the apprentice but also to other colleagues, what is expected from the learner.

In addition to professional and technical skills and general know-how, patience is one of the most important qualities listed by company tutors. They also list an aptitude for teaching to be able to explain simply how tasks should be performed. It is also important to keep an open mind and to have good relations with trainees in order to be ready to listen to their needs and to provide constructive feedback. They accept that the trainee is in the company to learn and that it is unrealistic to expect high level of performance right from the start.

Many tutors assert that they are tutors because they like to pass on their knowledge and experience to young people, and that they have the necessary experience, professional skills and personality to do it, even if they also act as a company manager. The best reward for a tutor is to see how trainees become more and more independent and professional in their work. But, on the other hand, some tutors have the feeling of bearing a double workload, as they have to perform their own jobs while at the same time training the trainee, without any additional financial reward. Sometimes trainees are not motivated to learn their trade. Such situations can be extremely frustrating for tutors, who feel that they are wasting both time and energy.

Questionnaire Synthesis Grid 15: What motivation to become a tutor?	
Belgium	The need to transmit one's own knowledge, to perpetuate the know-how. Training a young person to his/her own methods, to have complete confidence in this person and to hire him/her at the end of the training. Guaranteeing a quality pledge for the company: knowing that the learner can do work independently in the future in the same way as his tutor, by using knowledge, know-how and competences transmitted.
France	Accompanying learners and at the same time making the business run is the main motivation to becoming a tutor. Enlarging the span of activities. Practicing proactive approaches and transmitting knowledge and competence.

	Valorising the job.
Slovakia	Enriching the current work by transmitting knowledge. Developing contacts with younger generation.
United Kingdom	Enjoy teaching. Sharing experience. Enlarge his/her own experience. Passing on skills. Career progression. Making the job richer.

Questionnaire Synthesis Grid 16: What qualities are important for tutors / company trainers?	
Belgium	Pedagogy of apprenticeship. Good knowledge of the job, of the sector and good knowledge of the professional skills. Social / transversal skills such as: patience, open-minded, flexible, open to discussion, diplomacy. Trust in the young trainee.
France	Voluntary and determined spirit. Be able to listen to. Communicational skills.
Slovakia	Qualification, practice, experience.
United Kingdom	Firm. Fair. Disciplined. Motivated. Social skills. Technical knowledge.

Questionnaire Synthesis Grid 17: What are the most important assignments as a tutor?	
Belgium	Knowledge of the trade in general, with its specific methods and products. Being aware of the new trends and open on the new techniques and new products (lifelong learning approach also for tutors). Transmission of professional abilities is crucial: working with precision, practicing specific gestures, being meticulous (key aspects in the painting and decoration sector). Flexibility, versatility, passion and strong desire to share experience. Pedagogical abilities. Social skills such as patience and active listening.
France	Adaptability, flexibility and versatility. Energy, motivation and enthusiasm. Interpersonal skills: Openness, accessibility, availability, involvement, and empathy. Communication skills and ability to deal with complex situations, respect of the learner, discernment and acceptance of the failures. Rigour and good organisational skills. Ability to create the conditions of success for apprentices. Prevention from conflicts and creation of good feelings.
Slovakia	Sharing experience. Transmitting knowledge. Motivating young people to learn.
United	Transmission of practical and theoretical knowledge.

Kingdom	Making learners grow. Measuring the effects of learning.
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Questionnaire Synthesis	
Grid 18: What are the most significant advantages of being a company tutor?	
Belgium	The trust the apprentice could have on the tutor is a real source of motivation. Making save time and energy on the construction site. Having contacts with younger generation to transmit knowledge is a gratifying value. Continuous reconsideration of his/her own methods and competences. Perspective to train someone to hire her/him in the future (long-term investment).
France	The tutor has permanent contacts with young generation. Transmitting know-how and competences. Advising learners on their immediate learning objectives, but also building up with them more personal links and advising the on their professional future (not only technical aspects, but also more personal contacts). Valorisation through participation in evaluation processes. Satisfaction of being able to transmit the knowledge and competences (especially in SMEs).
Slovakia	Valorising her/himself when teaching learners. Making concrete links between theoretical knowledge and its practical application in work situations.
United Kingdom	Higher job satisfaction. Working with other organisations, like training centres and professional federations.

Questionnaire Synthesis	
Grid 19: What are the most significant inconveniences of being a company tutor?	
Belgium	Difficulty to supervise and train a young people without pedagogical skills and competences, as well without any adequate behaviour (difficulty to understand each other). A lot of time dedicated to training and additional responsibilities that must be taken, in addition to the production process that must be maintained. Combining training and profitability within the same rhythm and on the occasion of the same professional situations. Necessity to motivate and to stipulate a real willingness to learn from professional situations.
France	Increased availability required, in addition to core tasks. Necessity to manage complex individual situations (familial or social). Prevent or manage potential conflicts with other workers. Motivate apprentices with patience and perseverance. Dedicate time to trainers coming from training centres.

Slovakia	The time that must be allocated to the tutorship, sometimes important especially when the learners are not motivated. “Sometimes it is a waste of time, given that the people do not want to learn”.
United Kingdom	No formal recognition of the status of “company tutor” (such a professional category does not exist in the UK). Additional workload and stress. Comparability between formal learning objectives and what is needed in company. Lack of support given to company tutors.

Indeed, tutors surveyed stress that the role of tutor is not adequately identified or recognised by the company, even if they enjoy some respect and non-formal recognition in in company and from trainees. Company and even college tutors in the partner countries consider that their role is not sufficiently thought of as a productive assignment with a strategic dimension. Besides, company tutors feel they do not receive enough attention and structured support, either from the company or from external structures. They regret this absence of support structures, which isolates them and can cause frustration and demoralisation.

What is more, company tutors want more exchanges of information amongst themselves and with bodies capable of supporting them in order to circulate good practices, to be more aware of solutions applicable to young people on a daily basis, or to find arguments allowing them to negotiate their tutorial assignment more effectively with company management. French tutors stress the lack of consultation concerning the range and extent of their responsibilities as much as the training of apprentices. At the same time, tutors request a greater acknowledgement of their assignment as a factor of the company performance.

3.2.CONDITIONS TO ACCOMPLISH THE ASSIGNMENT AS A TUTOR WITH EFFICIENCY

A lack of recognition and inadequate global planning with regard to the role of company tutor in most of the partner countries reinforces a feeling of isolation. Many of the tutors interviewed highlight a need for better support in the design and monitoring of in-company training programmes. It is in this framework that tutors emphasise the need to update their tutorial knowledge and skills, not only by means of further training, but also by means of meetings, consultations, easily accessible resource centres and operational data sheets.

Tutors interviewed also point out that access to information on the tutorial system and vocational improvement initiatives come at a cost, and financial arrangements that allow these costs to be coped with do not exist anywhere. Consequently, tutors ask for clear positions from their decision-makers on methods of financing tutorial systems and corresponding supports. These systems must be easily identifiable and long-lasting in the partner countries.

Questionnaire Synthesis Grid 20: What conditions (internal and external) and support are needed to accomplish the assignment as a tutor and are these conditions fulfilled?	
Belgium	Proposing a tutorship training, even if it takes time and unfortunately, not all the tutors can participate. To remedy this lack of training, propose online modules with a specific accompaniment. Training must be lifelong and not only a “one shot” operation. Otherwise it would not be efficient. Dialog and systematic accompaniment are essential during the whole professional activity (including tutorship). Tutorship must be fully considered as an integral and profitable part of the professional activity.
France	To train apprentices, company tutors must spend adequate time and this fundamental

	<p>condition is not fulfilled in many small and medium-sized companies (other priorities). This investment in time to be dedicated to training at worksite is not evaluated and the plans on how to make this investment profitable do not exist in the companies mentioned above.</p> <p>Better formal recognition of the tutorship in company (by the managers and by the colleagues).</p> <p>To come along with colleagues to facilitate a good integration of the apprentice within the company.</p>
Slovakia	<p>A comprehensive support from the state - the right incentives, tax advantages, training opportunities, better and steady contacts with vocational schools.</p> <p>More modern training for tutors: especially new materials and technologies (pedagogical skills less stressed).</p> <p>Online training and accompaniment.</p>
United Kingdom	<p>Support expected from awarding body.</p> <p>ICT training.</p> <p>Enlarged training material updated and available easily.</p>

Questionnaire Synthesis Grid 21: How can the conditions and support be improved?	
Belgium	<p>Online training could allow appropriate staff (entrepreneurs and experienced workers) to attend the courses without dedicating too much time.</p> <p>Some tools could be created to help the tutor in the learning process he has to set up: evaluation grids and corresponding explanations, easily understandable training material (addressing also non-pedagogues).</p> <p>More contacts with training providers from vocational schools or training centres through meetings and worksite visits.</p> <p>Training provided by suppliers, especially on new products linked to sustainable development and on European norms.</p> <p>Pedagogical support.</p>
France	<p>Modify existing training paths intended to company tutors: welcome procedures, assistance, information given and operational guidance enabling them to be efficient with apprentices.</p> <p>A more consistent assistance from professional bodies and from vocational training centres: a closer cooperation with them to receive more support and to make the tutorial function recognised more formally (professional title registered as a national certificate with a concrete EQF level).</p> <p>Participating in continuing trainings.</p> <p>Participating in the evaluation of training provided in both: training centres and company.</p>
Slovakia	<p>Amending the Trades Licensing Act.</p> <p>Reinforced trainings on new materials and technologies.</p>
United Kingdom	<p>More contact with company managers.</p> <p>Less pressure.</p> <p>Less profit oriented education.</p> <p>More continuing training for company tutors.</p>

Questionnaire Synthesis Grid 22: Is there anything that prevents the tutors interviewed from accomplishing their assignment? If yes – what? And what can be done to help it?	
Belgium	<p>Time (again and again): some tutors would like to spend more time on explanations and on demonstrating professional gestures but profitability sometimes overwhelms (for reasons that can be easily understood).</p>

	Lack of sufficient support from appropriate organisations. Sometimes too much responsibility towards learners.
France	In principle no. The tutor is sometimes chosen among the qualified employees, but without having fully agreed. Incompatibility between economic and social objectives in certain professional situations.
Slovakia	Lack of training provision. Lack of appropriate formal measures and structures supporting company tutors.
United Kingdom	No

Once again, the survey carried out makes it clear that a large majority of tutors wish a more precise definition of the necessary skills, the duties they are being asked to carry out and, more generally, their concrete obligations and responsibilities. They also claim resources and means necessary to perform their role of tutor. They consider that more clarity and stability in the tutorial system would have a positive effect on relations with trainees and all the other educational partners.

The absolutely fundamental premise mentioned earlier concerns the need for more time to train trainees. To achieve this, company must be convinced that training represents a strategic investment which is profitable in the long term. However, this is not yet the current view of in-company training, which is predominantly seen as a burden very partially offset by the provision of a relatively inexpensive worker.

More training time would mean better recognition of the tutorial system and more comprehensive training; it would be more beneficial for trainees, who would see their status valued more highly. Consequently, what might appear to be an additional expense for the company could prove to be a profitable investment, with a higher return from trainees during their training, performing more quickly if they are supported better.

By carrying out a task which is acknowledged and recognised, tutors could, in turn, adopt a more objective approach with trainees, demonstrating trust, allowing them to work with more autonomy, in a context where the training of young people would be better thought of and assessed according to more objective criteria. Some tutors would like to have a self-assessment list or guide, or to be assessed in a more positive and formative way, with the intention of being more effective tutors on a daily basis (a proposal put forward by company managers and tutors in Sweden and Switzerland).

Many tutors would also like to have a clear and annotated compilation of texts and tools allowing them to carry out their job properly. Many tutors, both recent and established, would like to take part in a training course targeted to their specific requirements.

3.3.COOPERATION WITH TRAINING CENTRES

Company managers and company tutors interviewed within the framework of *Paint Up* project consider vocational schools, colleges or training centres as the principal guarantors of the quality of training paths, even if the On-the-Job Training takes much more time. Both also consider that the main link between companies, trainees and training centres should be created and maintained by training centre teachers (or college tutors). Existing links are considered by company tutors as inadequate, as they do not allow to design common training programmes: for companies and for training centres. Company tutors (especially in Belgium and in France) consider that training centre trainers rarely look to the company for resources, and company tutors do not always see training centres as potential sources of assistance and support. The situation is different in the United Kingdom given that the same

persons (tutors paid by colleges) perform their training duties in the training centre as well as in the company and thus form a natural link between the opposite poles of alternating training.

In France and Belgium, relations between training centres and companies are more formalised. Training centre trainers carry out company visits (within a regulatory framework), organise control tests in common training courses, as well as hold training courses and consultation meetings with company tutors. In addition, the tools for liaison between training centres and companies do exist though are used unequally. In these two countries, however, training centre trainers consider that partnership with companies should be strengthened.

Questionnaire Synthesis Grid 23: How do they co-operate with training centres today? How do they want to co-operate with training centres in the future?	
Belgium	<p>Cooperation with training centres through the coordinators hired by networks gathering training centres (most of the company tutors consider this collaboration as insufficient). The tutors interviewed consider that the companies should be more included in the training process.</p> <p>The tutors interviewed consider that the three stakeholders participating in the training process (coordinator, training centre and company) should be more interlinked among them.</p>
France	<p>Most of the company tutors have few contacts with training centres. The company tutors interviewed consider that the training centres should be closer to the companies to reinforce pedagogical contacts and foster a social inclusion of apprentices (not to consider them as students, but future skilled workers or even future entrepreneurs). The fact that the apprentices are workers and get a salary must determine the relationship with training centres ((it makes a difference with public schools that receive students). Training centres should facilitate the tasks of company tutors concerning especially: welcome procedures, individualised interviews, contacts with parents, behavioural skills.</p>
Slovakia	<p>In general rule, Slovak company tutors they do not cooperate with training centres (before, big construction companies hosted their own training centres, but this system was broken up). Some cooperate with the Painters Guild, in a sense, they attend some trainings dedicated to them, but this measure is considered by company tutors as not sufficient. Cooperation with vocational schools should be reinforced.</p>
United Kingdom	<p>Contacts by phone. No cooperation with training centre tutors.</p>

Analysis of the national situations in the partner countries leads to the conclusion that, in a large majority of cases and whatever the country, the two opposite poles of vocational training still rarely come together (except for the United Kingdom) and have no sufficient motivation to work together to provide a common vocational training. It is in this context that the efforts of social partners and vocational institutions have to be particularly encouraged.

But to date, links between the two training venues are usually more formal and sometimes simply administrative, than really operational and pedagogical. Many company tutors also express criticism of the liaison tools created by training centres, often without consulting company representatives and often referred to as « Tool for liaison *with* the company » rather than « Tool for liaison *between* the company and the training centre » (French example), which is loaded with meaning, as it highlights the fact that the idea of *partnership* with the company has not yet been taken on board by training centres. A better motivation for companies involved in training would be to consult more widely and then produce *common* communication tools.

In order to be effective, relations between training companies and training centres must be formal as well as informal, as it is difficult to set out all the situations which could arise within the training process. Both players demand a better recognition of their role from their partner. This recognition cannot be imposed, but must be forged by regular contact, joint projects, training activities in which both partners take part at the same time, and by joint organisation at key times in the training process. This will be a long-term undertaking in all the partner countries, and it will not be possible without first establishing a relationship based on trust and mutual respect.

3.4.MAIN LESSONS LEARNED

To create a sustained motivation among trainees, company tutors must make sure that the jobs they are given are useful and that their sense of responsibility is fully committed while the jobs are being done. Therefore, they consider that their main duty as tutors is to help trainees (apprentices and the others) feel that they are learning and working at the same time. They also must pay attention on the intermediate role they play between training centres and the company. They have to facilitate the understanding that apprentice has a right to learn, but the company must also take benefit from this learning.

Therefore, tutors must be present among their apprentices and give them plenty of attention without being paternalistic, as well as they have to demonstrate a strong professional and educational commitment. Tutors must also be able to resolve interpersonal problems and always explain what they expect from a trainee. On the whole, company tutors consider that they need much more accompaniment to acquire pedagogical and behavioural skills than to improve their technical knowledge.

Questionnaire Synthesis	
Grid 24: How the role of the tutor/company trainer should be developed?	
Belgium	The tutor must be made aware of the importance of his role. The tutor must focus more on new techniques in partnership with other and innovative companies. Improving the collaboration among all the stakeholders involved in the training process (companies, coordinators and training centres, families and apprentices themselves).
France	Mandatory training. More formal recognition of tutorship in companies. More time and status granted. More support from professional organisations and training centres. Considering that apprenticeship is a form of investment for the company performance and for the relay tomorrow.
Slovakia	Improving interest of younger people in painting and decoration crafts. Formal recognition of a double qualification: technical and pedagogical (if possible with an appropriate diploma). More support from the State and from all the other institutional partners. More provisions in terms of training (including individualised).
United Kingdom	Have more time with less learners (at school) to develop an efficient relationship with companies.

Questionnaire Synthesis	
Grid 25: What kind of training or accompaniment the tutors may need (apart from technical ones) to fulfil their function: behavioural, pedagogical and others?	

Belgium	<p>Pedagogical skills are key issues. Learning how to transmit knowledge. Read the documents linked to the pathways of trainees. Learning how to better understand young people, the social environment and the century in which they live. Learning how to adapt to non-professional situations that nevertheless impact professional attitudes of apprentices. Maintaining motivation and attention of apprentices/trainees for learning. Setting up a framework for learning: preparing learning situations by right choice. Communication and behavioural skills to remind the apprentice the rules, limits and obligations.</p>
France	<p>Be able to situate his/her role within the company policy of skill development (especially concerning big companies). Training on how to foster the integration of apprentices into a company. Training on how to organise the construction of new skills within different typologies of vocational education that include training periods in company. Identify different types of posture of company tutor. Be able follow the progression of apprentices in parallel with the progression of activities at worksite. Different types and measures of assessment related to learning outcomes.</p>
Slovakia	<p>Behavioural skills: Patience, discipline, how to enjoy his/her work. Pedagogical skills: They are less important, practice and experience above all, formally recognised if possible. Other skills: technical and organisational are essential, with training aiming at a better knowledge of new materials and new technologies.</p>
United Kingdom	<p>Sharing knowledge and experience with colleagues. Empathy, understanding and social aspects. Social work. IT skills. Training to recruit more appropriate learners.</p>

Tutors interviewed (especially in France and in Belgium) underline that they need a robust educational preparation, capacities to understand young people and a stronger relationship with vocational schools or training centres. In Slovakia, they repeat quite often that need urgently a regulatory and legal framework for On-the-Job Training. Company tutors 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 both partners.

Training for company tutors is claimed quite often. To meet company needs and to respect their context, it should be organised as a permanent and individualised system taking into account local, regional and national characteristics of the vocational education and training. A large majority of experienced tutors are self-taught professionals. Consequently, training requirements differ and educational methods cannot be identical for all. In designing a training system for company tutors, it is essential to consider all these aspects: not only the objectives, the content and the methods of passing on new skills, but also more practical aspects, such as the period of training (so that it can be organised for a time when companies are less busy) and methods of funding.

Training programmes could comprise not only courses, but also seminars, perhaps to be held at weekends, allowing the participants to meet in more friendly surroundings where the roles between those training and those being trained can be shared more flexibly. The proposed training would take into account the level of the participants and the extent of their needs. Themes such as: behaviour with

the trainee, administrative management of training, time management and leadership should not be overlooked, but dealt with in parallel with those mentioned above and considered essential. In order to have a lasting effect, the training should in any case be researched by those who will benefit from it. In fact, an obligation to provide or to attend training does not constitute a guarantee of its effectiveness.

Some company tutors also raised the fact that the tutorial system currently has no real identity of its own. For example, no association of company tutors exists in any of the partner countries. Vocational organisations and those who will set up support strategies for company tutors should encourage the creation of tutor networks, which will allow an exchange of experience and information and mutual help in finding new solutions and proactive proposals. The project partners stress that tutors who provide training in small companies (a large majority of painting and decoration companies in the countries concerned are small) do not always feel valued, which can influence their motivation and their interest in tutorship. Additional incentives are certainly necessary to ensure that tutorship is clearly identified and recognised in a formal way.

The enquiries highlighted that tutorship was not limited to helping trainees. In fact, it also concerns the participation in professional orientation of trainees, especially apprentices, in their motivation and support 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.

CONCLUSION

SUGGESTIONS FOR ACTIVITIES AND TOOLS TO SUPPORT TUTORS IN SMALL AND MEDIUM SIZE PAINTING COMPANIES

The work carried out in Phase 1 of the *Paint Up* project has contributed above all to a more precise definition of what is needed for supporting tutors in small and medium-size painting and decoration companies. The intention is to provide clear suggestions on how to strengthen the company tutorial system in the sector concerned. The first conclusion that emerges from the work done in Phase 1 is a need to design a global communication and support strategy for company tutors, to break their feeling of being isolated and not sufficiently supported. This must be a structured and permanent approach built up together by professional bodies and training organisations.

Advisory Team in each Country at the disposal of Company Tutors

A support system for companies receiving trainees, and particularly for the tutors directly responsible for training, cannot function properly if no coordination structure is clearly identified in each partner country. This function can be fulfilled by employer association or accredited training centres, for example. Anyhow, company tutors need to know which body they can turn to for the information and assistance they need to properly perform their duties. It is important that there is just one point of contact. The duties and tasks of those responsible for providing support to company tutors must be clearly defined and well known. Moreover, they must be communicated to tutors at the beginning of their assignment.

Some partners (for example, the CCCA-BTP and its network of training centres) have considered these problems and set up an advisory team for companies and apprentices. Indeed, it would seem wise to develop this idea so that the same person could contribute to the development of the vocational project for young people in the construction industry, support trainees through the job-seeking process, and also take part in their welcoming and advising both families and companies.

Training Support for Company Tutors

There might currently appear to be plenty of training available for company trainers, especially in Belgium, France and the United Kingdom, but it is usually very brief and generally without no distinction between training for new tutors and those who already have a substantial experience. Therefore, it is advised to draw up **practical guidelines for the design of national training support systems for company tutors** in terms of initiatives, goals, methods and contents. These guidelines and models of actions to be undertaken must be differentiated accordingly to the specificities of each country.

The surveys carried out during Phase 1 demonstrated that training addressing company tutors should not be identical for everyone, but split in at least two parts:

- **Training for new Tutors** : legal and legislative bases with regard to education, elements concerning knowledge of young people, on-site safety, principles of alternating training between the company and the training centre – mutual obligations, preparation for the remote monitoring of trainees;
- **Professional Development for all Tutors**: deepening of the topics mentioned above, with emphasis on specificities of vocational education and training in each country, like

apprenticeship in France and in Belgium, dual training in Slovakia with the themes like evaluation of learning outcomes in work situations, responsibilities under civil and criminal law, psychology of youths or conflict management.

Training must also take into account operational constraints of companies, and the duration of courses must be adapted to their production cycles, e.g. a series of 3-4 hour sessions would probably be better than full day training. In addition, more individualised training methods must be found, combining grouping and individual online preparation, for example.

Exclusively remote training courses are not recommended at this stage, as they do not allow any personal exchange, better personal acquaintance or the establishment of informal links between company tutors. It is indeed in everyone's interests that training activities help to reinforce exchanges and contacts between company tutors on a day-to-day basis, allowing them to share the same concerns and strengthening a feeling of belonging to a sort of « professional group of tutors ».

In addition, the idea of joint training courses for company tutors-trainers and training centre trainers-tutors should also be explored, as such training would put all those involved in training on an equal footing, regardless of where they perform their duties. Topics best suited to this form of training would include alternating training, assessment of knowledge acquired in training, on-site safety, as well as the use of communication tools between companies and training centres.

Individuals in Charge of supporting Company Tutors

Persons designed by appropriate institutions or organisations to support and guide company tutors must be prepared for this role. The profile of these persons can vary from one country to another. Nevertheless, it will probably be a question either of trainers from training centres or company representatives, whose titles will vary according to the specific circumstances of each country.

It is therefore difficult to suggest a “standard” preparation programme, as it will be necessary to take into account the specific profiles of the various people carrying out tasks connected to company tutor support. Those principally involved with designing and preparing training systems should therefore follow a course of action which will allow them to:

- Have a better understanding of the characteristics of company tutors in small construction companies in the relevant countries, so that they can adapt the objectives, contents and organisational methods of the training courses that will later be their responsibility,
- Identify their own performance and practice as trainers of company tutors and to adapt and modify them in accordance with the profiles of the tutors – the future recipients of their training activities,
- Place training activities for company tutors in a much wider overall action plan, while using existing support tools and making sure that company tutors do not have the impression that they are taking part in dogmatic courses but, rather, in a participative initiative.

Another way of enabling tutors (from training centres and companies) to get to know each other better would be to organise **professional visits to companies for training centre trainers and vice-versa**. These visits can be short (several hours) or long (a week), depending on the objective. This initiative would allow a better understanding by both parties of their reciprocal constraints, an exchange of knowledge and adaptation of teaching methods to the trainee profile on the one hand and to the strategic company objectives on the other hand.

Online Resource Centre

Online resource centre, linked to the project website firstly and then to the websites of all the project partners, should be tailored with regard to the different national contexts and the individual needs of tutors. Each partner could be responsible for defining the precise contents of its national resource.

The suggested headings are as follows:

- Official documents relating to in-company vocational training: mainly legislative texts and documents, with comments in due course,
- Frames of reference and similar documents relating to the tutorial system,
- Practical guides and company training manuals addressing tutors,
- Administrative forms relating to in-company training,
- Communication documents between company and training centre,
- Frames of reference, programmes, instructional tools, safety rules and tools for evaluation of learning outcomes,
- Training offers intended to company tutors.

This resource centre should be evolving and regularly updated. Therefore, it should be managed by the organisation in charge of the global supporting scheme addressing company tutors.

Tool for internal Evaluation of In-Company Training

The investigations highlighted the fact that company tutors should be provided with a structured tool allowing them to evaluate their own approach to training. In this way, they would be able to take a more objective view of the in-company training they practised on behalf of the trainees for whom they were responsible. This tool must be simple, legible and practical, aimed at helping companies to achieve a continuous improvement in the quality of their vocational training.

A reference tool could include quality requirements, set out in a checklist describing the most important stages in the overall process of in-company vocational training, combined with an approach to lifelong learning and a list of activities and tasks of company tutors to be performed. As some project partners (especially IFAMPE and CCCA-BTP) use already internal evaluation procedures, their experience can be shared and developed together with all the other partners. The self-evaluation initiative can also contribute to the professional improvement and lifelong learning of the company tutors concerned.

Tools to assess Progress of Trainees

Supports for the evaluation of the learning outcomes should also be proposed to company tutors. Emphasis should be given to all the forms of evaluation: formal, informal and non-formal evaluation starting from existing practices in each country.

The suggested initiative will help company tutors to prepare periodic progress reports for the trainee with regard to fixed training objectives. This initiative should include three essential stages:

- Initial positioning to assess the student's knowledge and skills at the start of in-company training, in order to consider the training to be provided (contents, methods, planning),
- Continuing and formative evaluation of the learning outcomes progressively acquired, to be an integrated part of the in-company training itself, to monitor the progress in terms of technical skills, organisation of time and space, autonomy, safety requirements and competences associated with professional and social behaviour,
- Summative evaluation when the training is completed. This phase is closely regulated by each country, and there is already an abundance of information on this subject.

The aim of this proposal is to suggest to company tutors some objective criteria for assessing a trainee throughout the learning process and to adapt training methods accordingly. The proposed initiatives should also facilitate communication between company tutors and trainees based on objective criteria. This initiative should also include instructions for discussions between trainees and company tutors:

how to talk to trainees, how to remain objective, how to organise the contents of the discussion and how to benefit from the results.

These suggestions, as well as many others will be developed and specified more within Phase 2 of the project that will consist in a preparation of a Tutor's practical activities guide. The aim will be to bridge the conclusions from the mapping report and concrete activities and tools to support the tutors in the learning activities that they put forward in their companies. This Phase 2 of the Paint Up project will consist of the following activities:

- *Detection/choice of subjects*
Based on the conclusions and recommendations included in the mapping report, identification of the subjects that will be covered within the common learning tool (qualification).
- *Description of real life work situations and activities according to the type of enterprise.*
The description will be done to find the adequate learning process and the right assessment.
- *Problems/encountered difficulties*
When taking on an apprentice, an employer is signing up to say that they support the process of teaching the student and support the assessment process. A list of difficulties will be set up with the correspondent solutions proposals.
- *Recommendation on the developments of the function of the apprenticeship supervisor/tutor based on the companies needs*
A set of recommendations and guidelines will be established in a way to link to the qualification on tutor's role in the painting sector.

The goal the partners aim is to describe the role of tutors as a reference system on the basis of the activities and tasks carried out at work and on the competencies required in a concrete professional context. This future document will also raise possibilities of potential certification, which would complete the learning approach intended to company tutors in a logical and natural manner. However, given the position and role of each partner in the *Paint Up* project, certification cannot a systematic objective for everyone. This does not mean that certification cannot be pursued by partners who so wish and have the resources to do so. On the contrary, the reference system to be created can represent a basis for partners to continue in this direction.

ANNEXES

A1. DEFINITION OF THE METHODOLOGY AND QUESTIONNAIRES

QUESTIONNAIRE TO EXPERT GROUPS (3) AND TO INDIVIDUAL COMPANY MANAGERS (10)

Name of the company and area of residence
Name and function of the person interviewed
Number of employees

We propose these open-ended questions to understand the current situation of the tutor in painting companies and how the role can be developed.

1. What do you feel is the most important role for a tutor in a Painting & Decorating company?
How do these roles vary according to the size of a company?
2. What qualities do you think are the most important for a tutor in a Painting & Decorating company?
3. What conditions or resources do you feel a tutor needs to fulfil his/her task within the role of both teacher and assessor?
Could you please list internal and external resources and conditions?
4. If relevant: what kind of support do your company already give to the tutors?
5. What could be the biggest advantage for a company to have trainees and tutors working cohesively?
6. What is the biggest inconvenience for a company in having trainees and tutors within the workplace?
What do you think can be done to eliminate this inconvenience?
7. What skill do you feel are needed to be a tutor, apart from job knowledge? Please be as exhaustive as possible and also explain:
 - What behavioural skills?
 - What pedagogical (educational) skills? At what level should a tutor be educated to?
 - What other skills?
8. How is the tutorial function integrated into all of your professional activities?
9. If relevant: How do any the tutors you know, collaborate with vocational training centres?
How do you wish them to collaborate with vocational training centres in the future? Is it a good thing to collaborate with others?
10. How the role of the tutor should be developed in various profiles of painting companies?
11. What changes could be made to national tutorship strategies that could optimise the situation of tutors in the workplace?

QUESTIONNAIRE TO POTENTIAL BENEFICIARIES OF THE PLANNED TRAINING PATHS (TUTORS)

1. Why are you a tutor?
2. What are your most important assignments as a tutor?
3. What are the most significant advantages of being a tutor?
4. What is the most significant inconvenience of being a tutor?
5. What conditions and support do you need to accomplish your assignment as a tutor?
Please cite internal and external conditions.
Do you think that you get these conditions/support?
6. How can the conditions and support be improved?
7. Is there anything that prevents you from accomplishing your assignment?
If yes – what? And what can be done to help it?
8. What qualities do you think are important for a tutor / company trainer?
9. How do you co-operate with training centres today?
How do you want to co-operate with training centres in the future?
10. Do you think the role of the tutor / company trainer should be developed?
If yes: How?
12. What kind of training or accompaniment you may need (apart from technical ones) to fulfil your function as a tutor? Be as exhaustive as possible and also explain:
 - What behavioural skills?
 - What pedagogical skills?
 - What other skills?

A2. PERSONS WHO TOOK PART IN THE SURVEY

Belgium

Name and Function	Name of the Company and Area of residence	Number of Employees	Date of Interview	Comments (if relevant)
Benoît Beenkens Expert – Training advisor	Centre IFAPME LHW	100	21/02/2018	Expert in tutorship training
Patrick Ory - Expert – Training advisor	Centre IFAPME LHW	300	20/01/2018	Expert in tutorship training for construction sector
Mignon Johanna Expert – Referent for trainees in painting sector	IFAPME Liège	300	19/01/2018	Contact person for tutors and companies for IFAPME
Sey Jean-Luc Expert – Specialist in apprenticeship – in charge of tutorship	Constructiv	200	19/01/2018	National social partner organisation representing construction industry
Paclet Mélanie Expert – Insertion advisor for construction sector	Constructiv	200	19/01/2018	Contact person with construction companies and tutors
Grosdent Olivier	Le Forem	12	20/01/2018	PES – Painting Trainer and ex independent
Peters Jean-François	Montegnée	1	21/01/2018	Entrepreneur (0-5)
Archipel Construction	Chaufontaine	4	22/01/2018	Entrepreneur (0-5)
Dalemans Jean-Marc	Vottem	1	22/01/2018	Entrepreneur (0-5)
Lejeune Peinture	Aywaille	2	16/01/2018	Entrepreneur (0-5)
Taggez Karim	Saive	2	21/01/2018	Entrepreneur (0-5)
Martin Jeorge	Grâce-Hollogne	4	16/01/2018	Entrepreneur (0-5)
RH Construction	Clermont	2	22/01/2018	Entrepreneur (0-5)
Oger Philippe	Andenne	1	20/01/2017	Entrepreneur (0-5)

France

Name and Function	Name of the Company and Area of residence	Number of Employees	Date of Interview	Comments (if relevant)
Patrick SAINT-MARTIN Entrepreneur	ENT SAINT MARTIN Landes	3	06/03/2013	Painting
GRANGYR Manager	SARL GRANGYR Haute Loire	16	06/03/2018	Painting Plastering
Christophe MENIS Manager	MENIS Haute Loire	13	28/02/2018	Painting
GILLO Gilles Director	Cathy Peinture Somme	28	26/02/2018	Painting Flooring
M.HUYGUE Christophe Entrepreneur	HUYGUEDECOR Cauffry	15	26/02/2018	Painting Cleaning
ZION Christian Director	SPRID décor	45	20 /02/2018	Painting Flooring
AUBER Landry Entrepreneur	AUBER	1	13/02/2108	Painting Decorating
Patrick LALANNE Manager and company tutor	LALANNE Dax	13	12 /03/2108	Painting
Damien MORLAES, Worksite supervisor and Company tutor	MORLAES Tartas	15	12/03/2018	Finishing
Pierre VERMONT Entrepreneur and Company tutor	VERMONT Tarleffesse	08	06/02/2018	Painting Decorating
William Audouin, Company tutor	SARL AUDOIN Charente	13	05/02/2108	Painting
M Rigaux Flavien Manager	SARL RIGAUX	2	26/01/2018	Painting Plastering
Sébastien PARENT Entrepreneur	VALLE PEINTURE Saint-Maximin	30	22/01/2018	Painting Decoration Flooring
Moreaux Vincent Entrepreneur	MOREAUX BAILLEVAL	1	15/01/2018	Painting Flooring

Slovakia

Name and Function	Name of the Company Area of residence	Number of Employees	Date of Interview	Comments (if relevant)
Vladimir Bolik, Secretary general of the Painters Guild	Painters Guild – Slovak republic Nové Zámky		January 2018	Expert group G1
Viliam Osusky, expert RUZ for the education	RUZ – Republican Union of Employers Expert Group for construction – dual vocational education Bratislava		December 2017	Expert group G1
JAGERSKY Vladimir, Member of working group for coordination and development of vocational education for a labour market	Ministry of transportation and construction Bratislava		January 2018	Expert group G1
Puchovsky Jozef, Owner	JJP stav s.r.o. Bratislava	15	December 2017	Expert group G2
Jozef Oprchal Owner/small trade (painter)	Jozef Oprchal Čachtice	3-5	January 2018	Expert group G2
Trajda Rastislav Owner/small trade (painter)	Trajda Rastislav, Modra	2-3	February 2018	Expert group G2
Lydia Matiašková, Owner/Founder	Matistav Bratislava	50 (2 painters)	February 2018	Expert group G2
Miroslava Hazuchova Owner/Founder	Pasiv-Dom Banská Bystrica	10	February 2018	Expert group G2
GALOVIC Emil Manager	KERAMING Trenčín	120	January 2018	Expert group G2
Andrej Farkaš, Statutory	KF – Stav Okolicná na Ostrove	15	February 2018	Expert group G2
Palider Anton Owner/small trade (painter)	Palider Anton Tvrdošín	5	February 2018	Expert group G2
Miroslav Murčo, statutory	Moget a.s. Bratislava – Slovak Republic	70	February 2018	Expert group G2

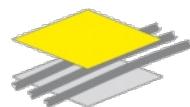
Bozena Buckova, statutory	Tempo Horná 126, 022 01 Čadca – Slovak Republic	19	February 2018	Expert group G2
Jozef Oprchal /owner/small trader (painter)	Jozef Oprchal Medzihorská 144 916 21 Čachtice	3-5	February 2018	Expert group G3
Anton Palider /owner/small trader (painter)	Palider Anton 900 01 Modra	3	February 2018	Expert group G3
Trajda Rastislav /owner/small trader (painter)	Trajda Rastislav, Družstevná 4 900 01 Modra	2-3	February 2018	Expert group G3

United Kingdom

Name and Function	Name of the Company and Area of residence	Number of Employees	Date of Interview	Comments (if relevant)
Terry Jones	Autism Plus Nationwide	4	22.1.18	
Jonathan Morley	Gary Morley Decorators Nationwide	1	4.1.18	Phone interview
Gareth Heaton	Gaz Heaton Decorators Doncaster/Lincolns hire	4+	22.1.18	
Joel Mortlock	Bagnalls, Doncaster, Nationwide	40	8.3.18	
Neil Stocks	Hargreaves and Stocks Doncaster	1	5.3.18	
Richard McWilliams	RMAC South Yorkshire	8	8.1.18	
Sarah Grice	Oakwood Park Homes Doncaster	6	13.2.18	Phone interview
Peter McNally	Magill Contractors Doncaster, Nationwide	60+	14.12.17	
James Fewster	Sodexo, BP Chemicals Hull Nationwide	30	23.2.18	
Steve Adams	Conisborough	4	10.1.18	
Alan Pearson	Tudorharp Nationwide	20+	15.1.18	Phone interview

Phase Leading Organization:

CCCA-BTP (France)



CCCA-BTP

Le réseau de l'apprentissage BTP

In cooperation with:

*UNIEP (Luxembourg), IFAPME (Belgium), EPP (Belgium), SIOV (Slovakia),
Imanovation (Portugal) and Doncaster College (United Kingdom)*

