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SUMMARY REPORT: E-DISCUSSION ON QUALITY, INNOVATIVE APPRENTICESHIPS FOR THE FUTURE OF WORK

Organized by the ILO with support from partner organizations, including the European Commission, the OECD, UNESCO and the Global Apprenticeship Network (GAN). Hosted on the Global Skills for Employment Knowledge Sharing Platform, 14-25 May 2018

Provisional DRAFT

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Introduction

From May 14-25, 2018, the International Labour Organization (ILO), under the auspices of the Global Skills for Employment Knowledge Sharing Platform (Global KSP), initiated an e-discussion on the topic, “Quality, Innovative Apprenticeships for the Future of Work”. The e-discussion aimed at examining the role of quality apprenticeships, and other work-based learning programmes, as part of the response to the challenge of youth unemployment and preparing the workforce for the fast changing skills demands of the labour market. Moderation for this e-discussion was led by representatives of the *ILO* (Ashwani Aggarwal, the lead moderator, Kishore Singh, Albert Okal, Hari Pada Das, and Gabriel Bordado), in collaboration with the *European Commission* (Norbert Schöbel, Tamás Várnai), the *OECD* (Anthony Mann, Malgorzata Kuczera), *UNESCO* (Borhene Chakroun, Hélène Guiol), and the *Global Apprenticeships Network* (Regula Schegg, Laura Fährndrich, Kathryn Porter and Maria Sol Adaime of Nestlé). The discussion attracted participants from more than 18 countries across Africa, the Americas, Asia and the Pacific, and Europe.

This Report provides a brief overview of the contributions made by e-discussants – more than 300 comments and observations posted – and also highlights key messages emerging from the global conversation. In this Report, reference numbers have been added next to quotes/messages referenced to enable readers to easily find such citations within the e-discussion thread which has been appended to this document (see *Appendix 1*). A compilation of the documents/reports mentioned by participants during the e-discussion could be found in *Appendix 2*.

This Summary Report serves as a reflection of some of the points made by participants in response to the six e-discussion questions, which are:

- How do apprenticeships benefit various stakeholders such as employers, trade unions, governments and apprentices? Are there any institutions in your country that collect and disseminate evidence about the benefits of apprenticeships?
- In view of rapid changes in labour market contributing to an increase in skills mismatches, how important is the role of apprenticeships in aligning skills supply to the future of work?
- In your country, is there a clear, common understanding of the differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning?
- Despite widely accepted benefits, why do many countries have difficulties in establishing, scaling up and sustaining high- quality apprenticeships? What specific challenges are faced in implementing and expanding apprenticeships in your country?
- What innovations are needed to make apprenticeships more attractive for youth and employers respectively, particularly small and medium-sized enterprises (SMEs)?
- What strategies could be used to ensure better gender equality and disability inclusion in apprenticeships?

Key messages

- Quality apprenticeships are characterised by three elements: the training of individuals (i.e. providing them with skills, knowledge and experiences) in response to the demands of the labour market; the protection of workers (e.g. through contracts, adherence to health and safety standards, etc.), and the involvement of trainers and employers in the design and delivery of training programmes.
- The ILO identifies six building blocks that have been proven globally to contribute to the development and establishing of quality apprenticeship programmes: meaningful social dialogue; a robust regulatory framework; clear roles and responsibilities; equitable funding arrangements; strong labour market relevance; and, inclusiveness.
- Social dialogue, stakeholder ‘buy in’ (i.e. interest, commitment, active participation, and knowledge-sharing among students, workers, employers, trainers, etc.), and a favourable external environment are the minimal requirements for the development and sustainability of apprenticeships.
- Skills forecasting should be incorporated into the apprenticeship training process, particularly in the following areas: occupational areas that would always be necessary, e.g. plumbers, carpenters, electricians, among others; new occupational areas based on new technology, innovation and invention in the workplace; and specific/unique needs of the industry.
- Apprenticeships help workers to gain work experience and skills, combine theoretical training with workplace realities, gain training in specific fields, get a ‘feel’ of what they may like to do or what they may not like to do, improve employability prospects, etc.
- For employers, apprenticeships could be used to provide workers with the skills needed by firms and companies. Benefits to employers as they relate to quality apprenticeships could include low labour turnover, access to a pool of skilled labour, and increased productivity and profitability.
- For trade unions, quality apprenticeships could provide support for collective bargaining given that well-trained individuals would be able to negotiate better conditions.
- For governments, the presence of quality apprentices increases prospects for reducing unemployment, a boost in government revenue, higher levels of competitiveness in the economy, reduced security costs, and growth and development.
- For society, apprenticeships help to ensure more economic and social stability and higher levels of social welfare due to lower levels of unemployment, a better skilled labour force, an economy with a higher level of competitiveness, etc.
- Apprenticeships provide no assurance of employment; there needs to be growth and diversification of the economy in order to absorb the labour force. This can be facilitated by both demand-side and supply-side interventions.
- Apprenticeship systems take time to develop and thrive. It is important to start small, monitor and evaluate progress, make adjustments where necessary, and gradually scale up.
- Apprenticeships should not only cater to young people but should be open to adults who are seeking entry into a new industry, or who are trying to upgrade their skills in response to constantly evolving labour markets.
- Apprenticeships in the informal economy pose the biggest challenge and greatest opportunities for the delivery of quality apprenticeships, and ensuring decent work for young people.
- Human resources (quantity and quality), institutions, financing, the level of stakeholder ‘buy in’/engagement, public-private partnerships, the level of development in respective countries, and the perception of the value of apprenticeships could all have an impact on the capacity of a state to implement and expand apprenticeships.

- The development of pre-apprenticeship training programmes is a good strategy that could be used to prepare young people and disadvantaged groups with the knowledge and skills that would make them eligible for apprenticeship programmes.
- Incentives that could be used to attract young people to apprenticeships include developing apprenticeships under National Qualifications Frameworks, holding vocational skills events, organising role model campaigns, advertising success stories, providing apprenticeship scholarships, etc.
- Incentives that could be used to attract employers to apprenticeships include the incorporation of entrepreneurial skills and competences in curricula and methodologies, tax breaks, developing public-private cost-sharing schemes, giving public recognition to exemplary employers, etc.
- Strategies that could be used to encourage greater female participation in apprenticeships include challenging stereotypes from an early age, having designated days for the promotion of technical and vocational training, awarding grants to companies that recruit female apprentices, reserving places on training courses for women, providing support for childcare costs as would be done for other workers, and providing opportunities for part-time and flexible apprenticeships.
- Improving an individual's level of employability is not only limited to apprenticeships but also includes other forms of work-based learning such as internships, traineeships and learnerships.

Highlights from the E-discussion

The E-discussion was marked by a high level of engagement as participants from around the world sought to share country stories, personal experiences, ask questions, and obtain more information about work-based learning schemes in general and apprenticeships in particular. Participants included, but were not limited to, former apprentices, TVET (Technical and Vocational Education and Training) consultants, researchers, and skills development experts. Some of their contributions are captured below.

Q1: How do apprenticeships benefit various stakeholders such as employers, trade unions, governments and apprentices? Are there any institutions in your country that collect and disseminate evidence about the benefits of apprenticeships?

The general consensus was that apprenticeships offer a win-win benefit for all stakeholders directly and indirectly involved and affected by the delivery of the programme. This could be verified or contested by the use of holistic cost-benefit tools that examine the costs/benefits of apprenticeships on the apprentice (e.g. the opportunity cost of attending training may be missing work), employers and the society, as well as the costs/benefits of using public funds. [87]

The benefits of apprenticeships for all parties are evidently not automatically guaranteed and could only be realized if efforts are made to ensure that the development and incremental rolling out of apprenticeships are governed by favourable legal, institutional, procedural, and financial standards and support. In this regard, several references were made in the e-discussion to the six building blocks identified by the ILO which have proven to contribute to the development and establishment of quality apprenticeship programmes: meaningful social dialogue, a robust regulatory framework, clear roles and responsibilities, equitable funding arrangements, strong labour market relevance, and inclusiveness. The recognised need of designing “*short-term responses to mitigate the negative*

social and labour impacts of the deceleration and the return to employment-led growth paths, and on the other hand to take actions to address the structural problems of low productivity and the lack of productive diversification” in response to the high unemployment situation in Latin America and the Caribbean is also a reminder that quality apprenticeship programmes need to be contextual. [23]

During the e-discussion, reference was also made to the Council Recommendation on a European Framework for Quality and Effective Apprenticeships that was recently adopted by the 28 European Union Member States. The seven criteria that were established for learning and working conditions for apprenticeships are as follows: written agreement, learning outcomes, pedagogical support, workplace component, pay and/or compensation, social protection, and work, health and safety conditions. Further, the seven framework conditions that were identified are as follows: regulatory framework, involvement of social partners, support for companies, flexible pathways and mobility, career guidance and awareness raising, transparency, and quality assurance and tracking of apprentices. [206]

Emerging from the online dialogue were also references to the quality of informal apprenticeships. One moderator noted that informal apprenticeships were a source of potential for increased access to skills development provided that its quality was raised. [219] Another participant made reference to Ghana where “the government training council is engaged in quality assurance of informal/traditional apprenticeship.” [207]

Benefits to stakeholders

Many examples were provided of possible benefits of apprenticeships to various stakeholders. As expressed by e-discussants, **employers** may have the advantage of benefitting from the skills and work of apprentices at lower labour and recruiting costs [295]. The decision to use apprentices may also lead to a more strategic use of training budgets. [270] The involvement of employers in the training of apprentices was seen as a way to improve training standards, employer-employee relations, and to ensure that individuals were trained in skills that are not only needed for the labour market, but for specific organisations. As indicated by one e-discussant, skills forecasting is a crucial element in this process, particularly in the following areas: occupational areas that would always be necessary (e.g. plumbers, carpenters, electricians, etc.); new occupational areas based on new technology, innovation and invention in the workplace; and specific/unique needs of the industry. [253] Such strategies could lead to a reduction in employee turnover and therefore a reduced cost for the employer. As stated by one moderator, “it is essential that the skills and knowledge developed in vocational programmes are in genuine demand in the labour market – hence the need to ensure full employer engagement in the design and delivery of provision.” [203] Collaboration between trainers and the private sector is also key to ensuring both the extension of meaningful work experience in the private sector, and the financial support for the growth and sustainability of apprenticeship programmes. This collaboration could be facilitated through peer-to-peer learning and knowledge sharing on effective work-based learning systems (e.g. sharing good practice examples of business-VET collaboration and social partners' effective involvement in WBL) as recently demonstrated by an ILO project in the Maghreb region. [262]

Apprentices could be a source of skilled labour for employers, as well as a source for increased productivity and profitability. For example, “A study by the Centre for Economics and Business Research in the UK estimated that the workers who have completed apprenticeships increase productivity by £214 per week on average.” [122] Apprenticeships could also lead to the development of entrepreneurship in micro and small enterprises. [298] The quality of training provided to apprentices would have an impact on the quality of support that they would be able to provide to employers, hence the need to ensure that they are not merely a source of cheap labour,

or subject to duties that are not deemed to be relevant for the job market. The need for meaningful work experience is therefore critical. [306]

Evidence exists that appropriately trained apprentices have been beneficial to employers. Under the tracer study conducted by the Swiss Development Cooperation (SDC) on the ILO-supported Centre of Excellence for Leather (COEL), it was reported that according to the five leather industries, “all are satisfied with the COEL-trained graduates. All of the industries thought they are more proactive, work harder, are technically more sound and learn more quickly compared to other fresh workers.” [302] In some instances, the training of more apprentices than are demanded by the labour market could ensure that a ready supply of workers are available to employers where there are shortages in skills, or new job openings.

For **apprentices**, the benefits of apprenticeships are not only extended to employers but are also of personal benefit to those who are trained. One e-discussant relayed the story of an individual who had been an apprentice under TATA Motors in India. As stated by the apprentice, “*That tough training has actually made us what we are today. It taught us to take up challenges and apply our minds to do manufacturing and solve problems. It was a ‘learn and earn’ process.*” [311] Apprenticeships serve as an avenue for receiving practical, on-the-job training, in ideal circumstances with remuneration, and in other instances without financial compensation. By virtue of the fact that apprentices are provided with an opportunity to receive work experience, they are oftentimes made more employable and transition more smoothly into the world of work than others who did not have the benefit of receiving work-based learning. When trained in accordance with the needs of the labour market, apprentices may be in a better position to benefit from employment when job openings arise in what is usually a highly competitive labour market. Two discussants from Tanzania provided more insight into this possibility of transitioning from being trained to being employed:

“I am among the students who benefited through apprenticeship. [The] apprenticeship helped me to know which category of specialization is best for me and I can perform it very well. I learned [a] lot of things which I had never been taught in school, [for] example living according to my company's values, teamwork, flexibility and many more.” [198]... “After finishing my apprenticeship course I was employed by Southern Sun hotel as a receptionist and the job helped me to manage my personal expenses as I was able to pay for my college fees...” [200]

Another related:

“After finishing high school I had nothing to do...I thought like I was going to lose due to the fact that I had studied other courses and don't have any ideas about that program. But, finally I joined and took food production and trained with passion and hard work as I was told... [I] now can manage to live happy, pay taxes and be able to earn money and make a living and help my family... Now I am head chef at Utengule coffee lodge located in the Mbeya region in Tanzania.” [243]

Other evidence was also cited by discussants on the effects of apprenticeships. The Swiss tracer study on the Centre of Excellence for Leather in Bangladesh and the perceived changes of the livelihoods of machine operators in response to the training to which they were exposed found that: *Out of 373 graduates, 65% feel that their livelihood has somewhat changed, 17% said little improved, 15% replied much improved and only 2% feel that their livelihood has not changed at all. The major areas of improvement in the standard of living are food intake (93.2%), clothing (84%) and home equipment & education (27%). [302]*

Referring to findings from El Instituto Técnico de Capacitación y Productividad (INTECAP) which had begun the process of conducting formal studies to record the impact that training for work generates, one participant from Guatemala related the following: “Among the most relevant data found in the studies carried out by INTECAP...70% of the certified participants are working.” [240] However, as reminded by one of the moderators, being trained provides no guarantee of employment. Rather, there needs to be a diversification of the economy to facilitate the absorption of the labour force. [226]

Governments and the **societies** over which they preside also stand to benefit from apprenticeships. As indicated by participants, the training of apprentices helps to increase the levels of persons with practical work experience/skills which, when employed within a formal or informal context, or via self-employment, helps to ensure a higher level of competitiveness within the economy due to a skilled workforce, as well as growth and development. In addition to being used as an approach to reduce the employment rate, apprenticeships could also boost the economy/government revenue and social welfare, and lead to reduced security costs. In the United States, for example a study revealed that “*return on investment in apprenticeships works out to US\$27.70 for every dollar invested - and if other potential costs (unemployment insurance, food stamps, welfare and administration costs) are taken into consideration, the total benefits are just under US\$36 per dollar spent.*” [123]

In the case of **trade unions**, one e-discussion participant stated that apprenticeships provide the benefit of ensuring a pool of competent skilled workers for the labour market, and support the participation of organisations in training workers of the future. [270] Another participant indicated that apprenticeships would mean better-trained members who would be able to negotiate better conditions. [240]

Q2: In view of rapid changes in labour market contributing to an increase in skills mismatches, how important is the role of apprenticeships in aligning skills supply to the future of work?

As reflected in many of the points above, apprenticeships play a very important role in aligning skills supply to the future of work. A common observation made during the online discussion was the fact that apprentices who are trained in the skills needed by the labour market, (many times due to employer-trainer collaborations, and at other times due to the exclusive training of apprentices in a respective organisation), are better prepared to respond to job vacancies that may arise. The following is a response from one e-contributor: “where can young job entrants acquire latest skills as may be required by industries for their current and future needs? The answer is a clear indication towards apprenticeship.” [309] Another responded: “Having work experience during the study through apprenticeship can help students to know which skills sets are actually useful in business, from the early stage of their study.” [306]

But the provision of effective training within such a rapidly changing labour market (due to technology, migration, climate change, etc.) is not without its challenges. Trainers have to remain adaptable and aware of constantly evolving needs so that the training that is provided is relevant. In this context, a close collaboration with industries and specific employers is necessary. As one e-discussion participant noted,

“The skills development institutions (training providers) find it difficult to continuously modernize their workshops, curriculum and upgrade instructors to cope with the training needs underscored by the technological change that goes with the evolving future of work. The only solution is to equip the trainees under structured apprenticeship system within the

enterprises so that human resource preparedness does not lag behind technological progress in the industry.” [283]

In cases where training is done within institutions, efforts need to be made to ensure that such institutions have been sufficiently modernized and foster collaboration with private and public employers so that the training provided is aligned to current and future labour market needs. Otherwise, difficulties would be posed in matching or aligning the skills of apprentices with labour market demands. For example, In the case of the ILO-supported Centre of Excellence for Leather Skill (COEL) in Bangladesh, which successfully managed to train individuals in conformity with industry demands, there was still the concern that due to an insufficient number of trainers, the training facility would be hindered in meeting more potential industry beneficiaries. This is in spite of the regular payment of placement fees by industries. [302] As previously recounted, it is the presence of quality, meaningful and effective apprenticeships that will help to ensure that individuals are suitably trained to meet the needs of the labour market. Issues such as flexible curricula, highly trained trainers, financing, and the right governance of apprentices are therefore of key importance. In Denmark, for example, “the student/apprentice [usually] changes between the apprenticeship and the school in three week intervals (this varies between a week or up to three months, and also depends on how far you are in your education).” [193]

Q3: In your country, is there a clear, common understanding of the differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning?

The feedback provided in response to this question reflects the opinions of e-discussants from different countries, and not necessarily the country’s official position (where such a position exists) on the issue. In addition, the following definition on work-based learning (WBL), agreed to among the members of the Inter-Agency Group on TVET, was provided by one of the discussion moderators: “WBL refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development. Apprenticeships, internships/traineeships and on-the-job training are the most common types of work-based learning. These types usually – but not always – combine elements of learning in the workplace with classroom-based learning.” [237]

INDIA

“I would say that in India, the common understanding about “apprenticeship” is the period of training, [after] which one finds oneself in appropriate job. “Internship”, on the other hand, is more concerned with a short spell of industry attachment (or secondment) for students of technical institutions (like those pursuing education in the engineering fields) during (say mid-course, usually short duration, say 3 months) study period. At the end, the students are back to their educational institutions to complete the remaining part of study period.” [293]

BANGLADESH

“In Bangladesh, the understanding of differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning is not clear.” [283]

“In Bangladesh the term traineeship and learnership are not being used. Here there is difference between apprenticeship and internship. Internship meant for industry or workplace exposure for vocational, mid-level technical and engineering graduates and also for university graduates of other disciplines. Apprenticeship meant for skills acquirement and to undertake skills occupation.” [183]

MALAWI

“It is also evident that in Malawi there is no clear, common understanding of the differences between apprenticeships, internships, trainee-ships, learner-ships and other forms of work-based learning.” [238]

TRINIDAD AND TOBAGO

“Currently within the workplace in Trinidad and Tobago, apprenticeships, trainee-ships, internships, and on the job training exist, however, there is not a clear and comprehensive understanding of the difference. Most people think that they are all the same, in fact, people believe that once there is an on the job component it is an apprenticeship.” [202]

Q4: Despite widely accepted benefits, why do many countries have difficulties in establishing, scaling up and sustaining high-quality apprenticeships? What specific challenges are faced in implementing and expanding apprenticeships in your country?

Although apprenticeships have proven to have benefits in many countries, not all countries have had positive experiences, and those with positive experiences have not been immune from difficulties in establishing, scaling up and sustaining apprenticeships, whether in the formal or informal sectors. What is evident from the e-discussion is that countries face strikingly similar challenges. However, unique country contexts have meant that such challenges have been influenced by various factors such as human resources (quantity and quality), institutions, financing, limited stakeholder ‘buy in’/engagement, weak public-private partnerships, the level of development in respective countries, and a lack of understanding of the value of apprenticeships. Many of these factors signal that there is often an inadequate and insufficient national and institutional capacity of states (and state-based agencies in charge of managing apprenticeships) to regulate, incentivise, gradually and continuously improve, and expand the reach of apprenticeships. In some instances, overregulation or excessive oversight on the parts of governments could also be a hindrance to progress.

Based on the report of one participant, the experience of Malawi was one which reflected an apprenticeship system that was not working effectively or yielding results in accordance with the TEVET Act of 1999. Referencing a 2017 World Bank Study as a base, the participant further revealed that “there are implementation challenges in student recruitment, provision of training, provision of training subsidies, monitoring, assessment, verification and certification.” [238] Steps are being taken to address some of these challenges, however, the suggestion that the apprenticeship system should be reformed has not garnered much interest from companies given the time and resources involved.

For Kenya, the difficulties in establishing, scaling up and sustaining high-quality apprenticeships have been attributed to the inability to acquire and retain knowledge that is relevant to labour market needs. This is due to, a “lack of tying the apprenticeship trainees with expatriates [who are usually chosen for the skills they possess given the lack of such skills locally], having more hours set aside for classroom-based (block) learning and also not linking academia with industrial needs”. Challenges in implementing and expanding apprenticeships in Kenya include: “[the] lack of an apprenticeship governing body, sensitization, a detailed apprentice policy”, as well as the absence of any detailing of the linking of apprentices with expatriates. [265]

In Bangladesh, one of the challenges in the informal economy is the fact that skilled workers are not well recognised even though they are “troubleshooting millions of problems.” In addition, the informal economy is said to be marked by challenges in the form of an “absence of regulatory authority, [and] clear cut guidelines and procedures to regulate service coverage for the workplace”.

[155] Another challenge that generally exists in Bangladesh relates to “pursuing and enabling the government to set up an apprenticeship program with a dedicated budget.” [172]

For India, one of the challenges that has been identified is that of the creation of a combined formal and informal system where engagement can be created at the grassroots level, and where firms move beyond the attractions of incentives and cheap labour and train apprentices with the aim of hiring them. This is especially critical given India’s MSME/SME & SSI network, which is slowly expanding in response to the fast-paced demand for goods and services. [230]

Q5: What innovations are needed to make apprenticeships more attractive for youth and employers respectively, particularly small and medium-sized enterprises (SMEs)?

Apprenticeships are not the first choice for everyone, nor are they always viewed at the same level of importance as ‘academic’ training. On the part of employers, questions and concerns are still raised on the cost, management and maintenance of apprenticeships as well as the quality of the skills of individuals who emerge from apprenticeships. Such concerns about apprenticeships are not unfounded, some arising from a lack of awareness on the short and long-term benefits of apprenticeships and others arising from challenges experienced from apprenticeships and apprenticeship systems in the past. There is therefore a need to find ways to ensure that the quality of apprenticeships is guaranteed and that they are made more attractive both to youth and employers.

If the reach of apprenticeships is to be made attractive to a wide variety of youths, one of the strategies that could be used is that of extending the number and types of programmes offered under apprenticeship schemes. Care should, however, be taken to prioritise quality over quantity. As reminded by one contributor, the error should be avoided where “‘how many can be made job ready or skilled’ takes precedence over ‘how well the system trains / prepares its youngsters for employment’” [225]

Apprenticeships and targeting

With respect to the extension of the industries targeted under apprenticeship programmes, one e-discussion participant noted that “*job roles within industries such as Media & Entertainment, Construction, Agriculture often [offer] little or no opportunity for young people to participate in organised TVET. Apprenticeship programmes have to factor in this reality and innovate methods/tools such that Quality Apprenticeships can be extended to informal sectors of the economy.*” [225]

Apprenticeships could also go beyond the targeting of specific industries to the targeting of specific people and social groups. In the case of Kenya, one participant wrote that the ILO is currently implementing “a capacity strengthening project funded by the U.S Department of Labour to support the development of a Quality Workplace Based Training program for the vulnerable and marginalised youth who are engaged in or at risk of engaging in child labour.” The programme is aimed at strengthening informal apprenticeships. [167] Another aspect of targeting relates to the development of pre-apprenticeship training programmes for training young and disadvantaged groups (e.g. school drop-outs), who do not fit eligibility requirements, in terms of knowledge and skills that would allow them to apply for apprenticeship programmes. Such programmes can include a focus on literacy and numeracy skills, as well as practical in-country training. Germany and Canada (the Province of Ontario) were cited as examples of countries that have such programmes. [20] Other strategies that could be used to target disadvantaged groups are the provision of income subsidies, training credits, affordable and quality childcare, as well family-friendly work opportunities. [14]

Content of apprenticeships

Together with the industry reach in terms of apprenticeships, the content offered in apprenticeships is also important as this could encourage the involvement of different types of employers. In this regard, the incorporation of entrepreneurial skills and competences in curricula and methodologies could be used to encourage the involvement of small and medium-sized enterprises (SMEs). [226] In an effort to attract different stakeholders, the Government of India, for example, has an initiative whereby Third Party Agencies (e.g Universities, education and training institutions, Industries' Associations, NGOs, etc.) serve as facilitators between apprentices and establishments. The e-discussant who contributed this information said, "Hopefully this step will help stakeholders realise benefits of apprenticeship and reap fruits from its potential." [288] Another initiative that has been used by India to attract industry to the use and benefits of apprenticeships is via the introduction of "Optional trades" – any trade or occupation decided and created by an employer. Unlike existing trades, which are more geared to the manufacturing sector, optional trades are targeted at several sectors. "Many employers have resorted to this category [i.e. optional trades], giving a boost to apprenticeship training." [284]

Jobs and requirements

Addressing the issues of apprenticeships in Saskatchewan, Canada from the standpoint of the necessity of training, one participant indicated that there is little incentive for persons to be enrolled in apprenticeships if they could be employed in certain trades without being required to undergo an apprenticeship. This is further compounded by the fact that inadequate compensation for qualified trainers may also reduce the attractiveness of apprenticeships. One solution provided by the discussion participant who revealed the details was : "What if only those certified or enrolled as apprentices could be employed in designated occupations?... Occupational and public health and safety concerns with substantial financial penalties involved could be used to incentivize enrolment in apprenticeships." [248] Another discussant, citing the example of the Netherlands, stated, "wage for entry-level jobs for apprentices is more than 30% than that for TVET graduates (both having the same qualification)." [121] Further, five per cent (5%) of the workforce in firms in Brazil must be comprised of apprentices. Otherwise, firms would have to pay fines for noncompliance. [15] A similar strategy was seen in Colombia where firms that have more than 15 employees (with the exception of those in the public and construction sectors) must hire apprentices or else pay a fee that would be used to finance an entrepreneurship fund. [15]

Perception of apprenticeships/ Social norms

Chief among the concerns expressed under the creation of attractive apprenticeships for youth and employers was the level of esteem with which apprenticeships were held or perceived. As expressed by one participant from Denmark, "...we lack a lot of apprenticeships, and in fact, we have in the past years seen a decrease in the amount of young people choosing to study a VET degree, as it is, unfortunately, seen as a "lesser degree". [193] In an effort to address this issue, the Danish Vocational and Technical School Students Union (EEO) have used a role model campaign called, "the road to VET" to demonstrate to students of lower secondary schools "how impactful and important it is to take a VET degree." [193] This strategy bears some likeness to the effort by the European Commission to foster a better image for apprenticeships. Since 2016, an annual European Vocational Skills Week has been organised "to celebrate work-based learning and apprenticeships, to showcase that it is work to engage in apprenticeship studies", as well as to demonstrate to employers that investing in apprenticeships is worthwhile. [195]

In Tanzania apprenticeships were developed under the National Qualifications Framework to address the issue of low level of esteem of the programme and set standards that would be approved by both employers and accreditation authorities. In this way, apprentices are able to have

not only the same qualification standards as others but more experience and job competencies. [162] The Government in Tanzania has also approved national guidelines for apprenticeships and internships. [223] Similarly, Bangladesh has adopted an approach whereby recognition could be given to apprenticeships: “A qualification framework was included in the Skills Policy creating a provision of access of informal sector skills into a formal qualification framework, like Pre-vocational level-1 and Prevocational level-2. That was a start to support informal apprenticeship into a formal qualification framework.” [191] Furthermore in Ghana, informal apprenticeships are provided under the National Technical and Vocational Education and Training Qualifications Framework (NTVETQF), enabling graduates to obtain certificates at the 2nd (Proficiency 2) and 3rd (Certificate 1) levels of the Framework. [136] Also, In Ireland, features of the new apprenticeships have led to an award at Levels 5 to 10 on the National Framework of Qualifications (NFQ) [38]

Some individuals may not pursue apprenticeships because it is not the social norm. One e-discussion participant said, “From my personal observation in my country, there is a social norm that prevents some young people from doing the apprenticeship....most young people tend to pursue the white-collar career instead of doing an apprenticeship because of the social expectation and working conditions.” [295] This is similar to the case of Kenya where the education system has been catered towards the production of white-collar jobs. [77]

To ensure that apprenticeship programmes remain attractive to both youth and employers, quality and relevant training is needed. This calls for collaboration between training partners and employers, as well as an adherence to quality apprenticeship standards.

Apprenticeships and flexibility

While many innovative strategies mentioned during the e-discussion focused on individuals on the one hand, and the content of apprenticeships on the other, one approach suggested focused on the manner with which the apprenticeship was conducted. In Norway, apprentices are able to use the OLKWEB and other specialised platforms to complete training requirements, provide documents, and access government assistance. Such platforms permit for the receipt of information, interaction among apprentices, and monitoring by employers. [22]

Financial support/Incentives

One of the practical ways of promoting apprenticeships is by providing financial support to the stakeholders involved. Kenya is one case in point. Through its National Industrial Training Authority (NITA) and under its Ministry of Labour and Social Security, Kenya provides “access to financial support to the medium and large companies to recruit apprentices through the Training Levy Fund.” [170] “Employers contribute KSH 50 per employee per month to the fund and then get access to the fund for funding for apprentices in their company as per their requirement.” [174] Reporting on a study done on Zimbabwe, one participant related that one of the aims under the *Skills for Youth Employment and Rural Development Programme* was to “make microfinance available to the master crafts-persons and the youth by facilitating access to group and individual business loans once they have completed their apprenticeships. This initiative was said to use the ILO’s Quality Improvement to Informal Apprenticeship (QIA) methodology. [117]

Others

Other general strategies that have been proposed in an effort to increase the attractiveness of apprenticeships include: the social marketing of apprenticeships and successful case stories, targeting fast-growing industries, public recognition of/awards for committed employers, tax breaks, public-private cost sharing schemes, training and wage subsidies, awarding duty free concessions for employers when they want to import equipment for the conduct of apprenticeship training, developing skills competitions for those doing apprenticeships and encouraging participation in

international competitions, providing study tours with different industries, apprenticeship scholarships, allowances for apprentices (good, transportation, etc.), free learning material, and shared responsibilities (e.g. the Adecco Group has an agency apprenticeship model whereby employers can offer apprenticeships while the Group can source candidates, administer salaries, and take care of other organisational aspects. [34])

Q6: What strategies could be used to ensure better gender equality and disability inclusion in apprenticeships?

While the need to ensure better gender equality and disability inclusion in apprenticeships was acknowledged, all of the responses to this question focused on strategies to increase the level of female participation and interest in apprenticeships. Central to discussions was the recognition that many apprenticeships were male-dominated and that there was a need to overcome gender stereotypes and stimulate the interest of more women in TVET. The challenging of stereotypes calls for the involvement of several actors (e.g. parents, teachers, etc.) and should be done as early in a person's life as possible, preferably in childhood. For example, mention was made of the Czech Republic where, under a special programme, children in kindergarten are given the opportunity to 'try' different professions. An explicit emphasis is placed on destroying gender stereotypes as girls; for example, learn to use a hammer while boys role-play as nurses. [90] Meanwhile, in Germany, there is a 'Girls' day' every year to motivate girls to take up vocational training programmes. "Companies allow them to visit, gain an understanding of various professions, and make contact with those responsible for traineeship at an early stage." [36]

Encouraging greater female involvement in apprenticeships also means extending the reach of existing apprenticeships from a focus on traditional fields such as hairdressing to less conventional fields. One participant noted that in South Africa, 45 per cent of apprentices in her organisation's dual system electrical apprenticeship project are female. This high female involvement was in response to a rigorous selection process at which females excelled, and did not involve any special targeting mechanisms. [100] Evidence of interest in more technical fields was also seen in the case of Bangladesh where young women are breaking the traditional trend of almost exclusive involvement in the garment industry to being involved in training in support of their desired career in the motorcycle mechanic trade. [97]

Employers also have role to play in fostering inclusion and could be thus supported by external partners. For example, in the case of Ireland, "employers of designated craft apprentices may receive a total grant of 2,667 Euros for each female apprentice recruited". [36] Care should also be taken to ensure that all initiatives take into consideration the social, religious and other contexts so that no-one is excluded. Reference in this regard could be made to Zanzibar where some negative perceptions of a female working in a hotel, as well as the lack of agreement of some hotels for women to cover their heads (based on their culture and beliefs), limited the number of females participating in a pilot apprenticeship programme in hotel operations. [69]

In England, some of the suggestions made by the Young Women's Trust to facilitate the inclusiveness of women include, but are not limited to: raising awareness among women of opportunities in targeted sectors, reserving places on training courses for women, providing specific diversity training to all staff with recruitment responsibilities, providing support for childcare costs as would be done for other workers, and providing opportunities for part-time and flexible apprenticeships. [37] Some of these suggestions were similarly seen in practice under the framework of the European Apprentices Network (EAN) whereby a gender balance was applied in the selection criteria for apprentices. [94]

Conclusion

There is a high level of interest in apprenticeships, and in facilitating and encouraging a high level of stakeholder participation in such work-based learning programmes. This is fuelled by factors such as the mega trends impacting the labour market, skills mismatches, and high levels of unemployment in some countries and regions throughout the world. Whether provided formally or informally, apprenticeships can contribute to reducing the skills gaps by better aligning training to labour market needs, and increasing the employability of young apprentices, thereby helping to address the youth unemployment challenge. What is more, apprenticeships can be expanded to include a variety of occupations across several sectors. Lastly, apprenticeships have a strong track record of return on investment to governments as individuals successfully completing their apprenticeships report improved career prospects, and higher earnings over their lifetimes.

Appendix A: Discussion thread for: E-Discussion on Quality, Innovative Apprenticeships for the Future of Work, 14-25 May 2018

Moderator (Ashwani Aggarwal) • 3 days ago

Dear Participants,

Thank you all very much for your overwhelming responses to this E-discussion. As you may have observed, experts from all regions of the world have participated and shared their knowledge and expertise. They have also provided concrete examples of innovative practices to promote quality apprenticeships.

After two weeks of extensive and fruitful debates on the topic, it is now time to close the discussion. We will post a brief summary of this global dialogue on this discussion page within the coming weeks.

We like to thank Jeannette and others who managed and facilitated the smooth functioning of this E-discussion. Special thanks also to Sangheon Lee, ILO Director of the Employment Policy Department, Srinivas Reddy, Chief of the ILO SKILLS Branch, and partner organisations for their support and contributions.

For those of you who did not get the chance to submit your responses to the questions raised in our discussion, the door is not closed. Please send them to: knowledge@skillsforemployment.org and aggarwal@ilo.org

Thank you, once again.

Best regards,

Ashwani Aggarwal

On behalf of all moderators – from the ILO, GAN, UNESCO, OECD and European Commission.

(For the complete list of moderators, please see “Moderator schedule”, located at the top, right-side of this page.) **[1]**



Moderator (Ashwani Aggarwal) • 3 days ago

Dear all,

Finally, I like to mention about a life changing story of a young person (Barnada) from Tanzania who after completing apprenticeship programme (supported by the ILO) has become like a celebrity. In the photo, you can see a big article on his success story published by the leading newspaper.

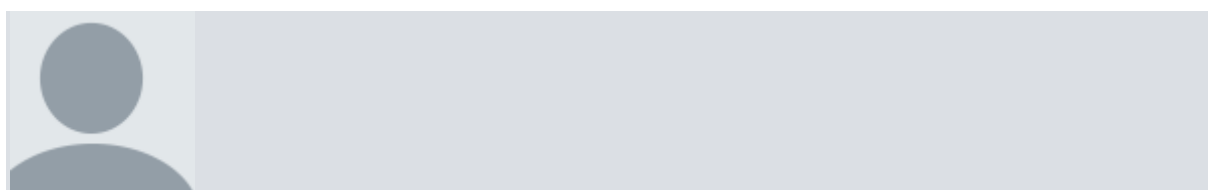
Barnada used to sell fish on road side to support his family. When he heard about the launch of an apprenticeship programme where he can still earn some wages while learning, he applied for it

and got selected. He received apprenticeship training from Hotel Southern Sun (a leading hotel chain in Africa). He is now working as a Chef in the same hotel and has plans to open his own Chef's Academy to train other young people.

When I met him last month (April 18), it was a proud as well as emotional moment as Albert (also moderator) and I together with stakeholders in Tanzania worked meticulously to establish apprenticeships in Tanzania, and Barnada joined first batch of apprentices.

The success of apprenticeships in Tanzania prompted many other countries in Africa to request the ILO to provide support in establishing apprenticeships.

Best regards, [2]



Helen Kirsch • 3 days ago

Dear Ashwani and Colleagues,
given the broad and interesting discussion I have enjoyed reading here, I can probably only restate what others have already said or asked. But I would like to ask one question. Some scholarly literature points to the often disruptive effects of past attempts to formalize relatively well-working informal apprenticeship systems/guilds - for example in Egypt. What is your experience with such attempts? And which factors contribute to success? Enjoy the weekend. [3]



SkillsforEmployment Mod Helen Kirsch • 3 days ago

Message from Christine Hofmann, ILO/Geneva:

Hi Helen,

That's a very good question, since scholars have also compared how apprenticeships in European countries have taken different routes because of political events that have shaken institutional arrangements. Guilds in France were dissolved during the French revolution, which led to a dwindling of quality, and eventually a loss of societal recognition of the system. In Germany, guilds rather evolved into chambers, hence have kept their functions on apprenticeship. In North African countries, Ministries have taken over some of the quality assurance functions of guilds, or of traditionally appointed craftspeople who controlled access to the trade (in some trades this informal function is still maintained, but again, informally). Lessons learnt are that informal apprenticeship systems can only be reformed/upgraded if their functioning and the informal institutions that govern them, are well understood. And what is a better

mechanism for this than social dialogue? Apprenticeship only works in partnership, so back to everything that many others have already said!

Christine Hofmann [4]



Moderator (Ashwani Aggarwal) • 3 days ago

Dear Participants,

The trade unions (Labour 20 – L20) and employers’ associations (Business 20 – B20) of the G20 Member States also joined forces to promote apprenticeships. They agreed on Key Elements for Quality Apprenticeships in 2013, and reiterated their commitment to promoting Quality Apprenticeships in the ‘B20-L20 Ankara Declaration’ in 2015. Global trade unions and employers associations (ITUC, IOE, BIAC and TUAC) have also jointly emphasised the following principles to be key in making apprenticeships work:

- There must be a shared responsibility between governments, employers and trade unions adequate to national circumstances.
- High quality vocational schools, with highly qualified and motivated teachers and up-to-date equipment are an indispensable prerequisite for effective learning.
- Effective entries into apprenticeships should be available, not only for young people but also displaced adults who either need to move into a new industry, or need to update their skills for the evolving needs of business.
- Strategies for lifting the status of Quality Apprenticeships should be developed, so that they are positively seen as a pathway towards a satisfying career.
- Quality Apprenticeship systems need their own contractual arrangements consistent with national law and practice.
- Quality Apprenticeship systems must be workplace centred.
- Quality Apprenticeship programmes should reflect gender equity objectives.
- Quality Apprenticeships should encourage entrepreneurship and innovation through the development of skills and general business knowledge as well as responsible business conduct.

Regards [5]

Marcelo C. Segovia • 3 days ago



Dear fellow employment and skills professionals,

After this very fruitful discussion on apprenticeships it is very clear that there is growing interest in this topic. That is why on behalf of the ILO Skills and Employability Branch I would like to invite you to participate in the International Conference on Innovations in Apprenticeships. The conference is organised by the ILO in collaboration with the OECD and GAN, with funding from the JPMorgan Chase Foundation. The conference will take place on 04-05 July 2018 in the ILO Headquarters in Geneva, Switzerland.

The conference will present and discuss new research on innovations in apprenticeships across all world regions by speakers from partner international organizations, multilateral agencies, academia, and civil society. The focus of the conference is on the innovative approaches to apprenticeships that respond to contemporary and future challenges. We aim at providing an opportunity to exchange knowledge and deepen collaboration among key actors of apprenticeships at global, regional and national levels in different country settings. Sessions will also consider the different institutional frameworks, strategies and stakeholders required to more effectively design and implement apprenticeship programmes and alleviate skills mismatches in the context of the future of work.

The registration is now open. You can register and find more information on the conference in the following link:

<http://www.ilo.org/skills/p...>

To make the event a success, please consider sharing this e-mail amongst your networks.

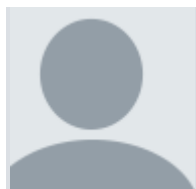
Looking forward to seeing you in Geneva in July,
Marcelo Cuautle Segovia
Programme and Communication Officer
ILO Skills and Employability Branch [6]



Moderator (Ashwani Aggarwal) Marcelo C. Segovia • 3 days ago

Thank you very much, Marcelo.

I request all of you to widely publicize it. [7]



Rajcoomar Ramchurun • 3 days ago

The theme is of world wide importance given the rapid changes in the world of work and its impact on job in the next decade. Apprenticeships scheme has a long history in Mauritius and several programmes have been implemented through this scheme to youngsters. However,

Monitoring and evaluation of learners are key aspect that need attention so as to ensure quality and relevance of learning in the workplace. To move one step further, a large scale programme known as the National Skills Development Programme [NSDP] has been implemented to ensure that youngsters acquired hands -on and meaningful know-how in the industry .The scheme in fact provided training opportunities for unemployed youths and also to better match skills with the demand of employers. The youth was enlisted for training and placement in technical skills that are in demand, namely in ICT, construction, Tourism and Hospitality, Nursing and Paramedics, Manufacturing, Financial services and Logistic. The training and placement was of 3 to 12 months duration. The trainees were paid a monthly stipend as incentive and travelling expenses based on attendance and upon satisfactory participation in the training. Again, the monitoring and impact assessment are key aspect. [8]



Moderator (Ashwani Aggarwal) Rajcoomar Ramchurun • 3 days ago

Thank you Rajcoomar for sharing the experiences of Mauritius. You rightly highlighted the importance of monitoring and evaluation to ensure the quality and relevance of training at the workplace. Please clarify, how the payment of stipend and travelling allowance linked to the satisfactory participation in the training? [9]



Gabriel - Co-Moderator • 3 days ago

Good day.

Just sharing Indian innovation in implementing and managing apprenticeship programs . When the Apprenticeship Act underwent a comprehensive amendments in 2014, one consideration was the " Ease of doing Business". Having IT as a distinct area of competence, the government set up a user-friendly online portal (www.apprenticeship.gov.in). It is a one-stop online facility designed to facilitate the implementation of the apprenticeship program. Its just like bringing the services right at the doorsteps of both the establishments and the would- be apprentices.

From establishment/company registration, registration and selection of apprentices, and submission of documents for subsidy claims are all in just a tip of fingers. [10]



Moderator (Ashwani Aggarwal) Gabriel - Co-Moderator • 3 days ago

Thanks Gabriel. Do you agree that we should promote "Ease of implementing Quality Apprenticeship Index"? Regards [11]



SkillsforEmployment Mod • 3 days ago

Message from Srinivas Reddy, Chief of the ILO's Skills and Employability Branch:

Dear Colleagues, Distinguished Partners and Friends,

At the outset, I want to thank all participants and moderators for their great enthusiasm and interest in this E- discussion. I especially appreciate the extensive sharing of knowledge and expertise in examining the role of quality apprenticeships, and other work-based learning programmes, as part of the solution to the challenge of youth unemployment and preparing the workforce for the fast-changing skills demands of the labour market.

This debate has provided very rich information about benefits of apprenticeships, differences between the types of work-based learning programmes and difficulties faced in implementing and expanding apprenticeships. It has also provided innovative, good policy measures and practices for making apprenticeships more attractive for youth and employers, and in ensuring better gender equality and disability inclusion in apprenticeships. These will be of great help in advancing the work of the ILO, other development partners and member States in this important area.

We at the ILO will prepare a report covering findings and recommendations from the E-discussion and disseminate it widely, including among all participants.

I especially want to thank all the partners who have contributed to this global dialogue: OECD, the European Commission, UNESCO and GAN for the excellent collaboration in promoting and moderating this E-discussion.

Srinivas Reddy,

Chief of the ILO's Skills and Employability Branch, Employment Policy Department [12]



Regula Schegg (Co-Host GAN) • 3 days ago

For those interested in ROI, I attended a very interesting session yesterday at the UNESCO- UNEVOC Managing Skills in a time of Disruption. Topic: Diversifying financing and investment in TVET, Cost and Benefits of TVET for Employers in Germany by Dr. Harald Pfeifer, BiBB. They have conducted detailed ROI studies by profession. In certain programs, the Net Costs (Gross Costs - Benefit = Net Cost) are positive rather quickly into the TVET program (learning

baker for example). In other programs, there remains a net cost during the entire program. this for example is the case of tech programs.

However, Germany's retention rate is 59%, 21% of the German companies train. Expanding the ROI calculation to the time beyond the official TVET, the ROI is positive. From a business perspective, it even then makes sense to train even if the ROI is positive only after program completion. This confirms the high retention rate in Germany, the youngsters were already vetted, the ramp up in full-time positions is fast. Recruiting costs in general are high, this way, they can be lowered or mitigated.

Unfortunately, I do not have the detailed ppt yet but trust the BiBB has more information published. [13]



Moderator (Ashwani Aggarwal) • 3 days ago

Dear Participants,

International organizations, governments, trade unions and employers' associations at the global, regional and national levels have increased their calls for the development and/or improvement of Quality Apprenticeship systems and programmes. I will share a few examples of high-level commitments.

G20 countries initiatives to promote Quality Apprenticeships:

The Labour and Employment Ministers of the G20, the central forum for international cooperation on financial and economic issues which is composed of 19 countries plus the European Union, called on their Member States in 2012 to share experiences 'in the design and implementation of apprenticeship programmes and explore ways to identify common principles across the G20 countries'. Four years later, the Group reiterated its call for action on apprenticeships and adopted the following 'G20 Initiative to Promote Quality Apprenticeship', acknowledging that '[a]pprenticeship has proven to be an increasingly useful method to deliver vocational training globally'. It agreed to undertake further meaningful actions to increase the quality, quantity and diversity of apprenticeships.

1. Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.
2. Raising the quality of apprenticeships by fully engaging social partners (governments, employers' and workers' organizations) in the design, development and delivery of apprenticeship and ensuring a strong work-based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems).
3. Promoting apprenticeship programmes in a broad array of occupations and sectors, particularly emerging sectors and those with skill shortages.
4. Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/

- appropriate sharing of costs among employers, providers and public authorities.
5. Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.
 6. Implementing the initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.
 7. Improving access to quality apprenticeship for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.
 8. Strengthening partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.
 9. Supporting programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.
 10. Expanding quality apprenticeship globally, including through technical cooperation and regional initiatives. [14]



Moderator (Ashwani Aggarwal) • 3 days ago

Incentives to promote Quality Apprenticeships- Examples from Latin America

Countries offer incentives to promote participation in apprenticeship programmes for apprentices and employers. Those directed to apprentices typically cover learning materials, allowances for learning away from home, and food and transportation in the form of stipends, as well as additional support to vulnerable groups, women and disabled persons. Those directed to employers, on the other hand, contribute to a reduction of the on-the-job training and social protection costs to encourage employers to comply with country's labour regulations, and a reduction in their tax burden.

In Latin America, the main public incentives for apprentices are subsidies to cover their costs of participation in the programme, while the main incentives for firms include tax breaks, reduced dismissal costs, and training and wage subsidies. In the case of Apprenticeship Systems like that of Brazil, in which firms must hire 5 per cent of their workforce as apprentices, negative incentives in the form of payment of fines for noncompliance — equal to up to five minimum wages per apprentice not hired except in the case of reoccurrence when the fine is doubled — may also act as a motivating factor for some firms to take up apprentices. Similarly, in the case of Colombia, where the hiring of apprentices is compulsory for firms that have more than 15 employees with the exception of firms in the public and construction sectors, noncomplying firms must pay a fee equal to 5 per cent of the total number of full-time employees times the value of the minimum wage.

Incentives to Apprentices:

Mexico: Monthly stipend to students over the duration of the apprenticeship.

Incentives to Employers

Waiving/reduction of labor costs of apprentice under employee status:

Brazil: Reduction of wage earmarked toward severance emergency fund (Fundo de Garantia do Tempo de Serviço) for formal workers from 8 per cent to 2 per cent for apprentices.

Waiving of dismissal costs.

Chile: 50 per cent of the minimum monthly wage over the period of a minimum of six months, maximum one year.

Tax breaks

Brazil: Tax breaks to medium and large firms that hire apprentices.

Negative incentives

Colombia: The law makes the hiring of apprentices compulsory for firms that have more than 15 employees, with the exception of firms in the public and construction sectors. If firms do not comply with this obligation, they must pay a fee used to finance an entrepreneurship fund (multiplying 5 per cent of the total full time employees of the firm by the value of the minimum wage)

Source: ILO Toolkit for Quality Apprenticeships and Apprenticeships for the XXI century: a model for Latin America and the Caribbean? (Inter-American Development Bank). [15]



Cezar Dragutan Moderator (Ashwani Aggarwal) • 3 days ago

Dear Ashwani and Colleagues,

Continuing on the theme of experience in promoting apprenticeships in a number of different countries, I would like to point out at the very promising initiatives being undertaken by the government, constituents and other stakeholders in Viet Nam and share a few aspects worth noting following our Project Team's participation in the training workshop on Public-private partnerships 'Business - TVET institution collaboration for producing and/or improving training programs' during which our Vietnamese counterparts presented outstanding examples of PPPs for collaboration in training. The experience focused on investment in education, vocational and career guidance, and work-based placements and apprenticeships among other aspects addressed during the event.

I am pleased to note that Viet Nam has a strong legislative and, partly, regulatory framework comprising fiscal incentives, which supports collaboration between TVET institutions and private sector. The main challenge highlighted by our Vietnamese counterparts which the government and other constituents and stakeholders are set to address is institutionalization and mass replication of successful models of PPPs, notably the ones promoting apprenticeships in the country. Obviously, our constituents fully realize that expanding from practical success of individual initiatives to institutionalization of the practice throughout the country is a long process, which - for example at the regulatory level - requires a number of complementary follow-up directives and instructions/guidelines that would facilitate the process of applying for

the available fiscal incentives. The constituents have highlighted on a number of occasions the importance of having representatives of TVET institutions, Employers and Workers' organizations to work together towards advancing the up-scaling process. To that extent I fully agree with the importance of the two key preconditions which my former ILO colleague in Dhaka, Bangladesh, Mr. T.I.M. Nurunnabi Khan formulated in the post he placed 9 days ago: "In my view, for an effective and well functioning apprenticeship system, two important preconditions should exist: one, strong and genuine commitment by the national authorities to strengthen and expand the system; and two, an effective and workable institutional arrangement (with the participation of the key stakeholders) that will ensure that the laws are complied with, the system works at the grassroots level, more and more employers spontaneously participate in the process, and the number of apprentices grows to its full potential". From that prospective I do see the experience that is being accumulated in Viet Nam as very encouraging.

Best Regards,
Cezar [16]



Michael Axmann • 4 days ago

Dear Colleagues,

Let me just re-post my blogs on ILO apprenticeships from a few years ago, because I think they convey in very simple words why apprenticeships are good for young people:

Why demand-driven apprenticeships make sense in increasing the employment prospects of young people and in closing skills gaps, <http://www.skillsforemployment.org>...

And...

5 reasons you should consider an apprenticeship, <https://iloblog.org/2014/09...> [17]



Balchan Ramberran • 4 days ago

Making apprenticeships attractive to youths can be difficult as many youths in our country see themselves articulating through the education system quickly acquiring a degree and masters qualification and getting a high paying position in the industry. Sorry to say that most if not all receive a culture shock upon completion.

However the following can make it more attractive:

Advocacy and awareness of apprenticeship

Showcasing apprenticeship success in other countries

Development of skills competition for those in apprenticeship

Set up a system to compete at world skill international

Develop a clear system of articulation for apprentices
Study tours with industry to bring awareness of the various occupational areas
Exchange apprenticeship programmes with different countries
Development of apprenticeships at the higher levels
Government incentives such as scholarships for apprenticeships

Making apprenticeship attractive for employers/small and medium size:

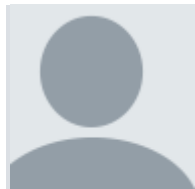
The following can be considered;

Government incentives such as awards for companies participating in apprenticeships
Developing shared apprenticeships with groups of employers to share costs
Developing adult apprenticeships
Developing Customized apprenticeships
Support from government to develop a training culture within industry
Industry representatives to sit on apprenticeship advisory committees for different sector
Industry involvement in apprenticeship skills competitions **[18]**



Moderator (Ashwani Aggarwal) Balchan Ramberran • 3 days ago

Thank you Balchan for excellent recommendations to make apprenticeships attractive for youth and employers to participate. **[19]**



Geerija • 4 days ago

Dear Participants,

Quality Apprenticeships often have eligibility criteria for admission, which tends to limit the access of disadvantaged youth including school drop-outs, to training places and eventual employment. In this regard, pre-apprenticeship training programmes are being introduced in some countries to help potential apprentices to develop academic knowledge, skills and trade in readiness for an apprenticeship. The programme can combine basic literacy and numeracy skills training, and practical in-company training.

In Germany, for instance, the federal employment agency provides pre-apprenticeship training for youth who lack qualifications for apprenticeships or those who are socially disadvantaged.

The Province of Ontario in Canada has pre-apprenticeship programmes for those interested in working in a trade, but who do not have the skills or experience to get an apprentice place. The training is provided by different organizations, such as colleges or community agencies. It is free – costs for textbooks, safety equipment and tools are also covered.

The training goes for up to 52 weeks and starts at different times throughout the year, and covers:

- safety training for skilled trades
- training to improve academic skills
- basic-level apprenticeship in-school training

Pre-apprenticeship training also includes a work placement for eight to 12 weeks.

Best regards,
Geerija [20]



Moderator (Ashwani Aggarwal) Geerija • 3 days ago

Thank you very much for quoting excellent initiatives to allow disadvantaged youth to participate in apprenticeships. Pre-apprenticeship programmes add innovative element to the way apprenticeships are organised traditionally. [21]



Moderator (Ashwani Aggarwal) • 4 days ago

Innovation- Flexible programme delivery in Norway

In Norway, apprentices are now able to complete training requirements, provide documents and access government assistance through specialised e-platforms. One popular system known as OLKWEB has been optimised for use by training offices, who are able to follow up on their apprentices and generate reports that document the apprentice's activities and outputs. Training providers are able to perform a number of key functions, including:

- Access the contacts and details of member companies.
- Analyse and monitor the apprentice's progress through curriculum goals provided through traditional means or through the use of films, images and mobile apps.
- Access details of grants and general accounting.

Apprentices are also able to interact with each other through the system, and can use the interface to record meetings and receive information. The employer is also able to monitor the apprentice's progress in off-the-job training.

In the hyper-rural Norwegian area of Nordland, the customised apprentice interface allows apprentices to fulfill their training requirements without travelling vast distances. E-platforms also remove administrative burdens and allows young people to flexibly complete their apprenticeship requirements.

Source: OECD/ILO (2017), Engaging Employers in Apprenticeship Opportunities, OECD Publishing, Paris. [22]



Michael Axmann • 4 days ago

Dear colleagues,

I would like to come in with a regional perspective on quality apprenticeship and would like to draw your attention to an article that we in ILO CINTERFOR in Montevideo, Uruguay (Rodrigo Filgueira and I) wrote for the ILO Future of Work initiative on the "The Importance of Quality Apprenticeships for Relevant Work Competencies in the Future World of Work in Latin America and the Caribbean":

<https://www.researchgate.net...>

According to our own ILO research in Latin American and the Caribbean the unemployment rate in Latin

America and the Caribbean reached 8.1 per cent in 2016, the highest level in a decade, amid an economic contraction that has also affected the quality of employment.

“Even though there are significant differences between countries and sub-regions, 2016 was the worst year in a

decade in terms of economic growth, unemployment rates and sluggish productivity improvements”, says ILO Regional Director Jose Manuel Salazar-Xirinachs.

This negative development also raised the youth unemployment rate to 18.3 per cent, the highest in a decade in

Latin America and the Caribbean (LAC). The unemployment for young people is almost 3 times higher than that of adults over age 25 and has far surpassed critical levels in 2016, for example in Argentina 18.9 per cent, in Brazil 27.1

per cent, in Chile 16 %, in Costa Rica 22.8 per cent, and in Uruguay 22.5 per cent.

So in a way, with different combinations and degrees of urgencies, the countries of Latin America and the

Caribbean face a dual challenge: on the one hand to design short-term responses to mitigate the negative social and labour impacts of the deceleration and the return to an employment-led growth paths and on the other hand to take actions to address the structural problems of low productivity and the lack of productive diversification.

Our article looks at the possibility of transforming the long-term perspectives of these challenges by focussing on the importance of quality apprenticeships for developing relevant work competencies for the future world of work in Latin American and the Caribbean.

Michael [23]



Moderator (Ashwani Aggarwal) Michael Axmann • 3 days ago

Thank you very much, Michael for sharing the article that addresses the question # 2 of this e-discussion: In view of rapid changes in labour market contributing to an increase in skills mismatches, how important is the role of apprenticeships in aligning skills supply to the future of work? **[24]**



fernandovargaszuiga • 4 days ago

Hello everyone. I would like to come on the discussion about what types of innovations are needed to enhance the apprenticeship. Nowadays most of the involved actors have different assumptions about the benefits and modalities apprenticeship could be developed. Most of the trade unions tends to avoid its use as a "cheap labor" modality, and most of the employers tends to avoid the use of their resources and time with any return. In the middle we need public policies that promote dialogue about it and to build trust between the counterparts.

Then we have a key role of ministries of labour and education, that consists in promote not only a solid legal framework but also to build trust, to support best practices (see i.e. Nestlé experience promoting job for youth along its factories around the world) and to extend the knowledge about it in other enterprises with different sizes.

Apprenticeship was the way that the young people acquired and develop skills more than 400 years ago, it is a heritage of medium age and the first industrial revolution. Today, most of the researches agree that young people learn by doing, they need motivation and real practices to not be discouraged to learn, it is time to take advantage of this reality and turn it a real way to develop skills. We need to updated the legal framework, we need to revisit our educational practices and to better use ICTs as a way to learn. There is a big challenge for policy makers.

[25]



Moderator (Ashwani Aggarwal) fernandovargaszuiga • 3 days ago

Your call 'to take advantage of this reality {young people learn by doing} and turn it a real way to develop skills' is timely. Meaningful social dialogue would be a way to bring employers and workers on a platform to discuss and iron out differences. **[26]**



Akiko Sakamoto • 4 days ago

Dear Colleagues,

One more from me. Is a quality apprenticeship a solution for youth unemployment? I wanted to mention that a strong push towards addressing youth unemployment and perhaps too much

expectation on quality apprenticeship as a solution are leading some countries to go for a large number of apprentices. Where the experience of quality apprenticeship is limited, this unfortunately makes bringing 'quality' into the existing apprenticeship system even more difficult. Actually the partners are aware of this challenge, but they are often caught in between conflicting demands.

Also, being an apprentice in a quality apprenticeship program requires a certain level of rigour and foundation skills that are not always possessed by the disadvantaged young unemployed. Employers talk about the importance and need for 'extra' support for those apprentices, and not all employers are supportive and willing to provide such extra support.

Here I would like to take the opportunity to introduce an article by an Australian academic, Prof. Erica Smith ("Revisiting apprenticeships as a response to persistent and growing youth unemployment" in a forthcoming ILO publication on Skills and the Future of Work in Asia and the Pacific.

Thanks

Akiko [27]

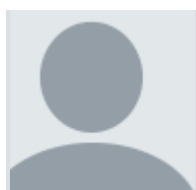


Moderator (Ashwani Aggarwal) Akiko Sakamoto • 3 days ago

Thanks for a very thoughtful analysis. Every bit of what you have mentioned is correct. In fact, rapid expansion of any type of programme has similar challenges. The underline issue is that reforming education and training system including quality apprenticeships require a longer time frame while governments are in a fix to solve the youth unemployment issue in a much shorter time frame.

You would have noted in the background note, we have mentioned "While apprenticeships alone are not a panacea for high youth unemployment, they are part of the solution that provides youth with technical and core skills that are increasingly necessary to find work in ... labour markets."

A strong push by countries for apprenticeships, in terms of establishing an effective system by following six building blocks recommended by the ILO is desirable, but not in terms of large increase in numbers in the short term. Ultimately, an optimal menu of programmes may cover products having different types of work-based learning depending on the characteristics of target groups and labour market, local education and training system, traditions, etc. [28]



Akiko Sakamoto • 4 days ago

Dear Ashwani, Gabriel and colleagues,

Many apologies for joining the discussion so late. By quickly reading through previous postings, I could not agree more on the problem, confusion or rather flexible interpretation of the term, apprenticeship and the other forms of work-based learning. I work in a number of Southeast Asian countries, and while many policy makers in developing Asian countries appreciate and recognize the importance of apprenticeship for the reasons that have been already raised, this is one of the basic and main obstacles in promoting quality apprenticeship. In some countries, apprenticeships (being mixed up with other form of WBL) are viewed as a source of cheap labour. Efforts for promoting quality apprenticeship thus starts from tripartite dialogue and the partners' agreements on the term and basic model that can be accepted by them. The model may not fit squarely into the ideal model but I think an incremental approach is ok, actually realistic or even the only way, as long as it is part of a long/broader strategy in promoting quality apprenticeship. It also seems that having small-scale yet successful pilots of quality apprenticeship in which both employers and apprentices can feel 'the differences' from the existing practice of apprenticeship can greatly facilitate building trust and confidence. However, these small-scale successful pilots eventually need to be adopted and applied on a larger scale, for example by sectors (even sub-sectors). As pointed by Sanghen, upscaling of a successful initiative is a challenge. It seems to be only possible when the benefits of apprenticeship are experienced and fully accepted by the concerned employers and apprentices. Otherwise, it will be difficult for the initiative to take root. Having said these, the role of the government in facilitating and supporting the initial stage would be critical.

Akiko Sakamoto [29]



Moderator (Ashwani Aggarwal) Akiko Sakamoto • 3 days ago

Thanks Akiko for an excellent analysis and recommendations. We have experienced that when all stakeholders are involved in the design and implementation of pilot programmes, the probability of up-scaling successful ones is quite high. [30]



Gabriel - Co-Moderator Akiko Sakamoto • 4 days ago

@Akiko; I fully agree with you. The key is trust and confidence > I would really look at a successful apprenticeship program when:

- `- When companies are implementing it because they need it and because they are aware that government has less interventions
- When workers' groups are endorsing to their members as a way to have a decent work and workers themselves see as a path towards lifelong learning
- When government has less interventions other than the catalyst between employers and workers groups.

One observation why apprenticeship program is not working in most developing countries is the too much regulations being enforced by the governments. At some stage this is partly correct since it a measure to avoid exploitation of workers [31]



T.I.M. Nurunnabi Khan Gabriel - Co-Moderator • 3 days ago

Dear Gabriel,

Greetings! Your observation “When companies are implementing it because they need it and because they are aware that government has less interventions” is like “hitting the nail on the head”. From my own interactions with some of the employers, we are aware that they have general reluctance (or suspicion) to participate in a scheme (be it apprenticeship or something else) with excessive government regulations and oversight. The reason is simple: the rules and regulations are adopted by the governments with good intentions but the responsible institutions are sometimes too much constrained or unable to cope with the tasks entrusted to them. I wonder whether any employer representative or an employers’ voice has joined in this very useful discussion.

Regards

Nurunnabi Khan [32]



Moderator (Ashwani Aggarwal) T.I.M. Nurunnabi Khan • 3 days ago

Thank you, Mr. Khan. Very well articulated.

What about developing an "Ease of Implementing Quality Apprenticeships Index". The term covers both issues: Hastle free implementation as well as ensuring Quality. So, it takes care of the interests of both apprentice and employer. [33]



Menno Bart, the Adecco Group • 4 days ago

The Adecco Group provides its clients with end-to-end solutions to their specific skills needs. We see increasing evidence that our clients, large, medium and small enterprises in a wide range of different sectors, have difficulties filling vacancies. Even when there are more than enough young people looking for a job, they don’t always have the right skills. Seeing that recent graduates may not possess the skills or the practical experience needed to succeed on the labour market, was the reason for the Adecco Group to start developing innovative work-based learning solutions including the agency apprenticeship model. This solution makes it possible for companies to offer apprenticeships, while the Adecco Group takes care of sourcing candidates, salary administration, and other organizational aspects. This makes offering apprenticeships feasible for a larger group of companies and for SMEs.

We see that the need for work-based learning is only increasing due to the immense changes in the world of work. Companies do need up to date technical skills – to deal with the latest technology that is used on the factory floor for example, and many schools and colleges are not able to keep up with these technical developments. But more importantly, companies are also desperate for people who have the right core competencies. The workplace of today is collaborative, innovative and requires critical and creative thinkers at all levels of the organization. It is very hard to learn these “soft skills” only in classroom learning, but work-based learning and apprenticeship can provide a safe learning environment based on company practice.

There are still barriers to developing more work-based learning opportunities. A lot has been said about the bad reputation that work-based learning has, both VET and apprenticeships, as well as internships, for different reasons. For the Adecco Group, it is absolutely clear that the first step in countering this bad reputation is to make sure that we promote quality and effective apprenticeships and work-based learning opportunities. Quality and effectiveness is has several key components: it needs to involve real learning; it needs to include remuneration for the student; and it needs to be demand-driven and lead to a qualification that is sought after by businesses.

In setting up our agency apprenticeship model, unfortunately we encountered another obstacle to providing quality and effective work-based learning opportunities in the shape of restrictive regulation. If we are really serious about bringing the world of work and the world of education closer together, governments should allow all stakeholders to develop innovative models and practices for learning. In France, we were only able to offer apprentices as an intermediary after a lengthy process to change the law. Now, we have pledged to offer 10.000 apprenticeships between 2016-2018 in France. **[34]**



Moderator (Ashwani Aggarwal) Menno Bart, the Adecco Group • 3 days ago

Thank you very much for informing the innovative practice initiated by the Adecco Group. The points raised by you are some of the success factors for establishing and expanding quality apprenticeships.

1. Promotion of intermediary organisation
2. Less bureaucratic hurdles (I am proposing an Ease of Implementing Quality Apprenticeship Index)
3. An effective work place is the best place to strengthen soft skills

At the same time, you have emphasized on the need for ensuring quality and effective apprenticeships and work-based learning opportunities that are demand-driven and lead to a qualification that is sought after by businesses.

Thank you very much. **[35]**



Moderator (Ashwani Aggarwal) • 4 days ago

GOOD PRACTICE - Promoting inclusive apprenticeships:

In the United Kingdom, there is a special toolkit designed for employers that want to develop a more inclusive and accessible apprenticeship offer. It provides practical information, sources of support and inspirational case studies of employers who have benefited from hiring and supporting apprentices from a diverse background, including persons with a disability.

Good practice to improve the participation of women in apprenticeships:

In Ireland, employers of designated craft apprentices may receive a total grant of 2,667 Euros for each female apprentice recruited, in an attempt to promote the entry of women into the craft apprenticeships.

Germany has taken a policy measure ‘Girls’ day’ to motivate young girls and women to take up a vocational training programme. On the fourth Thursday of April every year, companies allow them to visit, gain an understanding of various professions, and make contact with those responsible for a traineeship at an early stage.

Source: ILO Toolkit for Quality Apprenticeships [36]



Moderator (Ashwani Aggarwal) • 4 days ago

Strategy to improve the participation of women in apprenticeships

Dear Participants,

A key issue being discussed in this e-discussion is on how to improve the inclusiveness of apprenticeships for young women. Many participants have shared the challenges as well as suggestions. I am complimenting the information by posting two messages.

The Young Women’s Trust in England has come up with a series of practical proposals to improve the inclusiveness of apprenticeship training for young women. These include:

Taking positive action to increase diversity in Quality Apprenticeships

1. Setting targets for increasing the participation of women in the targeted sectors.
2. Raising awareness amongst women of opportunities in the targeted sectors.
3. Reserving places on training courses for women.
4. Working with local schools, TVET institutions and directly with women and inviting them to open days, promotional events, shadowing opportunities and taster days.
5. Providing mentoring to women who have an interest in the targeted sectors.
6. Providing specific diversity training to all staff with recruitment responsibilities.
7. Explicitly welcoming applications from women in advertisements and marketing material.
8. Employers and public sector agencies should develop a diversity action plan.

Improving Reporting and Accountability

1. Organisations offering apprenticeships should publish the number of apprentices they employ, completion rates and destinations with the figures broken down by age, gender, ethnicity,

disability, apprenticeship level and role.

2. Employers should publish targets for the ratio of male to female apprentices along with a strategy for meeting these targets.

3. Public sector employers should lead the way on setting gender targets.

Making apprenticeships more flexible and affordable

1. Governments and/or the social partners should commit to moving towards a single Living Wage for all age groups, regardless of apprenticeship status.

2. Support to cover childcare costs should be made available to apprentices on the same basis as other workers.

3. There should be a greater availability of part-time and flexible apprenticeships.

Improving advice and support

There should be a renewed focus on the advice and support given to apprentices before, during and after their apprenticeship.

1. Providers of information, advice and guidance should be trained and encouraged to deliver advice that challenges gender stereotypes.

2. Young women working as apprentices in male-dominated sectors should be given access to mentors and additional support.

Source: Young Women's Trust. 2016. Making apprenticeship work for young women (London)

[37]



Con Gregg • 4 days ago

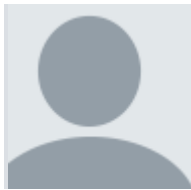
Dear colleagues, I think it is interesting to draw your attention to a major broadening and expansion of apprenticeships underway in Ireland. This is bringing apprenticeships into non-traditional occupations in sectors in which apprenticeships have traditionally been strong, such as construction, as well as bringing them into sectors that have not traditionally had formally-recognized apprenticeships such as financial services and information technology. The range of levels of qualification that can be awarded following an apprenticeship has increased, with some new apprenticeships leading to higher education level awards.

Main features of the new apprenticeships are as follows:

- Industry-led by consortia of industry and education partners
- Lead to an award at Levels 5 to 10 on the National Framework of Qualifications (NFQ)
- Between 2-4 years in duration
- minimum 50% on-the-job learning
- Flexible delivery – online, blended, off-the-job learning in increments/blocks
- Apprentices are employed under a formal contract of apprenticeship
- The employer pays the apprentice for the duration of the apprenticeship (for pre-2016 apprenticeships, the State pays an allowance during off-the-job training phases)

The national apprenticeship system is funded through the National Training Fund and from the Exchequer.

More information is available at: www.apprenticeship.ie [38]



Balchan Ramberran Con Gregg • 4 days ago

I think this is excellent and very forward thinking and provides some excellent ideas for increasing attractiveness of apprenticeship for the youths, adults, women as well as the industry. [39]



Moderator (Ashwani Aggarwal) • 4 days ago

Innovative practice- Increasing the participation of SMEs in Apprenticeships

The SME sector is a key driver for growth in the Germany economy. However, despite their economic importance and Germany's long tradition of vocational education, German SMEs were less likely to engage with the apprenticeship system than their larger counterparts. This was in part due to the customised nature of some SME craft businesses, which resulted in a need for firm- or occupation-specific skillsets required from aspiring apprentices.

In 2007, the German federal Ministry for Economic Affairs and Energy developed a programme to customise the placement of apprentices and trainees in the SME sector in order to lessen occupational mismatch, improve productivity and competitiveness and strengthen the SME sector over the medium- to long-term. Intermediaries interviewed both SMEs and apprentices with respect to their needs and desired skills and then matched suitable candidates with appropriate businesses. The programme helped to improve the attractiveness of apprenticeships for SMEs. The majority of targeted SMEs found that they received accurate and appropriate apprentices for the apprenticeship vacancies available and the programme allowed them to save 40-50% of apprenticeship recruitment costs. Similarly, around 90% of apprenticeship applicants found the mediation services "largely helpful".

Source: OECD/ILO (2017), Engaging Employers in Apprenticeship Opportunities, OECD Publishing, Paris. [40]



Gabriel - Co-Moderator • 4 days ago

India has an innovative way of promoting Apprenticeship. It has government-appointed brand ambassadors coming from successful apprentices and companies involved in implementing apprenticeship. The aim is to create awareness of the importance and benefits of the apprenticeship programs. [41]



Gabriel - Co-Moderator • 4 days ago

Some information on the request of Pooja re: the impact study of apprenticeship -The Philippines did a one on this. hope our colleagues from Philippines could share the result of the study [42]



Gabriel - Co-Moderator • 4 days ago

Good day everyone!

Its my pleasure to co-moderate the discussion for the next 2 days.

To start with, I would to share with you how apprenticeship programs are working here in India. There are two schemes being implemented here. One is National apprenticeship Promotion Scheme (NAPS) manged by the Ministry of Skills Development and Entrepreneurship (MSDE) and the other one National Apprenticeship Training Scheme (NATS), is directly managed by the Ministry of Human Resource Development.. NAPS cater to designated trade and optional trade, while NATS cater to graduates of engineering, diploma, Technicians and the likes.

NAPS during is from 4 6 months to 4 years; NATS is a one year period

NAPS apprentices need to undergo trade test under the NCVT while NATS apprentices will received Certificate of Proficiency.

IT is quite interesting because when the Apprenticeship Act was amended in 2914, the aim was to make it inclusive and industry-friendly. . [43]



G S Sethi Gabriel - Co-Moderator • 4 days ago

As I understand from officers of Ministry of Skill Development and Entrepreneurship, NAPS has really brought about quite a few beneficial changes. I, being ex-Deputy Director General from the concerned department of this Ministry, keep touch with present officers to keep myself updated. [44]



Gabriel - Co-Moderator G S Sethi • 3 days ago

G. S Sethi.

I fully agree with you and the government is continually looking for improvements . As a matter of fact the government is in the process of updating the 2014 apprenticeship guidelines. [45]



albert Gabriel - Co-Moderator • 4 days ago

Dear Gabriel

I would to briefly know how the two bodies are coordinated and or governed? is their one umbrella body after them or they are the national bodies? how is the financing done to both?

thanks

Albert [46]



Gabriel - Co-Moderator albert • 3 days ago

Hello Albert,

These 2 government bodies are catering to 2 separate but inter-related clients. MSDE is focusing on trades occupations while MHRD focusing its intervention to higher levels such as technicians and engineering graduates.

As part of it skills development reform initiatives, there is a move to unify these through the National skills qualification framework. National Skills Development Agency under the MSDE is to task to do this.

The aim is to have a seamless movement of workers vertically and horizontally as well as the transition from school to work [47]



Sangheon Lee • 4 days ago

As the director of the ILO employment policy department, I want to thank you for your excellent contributions, which I believe are of great help in advancing the work of the ILO in this important area. I particularly appreciate lively debates on the challenges faced and information sharing on good practices from across the world. I am also glad to hear that many participants have mentioned that the discussions have enriched their knowledge.

I think there is strong consensus that quality apprenticeships have the potential for reducing skills mismatch, meeting skills demand of a fast-changing labour market, providing cost-effective training, promoting private sector development and smoothing transitions of youth from school to the world of work. Yet, despite numerous benefits afforded by apprenticeships, many countries, particularly developing ones, have challenges in establishing, scaling up and sustaining high-quality apprenticeships. And I sincerely hope that we will work together to address these challenges, possibly with new innovative ideas.

I thank all the development agencies: OECD, the European Commission, UNESCO and GAN for collaborating with the ILO in promoting and moderating E-discussion. Let us keep the momentum during the last two days, and increase the focus on identifying innovative initiatives to promote quality apprenticeships including those aimed at attracting youth to join apprenticeships and employers to offer it.

Sangheon Lee [48]



SkillsforEmployment Mod Sangheon Lee • 4 days ago

From G.S. Sethi,

Mr. Sangheon Lee, I am really impressed by your words “the focus on identifying innovative initiatives to promote quality apprenticeship”. On these your bright views, I wish to add the experience we had on work-based-learning (though not strictly apprenticeship as per India’s legislation), which was revealed through one of the case studies in India in the recent past. It is in two parts and it was funded through a bank-supported project:

- One involved the engagement of a machinery supplier where facilities were set up and the organization was capacitated to provide training and skills development services. This model proved successful as the machinery supplier started providing two trained workers with each machine sold to other local enterprises. This led not only to quick placement of all the trainees, but also to a significant increase in demand for advanced machines by local units.
- The second model involved the training of candidates in fasteners’ manufacturing machine operations. This model was unique as the training was provided within the premises of leading fasteners’ manufacturing units in the region. Machines and factory space were rented from these units and trainers were arranged for the programme. Some of the trained candidates were absorbed by the participating units and others were placed in other cluster units.

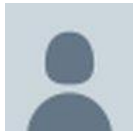
The net effect of the above initiatives was that it proved to be highly cost-effective. An amount of 1.25 million rupees (One US \$ = 68 rupees) was spent on both the training programmes. Together they generated employment for 240 candidates who received

over 13 million rupees in salaries in one year. The input-output ratio was remarkable. [49]



Moderator (Ashwani Aggarwal) SkillsforEmployment • 4 days ago

Thank you, Mr. Sethi for sharing two excellent examples of innovative practices, which can be replicated in other countries. The second example also illustrates how SMEs can collaborate and organise work-based learning. [50]



albert Sangheon Lee • 4 days ago

Dear Lee

It is true that many developing countries are finding it challenging to establish and maintain a sustainable apprenticeship programmes. What we are learning in Tanzania with this regard is that the economic and institutional set up is different. For example intermediary bodies which often are employer led, and very crucial in linking training institutions with companies aren't that strong, they have, for a long time not taken up skills development coordination role, therefore the concept is new. But with sustained support, capacity and awareness they are slowly picking up and they find it more beneficial to them because they get to expand their roles beyond the traditional lobbying on taxes and labour laws. With apprenticeship they initiate something that is positive to their members, young people and to the Government giving them more leverage in discussing other issues including in some instances tax cuts.

The other area which also need to be explore by developing countries to my view is involving the SMEs which are the largest share of private sector. Relying on big companies alone for quality apprenticeship will not sustain the demand and relevance in [51]

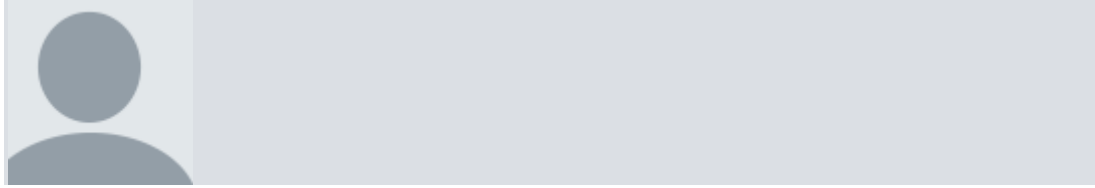


Moderator (Ashwani Aggarwal) • 4 days ago

Dear Participants,

It is to inform that Mr. Gabriel Bordado, ILO Skills and Employability Specialist for South Asia will join us to co-moderate discussion for the last two days. "

Best regards,
Ashwani [52]



Gabriel - Co-Moderator Moderator (Ashwani Aggarwal) • 4 days ago

Thanks Ashwani.

Happy to participate as co-moderator **[53]**



T. Damian Boyle • 4 days ago

Colleagues,

Recent UK (mis)adventures in improving the quality and quantity of apprenticeships are presented in:

The great training robbery: Assessing the first year of the apprenticeship levy (Tom Richmond. April, 2018.)

<http://www.reform.uk/wp-con...>

Yours,

Damian

<https://edunorth.wordpress....> **[54]**



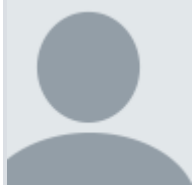
Moderator (Ashwani Aggarwal) T. Damian Boyle • 4 days ago

Thanks for sharing the report. In your view, is it too early (just after one year) to assess the full impact of the initiative and term it as a (mis)adventure or the situation is not going to improve unless remedial actions are taken? Will you kindly share main reasons for the challenges faced and the recommendations to overcome the challenge? Regards **[55]**



T. Damian Boyle Moderator (Ashwani Aggarwal) • 3 days ago

Ashwani Aggarwal: This document is an excellent example of timely project management review. Significant and prompt corrective actions are indicated. My key takeaways are: 1) an appropriate needs assessment was not done, 2) employers interests and concerns were not given due credence, 3) employers and training providers are now gaming the system (running scams), 4) the brand value of "Apprenticeship" has been seriously compromised. **[56]**



Angelica • 5 days ago

Dear Ashwani and colleagues,

I am happy to observe so many people has engaged in this very timely discussion. The six building blocks proposed by the ILO and highlighted by Ashwani below are indeed very important for all the stakeholders to be able to take advantage of delivering training trough Quality Apprenticeships. Yet, improving the links between education, training and the world of work is not the same for all countries. Within this context, I am interested to hear your views regarding the institutional coordination mechanisms for apprenticeship training, the differences you have come across in developed and developing countries and what would be your suggestion to improve institutional coordination, thank you! [57]



Moderator (Ashwani Aggarwal) Angelica • 4 days ago

Thank you, Angelica for raising a very important issue. I will respond to your query through the lens of a building block for quality apprenticeships - "Meaningful Social Dialogue". The response covers the institutional framework for social dialogue in both developed and developing countries.

According to the ILO Director General Guy Ryder: ‘When you look at apprenticeship systems around the world, the most important success factor is practically always social dialogue. Apprenticeships work because they link classroom and workplace training and because they tap the knowledge of both employers and workers on what training is needed and how to deliver it’.

Social Dialogue relating to Quality Apprenticeships is to be found in different forms at three levels, primarily, the national multi-sectoral level, the sectoral level and the enterprise level.

National multi-sectoral level

Social partners are represented on national multi-sectoral bodies that deal specifically with TVET and more specifically apprenticeship training, for example, in Europe:

- Cyprus – on the Apprenticeship Board
- Denmark – on National Council of Vocational Education and Training
- France – on the National Council for Employment, Training and Career Guidance
- Germany – on the Federal Institute for Vocational Education and Training
- Ireland – on the Apprenticeship Council

- Luxembourg - on the Committee for Vocational Training (via the Chambers)
- Netherlands – on the Cooperation Organisation between Vocational Education and Training and the Labour Market
- Spain – on the General Council for Vocational Training.

In other regions of the world they are represented on the National Skills Authority and the Quality Council on Trades and Occupations, in South Africa, and in India, on the National Council for Vocational Training and also on the Central Apprenticeship Council.

Sectoral level

Sectoral bodies, made up of representatives of trade unions and employers' associations, have a central role to play in furthering and implementing skills development policies, whether in terms of initial vocational education and training (IVET), and more specifically apprenticeship training, or continuing vocational education and training (CVET). This is often the case in Europe, with Denmark, France, Germany and the Netherlands having particularly well developed models. There are also examples of social partner involvement in sectoral bodies in Latin America and Africa and Latin America. In Brazil they participate in the S System Councils.

Enterprise level

In some enterprises, particularly in Germany for example, training arrangements are part of local bargaining or deliberations within works councils. **[58]**



SkillsforEmployment Mod Angelica • 4 days ago

On the the post of Angelica from 19 hours ago . you may wish to know more of the institutional arrangements for India at <http://www.msde.gov.in>

Gabriel Bordado **[59]**



Malgorzata (co-moderator) • 5 days ago

Dear Kazu

Indeed, keeping school workshops up-to-date is a huge challenge, in particular in systems where VET is mainly provided in schools. Provision of training directly by employers is one of the solutions. Another solution may consist of creating training centers providing practical training to students from a couple of schools. This can allow to reach economies of scale.

This is one of the issues we will be addressing in our new project looking at work-based learning

in school based VET. In comparison to apprenticeships work placement in school based provision is typically shorter and do not involve any financial compensation.

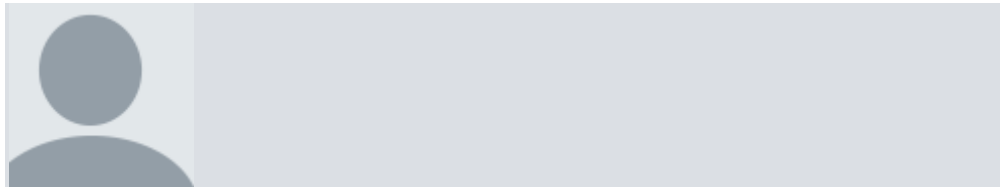
[60]



Pooja Gianchandani Malgorzata (co-moderator) • 4 days ago

Dear Malgorzata,

School based VET is one of the most common models of training delivery especially in countries like India, South Africa, UK where education is a state responsibility. I would love to know if you have conducted any cost benefit or RoI studies in this context? Most RoI or CB studies focus only on the returns for the companies whereas TVET delivery and impact is a holistic effort of all stakeholders. [61]



Malgorzata Pooja Gianchandani • 4 days ago

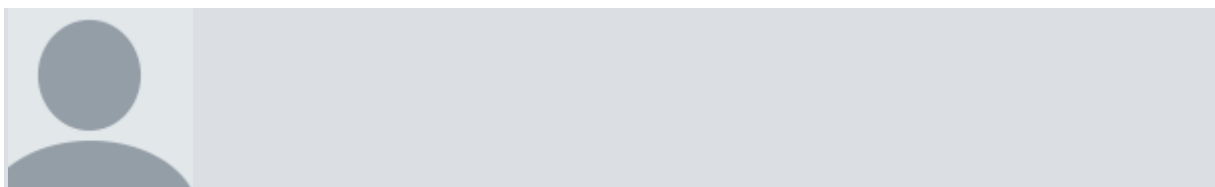
Dear Pooja

I absolutely agree with you, in most countries VET is provided in schools but not much is known about it. In our new study we would like to cover some of the issues you have mentioned. I hope in a couple of months I will have more information to share. [62]



Pooja Gianchandani Malgorzata • 3 days ago

Dear Malgorzata, I look forward to the information and keeping in touch on this. [63]



Malgorzata (co-moderator) • 5 days ago

Further to the Tatjana's comment and a challenge of a highly specialised apprenticeship training, in some countries (e.g. Norway) apprentices can carry out their work placements in more than one company. This should ensure apprentices learn a wide range of skills required in the occupation. This model can work well for SMEs that often can provide a full training. [64]



Kazu • 5 days ago

Dear colleagues,

I believe Tatjana raised an important point: how can TVET innovate training offers, keeping pace with ever-changing skills demand? Updating occupation profiles, training standards, equipment and learning materials and teachers'/trainers' skills and knowledge in a timely manner... is a time-consuming daunting task. This explains why TVET programmes have been left outdated in many countries. Are anyone aware of good practices of reducing the lead time of adapting TVET systems to fast-changing skills demand? **[65]**



Moderator (Ashwani Aggarwal) • 5 days ago

The ILO approach to successful Quality Apprenticeship systems is based on six key building blocks:

- meaningful social dialogue
- a robust regulatory framework
- clear roles and responsibilities
- equitable funding arrangements
- strong labour market relevance
- inclusiveness.

These six building blocks are important for the following reasons.

1. Quality Apprenticeships form a bridge between the world of formal education and the world of work, based on social dialogue involving the social partners – employers and their associations and trade unions – who are best placed to identify the training that is needed and the way that it should be provided.

2. Quality Apprenticeships require a robust and stable regulatory framework which establishes the overall conditions for designing and implementing systems and secure decent work for apprentices.

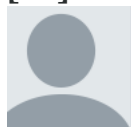
3. Quality Apprenticeships are built on the support and commitment of numerous stakeholders, and a clear understanding of their roles and responsibilities. They also have a common purpose, which ensures the coherence of the entire system.

4. Quality Apprenticeships generate costs and benefits for public authorities, employers and also apprentices themselves. There must be a clear overall understanding that the costs are shared to ensure that all stakeholders are willing to participate on a medium- to long-term basis.

5. Quality Apprenticeships prepare young people for occupations and the participation in the labour market. This implies that employers and apprentices know which occupations and skills are in demand, and how these skills will be recognised.

6. Quality Apprenticeships are not just designed for one social group. If they are to offer opportunities for all, there is a need to take positive action to increase diversity, improve reporting and accountability, incorporate a level of flexibility and enhance advice and support.

[66]



Moderator (Ashwani Aggarwal) • 5 days ago

Last week, many participants have responded to the question, "In your country, is there a clear, common understanding of the differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning?" Common view is that there is a lack of clarity between various forms of work-based learning (WBL). One of the participants mentioned that any type of training involving WBL is termed as apprenticeships. This is certainly happening in many countries.

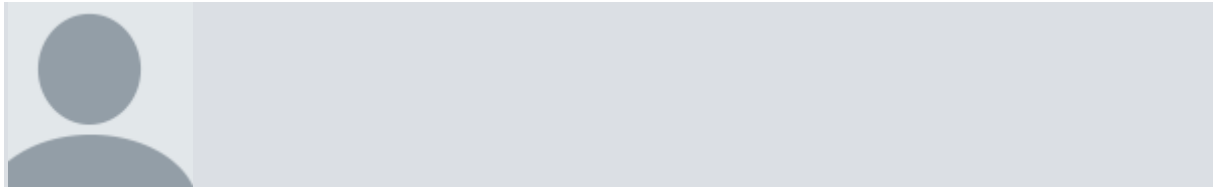
There is often a certain level of confusion surrounding the various terms associated with apprenticeships. Consequently, when defining the term "apprenticeship", it is also helpful to clarify the distinction between apprenticeships and other forms of work-based learning (WBL), such as informal apprenticeships, traineeships and internships. There is no standardized definitions of these terms used across countries. Nevertheless, the ILO Toolkit for Quality Apprenticeships have distinguished between these terms.

Broadly, informal apprenticeships are to be found in the informal economy and provide for the transmission of appropriate skills from an experienced craftsperson to a young person, usually covering all skills of a trade. These do not follow a curriculum, do not lead to qualifications and are regulated by social norms and traditions rather than laws and regulations. Internships and traineeships provide young people, who have finished their studies or are still studying, with an opportunity to learn in a workplace - usually covering specific aspects of a job or an occupation, but not all skills needed for it – while working in a particular sector of the economy or in a specific occupation. Typically these programs also don't follow a curriculum or lead to qualifications based on an assessment of skills, but with internships and traineeships in particular, the differences between the two depend significantly on how the stakeholders in a particular country define them. For more details, please refer to the ILO Toolkit for Quality Apprenticeships.

The ILO is promoting the concept of Quality Apprenticeships that has the following characteristics:

Quality Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation.

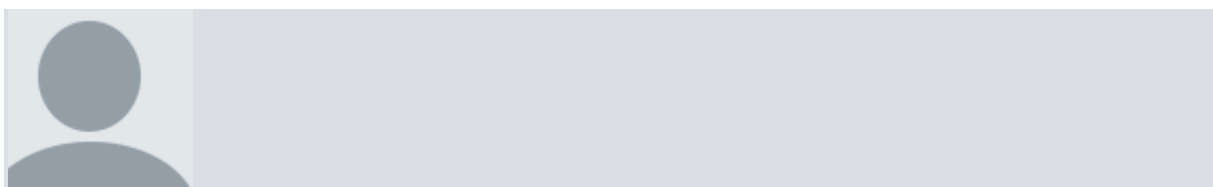
They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue, and require a written contract that details the respective roles and responsibilities of the apprentice and the employer; they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification. [67]



tatjana • 5 days ago

in Germany, where the dual system is well established, problems can also be identified due to the increasing number of specialized companies. The job descriptions can no longer be clearly defined, a training company often cannot cover the entire range of training contents and the young people ask themselves why they have to learn everything if they only need part of the job description in the company in the end. But vocational schools are also hardly able to keep up with the constant pressure to innovate in terms of teacher skills and equipment. On the other hand, however, we still have traditional companies that train and need the same job profiles as before. That means a big balancing act in training. Occupational profiles are affected such as: Media designer print, digital, image and sound; automechatronics engineer, printer, office communication professions...) In some of these professions there is a competition with university graduates or the graduates of the TVET do the same job for less money.

(translated with the help of deepL translator) [68]



Adil George • 5 days ago

Dear participants,

In Zanzibar, cultural/religious barrier is the main challenge, which in fact, limit the numbers of females participating on the Pilot apprenticeship program in hotel operations. The idea of working in the hotel is not very much welcome by most of the parents in Zanzibar as hotels are seen as a bad place of work, especially those from the villages. On top of that, some hotels do not allow female to cover their heads (on certain department while allow to cover on other departments) this was met with huge disappointment. According to Zanzibar culture and beliefs, women should cover their heads.

Our government have been actively supporting the program from the get-go and the program managed to reach to villages by engaging the Regional and District Commissioners as well.

We have establish awareness campaign to attract more youth to apprenticeship program, campaigns like "Career Day" brings the Zanzibar youths close to the Tourism college.

The program is crucial in upgrading the college standard, now that they are providing quality

apprentices who fit the labour market demands. The program helps to foster the relationship between the hotels and the tourism college. The apprenticeship will definitely provide the Zanzibar labour market with local youths who are capable and have skills necessary for top positions in the hotels sector.

Expansion to other sector is feasible for Zanzibar, an apprenticeship policy had been drafted awaits for approval and implementation. **[69]**



Comoro mwenda Adil George • 4 days ago

Dear Adil,

The facts you have rise regarding barriers in Zanzibar are very true. And it is good that the matter is one of the top priority for the Appreteceship steering committee which led by the principal Secretary from the Ministry of labour empowerment, elders, youth, women and children. I remember this issue came up very clear in one of the meeting which also attended by employers, workers, hotel industry representatives, and training institution. One of the proposed solution is to conduct advocacy and awareness to the community on the potentials available in the tourism sector that can help majority of young men and women in Zanzibar. So I believe this initiative together with other success stories they can help to change the perception. Another strategy agreed was to link Zanzibar culture , traditional and religions with tourism. This include traditional wearing of hijab for the female.

Therefore with my opinions, I think in period of time things will change in a positive manner and we will see results on how tourism; especially hotel sector benefited more local Zanzibaris. The important thing is to continue working together. The Government is very supportive on apprenticeship programme. **[70]**



Gabriel Bordado V Adil George • 4 days ago

Hello Adil,

Considering that tourism is a major sector in Zanzibar, there is is a need to bring in the industry players particularly the hotel owners in the implementation of apprenticeship programs. They are the key players in this program.

I suggest that there should be two level of awareness programs - one for the would-be apprentice and their family and the other is for industry players to be part of the program.

In India, as part of its awareness program, it has the Brand Ambassadors both coming from successful apprentices and employers engaged in apprenticeship programs. These government-appointed ambassadors are part of the resources speakers for apprenticeship related workshops/seminars/meetings. **[71]**



Comoro mwenda • 5 days ago

Dear Participants,

In Tanzania, the main challenge to a successful apprenticeship lies on the fact that, like in many other developing countries (particularly African countries) the work-based learning approach is a new approach despite being here for many years in non-formal. Therefore the main thing to be done is to increase awareness and the government to be well involved in advocating for apprenticeship. We have tried in hospitality industry and the results set a very good benchmark for further expansion to other sectors. If Government will take the lead to promote it, then I believe we need apprenticeship approach now than any other time in supporting and promoting employable skills for our young population. [72]



Malgorzata (co-moderator) • 5 days ago

Good morning

I am very pleased to be a co-moderator today. Thank you Ashwani for this opportunity. The discussion has been so far very successful and many important issues have been raised. It is a great forum that allows participants from different parts of the world to share their views on apprenticeships. It is interesting to see how apprenticeships design can vary. For example, in some countries apprenticeship is mainly for young people in others it is used to train adults. Sometimes it is a combination of both. The implications are very different, in terms of wage, amount of general education provided off the job and employment status of the apprentice, just to mention a few. The OECD has done a lot of work on these issues. We have just published a report on apprenticeship in England "Apprenticeship in England. United Kingdom", where apprenticeship targets both young people still in formal education and employees who need upskilling.

I am looking forward to the discussion today! [73]



G S Sethi Malgorzata (co-moderator) • 5 days ago

Can we access this report "Apprenticeship in England". I hope it would have many interesting things for many of us to learn. [74]



Malgorzata (co-moderator) G S Sethi • 5 days ago

Dear GS Sethi

yes, the report is available on line and can be downloaded (for free). We have done also a blog discussing the issue of basic skills in apprenticeship: "Basic skills: the missing ingredient in England's apprenticeships". in addition to basic skills issue the study recommends reinforcing work-based learning that is currently not regulated and thus of varying quality. It also describes the recent large reform that introduced the apprenticeship levy on large employers. [75]



Moderator (Ashwani Aggarwal) • 5 days ago

Dear Participants,

Today, Ms. Malgorzata Kuczera, Analyst, OECD, Paris is joining us to co-moderate the e-discussion. She authored and co-authored many studies on this topic. Recently, she has worked on the costs and benefits of apprenticeships accruing to employers and apprentices and conducted studies providing tailored assistance to countries on their apprenticeship systems.

Looking forward to interesting discussion, today.

Best regards,
Ashwani [76]



Ndung'u Ndegwa • 5 days ago

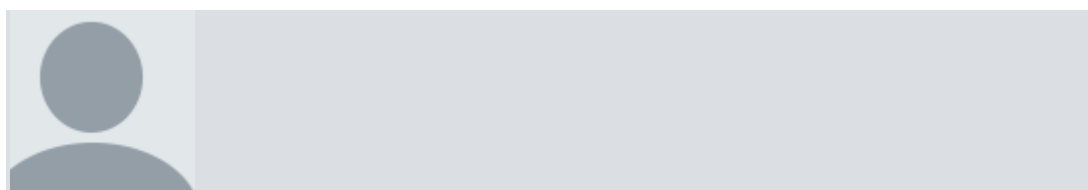
Dear colleagues,

In my opinion, the challenges of implementing apprenticeship programs in Kenya are several:

1. Poor attitude to manual work: Kenyan education systems have been tailored to produce white-collar-job workers and so blue-collar-jobs are perceived to be for the uneducated. Kenya's history of colonialism reinforced this attitude by providing well-paying jobs to graduates of their education system and paid little to other 'hand-on' labourers. Worse still, manual labour was used as punishment to erring workers.
2. The drive to expand university education in line with the growing population demanded building of more institutions. The mistake we did was to upgrade skill-based institutions (institutes of technology, polytechnics) to universities which either stopped the courses altogether or watered them down to theoretical courses with very little application. So a very schooled generation was born but with little skills.

So, part of the cure could be to deliberately structure and formalize apprenticeship programs and demonstrate they can bring about employment for the millions of unemployed youth in the country. In addition we need to link these programs to industries for real skill acquisition to take place as real goods are produced so that the industries are able to give a stipend as learning goes on. Secondly, we need to build or convert to specialized technical institutions (centres of excellence) each with its own specialized range of courses. The institutions we have spread their resources too thin trying to offer many courses leading to production of half-baked graduates. This way, it is possible to concentrate resources to few specialized and high-impacting institutions.

As a skills training specialist at BUSY project (Better Utilization of Skills for Youth through Quality Apprenticeships), I am convinced that formalization of apprenticeships and expanding of other work place training will provide a solution to the unemployment problem we have among youth in the country [77]



Malgorzata (co-moderator) Ndung'u Ndegwa • 5 days ago

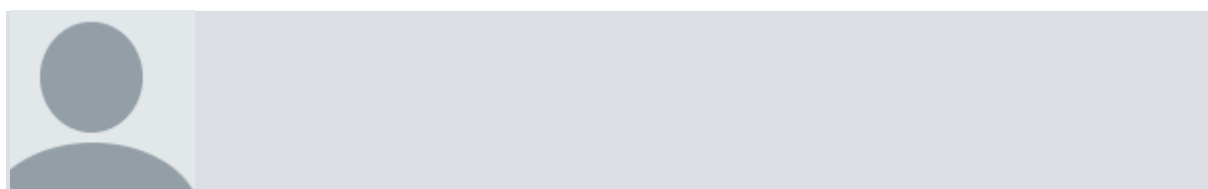
Thank you for this interesting feedback. The challenges you are describing in establishing apprenticeships in Kenya sounds very similar to challenges faced by OECD countries. E.g. apprenticeships, and VET more generally, are seen as low status options, there is an academic drift among post secondary institutions that had initially been set up to provide professional education and training, establishing good quality work placements is difficult. Your approach - to concentrate resources and to start with a small scale good quality apprenticeship, seems to be the right one. [78]



SkillsforEmployment Mod Malgorzata (co-moderator) • 4 days ago

Message from Ndung'u Ndegwa,

Thank you Malgorzata for your useful feedback. [79]



Md. Serajul Islam • 5 days ago

Dear Moderator,

I would like to provide few comments to make apprenticeship systems more attractive and high quality based on ILO guidelines considering Bangladesh situation;

The first ILO definition provided on apprentice in 1939 and the main features of the apprenticeship model were:

Apprenticeship is

- based in the work place supervised by an employer;
- intended for young people;
- fundamental aim is learning a trade/acquiring a skill;
- training is 'systematic' ie follows a predefined plan;
- governed by a contract between apprentice and employer.

The ILO updated this definition in 1962 by adding two new features:

- systematic long-term training
- training to established standards for a recognized occupation;

The ILO also recently formulated a new definition of modern apprenticeship "... unique form of vocational education,

combining on-the-job learning and school-based training, for specifically defined competencies and work processes. It is regulated by law and based on written employment contract with a compensatory payment and standard social protection scheme. A formal assessment and a recognized certification come at the end of a clearly identified duration."

As I understood from the abovementioned definitions of ILO and also other established apprenticeship systems (like Germany, Australia etc.)- modern apprenticeship system is a tool for systematic and orderly transmission of knowledge, skills and abilities/competences/values in accordance with needs of the industry/employers leading to secure a national qualification of learners through a formal assessment and certification system.

I would like to provide an overview of current apprenticeship situation of Bangladesh based on abovementioned ILO definition.

Historically Bangladesh has been practicing both formal and informal apprenticeship system for a long-time. The country also has been practicing the internship in higher education level (medical graduates) and traineeship in TVET courses in particular SSC (Vocational), NTVQF programmes and in four years Diploma in Engineering courses. Bangladesh Skills Development System has been considered a supply-driven system and apprenticeship model is not considered as a popular mode of delivery of VET programmes. Mr. Haripada Das has mentioned the situation of formal apprenticeship in Bangladesh before 2008. However, Bangladesh has a long-history on informal apprenticeship which may be also known as Ustad-Shargit model.

The main feature of the traditional apprenticeship system:

- Generally apprentice recruited by the company to full-fill the shortage of its human resource
- No formal contract between employer and apprentice

- Unlimited and unspecified timeframe for a particular level of skills
- No formal curriculum for the apprenticeship programme
- No fixed amount of compensatory payment in informal apprenticeship
- unspecified working hours
- No formal assessment and certification of learners

However, ILO in cooperation with the government of Bangladesh took initiative to reform both formal and informal apprenticeship system through TVET Reform project (2008-15) and also move forward this agenda to ILO B-SEP project (2014 to current).

The main achievement of these initiatives:

- Significance progress has been made in the formal apprenticeship programmes in particular agro-food, transport, leather, furniture, ceramic and pharmaceutical sectors;
- Establish specific duration of both formal and informal apprenticeship programmes for a particular level of skills;
- Apply competency-based approach using national competency standards developed in collaboration with employers/industries
- Use competency-based logbook to track the progress of the apprentices
- Registered with appropriate authority
- Provide certificate of completion.

Still to be achieved:

- Formal contract between employer and apprentice during the programme
- Formal assessment and certification for qualification

Importance of formal contract, assessment and certification:

- Ensure right at works
- Portability of qualifications
- Career progression of learner/worker
- Horizontal and vertical mobility of learner/worker
- Promote the concept of lifelong learning which is the mandate of ILO HRD recommendation 195.

Therefore, Bangladesh has made good progress during last decade to popularize both formal and informal apprenticeship programmes. However, this momentum will continue if the apprenticeship programme would become an alternative mode of VET delivery with formal assessment to secure national qualification of apprentices. It will also ensure more attractive and high quality apprenticeships programme.

Md. Serajul Islam

Programme Officer (NQF)

Skills 21 Project

ILO Country Office for Bangladesh [80]



Verónica Ramos • 5 days ago

Hello, everyone.

Thank you very much for your contributions and comments

In Central America, youth unemployment is one of the most critical scenarios we face. Costa Rica has a very unequal gender gap related to employment. Wage and employability inequality have increased rather than decreased.

As mentioned, Laura Fährndrich, project director of GAN Global Increase social recognition of technical education, especially that related to new technologies is one of the main challenges to reduce unemployment.

On the other hand, we in Costa Rica and Central America also do not escape from the gender gap in employability issues

GAN Costa Rica has the challenge of reducing youth unemployment by strengthening technical education in order to contribute to increase insertion in the labor market. Insertion that we long for young people to develop fully as individuals

The general education as the technique needs to strengthen and adapt to the labor market demand of new sets of skills. As I mentioned before, in Costa Rica we have a youth unemployment that almost triples the global unemployment rate and at the same time only in the area of technology, it is urgent to cover a shortage of 13 thousand professionals. When we see these figures, we realize that something is failing and that as a society we are failing to optimize our resources.

In Latin America and the Caribbean, productivity performance remains lagging not only with respect to developed countries, but also in relation to developing and emerging economies. A low level of productivity means that the economies of the region are not making effective use of their resources. In other words, other countries in the world can generate more products with the same inputs. This slow growth in productivity is the main cause of the widening gap between the region's income and that of the developed economies. Therefore, we are faithful believers that apprenticeship programs and the strengthening of technical education are a way of ensuring that one of those resources, human capital, can be better equipped to be productive in the workplace.

In addition, we have the challenge of awakening the interest of women in these technological areas to reduce the inequality gap. I would like to take this discussion to see their opinions on the importance of strengthening technical education, as well as documents, guides or books that can recommend us to continue with our objective of reducing unemployment through apprenticeship programs and strengthening of technical education. Without forgetting to give a gender inclusion to the programs. I have found all your contributions and comments very interesting. I remain attentive to your suggestions. Regards

Verónica Ramos: Intern, communication advisor, GAN Costa Rica.

(This English translation was done unofficially)

Text in Spanish:

Hola a todos.

En América Central, el desempleo juvenil es uno de los escenarios más críticos que enfrentamos. Costa Rica tiene una brecha de género muy desigual relacionada con el empleo. La desigualdad salarial y de empleabilidad ha aumentado en lugar de disminuir.

Como lo menciona, Laura Fähndrich, directora de Proyecto de GAN Global aumentar el reconocimiento social de la educación técnica especialmente la relacionada con las nuevas tecnologías es uno de los retos principales para disminuir el desempleo

Por otra parte, nosotros en Costa Rica y América central tampoco escapamos de la brecha de género en temas de empleabilidad.

GAN Costa Rica cuenta con el desafío de reducir el desempleo juvenil a través de fortalecer la educación técnica con el fin de contribuir a aumentar la inserción en el mercado laboral. Inserción que anhelamos los jóvenes para desarrollarnos plenamente como individuos

La educación general como la técnica necesitan fortalecerse y adecuarse a la demanda del mercado laboral de nuevos conjuntos de habilidades. Como les mencioné anteriormente, en Costa Rica tenemos un desempleo juvenil que casi triplica la tasa de desempleo global y al mismo tiempo solamente en el área de tecnologías de la información urge cubrir un faltante de 13 mil profesionales. Al ver estas cifras, nos damos cuenta de que algo está fallando y que como sociedad estamos fracasando en optimizar nuestros recursos.

Un bajo nivel de productividad significa que las economías de la región no están realizando un uso eficaz de sus recursos. En otras palabras, otros países del mundo pueden generar más productos con los mismos insumos. Este lento crecimiento de la productividad es la causa principal de la creciente brecha entre los ingresos de la región y los de las economías desarrolladas. Por lo tanto, somos fieles creyentes que los programas de aprendices y el fortalecimiento de la educación técnica constituyen una forma de asegurar que uno de esos recursos, el capital humano, pueda estar mejor equipado para ser productivo en el lugar de trabajo.

Además, tenemos el reto de despertar el interés de las mujeres por estas áreas tecnológicas para disminuir la brecha de desigualdad. Me gustaría aprovechar este conversatorio para ver sus opiniones sobre la importancia de fortalecer la educación técnica, así como documentos, guías o libros que nos puedan recomendar para continuar con nuestro objetivo de reducir el desempleo a través de programas de aprendices y fortalecimiento de la educación técnica. Sin olvidar darle una inclusión de género a los programas.

Me han parecido muy interesantes todos sus aportes y comentarios. Quedo atenta a sus sugerencias. Saludos

Verónica Ramos, Pasante asesora de comunicación, GAN Costa Rica. [81]



Alvaro Ramírez Verónica Ramos • 4 days ago

Hola Verónica. Muchas gracias por su interés. La OIT cuenta con diversos instrumentos (manuales, guías, etc) que le pueden ser útiles. Con gusto me puede contactar en OIT San José al 2207 8700 o al correo ramirez-bogantes@ilo.org. Será un gusto apoyarle. [82]



Regula Schegg (Co-Host GAN) • 6 days ago

Dear all

Thank you for your contribution so far. Today's key questions and learnings in a nut shell:

- 1) Bangladesh is rather active in the field of apprenticeship and TVET programs - more to learn in the different threats.
- 2) ROI is critical in making a business case yet its calculation should and partially does consider its broader socio-economic impact
- 3) Gender equality in terms of apprentices and the promotion of women to become apprentices, not only in traditional programs but in sectors which in the past were predominantly male, and innovative, new sectors emerging.
- 4) Heard from our two partners Nestlé and Hilton and their initiatives in helping harness the demographic dividend on the African Continent.

For detailed information, scroll down. Please continue to contribute to this e-discussion. Thank you all. Have a nice evening. [83]



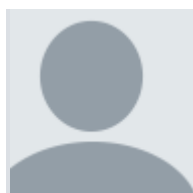
AKM Shajahan • 6 days ago

Dear Mr Aggarwal and Mr Kishore,

Attractive incentive, appropriate selection process, a training model supported by log book (training guide book) and training of industry trainer, an effective legal and regulatory framework and certification of apprentices are elements of one process which work together to make apprenticeship effective. In Bangladesh, generally youth and adolescent of low income households who are school dropouts or not willing to or cannot afford to continue education join the workforce in formal and informal industry sectors. Initially they join as helping work force, doing unskilled job or helping master craftsman /Ustad. The aim is to earn and learn at the same time. Apprentices preferably should be selected from these groups. An attractive incentive for them is a modest amount of stipend or allowances (per day or per month) which is sufficient for food and lodging. This cost may vary from country to country. In Bangladesh, piloting apprenticeship training shows that this cost vary from US \$ 350 to 400 per apprentice for a period

of 6 months training (this period is minimum). While it is a workplace based training supported by 20% theoretical lesson, another US \$ 100 to 150 may be needed as training cost. Therefore the total amount comes per apprentice is US \$ 450 to 550. Public private (government and industries) cost sharing is the best option to address this financing issue. In Bangladesh more than 10 stakeholder discussion meetings and two national workshops were held on apprenticeship from 2012 to 2014. One of the output of these meetings and workshops was public private cost sharing for apprenticeship training (under current apprenticeship act and rules it is to be heard by employer alone). Apprenticeship strategies developed in coordination with NSDC in 2014 also included the cost sharing by government and employers. Government is spending US \$ 300 (as per estimate of TVET financing assessment in 2010) for a TVET institute graduate. So, why not for an apprentice? This will be much worthier and productive. Industry is also paying to help workers/helpers. An apprentice also contributes to industry in similar way. Therefore the industry will bear a part of apprenticeship training cost.

Institutionalization of apprenticeship was also addressed in nationally agreed recommendations and strategies. Current institutional process is; industry recruits the apprentices and conduct work place training; BMET provides technical assistance for training, oversee the training and provide apprenticeship certificate. TVET Reform in Bangladesh made RPL functional under Bangladesh Technical Education Board (BTEB). Apprentices now have the access to formal certification process through RPL under NTVQF. Several hundreds of apprentices have already been certified under this process. Institutionalization process proposed in nationally agreed recommendations and strategies included NSDC for overall coordination of apprenticeship programme including its financing on cost sharing basis. BMET and industry's role will remain the same. ILO invested substantial resources to come to this stage for apprenticeship reform in Bangladesh. This seems to be sufficient to make Apprenticeship Programme modern and sustainable. What is important now is; intensifying advocacy to government to implement nationally agreed recommendations and strategies and revising legal and regulatory framework and undertake apprenticeship projects for scaling up. [84]



Kishore Kumar Singh AKM Shajahan • 5 days ago

Thanks Mr. Shahjahan!! Yes, we have demonstrated the success of ILO model of apprenticeship but unless the government develops apprenticeship program and strengthens the regulatory framework, its sustainability will have a question mark. Hope the proposed National Skills Development Authority and National Human Resource Development Fund, where the apprenticeship financing finds its place. [85]



Regula Schegg (Co-Host GAN) AKM Shajahan • 6 days ago

Thank you for this detailed information. Bangladesh is indeed a country committed to apprenticeships, also confirmed by the Access to Information (a2i) Programme, under the auspice of the Prime Ministers Office. [86]



Pooja Gianchandani • 6 days ago

Dear Colleagues, This has been a very informative exchange and I have gained much from the discussions. Thanks for sharing the inputs.

Further to my previous inputs, i would like to touch upon the aspects of 'Investing in Vocational Education & Training'. I think, data and analysis on the investments made towards TVET, allows not only companies but also government and all other social partners to continually monitor the progress of their initiatives and also set sector priorities. There have been some references to the use of Cost - Benefit tools, however I feel these tools can be made more holistic. Presently, they capture only the Costs & Benefits from a companies perspective and do not factor in the Social aspects which in many developing countries are essential returns. Another observation is that there have to be more detailed and accurate assessments of the contributions from the public funds i.e including costs for policy development and deployment, which are huge especially when the TVET system is evolving. The Cost - Benefit tool might not capture the investments made by Apprentices holistically. In many developing countries there may be an element of opportunity cost for the trainee who might have to miss a days employment / seasonal work in informal sector to attend the training. The ILO report on Social cost-benefit analysis of the Youth Guarantee covers some of these points. It can be accessed here : (www.ilo.org/wcmsp5/groups/p...)

As part of my qualitative research at the Federal Institute of Vocational Education & Training (BiBB), Germany; I have reviewed the existing Cost - Benefit Frameworks in the context of social and economic benefits of investing in VET for Government, Companies & Students. I also conducted a comparative between the dual systems of Germany & Switzerland and applicability of these in other economies. There were some very fascinating facts that emerged during this study, which could be useful pointers for members of this e-discussion in evaluating / promoting investments in VET by companies (especially MSMEs), Trainees and Government. Consider the following two points based on the German VET data report.

1. 20% of the companies train : This includes the SMEs and Large Firms. Collectively they offered ~ 550,000 apprenticeship positions in 2016. The Quality check comes from the fact that not all registered companies can train. They have to obtain a sort of license to train from the Chambers (that have been adequately empowered by the Vocational Training Act) after meeting the requirements set out. In case of SMEs or Specialised Industries with recurring but small number of apprenticeship vacancies, they work together with the Chambers to set up inter - company training centres.

2. Annually these companies spend 7.7 billion EUR as net cost and 25.6 billion EUR as gross costs (2012-13 data) : As per the Cost - Benefit studies 2/3rd of their gross cost are recovered during the period of training by the productive contribution of the trainees. Over and above the infrastructure costs for the government, they invest 4.75 billion EUR towards the implementation

of the dual VET system which includes costs towards management of VET schools and costs towards monitoring, steering and support measures. What is fascinating and makes the difference in quality is the involvement of both Industry and Government as a co-partner. 95.3% of the VET graduates finishing this system are therefore employed - an excellent return on the combined investments.

I will be happy to share the presentation with more details in this area. [87]



Regula Schegg (Co-Host GAN) Pooja Gianchandani • 6 days ago

Dear Ms Gianchandani.

Many thanks for your detailed points. Very interesting!

In respect to your comment about Cost - Benefit Frameworks in the context of social and economic benefit, the holistic, broader impact is critical to understand and possibly to be measured.

Here I would like to refer to the Accenture Brookings Report from September 2013 - which is addressing the economic benefit of education in general - but obviously linked to education and skills training later in an adolescents life. In respect to general ROI of education, starting with early childhood education. ..."Indeed, using data from a "typical" Indian company, we have found that \$1 invested in education today returns \$53 in value to the employer at the start of a person's working years." ... "In pure economic terms, this represents an opportunity cost of over \$100 billion to national annual economic output, or about 5 percent of gross domestic product (GDP)."

(<https://www.brookings.edu/r...> [88])



Pooja Gianchandani Regula Schegg (Co-Host GAN) • 4 days ago

Thanks for sharing the report. It is highly relevant as Education & TVET have to be viewed as part for a continuum. Such statistics can be really important in the general discourse on economics of education and engaging employers [89]

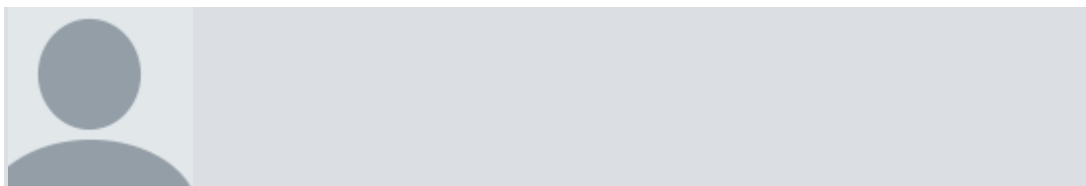


Zuzana Vaněčková • 6 days ago

In my opinion it is not only about having women doing apprenticeships, its also about the type of apprenticeships. We can still see the gender stereotypes when girls suppose to be hairdressers and boys technicians which is wrong at so many levels. The "typical girl careers" are often much worse paid than the technical "boys" ones. Research in Germany showed that almost half of the apprentices in the field of care or beauty fields dropped out. These areas are typically poorly paid and dominated by women :(

So what we could do? We need to start at really early age with destroying the gender stereotypes and we need to focus both at children and parents. In Czech republic there is special programe in kinder gardens where kids could try different professions and they are specifically focusing on destruction of the gender stereotypes so girls can learn how to use hammer and boys can play at nurse.

We also need strong representative structures for apprentices at different levels (employer, local, regional,...) which will join the fight against low quality apprenticeships and will serve as a point of contact for apprentices seeking support. [90]



Kishore Kumar Singh Zuzana Vaněčková • 5 days ago [91]



Tamas Varnai Zuzana Vaněčková • 6 days ago

Dear Zuzana,

thank you for sharing your views and also the example from the Czech Republic. We also appreciate very much that as a member of the European Apprentices Network you make us hear the voice of apprentices - something that is often forgotten by policy makers. I also take the opportunity to encourage other EAN members to share with us their views, including on the six original questions asked by ILO. [92]



Regula Schegg (Co-Host GAN) Zuzana Vaněčková • 6 days ago

Thank you Zuzana. Gender stereotyping has to be combatted indeed. And beyond the traditional apprenticeships, we need to prepare the youth and 'not so young ones also' to be ready for changing demands on skills. We talk about upskilling, reskilling and innovative apprenticeship programs in the age of AI, digitalization and automatization. Just alone in cybersecurity are enormous amounts of job opportunities, unfilled. The article to be found under below link addresses a few of these topics. Hope it is of interest.

<https://www.weforum.org/age...> [93]



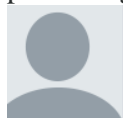
Tamas Varnai • 6 days ago

Dear all,

many thanks to Kamrul Hassan and Darryn von Maltitz for their contributions regarding gender equality in terms of apprentices and the promotion of women to become apprentices. This is indeed an issue also in Europe, and a concern for the European Commission and the member states. Of course this is very much dependant on the industry/sector, but we observe in many sectors that the overwhelming majority of apprentices are males.

In our work on VET and apprenticeships, in the framework of the European Apprentices Network (EAN) launched in May 2017 we have applied a gender balance in the selection criteria of the young apprentices. We also try and highlight excellence of young apprentices, be it female or male. For example, in context of the VET Week 2017 Awards, a young female apprentice in the construction sector won the European Alliance for Apprenticeships (EAfA) apprentice Award; the previous year the same award went to one male and one female apprentice.

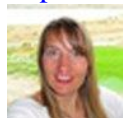
It would be interesting to learn more about how other regions/countries/organisations are promoting female apprentices. [94]



Regula Schegg (Co-Host GAN) • 6 days ago

What happens in Nigeria - GIZ informs they trained 10'000 young Nigerians in vocational education between June, 2016 and May, 2018. The GIZ official explained that 4,782 and 5,218 youths were trained in Ogun and Plateau states respectively, adding that 39 per cent of the trained beneficiaries in the two states were women.

<https://theeagleonline.com...> [95]



Laura Fährdrich • 6 days ago

It's been a great 1st week of exchanges and learnings!

For me, knowing about the case study is about ILO's Quality Improvement to Informal Apprenticeship methodology in Zimbabwe's Skills for Youth Employment and Rural Development Programme, has been one of the highlights. Apprenticeships in the informal sector always bring additional challenges and it's more difficult to ensure their quality.

I also appreciated the insight shared by Alvaro Ramirez about Central America : "Good news is that this time it seems to be more demand-driven (less donor-driven). Key drivers: a) economic diversification (skills gaps in rapid growing sectors/clusters); b) rising youth unemployment (increased political pressure); c) growing employers' dissatisfaction with TVET public providers funded through payroll taxes, Key challenges: a) getting the legal framework right (in particular the nature/scope of the apprenticeship contract); b) enticing/attracting employers (ensuring positive ROI); c) increasing social recognition (technical education still regarded as a second-class alternative); d) increasing the quality of the programs.

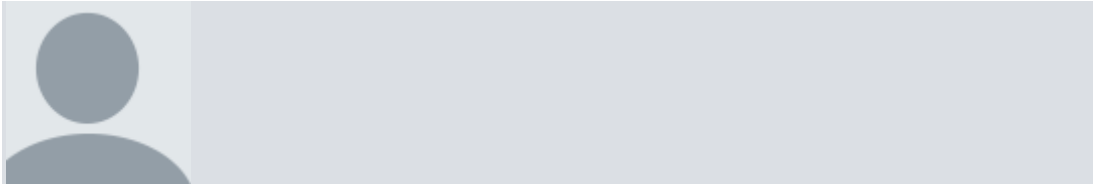
And for you? What would be your main take aways so far? [96]



Kamrul Hassan • 6 days ago

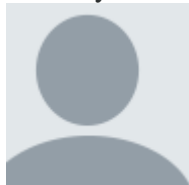
Bangladesh Association for Community Education (BACE) is working in the field of skill development sector since 1986 in Bangladesh. From 2015 BACE is working informal sector apprenticeship. I am also involve with the program. In my learning in Bangladesh perspective women are not that much interested to work in skill development sector except ready made garments. Most of the Bangladeshi people perception were women can only work in sewing but now perception is changing. Female Youth are breaking the traditional system of the society and coming different sectors. Last year apprenticeship training we have got 6 female youth who were interested develop their career in motorcycle mechanic trade. Till they are leaning in the workplace. We should open special window for female youth involving the different trade.

Apprenticeship is the key tools for developing skill manpower. Also strengthening the rural economy of Bangladesh we have to ensure Informal apprenticeships in all level. I think its time to stressed the apprenticeship program in every sector. [97]



Tanjel Kamrul Hassan • 6 days ago

Thanks Kamrul Hasan for sharing the encouraging cases. Do you have follow up activities for tracking apprentices? Are they continuing job after completion of training? How may of them have changed job with higher salary? This will show positive mobility. Please share information if you have. [98]



Regula Schegg (Co-Host GAN) Kamrul Hassan • 6 days ago

Thanks for sharing Kamrul Hassan. For all those interested in learning more about initiatives in Bangladesh. Check out the Access to Information (a2i) Programme by the Prime Minister's Office. Here just a few links: [99]



Darryn Von Maltitz • 6 days ago

Morning everyone. My organisation is serving as the host employer for a dual system electrical apprenticeship project and 45% of the apprentices are female. Women were not specifically targeted for the apprenticeship but a rigorous selection process was put in place which the females excelled at. My view is that careers advice does not take place early enough in South Africa and much more needs to be done to provide youngsters with careers advice whilst still at school. Secondly, in terms of scaling up apprenticeships more should be done to stimulate the

economy and create a demand by employers for apprentices. Government supply-led apprenticeships are generally not effective as employers do not take responsibility for ensuring that apprentices are placed on a structured learning path which results in them qualifying as an artisan on completion of the programme. **[100]**



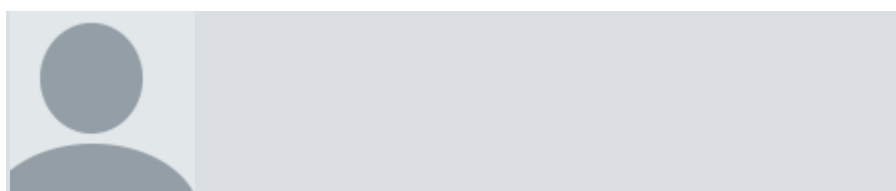
Regula Schegg (Co-Host GAN) Darryn Von Maltitz • 6 days ago

Darryn, you raise a very good point in respect to creating and matching the demand by employers. One reason why e.g. the TVET systems in Switzerland is so successful, the curriculum is driven by the companies / industry / sector. This also allows to be at the forefront of technological development. The GAN (www.gan-global.org), a global business-driven alliance, in partnership with ILO, IOE, OECD and BIAC, does address this issue by engaging the employers and employers federations. Once companies are convinced that apprenticeship and work-readiness programs can fill their skill gap, that it speaks for a good ROI, they are more willing to invest. Key to success in Switzerland is that the curriculum is driven by the employers, the oversight over quality is in the hands of the government. **[101]**



G S Sethi Regula Schegg (Co-Host GAN) • 6 days ago

It is true that there are lot of difficulties in making employers see the utility of engaging apprentices. It is true in India too that in spite of the legislation, employers are not easy to come forward and take apprentices. Any useful tips based on your experience besides the one mentioned in case of Switzerland? **[102]**



Kishore Kumar Singh G S Sethi • 5 days ago

Working closely with sector based Industrial Skills Councils and Business Associations help the cause if we orient them well on the benefits and the best practices. Also, once experiencing the benefits, many of our partner industries, especially in Pharmaceutical and Ceramics sector, struggling to get skilled workers t have become the advocate of our apprenticeship program. Creating a pool of such industry leaders and instituting awards for such private sector players would further contribute to creation of enabling environment for promoting industry led apprenticeship. **[103]**



Laura Fährdrich • 6 days ago

Good morning everyone,

My colleague Regula Schegg, COO of the GAN and myself will be co-moderating the e-discussion today.

GAN's member companies, Nestlé and Hilton, will be accompanying us too.

Feel free to pose your questions or make your comments at any time!

Looking forward to a great exchange!

Laura **[104]**



SkillsforEmployment Mod • 6 days ago

Dear Participants,

Today, a team from Global Apprenticeship Network and the European Commission will co-moderate the e-discussion. Team from GAN include:

1. Ms. Regula Schegg, Chief Operating Officer, GAN, Geneva
2. Ms. Laura Fährdrich, Project Director, GAN, Geneva
3. Ms. Kathryn Porter, Director of Youth Strategy for Europe, Middle East and Africa, GAN and Vice Chair of the Apprenticeship Ambassadors Network.
4. Ms. Maria Sol Adaime, HR Program Manager for the Nestlé Youth Initiative, Nestlé, Switzerland

Mr. Tamás Várnai will represent DG Employment, European Commission, Brussels

Two of the moderators are senior representatives from private sector enterprises. You may ask questions including those concerning the issues concerning employers.

Best regards,

Ashwani **[105]**



Daniel Antwi SkillsforEmployment • 6 days ago

Thanks Ashwani for the introduction.

Greetings to all the Panelist for this discussion. Here are my questions:

1. Ms. Kathryn Porter - " What initiatives are you working on to help harness the demographic dividend on our African Continent"

2. Ms. Maria Sol Adaime - " We all know Nestle has a huge presence in Africa, how best are you leveraging on that to impact the youth on the continent, Yes am aware you have a initiative called YOU but how visible and impactful has it been in your operating countries"

Thank You and will also be happy to have your emails so we talk further.

Daniel [106]



Sol Adaime Daniel Antwi • 6 days ago

Dear Daniel, thank you for your question and interest.

Africa is indeed a continent of opportunity that is home to 1.2 billion people, 70% of whom are 30 years old or younger. It is vital that these people have access to decent job opportunities. Nestlé is working hard to help achieve the Sustainable Development Goals. Africa offers some of the most encouraging growth potential anywhere in the world and it is consistently a top performing region in terms of growth for Nestlé. We have maintained our commitment to the continent through thick and thin and will continue to do so.

Our commitment:

We have long been committed to the development and growth of this vibrant and promising continent. Already in 2004, we articulated our outlook for Africa and the company's determination to become a source of stability and economic growth (see more here: <https://www.nestle.com/asse...>)

We believe one of the ways in which the company can make a positive and lasting impact in the many African communities where we operate is by developing skills, transferring knowledge, and boosting human capital amongst the large demographic dividend in this young continent.

Some examples include:

-The Nestlé Technical Training Centre inaugurated at the Agbara factory in Nigeria in 2011 to educate young people in technical training.

-My Own Business (MyOwBu) program, launched in 2012, that encourages young entrepreneurs in Central and West Africa to develop a career and gain financial independence. The scheme is helping to provide thousands of people with the chance to run their own Nescafé business, employing and managing their own team of street vendors.

-We believe talent has no barriers: Nestlé South Africa's Disability Learnership Programme trains young people with the necessary skills to gain employment and start their own small businesses. The first group of 68

differently-abled youths begin their training at Nestlé factories across the region today.

Nestlé has the capacity, capability, and determination to play a leading role as industrialist in the continent and in specific countries like Zimbabwe, where we have recently updated, upgraded, and expanded our factory's processing capacity. We are also actively engaged in initiatives that advance women's empowerment in Africa, and these are focused on providing income generation opportunities throughout the value chain. We have women's empowerment initiatives across the continent from coffee farmers in Kenya to micro-entrepreneurs in Ghana and Cote d'Ivoire. [107]



Moderator (Ashwani Aggarwal) Sol Adaime • 5 days ago

Thank you, Sol for a detailed information about Nestle's initiatives to promote youth employment in Africa.

Would you like to share information about other regions also? [108]



Sol Adaime Moderator (Ashwani Aggarwal) • 3 days ago

In 2014, as part of our efforts to help young people's employability, we launched The Alliance for YOUth in Europe. Four years later, we are joining forces with 237 All4YOUth partners across the region. We work together to hold workshops and develop apprenticeship programs. The All4YOUth Facebook platform, of which Nestlé is a founder, reached so far around 12 million young people.

Following the success of The Alliance for YOUth in Europe, we have launched in 2017 the Alliance for YOUth in The Americas (37 founding companies) in the framework of the Pacific Alliance Youth Summit in Santiago de Chile, Chile, implemented under three lines of action:

- Implement new or strengthen existing programs of fellows, practitioners and apprentices
- To offer more than 17000 Traineeships, Apprenticeships and Internships in the Pacific Alliance Countries by 2020 -we will be able to share the information regarding progress on commitments in the context of the next in the framework of the

Pacific Alliance Youth Summit in Cali, Colombia (June 28 & 29, 2018)-

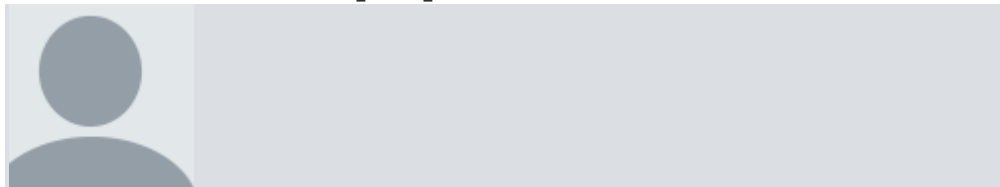
-Improve "Readiness for work" activities (participation in job fairs, open days, curriculum vitae clinics, etc.)

Today, The Alliance for YOUth counts with more than 90 companies across the Americas! **[109]**



Daniel Antwi Sol Adaime • 5 days ago

Thanks very much for the response. I will be happy to engage you in an email so we look at some possible collaborations in West Africa on Women and Youth. **[110]**



Kathryn Porter Daniel Antwi • 6 days ago

Thank you Daniel

Great question. The demographic dividend needs to be taken into account when considering the needs of the economy.

At Hilton we deliver Life Skills Training in the form of 30 modules entitled Passport to Success, to our communities to empower individuals, often young people to grow in area's such as 'Money Management' and 'respecting life and others'. Local leaders also engage with entrepreneurs to provide mentoring on business start ups. Our development of work experience and apprenticeship programs will also support the response to change in the future. **[111]**



Moderator (Ashwani Aggarwal) Kathryn Porter • 5 days ago

Thanks, Kathryn. Are the details of above programmes available on a website? **[112]**



Daniel Antwi Kathryn Porter • 5 days ago

Thanks for the response Kathryn I look forward to some future collaborations then. **[113]**



Regula Schegg (Co-Host GAN) Kathryn Porter • 6 days ago

Thanks Kathryn for sharing. **[114]**



Gift Mabvumbe • 6 days ago

As the drive towards reviewing the apprenticeship systems in the world is growing, Malawi has not be left out. Malawi government has allocated USD 6.5 Million to Youth Internship program. The program has been designed to recruit 5,000 youth aged between 18 and 30 years, selection of which will be based on qualifications and they will be placed in various Ministries, Departments and Local Councils. The objective of this program is to equip the youth with knowledge, skills and ethics as a way of nurturing them for a career in the Civil Service as well as in the Private Sector.

The country is also geared at moving Malawi's economy towards industrialisation. As such there is emphasis on reforming the apprenticeship system to respond to the needs of the economy. However, of great concern to skills development players in Malawi is that the apprenticeship system is not functioning well and needs some review. **[115]**



Laura Fährdrich Gift Mabvumbe • 6 days ago

Dear Gift,

It is really interesting to read you and find out more about the initiatives taken in Malawi.

We were really happy to learn that the raise to apprentices allowances in Malawi was approved recently! Thanks to Beyani Munthali/ECAM/GAN Malawi and the trade unions' initiative this could be done. It will change things for the better for lots of apprentices!

There's still a lot to be done but things are moving! **[116]**



G S Sethi • 6 days ago

With regard to the issue “What innovations are needed to make apprenticeships more attractive?” raised by Ashwani for discussion during this week, let me share the experience of Zimbabwe, as brought out through a case study and it is related to informal apprenticeship.

The case study is about ILO’s QIA (Quality Improvement to Informal Apprenticeship) methodology as applied in Zimbabwe’s Skills for Youth Employment and Rural Development Programme.

Typically, in an informal apprenticeship, skills transmission occurs from a master craftsperson to a younger person (the apprentice) who learns the trade on-the-job by way of observation, imitation and repetition, as the apprentice works with and assists the master crafts-person.

As a supportive mechanism, the QIA methodology works by building the capacity of the master crafts-persons in business management, marketing and access to microfinance, linking them with apprentices and providing further support to the arrangements. Such further support, which is aimed at improving the quality and relevance of the informal apprenticeship system, includes enabling access to new skills and technologies through the establishment of common facility centres, improved training standards and provision of basic skills such as literacy and numeracy. Additional support also goes towards improving access for young women to traditionally male-dominated trades and to creating links with large-scale manufacturers and retailers.

The project is working with industry experts to improve the businesses of master crafts-persons in their selected demand-driven trades. These trades range from hair dressing, catering and dressmaking to carpentry, welding, motor vehicle mechanics and home decor. The master crafts-persons are in turn providing on-the-job skills training and mentoring youth for future income-earning and self-employment opportunities in the urban areas of Zimbabwe.

The initiative also aims to make microfinance available to the master crafts-persons and the youth by facilitating access to group and individual business loans once they have completed their apprenticeships. Local microfinance institutions are engaged to provide loan finance and other related business development services.

The QIA methodology strengthens local institutions with a mandate to reach out to young women and men with employment creation support services by using existing coordination structures in the wards, districts, provinces and at national level. The project has shown excellent results in improving the lives of the master crafts-persons and the young apprentices. [117]



Regula Schegg (Co-Host GAN) G S Sethi • 6 days ago

Dear G S Sethi, thanks for sharing. Interesting link to microfinance. Do you have more information available on that end? Who is providing, amount of funding, mechanics etc.? [118]



G S Sethi Regula Schegg (Co-Host GAN) • 6 days ago

The case study of Zimbabwe referred to by me does not contain any further information about how and from whom microfinance is arranged. I am, therefore, unable to add anything more than already posted. [119]



Moderator (Ashwani Aggarwal) • 6 days ago

Dear Participants,

Today, a team from Global Apprenticeship Network and the European Commission will co-moderate the e-discussion. Team from GAN include:

1. Ms. Regula Schegg, Chief Operating Officer, GAN, Geneva
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Mr. Tamás Várnai will represent DG Employment, European Commission, Brussels

Two of the moderators are senior representatives from private sector enterprises. You may ask questions including those concerning the issues concerning employers.

Best regards,
Ashwani [120]



Moderator (Ashwani Aggarwal) • 6 days ago

Evidence of benefits of apprenticeships for Youth and employers

- In the Netherlands, wage for entry-level jobs for apprentices is more than 30% than that for TVET graduates (both having the same qualification).
- In Canada, the average benefit to employers was 1.38 times the average cost.

Source: ILO Toolkit for Quality Apprenticeships (Vol I) [121]



Moderator (Ashwani Aggarwal) • 6 days ago

Impact of apprenticeships on productivity:

A study by the Centre for Economics and Business Research in UK estimated that the workers who have completed apprenticeships increase productivity by £ 214 per week on average. [122]



Moderator (Ashwani Aggarwal) • 6 days ago

Benefits of investment in apprenticeships:

Studies confirm a significant economic return to governments investing in Quality Apprenticeships. For example,

-- In the United Kingdom, the net present value of £1 of government investment in apprenticeships is estimated to be between £16 and £21.

Source: Adult apprenticeships: Estimating economic benefits from apprenticeships, technical paper (London, NAO Communications), available at: <http://www.nao.org.uk/wp-co...>

-- As per a study in the USA, return on investment in apprenticeships works out to US\$27.7 for every dollar invested - and if other potential costs (unemployment insurance, food stamps, welfare and administration costs) are taken into consideration, the total benefits are just under US\$ 36 per dollar spent.

Source: ILO Toolkit for Quality Apprenticeships (Vol I) [123]



Moderator (Ashwani Aggarwal) • 6 days ago

From the discussions, one of the factors that is clearly coming out for countries to successfully scale up and sustain apprenticeships is:

Like Ease of Doing Business Index, we may create an "Ease of Implementing Quality Apprenticeships" Index. [124]



Hassan Ndahi • 7 days ago

In the Caribbean for example, a country that has had an apprenticeship programme since 1950s saw a gradually declined over time in private, public, and policy maker's interests, thus, a precipitous declined in number of apprentice. The apprenticeship programme is being revived and some countries are thinking of introducing the programme as a means to improve the quality of education and to mitigate the problem of youth unemployment.

The issue faced by those who would design the apprenticeship programme are: the lack of clarity of the reform strategy; inadequate financial resources and qualified personnel; incompatibility of the reform strategy with a country national education policy, which makes it difficult to enact apprenticeship legislation; lack of involvement of the social partners; lack of structural linkages between tertiary institutions and an apprenticeship programme; and lack of adequate information on ROI for employers as a central issue of concern, given the fact that they are expected to take the burden of paying apprentice wages. [125]



Laura Fährdrich Hassan Ndahi • 6 days ago

Dear Hassan,

Thank you for your observations. These issues, as you well note, are quite recurrent in many countries. Regarding the lack of structural linkages you mention, I fully agree. At the GAN, we often see that one entity does not know what the other is doing, the same

was that one sector does not know what the other sector is doing. That's why multi-sectoral dialogue is so important. Gathering resources and joining efforts can really make a difference and increase the positive impact of the myriad of initiatives already existing in a country. [126]



T. Damian Boyle • 7 days ago

Colleagues,

Some further thoughts on Quality Innovative Apprenticeships:

→ I have observed that those most likely to complete trades related learnings are those who have already completed at least one tertiary program (degree or other). Those least likely to complete a given trades related program are those with the least amount of reading, writing and maths competencies. “Past performance is the best predictor of future performance.”

→ Offer apprenticeships to those who have achieved a tertiary certification (university degree or another trade) but are unemployed or marginally employed, on the basis of a forgivable loans scheme. Undertaking a personal loan demonstrates a level of personal commitment, or “skin in the game.”

→ Require time in trade service in exchange for an apprenticeship. For example, a four year apprenticeship would require four additional years of work in the trade in order to forgive the associated training costs debt. Otherwise, the loan must be repaid through non-forgiveable tax deductions (garnishment of wages). Obligate employers to provide the promised employment and training, or by default to become responsible for the debt burden and to thereby absolve the apprentice of this.

→ Allow apprentices to write government certifications exams upon demand. Charge cost recovery fees for these, to encourage earnest attempts. Limit attempts: “four strikes and you are out.” Apprenticeship levels may thus be completed as quickly as possible, with higher pay accordingly due at each step.

→ My observation is that when those with academic backgrounds only (Social Workers, Psychologists, Librarians, Teachers, etc.) are put in charge of trades training that this is the beginning of the end of success for such endeavours. Require that all those administering trades training programs must have achieved a trade certification (Journeyman or Technician) of some kind themselves, without exception. (All those so qualified, please raise your hands.) “Those who say otherwise are anathema to the cause.”

For more information and ideas on this topic, please refer to these pages:

→ Quality <https://edunorth.wordpress...>

→ Innovation <https://edunorth.wordpress...>

→ Apprenticeship <https://edunorth.wordpress...>

Yours,

Damian

<https://edunorth.wordpress...> [127]



Laura Fährdrich T. Damian Boyle • 6 days ago

Dear Damian, are all these observations only in Saskatchewan or in all Canada or in general? [128]



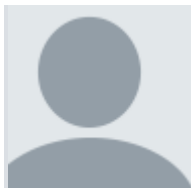
T. Damian Boyle Laura Fährdrich • 6 days ago

Laura: My observations are what I have personally experienced in this field in Saskatchewan and Alberta. [129]



Laura • 7 days ago

It's wonderful to see so many comments, reflecting a great deal of interest in this topic. As a skills development specialist covering many countries in Africa, I would like to share my experience with regard to employer "buy-in" on apprenticeships. The issue of confusion over apprenticeships vs internships vs industry attachments has been well discussed in this forum, so I won't dwell on it except to say it is an issue in a number of countries in this region. Another issue is about funding arrangements. Often employers question the distribution of costs amongst training providers, employers and apprentices. Employers are seeking support of training funds/levies to subsidize the costs of apprentices in the workplaces. I'm wondering if this issue has been addressed in other countries and if it has been used, how successful has it been? [130]



Tanjel Ahsan Laura • 4 days ago

Formal apprenticeship not yet introduced in all sectors in Bangladesh. Though there is clear direction on apprentices in the labour law. ILO first supported government, TVET authorities and private sector to pilot apprenticeship program in Bangladesh aiming to strengthen capacity of stakeholders to supply skilled workers in occupations as defined by the employers. This pilot program sensitized and encouraged other sectors on apprenticeships.

Seeking training funds varies sector to sector. In case of pharmaceuticals sector, employers are not worried about fund because pharma factories have adequate fund for staff training. Before introducing apprenticeship training programme in this sector, they used this fund for mid to high level employees' professional development. But when they start apprenticeship programme in collaboration with ILO, they revealed that the apprenticeship training program is more relevant and effective for newly recruited workers, workers sincerity, professional attitude, team work etc. improved significantly. Now factory management are convinced to allocate fund for the apprentices.

As per Government rules, employers could import duty free training equipment for apprenticeship training program and expenditure incurred to the apprenticeship is tax free. Interestingly not a single factory applied for those incentives so far.

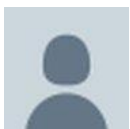
Incentive should be based on practical, employers priority and win win principle. As per our experience, employers are willing to support on the job training at the factory premises. Since "on the job training" need less equipment and raw material cost and existing supervisors could guide apprentices' as trainer, this is not indeed a burden to most of the employers. Employers need "off the job/soft skills/class room based" support. Government should allocate additional fund for local TVET authority/institutes to support off the job training for apprentices.

In general government should allocate fund to pay stipend (need based), off the job training cost, fees for trainers and other logistics. Fund should be also allocated for [131]



Gift Mabvumbe Laura • 6 days ago

Laura, I would like to concur with your observation. Malawi which is one of the countries you cover, has a training levy in place to which industries pay to a tevet training fund. The Tevet levy is used to fund apprenticeships. Employers are now questioning the distribution of costs among training providers, employers and apprentices. Some players are now advocating for the fund administration to be an independent body. [132]



albert • 7 days ago

Dear colleagues

Great discussions going on. I want to share my perspectives on the topics of this week. In Tanzania ILO is supporting the establishment and institutionalization of formal apprenticeships. Progress has been made already social partners have agreed on national Guidelines that set out all issues regarding starting and implementing apprenticeships. Already we are in 4th year into implementing apprenticeships. This is what I have seen work.

Attractiveness to employers.when employers have a say in determining the programme design and implementation and when they get opportunity to select apprentices and when the selected apprentices are good enough they are happy.

Engaging SMEs when there is a support mechanism to help meet the cost then SMEs are excited to host apprentices.

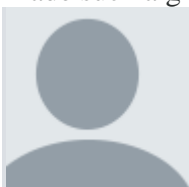
Conclusion-when there is commitment by constituents and this commitment is expressed through a platform where robust social dialogue is held regarding issues affecting apprenticeships are regularly discussed then issues of inclusions can be discussed. However, these have to happen alongside sustained awareness and capacity building and genuine effort to establish coordination and institutionalization. **[133]**



Gift Mabvumbe albert • 6 days ago

Albert,

Thank you very much for your insightful perspective. Malawi is geared now at reforming its apprenticeship. Its great to learn that you are doing well in Tanzania. Just like we came to learn about RPL, Malawi will come again to learn about how you have made such a great progress. **[134]**



Kishore Kumar Singh albert • 6 days ago

Thanks!! Would you like to share the government's plan to finance it beyond the project period? Is there any strategy to expand the program beyond project period? Any innovative practice to attract new market entrants and employers that you would like to share? **[135]**



G S Sethi • 7 days ago

As regards innovations to upscale apprenticeship, I would like to share the experience of Ghana, as revealed through a case study by Dan Baffour-Awuah, PhD., Executive Director, Workforce Development Institute, Tema, Ghana. The key points of this case study are:

- The large number of school dropouts is a source of worry to the government.
- The Government of Ghana decided to partner with the private sector in the implementation of informal apprenticeships. The cost of the training for the one-year apprenticeship period is borne by the government and covers the cost of equipment and materials needed for the training and payment of monthly training fees to the master crafts-persons.
- The training and its assessment are aligned with the NTVETQF so that the graduates can obtain

certificates at the 2nd (Proficiency 2) and 3rd (Certificate 1) levels of the TVET qualifications framework.

- Innovations for Poverty Actions (IPA), a United States based non-profit organization, was engaged to undertake an independent evaluation of the programme and its impact and to disseminate the findings.
- The first training programmes under the National Apprenticeship Programme reached 5,000 school leavers and were completed in 2012, establishing a basis for Ghana to scale up the NAP and cover more trade areas. **[136]**



Gift Mabvumbe G S Sethi • 6 days ago

Great to hear about the innovations to upscale apprenticeship in Ghana. This is of much interest to Malawi as skills development players are geared at reviewing the apprenticeship system. Would you please share with me the case study that was conducted in Ghana? I am on mabvumbe@ilo.org **[137]**



Balchan Ramberran • 7 days ago

Despite the many benefits of apprenticeships many countries face difficulties such as:

1. The ability to fund apprenticeships
2. The development of synergy/relationships between Government, industry and trade Unions
3. Lack of incentives for employers and apprentices
4. Lack of or outdated legislation
5. Stigma attached to apprenticeship (for those who can't learn or for those who are classified as lower class in society)
7. Lack of advocacy and promotion of apprenticeships
8. Proliferation of short training programmes with stipend attached
9. Lack of certification and articulation routes upon completion

In my country the major challenges being faced are:

1. Outdated legislation
2. Proliferation of short training programmes with stipend attached
3. To some extent the stigma attached to apprenticeships **[138]**



Laura Fährdrich Balchan Ramberran • 6 days ago

Dear Balchan Ramberran,

May I aks which country are you referring to?
Thank you
Laura [139]



Daniel Antwi • 7 days ago

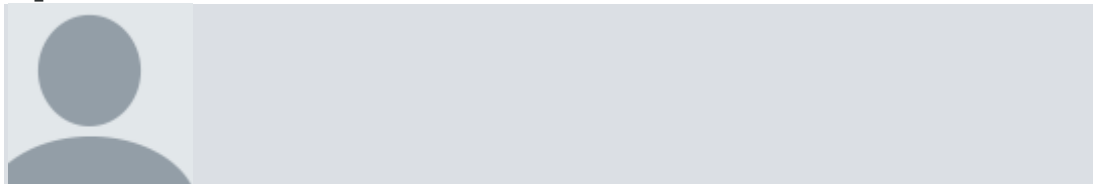
Am Daniel Antwi and the Co-Founder of Africa Internship Academy which is a YOUTH EMPLOYMENT ACCELERATOR here in Ghana with a continental focus. Our platform grooms young africans with employable skills through an extensive WORK INTEGRATED LEARNING PROGRAM MODULE. Our focus area is EMPLOYABLE and WORK-READINESS SKILLS TRAININGS. These initiatives are geared towards youth employment, empowerment and job creation for Africa’s youth. AU and NEPAD recently selected our AIA model as a GOOD PRACTICE TOOL TO HELP YOUTH EMPOWERMENT ON THE CONTINENT.

Our Programs are:

1. Job Shadowing & Career Mentoring - This is a program that expose young people and youth in school to the world of work and help them gain practical knowledge about work environment. This is work experience option where a young person learns about a position by walking through the work as a “shadow” to a competent worker. It will enable them to begin to envision their lives as professionals so they can make informed decisions about their career paths. Target is Primary, Junior High and Senior High School.

2. Work – Readiness Program -This is a one-month WORK INTEGRATED LEARNING PROGRAM where we prepare the interns with technical skills as well as soft skills to excel in both corporate and entrepreneurial environments. AIA stands to bridge the gap between academia and industry by training the interns and giving them the chance to gain work experience within the same facility. Target is Higher Education Students

3. GRADUATE INTERNSHIP PROGRAM & LIVELIHOOD SKILLS: We prepare participants to get, keep and excel at a new job. Basic employability skills include effective communication, problem solving, resume building, and interviewing. Job readiness training programs also help participants develop good work habits that facilitate their ongoing success. Workshops typically include lectures, discussions and role-playing exercises. Target is Graduates and Unemployed folks. [140]



Kishore Kumar Singh Daniel Antwi • 7 days ago

Thanks!! It sounds interesting and a practical model. is this a government or privately run program? How does it help in promoting and up scaling apprenticeship in your country? How is it financed? [141]



Daniel Antwi Kishore Kumar Singh • 5 days ago

Hello Kishore, thanks for your kind words. Everything is privately run by us and not the government. We have has massive impact on the lives of the targets. We mostly work with corporate organisations as partners so they help to finance these projects. **[142]**



anita sharma • 7 days ago

Thanks for sharing, Mr Sethi. I would like to know more about the CBQ tool and also ask if this tool was ever applied in India? **[143]**



G S Sethi anita sharma • 7 days ago

Dear Anita,

Here I give a little more about CBQ.

In South Africa, one of the main arguments that employers use to withdraw from apprenticeship provision is the direct and indirect costs of it. However, the real costs associated with apprenticeship training need to be more scientifically calculated, beyond generic references to mandatory grants or discretionary grants paid to South African companies by the Sector Education and Training Authorities (SETAs). Often the estimations made by employers are based on perceived costs, rather than on accurate controlling mechanisms (Grollman and Rauner, 2007:434).

The online tool that the merSETA (Manufacturing, Engineering and Related Services SETA) released in 2012 is a measurement instrument that uses standardized criteria to measure costs-benefits-quality (CBQ). According to Brown (2014), the merSETA report on the instrument shows three interesting findings:

- Apprenticeship could be self-financing;
- The higher the quality of in-company training, the faster the point of investment breakeven is reached; and
- Net returns in some cases demonstrate that, for example, in mechatronics occupations the point of breakeven could be reached at 22 months, in welding occupations, after six to nine months, and in motor mechanics after 18 months (Brown, 2014, p.8).

The innovative practice of CBQ is focused on the quality returns of in-company training as part of apprenticeship training. CBQ allows easier access to data on costs and benefits gained through in-company training. **[144]**



Regula Schegg (Co-Host GAN) G S Sethi • 6 days ago

Mr. Sethi. Thanks for sharing. Do you know of any other SETA is applying this beyond the Manufacturing, Engineering and Related Services? Any information to the banking, ICT and hospitality sector? Thank you for sharing if available. **[145]**



SkillsforEmployment Mod • 7 days ago

The following was received from Alberto Valdez Barboza, scroll below for “unofficial translation”:

1. P.1 Los programas de innovación es decir convertir la producción en una actividad más eficiente o más fiable, preparar trabajadores con las habilidades, el capital humano adaptada a las nuevas tecnologías, así como para acercarlo al escenario digital de las empresas. que constituyen los nuevos cambios en la actividad productiva.

P.2 Es el Estado la que provee a base de datos sobre los factores que promueven la innovación y el aprendizaje en la toma de decisiones de utilidad para las entidades públicas y privadas de cada país. Esta asociación pública y privada deben priorizar posibles iniciativas dirigidas a mejorar la calidad del capital humano. El fortalecimiento institucional evalúa su impacto, instrumentos de capacitación y de divulgación de conocimiento, en este aspecto las Universidades juegan este rol vinculante.

2. Los cambios en la estructura productiva deriva en una educación orientada por el concepto de competencia laboral lo que implica que para los distintos procesos las reformas de sus sistemas de educación y capacitación se combinen formaciones blandas con las técnicas; las empresas, orientaran formas modernas de capacitación de sus trabajadores, adecuándolas a cambios en las nuevas estructuras de organización de la producción. Lo que se deduce nuevos perfiles ocupacionales, y actualización continua de conocimientos y habilidades para un desempeño eficiente y de calidad.

3. La práctica laboral nos muestra una evidencia cada vez más de importancia en los procesos de aprendizaje de los programas de formación. Este proceso ha contribuido disminuir la brecha entre el espacio de aprendizaje con el del trabajo. La persona en esta etapa desarrolla un conjunto de actividades en un puesto de trabajo temporal, que debieran estar acorde a lo que aprendió en la etapa lectiva. En el Perú hay una competencia a este nivel entre las universidades con mayor recurso que cuenta con el apoyo de las empresas que buscan posesionarse del mercado y por otro lado los institutos de gran nivel como citar un caso la TECSUP (en las profesiones de ingeniería y tecnología).

4. P.1 Considero este problema en primer lugar a la falta de un objetivo nacional de los países, la explicación se encuentra en su mirada corto placista donde las políticas económicas están orientadas a satisfacer las necesidades de la corporación (la inversión extranjera directa) Por ello el impacto de la competencia de los productores extranjeros varía solo de una empresa a otra en un mismo sector, de un sector a otro de la economía y de un país a otro. P.2 El resultado niveles de vida bajos, el pleno empleo solo es teoría y un pobre desarrollo sostenible, la educación no va a la par con las exigencias de los nuevos cambios.

Pasa por entender que el recurso financiero hacia la inversión productiva depende de otros factores básicos y, fundamentalmente, de la capacidad de introducir innovaciones en el tejido productivo y empresarial. Para ello la educación es el cerebro de las innovaciones que incluye las innovaciones tecnológicas y sus métodos de gestión como en lo social e institucionales.

5. Para ello es necesario también fortalecer las asociaciones empresariales de este nivel local y regional y, además, coordinar el fomento productivo, innovación tecnológica y empresarial y capacitación de recursos humanos, avanzando de ese modo en la adecuación territorial de su trabajo. Pero el fomento productivo y la innovación empresarial no son sólo tareas del sector público. La información empresarial es vital en estos casos.

6. Es la misma sociedad alentado por el Estado y la empresa privada la que alienta la discriminación entre Hombres y mujeres entre migrantes y la mano de obra nativa estamos ante mal estructural en muchos países algunos lo han superado, Todo pasa por la educación.

(UNOFFICIAL TRANSLATION)

1. Q.1 Innovation programs means turning production into a more efficient or more reliable activity, preparing workers with the skills, human capital adapted to new technologies, as well as bringing it closer to the digital scenario of companies, which constitute the new changes in productive activity.

Q.2 It is the State that provides a database based on the factors that promote innovation and learning in the decision-making of utility for public and private entities in each country. This public and private partnership should prioritize possible initiatives aimed at improving the quality of human capital. The institutional strengthening evaluates its impact, training tools and knowledge dissemination, in this aspect, universities play this binding role.

2. The changes in the productive structure derive in an education oriented by the concept of labor competency, which implies that for the different processes the reforms of their education and training systems combine soft formations with the techniques; the companies will guide modern ways of training their workers, adapting them to changes in the new structures of production organization. What follows are new occupational profiles, and continuous updating of knowledge and skills for efficient and quality performance.

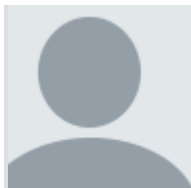
3. Work practice shows us an increasingly important evidence in the learning processes of training programs. This process has contributed to reduce the gap between the learning space and the work space. The person in this stage develops a set of activities in a temporary job, which should be consistent with what he learned in the school stage. In Peru, there is a competition at this level among the universities with the greatest resources, which has the support of companies seeking to take over the market and, on the other hand, high-level institutes such as TECSUP (in the engineering and research professions, and technology).

4. Q.1 I consider this problem in the first place to the lack of a national objective of the countries, the explanation lies in its short-term view where economic policies are oriented to satisfy the needs of the corporation (direct foreign investment). Therefore, the impact of the competition of foreign producers varies only from one company to another in the same sector, from one sector to another of the economy and from one country to another. Q.2 The result low-living standards, full employment is only theory and poor sustainable development, education does not go hand-in-hand with the demands of the new changes.

It happens that the financial resource towards productive investment depends on other basic factors and, fundamentally, on the capacity to introduce innovations in the productive and business fabric. For this, education is the brain of innovations that includes technological innovations and their management methods, as well as social and institutional.

5. To do this, it is also necessary to strengthen the business associations of this local and regional level and, in addition, to coordinate productive development, technological and business innovation and training of human resources, thereby advancing the territorial adequacy of their work. But, productive development and business innovation are not only tasks of the public sector. Business information is vital in these cases.

6. It is the same society encouraged by the State and private enterprise that encourages discrimination between men and women between migrants and the native labor force. We are facing structural problems in many countries, some have overcome it. Everything goes through education. **[146]**



Kishore Kumar Singh SkillsforEmployment • 7 days ago

Thanks!! You may like to share further that how these ideas could be used in promoting demand driven sustainable apprenticeship program? Some examples will further flesh out the nuances. **[147]**



G S Sethi • 7 days ago

Having read experience of apprenticeship in quite a few countries during this e-discussion, I would like to share the experience of South Africa as expressed through a case study by merSETA, which was a part of study commissioned by ILO and I happened to be the consultant.

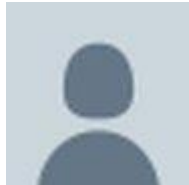
It is about the use of a tool named “CBQ (Cost-benefit-quality)”. Simply stated this tool compares the average productivity of a fully skilled worker with that of the apprentice. The degree of a productivity of a fully skilled worker is regarded as 100%. If an apprentice needs double the time of a skilled for a particular work task, then the apprentice’s productivity would be 50%. CBQ is said to have helped companies to obtain an overview of the strengths and weaknesses of in-company training and to develop ways to improve their training methods.

This case study suggests that need-based tools have been devised and put to use to assess benefit of apprenticeship, be it for apprentices or companies. [148]



Laura G S Sethi • 7 days ago

It would be great if you could share this study. [149]



albert G S Sethi • 7 days ago

Dear Sethi,

This is quite interesting tool. In Tanzania the employers specifically asked about the cost benefit study for hiring an apprentice. Is the tool friendly to all contexts? Can you share the tool for our look we will appreciate? [150]



Kishore Kumar Singh G S Sethi • 7 days ago

As usual, very interesting information. We really appreciate your active and a very meaningful participation. I join Anita Sharma in requesting to share the tool, if possible. [151]



Anita Sharma G S Sethi • 7 days ago

Sir, the CBQ tool sounds very interesting. is it possible to share more about this? Has this tool been applied in India? [152]



Anita Sharma G S Sethi • 7 days ago

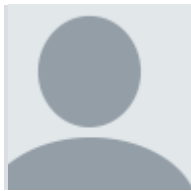
Sir, is it possible to share some more details of the CBQ you have mentioned above? Have you ever used this in India? [153]



Kishore Kumar Singh • 7 days ago

So far, this has been a very interesting discussion of practitioners engaged in promoting quality apprenticeship. It has brought together significant information, different perspectives and many insights to guide our further work in improving our apprenticeship programs. As a co-moderator for today, I would further request participants to focus on some of issues such as (a) challenges in expanding the apprenticeship program in your country, (b) innovations needed to make apprentices more attractive to employers, especially SMEs and (c) steps to make apprenticeship program more inclusive. Looking forward to your inputs, instances and insights.

Kishore Kumar Singh, CTA, B-SEP Project, Bangladesh [154]



Tanjel Ahsan Kishore Kumar Singh • 7 days ago

Dear Kishore and participants,

Since it was an excellent opportunity for me to coordinating and managing ILO initiated apprenticeship programme from the beginning in Bangladesh, we have learned lot of lessons while implementing apprenticeship training programme particularly in informal economy. Please find the following success and challenge issues:

Success issues

Inclusion in Skills development: Apprentices were chosen from the disadvantaged families, ethnic minority, far distance locations as foreseen in the project. The skill training has increased their prospects of employability and earning good income as skilled workers.

Increased employability and earnings: In general, the entry level average monthly salary of the trainees was from BDT 5,500 to BDT 6,000 per month which goes up to on an average BDT 7,500 to BDT 8,000 per month upon Completion of training.

Improved knowledge and awareness on workplace safety and hygiene: This has been taught in the soft skills part of the training (or commonly known as “off the job” training). Most of the workplace owners, MCPs and Apprentices themselves have mentioned this as a positive contribution of the training.

Meeting of shortages of skilled workers: Apprenticeship training has contributed to supply of skilled workers who are in short supply. Such shortages arise due to two reasons: one, due to expansion of workplaces requiring new workers; and two, shortages created due to continuous attrition of workers moving from one workplaces to another.

Increased participation of females in TVET : There has been a positive contribution of female participation in the traditionally male dominated occupations

Finally, capacity and experience of the partners and the individual Participating workplaces, local communities have increased

To encourage apprenticeships in the informal economy, the government and its partners should trial and evaluate the use of incentives including equipment, skills training, affordable micro finance and other support mechanisms so that participating in the apprenticeship system improves more than skill level to their staff.

Challenges

Lack of social recognition: Skilled workers in the informal economy are not well recognized and fairly accepted in the world of skilled workers though they are troubleshooting millions of problems

Limited capacity of the MCPs: Most of the MCPs has low literacy and limited knowledge on generic skills. They could train apprentices' only basic skills not generic or sectoral skills. Their diverse background also major challenge in delivering training

Working condition: Working environment by its nature and condition are hazardous. This is one of the major challenges for enrol youth and delivery skills training

Limited scope to learn in the workplaces: The informal sector by its nature is diverse and characterized by thousands of small operators and enterprises of widely varying sizes and nature. Most of them have outdated equipment and tools

Low female participation: this is due to socio-cultural factors that work as barriers for women's entry into certain occupations

Lack of responsible authorities: Absence of regulatory authority, clear cut guidelines & procedures to regulate service coverage for the workplaces in informal economy are major challenges. Couple of sectoral authorities are available but they have no skills development programme for the workers, no proper coordination, lack of capacity, and lack of clear cut understanding of the respective roles and responsibilities among the agencies are also challenges.

Sustainability issue not adequately addressed: major challenge in continuing and expanding the successful pilot initiatives on apprenticeship programmes. There is no proper planning how to sustain the ongoing successful initiatives.

I think challenges are mostly common in other developing/under-developed countries. Colleagues from other countries are requested to add more challenges and share success stories to overcome those challenges. [155]



Moderator (Ashwani Aggarwal) Tanjel Ahsan • 6 days ago

Thanks for providing excellent information about the success of the project as well as challenges faced.

With respect to the improved participation of women, please provide the data. Despite the improvement in the participation of women, you have listed low female participation as one of the challenges. What measures the project has taken or proposed to tackle the challenge. [156]

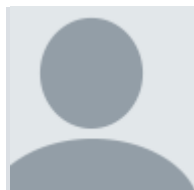


Laura Tanjel Ahsan • 7 days ago

Hi Tanjel, Thank you for sharing. With regard to your comment: "Increased employability and earnings: In general, the entry level average monthly salary of the trainees was from BDT 5,500 to BDT 6,000 per month which goes up to on an average BDT 7,500 to BDT 8,000 per month upon Completion of training", how does this wage upon completion of training compare to new recruits into the company. And what percent of apprentices, upon completion of training get hired into fulltime jobs?

Thx

Laura [157]

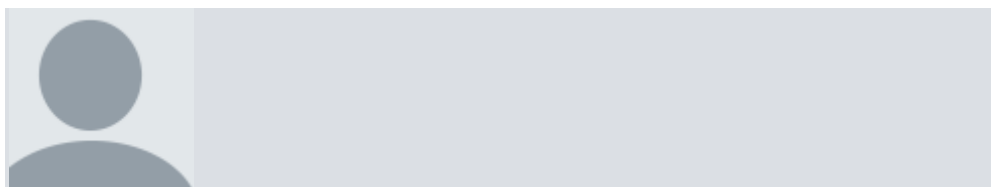


Tanjel Ahsan Laura • 3 days ago

We have observed the cases while implemented apprenticeship program in Agro Food and Furniture sector. Just after the completion of competency based apprenticeship training program, the trainees become more experienced and gain competencies required for that level. Their

performance gradually go up and satisfy management. Thus earnings usually go up further.

As per our monitoring report, almost 90% trainees get employment in the same factories. We will be conducting an assessment of apprenticeship program in Bangladesh this year. We will share the finding with HQ. **[158]**



Kishore Kumar Singh Tanjel Ahsan • 7 days ago

Thanks Tanjel!! Your thoughts on addressing some of those challenges are most welcome. **[159]**



Moderator (Ashwani Aggarwal) • 7 days ago

Dear Participants,

Mr. Kishore Kumar Singh, Chief Technical Adviser, ILO Bangladesh will co-moderate the E-discussion today. He has more than twenty two years of experience in working with international and national organizations on social development issues including skills and employment, poverty, gender and inclusion.

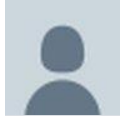
Best regards,

Ashwani **[160]**



Alvaro Ramirez • 7 days ago

Greetings from Central America. Apprenticeship is on the rise in this region. Panama, Dominican Republic, Costa Rica and El Salvador are all working hard to upgrade and scale up their apprenticeship programs. It was introduced by GTZ in the 1990s with limited success (apprentices account for less than 0.1% of graduates in these countries). Good news is that this time it seems to be more demand-driven (less donor-driven). Key drivers: a) economic diversification (skills gaps in rapid growing sectors/clusters); b) rising youth unemployment (increased political pressure); c) growing employers' dissatisfaction with TVET public providers funded through payroll taxes, Key challenges: a) getting the legal framework right (in particular the nature/scope of the apprenticeship contract); b) enticing/attracting employers (ensuring positive ROI); c) increasing social recognition (technical education still regarded as a second-class alternative); d) increasing the quality of the programs. **[161]**



albert Alvaro Ramírez • 7 days ago

Dear Alvaro,

May I inquire why apprentices are lowly regarded in Latin America? Is this a general trend for all TVET graduates or just apprenticeship graduates? In Tanzania what we did to remove this barrier was to develop an apprenticeship with same national qualifications framework and set standards that were reviewed and approved not only by Employers but also by accreditation authorities so apprentices have same qualifications standards as others but, of course, with more experience and job competencies

Albert **[162]**



Alvaro Ramirez albert • 4 days ago

Dear Albert. It is a general trend for TVET graduates in many of our countries in the region. Your idea of linking apprenticeship to the NQF is very good. This is in fact what our constituents want to do in Costa Rica. **[163]**



Kishore Kumar Singh Alvaro Ramírez • 7 days ago

Thanks for your succinct post. It is good to know that the present situation in your region is making apprenticeship more relevant and its demand is growing. You may like to share that what is being done and by whom to expand the apprenticeship training in response to the current demand? What innovations are needed to make apprenticeships more attractive for youth and employers? And, who and how is it being financed? Your responses will be keenly awaited by many participants to know more about your region. Thanks again for your participation. **[164]**



Alvaro Ramirez Kishore Kumar Singh • 4 days ago

Hello.

1) What is being done? There are different means of action: better marketing with employers, bigger incentives (some countries are testing temporary subsidies for employers, eg Bahamas with IADB funding), targeting fast-growing industries, linking internships + apprenticeships with other youth

employment programs, etc

2) What innovations are needed? Some issues that are being discussed in Costa Rican include: how to connect apprenticeship with formal education (eg introducing pre-apprenticeship options in collaboration with the ministry of education); ensuring access to tailor-made social protection schemes; public recognition to committed employers (eg public awards), etc.

3) How is it being financed? Most countries have developed cost-sharing schemes between public and private sectors. **[165]**



Moderator (Ashwani Aggarwal) • 7 days ago

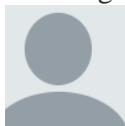
Launch of Quality Apprenticeships (Developed with the ILO support) in Zanzibar, Tanzania by the Hon'ble Minister of Labour. **[166]**



Hari Pada Das • 8 days ago

Thanks,everyone, for your contributiosn in this discussion. This discussion will be very helpful for us in our project implementation.

In Kenya, we (ILO) are currently implementing a capacity strengthening project funded by US Department of Labour to support development of Quality Workplace Based Training program for the vulnerable and marginalised youth who are engaged in or at risk of engaging in child labour. Basically to strengthen the informal sector apprenticeship program. **[167]**



Moderator (Ashwani Aggarwal) Hari Pada Das • 7 days ago

Dear Mr. Das. For the information of all participants, please share the strategy of the programme to strengthen the informal sector apprenticeships. Thanks. **[168]**



Moderator (Ashwani Aggarwal) • 9 days ago

Dear Participants,

Mr. Haripada Das, Chief Technical Advisor, ILO, Nairobi will be co-moderating the E-discussion on 19 and 20 May. He has significant experience in promoting apprenticeships in developing countries.

Best regards,
Ashwani [169]



Hari Pada Das • 9 days ago

Dear Valentina and all,

You have highlighted a very important aspect of apprenticeship program that is financing and financing mechanism, which is the key element for the sustainability of any good initiatives. Let me allow to share two different experiences, one from Kenya and another from Bangladesh. Kenyan experience is about financing in formal businesses to promote apprenticeship and Bangladesh one is to support apprenticeship in informal sector.

Kenya through NITA (National Industrial Training Authority) under the Ministry of Labour and Social Security, provide access to financial support to the medium and large companies to recruit apprentices through the training levy fund which is new and started growing. Employers recruit apprentices as per their respective need and engage those apprentices in training in the workplace under their supervisors following a structured curriculum developed by the company. After certain weeks or months engage them as co-worker and at certain stage as worker if they qualify or meet all the requirements set by the company. Obviously company follow and observe the guidelines prescribed by the authority (NITA). Then the company formally submit application for the financing support meeting the requirements. NITA confirms acceptance through physical verification and company allowed to the fund as per the set criteria and helps and encourage companies to take more apprentices that help them to grow their business.

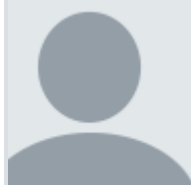
Bangladesh case for the informal sector - Small businesses normally reluctant to receive any apprentice until there is a provision for incentives. But if some incentive is there for the businesses it worked extremely well. Employers get encouraged to be trained, assessed and certified under a formal qualification framework, become interested to standardise the workplace following OSH, become interested to expand their business and recruit apprentices. It has created a huge impact and Govt. through a2i project under Prime Minister's office currently expanding the program in the rural level as well. ILO Bangladesh colleagues can share some of the evaluation reports.

Request all to share your respective experiences, challenges and the country situation on the subject. [170]



Moderator (Ashwani Aggarwal) Hari Pada Das • 7 days ago

Thank you Mr. Das for providing crucial information about apprenticeships in Kenya and Bangladesh. Next week, we will discuss further on financing issue. [171]



Kishore Kumar Singh Hari Pada Das • 8 days ago

Interesting post,, Haripada!! Good to know about training levy fund. In the context of Bangladesh, the real challenge is pursuing and enabling the government to set up apprenticeship program with dedicated budget. Can this be funded through the National Human Resource Development Fund that the government is in the process of setting up? [172]



Moderator (Ashwani Aggarwal) Kishore Kumar Singh • 7 days ago

Sharing the cost of apprenticeships by all stakeholders in an equitable manner is important. The ILO toolkit for Quality Apprenticeships (link to download provided at top-right) provide guidance about it. [173]



Hari Pada Das Kishore Kumar Singh • 8 days ago

Thanks Kishore. Kenya have Training Levy Fund and also Students Education Insurance Scheme. For the Training Levy Fund employers contribute KSH 50 per employee per month to the fund and then get access to the fund for funding for apprentice in their company as per their requirement. But NITA will assess and certify. Proposed Human Resource Development Fund of Bangladesh may consider financing for apprenticeship. South Africa has a unique model of such financing. [174]



Kishore Kumar Singh Hari Pada Das • 8 days ago

We have shared one of the reports, Haripada, and have sent two other reports for uploading at skills learning platform. Asad also seems to have shared lots of information on Bangladesh apprenticeship program. [175]



Tanjel Ahsan Kishore Kumar Singh • 8 days ago

in 2016, ILO established first implementation agreement with a2i programme to develop national capacity to strengthen apprenticeship training programme in informal economy in Bangladesh. a2i programme successfully involved local government in the implementation process. they could involve other stakeholders, community based organizations, local leaders and most importantly involved minor ethnic communities in this program. Existing government resources and officials also involved in this initiative. Head of local government administration have been worked as focal person. After the successful implementation of 1st phase, ILO established another agreement with them to implement formal and informal apprenticeship training programme.

We are very happy to see the gradual institutionalization of apprenticeship program by a2i programme. They could involve other govt. departments in this programme. [176]



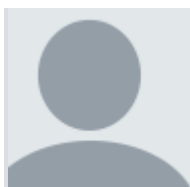
Hari Pada Das Tanjel Ahsan • 8 days ago

Encouraging initiatives, Tanjel. For the institutionalization of the programme, just putting a thought you may wish to consider. Local Governments at Upazila level and District Council at District level have a budget for training support for the youth and vulnerable group. May be the figure is little, but the budget line is there. Govt may consider increasing the budget allocation and include the apprenticeship as a regular programme at the local level. [177]



Tanjel Ahsan Hari Pada Das • 4 days ago

Thank you very much Dada for the idea. We are encouraging government to involve relevant departments in this program. One good news is Department of Social Welfare has introduced as pilot basis. We have planned a conference on apprenticeship program this year. Mainstream will be one major discussion agenda. [178]



Tanjel Ahsan Hari Pada Das • 8 days ago

Dear Hari Pada Das,

Let me start the discussion with brief story of introducing apprenticeship programme specifically informal apprenticeship in Bangladesh;

Apprenticeship system is not new to Bangladesh. The country has a long tradition with the apprenticeship system. The British authorities introduced it as an Apprenticeship Ordinance in 1850. The Apprenticeship Ordinance of 1962 and the Apprenticeship Rules 1967 mandated the incorporation of an apprenticeship programme in businesses over a certain size. In course of time the system became outdated due to ignorance relevant authorities and businesses.

The 2009 ILO survey and assessment of formal and informal apprenticeships in Bangladesh assessed the apprenticeship system as deficient, outdated and ineffective in providing relevant skills knowledge in work based learning. Three apprenticeship programmes existed in the country in 2009 with only 54 apprentices and the less than 100 apprentices have been annually registered before 2008.

As part of TVET initiative, ILO-TVET Reform Project has promoted and increased formal apprenticeship significantly involving relevant authorities. The number of registered apprentices rose from only 98 in 2010 to over 14,000 in 2014. At present, the ILO-BSEP Project is actively working to promote and scale up apprenticeships in both formal and informal economy.

Let me discuss on informal apprenticeship, I will share formal apprenticeship programme in my another note;

In Bangladesh, 87 per cent of the labour force is employed in the informal economy. Workers are wage labourers, self-employed persons, unpaid family labour, piece-rate workers and other hired labour. These huge number of workers become skilled workers with limited scope of technical facilities, limited resources, limited legal and social protection. Their skills are not recognized and certified that hinder their fair mobility and decent employment.

To ensure better access to skills development and decent job for the young people in informal economy, ILO Dhaka provides technical and financial support to upgrade and formalize the informal apprenticeship system as part of TVET reform initiative in Bangladesh.

As an alternative to the traditional informal apprenticeship practices, the ILO's TVET Reform Project supported by EU (2007-2015) and its successor BSEP Project supported by Canadian Government (2013-2018) are engaged in promoting apprenticeship in Bangladesh. TVET Reform Project successfully introduces pilot informal apprenticeship model which is now being expanded further by the BSEP Project. ILO implemented the pilot models in collaboration with UNICEF and couple of NGOs (BRAC, DAM, BACE, SCUS etc.).

The training was delivered through a structured, supervised and time-bound manner comprising of practical/on the job training and off the job classroom training. Master Craft Persons (MCPs) a mixed group of owners cum MCPs as well as skilled workers act as a supervisors for the apprentices. MCPs' going through TOT sessions to develop their capacity on using learning materials, workplace safety, gender and other relevant issues. Partner organizations/NGOs organize one day off the job session on soft skills/generic issues. This is exactly followed dual apprenticeship system: two thirds of the training time devoted to practical training at the work place and the remaining one-third in classroom training. The training was based on the Competency Based Training and Assessment (CBT&A) system that has promoted access of the participants to national certification from the Bangladesh Technical Education Board (BTEB) in line with National TVET Qualification Framework (for the skills part). After successful completion of the program, participants' has received certificates from the BMET (for the apprenticeship part), the agency responsible for registration and certification of the apprentices.

The results of the programme were highly successful with virtually all the graduates getting employed or self-employed by starting their own business initiatives. But this is not enough to scale up and sustain the pilot initiative. Key challenge of the pilot initiative was to institutionalize the programme.

In 2016, BSEP Project engaged a2i programme under Prime Minister's Office to institutionalize and scale up the programme at grass roots level. A2i programme could developed the capacity of relevant officials in 55 sub districts across the country to conduct training programme. They could involve relevant government departments/agencies in the implement process. Other relevant private sectors, community people and leaders of minor ethnic communities also involved. The 50 Upazila Nirbahi Officers (UNO) have been worked as focal person as sub districts level and respective Deputy Commissioners (DC) monitored the progress at the District level. Existing Resources, like training centre, centre in-charge and trainers were used to run the programme. In short, local government was actively involved to train youth including ethnic minority through this training delivery, and certification in the informal economy in Bangladesh.

This is the brief story of introducing informal apprenticeship programme in Bangladesh. Let me review some evaluation reports, I will come back with key challenges and over those challenges.

A N M Tanjel Ahsan
Programme Officer
Industry Skills Development
ILO Skills Programme, ILO Country Office for Bangladesh [179]



Ligaya Dumaoang Tanjung Ahsan • 7 days ago

Dear Hari Pada,

To add to Tanjung's substantial information on the status of apprenticeship in Bangladesh, I would like to inform that the Skills 21 project will fortify aspects of the apprenticeship system in its training and assessment programs.

The Skills 21 Project will support the operationalization of seven TVET model institutions to train, assess and certify about 17,500 mainstream and disadvantaged (women, out-of-school youth, migrants, etc.) Bangladeshi trainees and workers in demand-driven skills programs.

The model institutions will introduce apprenticeship in the form of a dual training system where the training program will be jointly implemented in the institutions and in the industry for theoretical, and practical program components respectively. The Project also envisaged the establishment of institution management advisory boards (IMABs) where we will engage the industries to co-manage the programs.

Some ILO projects, to a certain extent, have been successful in implementing apprenticeship pilots having used strategies such as survey of labour market demands, communication and networking, engaging the industry, establishing working committees, etc.

However, the bigger challenge is its systemic implementation. The test remains to be the availability, acceptability, and willingness of our industry partners to engage in this partnership. This, too is coupled with other concerns such as less adequate incentives and strong resistance from other key players.

We are a new project, and I would like to get the practical wisdom and experiences of colleagues on their bitter and sweet experiences on the design and implementation of apprenticeship programs.

Ligaya Dumaoang
Skills/TVET Specialist
Skills 21 Project
ILO Country Office for Bangladesh
Dhaka, Bangladesh **[180]**



Moderator (Ashwani Aggarwal) Tanjel Ahsan • 7 days ago

Dear Mr. Ahsan,

You have provided excellent information about the development and implementation of informal apprenticeships in Bangladesh. You clearly highlighted the success of the programme in terms of employment outcomes, success factors as well as steps taken to institutionalise the programme. Thanks.

[181]



Hari Pada Das Tanjel Ahsan • 8 days ago

Dear Tanjel Ahsan,

Many thanks for the comprehensive information on the apprenticeship in Bangladesh and also its successful implementation. This must be an encouraging experience for others who are struggling for the apprenticeship system development in their country.

Best regards. **[182]**



AKM Shajahan • 9 days ago

International research on apprenticeship in a number of developed countries including Canada and Australia revealed that apprenticeship benefit employers, employees and government. Some of these are increased productivity, improved quality of goods and services, reduced production cost and increased sales, increased employer's revenue per worker, increased incentive to worker, increased government revenue and reduced social security costs etc. In Bangladesh National Skills Development Council (NSDC) established under the facilitation of ILO TVET Reform Project in 2010 is now disseminating knowledge and information on skills development/TVET including apprenticeship. In Bangladesh no empirical study has been conducted on apprenticeship benefits. But in a number of meetings/workshops on apprenticeship organized by NSDC the employers especially who carried out apprenticeship training shared their experience and observation that workers received apprenticeship training perform much better than the worker who did not receive it under similar industry condition.

All stakeholders in Bangladesh agree that apprenticeship training is the best mode of skills training in the aligning skills supply to the future of work. More than 90% of current skilled workforce acquires skills informally at workplace. An assessment commissioned by ILO TVET Reform Project in 2010 on TVET financing revealed that 97% of TVET institute graduates do not undertake any skills occupation (very high rate of dropout). This finding again establishes the truth and importance of apprenticeship training which has very low rate of dropout.

In Bangladesh the term traineeship and learnership are not being used. Here there is difference between apprenticeship and internship. Internship meant for industry or workplace exposure for vocational, mid-level technical and engineering graduates and also for university graduates of other disciplines. Apprenticeship meant for skills acquirement and to undertake skills occupation. Like many other countries and in spite of existence of legal and regulatory bindings there are

challenges in Bangladesh scaling up apprentices. ILO TVET Reform Project reviewed the existing apprenticeship system by engaging international and national experts in 2012-13. The challenges identified by them and also agreed by the stakeholders are proper incentive to industry and apprentices, an appropriate model of apprenticeship, inclusion of women and PWDs, effective recruitment system, amendment of existing regulatory and legal framework and supervision and monitoring system. Supported by stakeholder discussion and agreement they made specific recommendations to overcome the challenges. Based on these measures ILO B-SEP project developed national apprenticeship strategy by engaging a national expert and in coordination with NSDC. Stakeholders contributed and agreed with the formulated strategies. The strategies outlined an incentive system for industries and apprentices, inclusion of women and PWDs, recruitment process, apprenticeship model and amendment of legal and regulatory framework and supervision of monitoring process. NSDC is now in a transition stage of structural change. Once it is completed they will proceed with the implementation of strategies which will lead in scaling up of apprentices and establishment of an apprenticeship system attractive to industries and youth. It will also lead to establish gender equality and inclusion of PWDs

Experience on piloting formal and informal apprenticeship in Bangladesh under ILO TVET and B-SEP projects showed that an attractive incentive system for apprentices, appropriate selection process, a training model supported by log book (training guide book) and training of industry trainer, an effective legal and regulatory framework and certification of apprentices are crucial for an innovative apprenticeship attractive to youth and industries especially medium and small industries. [183]



Moderator (Ashwani Aggarwal) AKM Shajahan • 7 days ago

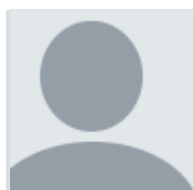
Dear Mr. Shajahan.

You have listed the following success factors for apprenticeships:

- an attractive incentive system for apprentices,
- appropriate selection process,
- a training model supported by log book (training guide book),
- training of industry trainer,
- an effective legal and regulatory framework, and
- certification of apprentices

Please elaborate on an attractive incentive system.

Regards [184]



Kishore Kumar Singh AKM Shajahan • 8 days ago

Thanks for providing such a comprehensive picture of Bangladesh apprenticeship program. How do we institutionalize to make it sustainable? How can we support the

government to develop an apprenticeship program with their own revenue budget?

[185]



Hari Pada Das AKM Shajahan • 9 days ago

Many Thanks, Mr. Shahjahan, for updating the readers with extensive information and your experience on apprenticeship system development initiatives in Bangladesh. Fully in agreement with you and would like to acknowledge the significant result of the apprenticeship system development initiatives both in formal industry and in the informal sector was achieved. You are correct in that the appropriate structural arrangement was not enough during that period to support progress the initiatives well. In Bangladesh BMET (Bureau of Manpower Employment and Training) currently under Ministry of Expatriate Welfare and Overseas Development officially administer apprenticeship program.

NSDC and its integrated approach in skills development along with TVET providers and Industry Skills Councils (ISC) could be a possibility of expanding apprenticeship. For the sustainability of the initiatives and to attract the businesses in the process a financial mechanism is important. In Kenya, Training Levy encouraging employers to recruit new workers which is ultimately helping them to improve productivity and grow business.

As you have mentioned, appropriate selection process of apprentices is very critical. Our experience, apprenticeship in a Jute processing mill was very encouraging at the initial stage and in absence of Government support, industry took all the initiatives and bear the full expenses for the interest of their business expansion. But retention rate of the apprenticeship graduates was low, though compensation package offered one step higher than the regular workers those are recruited from the mill gate.

You are very right, in this age of rapid technological advancement, apprenticeship is very effective approach of skills development towards decent employment creation, which is very challenging for TVET providers, not only in developing countries even for the developed countries.

Thanks again for your thoughtful inputs. [186]



Valentina Barcucci • 10 days ago

Good afternoon everyone,

I have read the discussion with interest. For the last few years I have had the opportunity to work on apprenticeship and work-based learning in several countries in Africa. I am especially interested in hearing more about the moderators' and other colleagues' experience on the subject of employers' participation. Its critical importance has been already raised. However, in my

experience the challenge often comes down to the financial level. As ILO, we work with employers at a number of institutional level. Our many counterparts often fully see the value of apprenticeship and the difference made by their very own contribution, from policy design, to curriculum development, and apprentice selection. That being said, what is difficult is often for these organizations (especially at sectoral level) to – I am putting it crudely – have the means to exist. Their membership may be voluntary, which means that participation is very volatile and at times boils down to whether in a specific sector there is a tradition of active business organizations or not. So here's my question: what is in your experience on solutions to make sure that the very institutions that are key to skills governance have membership, as well as the means to run?

Thank you,
Valentina [187]



Moderator (Ashwani Aggarwal) Valentina Barcucci • 7 days ago

Thanks, Valentina, for raising a crucial issue. Employers, particularly SMEs, face challenge in implementing apprenticeships not only in Africa, but also in many developed countries. One of the measures being taken are to strengthen intermediary organizations. For example, professional associations in Switzerland and Group Training Organizations in Australia. [188]



Soary RAMA • 10 days ago

Good morning all,

I am new in the discussion so sorry if my question is redundant. I come from Madagascar, a country where informal economy is preponderant, and I would like to know how feasible is the informal apprenticeship when there is no "real" framework, weak of institutions and regulations. Where to start? [189]



Moderator (Ashwani Aggarwal) Soary RAMA • 7 days ago

Dear Soary. Excellent information has been provided by Mr. Das, Mr. Rahman and others about the development of informal apprenticeships. In addition, you may refer to the ILO guide on upgrading informal apprenticeship (link to it is provided at top- right side under the heading instructional material). The ILO has extensive experience in upgrading informal apprenticeships. We also conduct training programmes during Skills Academy in ILO ITC Turin. Regards [190]



Hari Pada Das Soary RAMA • 8 days ago

Dear Soary RAMA, Thanks for sharing your concern.

Let me share our experience. In Bangladesh we were able to develop a National Skills Development Policy for the first time in 2010 which was approved in 2012. A qualification frame work was included in the Skills Policy creating a provision of access of informal sector skills into formal qualification frame work, like Pre-vocational level -1 and Prevocational level-2. That was a start to support informal apprenticeship in to a formal qualification framework. Now that is expanding, which is mentioned in the thread below mentioned by Asad uz Zaman. [191]



James Windell • 10 days ago

Dear All: An interesting discussion you are having, Sorry I was unable to join earlier. In the United States, we have formal apprenticeships in the traditional sense, but they are largely restricted to the building trades and catering, and often managed by trade unions in collaboration with employers. Why are apprenticeships seemingly a more successful form of workplace learning in Germany, Switzerland, Austria and Denmark? Is there a cultural dimension to apprenticeships that we are missing? Can it be that in these countries employers' value the apprenticeship model more than say, manufacturers in the United States? Perhaps it is because of long standing traditions in these countries, for example the practice of journeyman carpenters (wanderjahre) who practice their trade following an apprenticeship in Switzerland, a tradition that dates back to medieval times. Or is it because that students and employers in these countries expect a long period of job tenure and security, while employers in the United States do not see apprenticeships as a worthy investment because of the likelihood that their investment will be lost due to workers changing jobs frequently? Your thoughts on this dimension would be most appreciated. Jim Windell [192]



Peter Hybschmann James Windell • 7 days ago

Dear James.

My name is Peter Hybschmann. I am the International Officer of the Danish Vocational and Technical School Students Union (EEO), where I represent around 80,000 Technical VET students. Furthermore I am a member of the European Apprentices Network.

I do not believe you necessarily can compare the Danish apprenticeship system to the German, Swiss, and Austrian systems, even though our politicians often tend to do so. In the aforementioned German speaking countries, they have an apprenticeship model based on on-the-job learning, where the majority or the whole part of the VET degree is taken during the apprenticeship. In Denmark it varies a lot depending on which VET degree you are studying. We have 106 different types of VET studies in Denmark, and over 300 specifications to add to that, so it will take some time to explain the various

types. Usually the student/apprentice changes between the apprenticeship and the school in three week intervals (this varies between a week, or up to three months, and also depends on how far you are in your education).

Concerning the "wanderjahre" - it is not used in the same way in Denmark, as the apprentices usually start immediately after they have completed their education. In Denmark it is instead common for high school students to take a gap year after they have finished their high school degree. It is used to either work and earn some money, to travel or to do voluntary work, as I do.

In Denmark we lack a lot of apprenticeships, and in fact, we have in the past years seen a decrease in the amount of young people choosing to study a VET degree, as it is, unfortunately, seen as a "lesser degree". We have in my organisation (EEO), we tried to show the pupils of the lower secondary schools, how impactful and important it is to take a VET degree, with a role model campaign called "the road to a VET". It has been quite successful, as the pupils have a broader view of the educational paths that is available to them.

In the European Apprentices Network we have seven key priorities to shape apprenticeship programmes, and to ensure better quality apprenticeships for the apprentices:

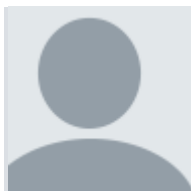
1. Quality education and quality assurance
2. Rights, responsibilities and protection
3. Legally binding agreements
4. Representation
5. Promoting apprenticeships
6. Anti-discrimination
7. Accessible information

You can read more on this matter on our website: <https://apprenticesnetwork...>

I hope my answers has been helpful to you, and if you have any questions, do not hesitate to contact me or comment here.

Best regards,

Peter Hybschmann [193]



Kishore Kumar Singh James Windell • 8 days ago

This is really very good observation. An interesting question as well. [194]



Tamas Varnai James Windell • 10 days ago

Dear James,

These are very interesting questions... recently the 28 EU member states managed to agree on a definition of apprenticeships, but this masks huge differences as national apprenticeship schemes are very diverse. I copy here the definition:

[...] apprenticeships are understood as formal vocational education and training schemes that

- a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,
- b) lead to nationally recognised qualifications,
- c) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and
- d) with the apprentice being paid or otherwise compensated for the workbased component.

In the German speaking countries there are indeed very strong traditions of apprenticeships, and yes, you can go back in history until the middle ages. In other EU member states apprenticeships are less the norm (although they are becoming more and more popular), companies often do not see the advantages of investing in an apprentice. What we as European Commission try to build up (among others) is a better image for apprenticeships. That this form of learning should not be a second choice to general education. Since 2016 we organise every year a so called European Vocational Skills Week (<https://ec.europa.eu/social...>) to celebrate work based learning and apprenticeships, to showcase that it is worth to engage in apprenticeship studies – and also for employers it is worth to invest in apprentices. As for job security, I am not sure whether this plays a role. While in Europe job security is usually higher than in the US, the tendency is that people change jobs more and more often... still, as for apprenticeships, we found that 2 out of 3 apprentices get a job at the company where they did their apprenticeship. So indeed, the company can gain a workforce trained for its own needs. **[195]**



fernandovargaszuiga • 10 days ago

Dear all, hello from Montevideo, Uruguay. Just to present to you a few ideas about quality apprenticeship in Latin America.

LA has a well developed legal regulations about apprenticeship from the 50's. In fact majority of the countries have at least one national training institute publicly founded that was created to promote training trough apprenticeship modality (it means alternance between the job and the training facilities) but today it appears not enough to well promote the use of this way to learn.

The idea of “alternance apprenticeship” (or dual training) exists in the regulations of at least 17 countries in the region.

In our recent report "Future of vocational training in LAC. Overview and strengthening guidelines" we developed a short analysis about apprenticeship . (Find it here: <http://www.oitcenterfor.org...> -page 32-

As the reports says: "The proportion of participants in dual apprenticeship programmes in the region is significantly low, only Brazil and Colombia reach one apprentice per 1.000 employed workers; in comparison with countries like Germany, where there are 39 apprentices per thousand employees, 44 in Switzerland, and 32 in Austria (ILO, 2012)".

In times when the future of work is transforming the ways to learn, we need to think in innovative ways to make a reality the idea of enterprise as a place to learn. Traditional apprenticeship laws has a lot of constrictions, it were created more than 30 o more years ago for other working environments, but the reasons to learn and the role of human capacities remain as a key factors in productivity and decent jobs.

Social dialogue has a crucial role in this, open discussions about new ways to work and to learn preserving the rights of apprentices and maintaining the aim to "develop skills" as a focus of this modality. **[196]**



Moderator (Ashwani Aggarwal) fernandovargaszuiga • 7 days ago

Thank you Mr. Fernandovargaszuiga for sharing your experience about apprenticeships in LAC. The ILO has also recommended "Meaningful Social Dialogue" as one of the building blocks for quality apprenticeships. For more details, you may refer to the ILO Toolkit for Quality Apprenticeships. Regards. **[197]**



Salma Mbwana • 10 days ago

I would like to share my experience through apprenticeship in Tanzania, our education system does not allow us to study while working so as to gain a full experience on the related field. Through this program I learned a lot more compared to if I had to sit for the same course in the class for the entire period.

Employers seek for the candidates who have experience of work so that they can employ them. Unfortunately, that doesn't give a room for the freshly graduated student from colleges to be employed. Through apprenticeship, freshly graduated students have an opportunity to be employed as they will have experience on the related field.

I am among of the students who benefited through apprenticeship as I was employed even before I finished my college studies. Also apprenticeship helped me to know which category of specialization is best for me and I can perform it very well. I learned lot of things which I had never been taught in school example living according to my company's values, teamwork, flexibility and many more.

I would like to ask the government in my country to assist youth generations in introducing this program in all fields as I find it very helpful. To be employed now days you need to have working experience from three years but if I am a freshly graduated I can not be employed. Apprenticeship programs can solve this problem.

Thanks to all who participated in introducing this program in Tanzania, hotel associations, tourist board and ILO. May God bless you all! **[198]**



Moderator (Ashwani Aggarwal) Salma Mbwana • 7 days ago

Thank you, Mr. Mbwana, for sharing your success story and giving credit to the ILO among others. Please share information about your employment after completing apprenticeship.

Please also request other apprentices to share their stories.

May God bless you! **[199]**



Salma Mbwana Moderator (Ashwani Aggarwal) • 7 days ago

After finishing my apprenticeship course I was employed by Southern Sun hotel as a receptionist and the job helped me to manage my personal expenses as I was able to pay for my college fees. Currently I am taking my diploma in marketing at College of Business Education Dar es Salaam, and looking forward in advancing my career in hospitality industry. I choose to be a marketer because as a receptionist I meet many people during my everyday working shifts and this gives me a room to sell what my establishment have. Without apprenticeship I could not know which career I will perform best!
[200]



Anthony Mann • 10 days ago

Also of interest to colleagues might be work picking up on the sixth question that set off the discussion - how can apprenticeship provision best respond to youth at risk of failing to move easily from education through to sustained employment? In this recent paper, Viktoria Kis argues that the flexibility of apprenticeship design is crucial: www.oecd.org/education/skil... **[201]**



Balchan Ramberran • 10 days ago

Good morning all

Currently within the workplace in Trinidad and Tobago apprenticeships, trainee-ship, internships, and on the job training exist, however, there is not a clear and comprehensive understanding of the difference.

Most people think that they are all the same, in fact, people believe that once there is an on the job component it is an apprenticeship. [202]

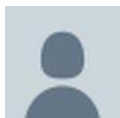


Anthony Mann • 10 days ago

Dear all - hello from Paris - it is a pleasure to be part of this e-discussion and I look forward to co-moderating today with colleagues from the European Commission. The OECD has been working on vocational education for the last decade with a growing focus on work-based learning, including apprenticeships over recent years. The OECD is a member organization and this growing work is in response to interest from our member countries. In very many countries, there is a desire to see VET provide a genuine alternative to general education. As colleagues will be all too aware, its essential that the skills and knowledge developed in vocational programmes are in genuine demand in the labour market - hence the need to ensure full employer engagement in the design and delivery of provision: but as Ashwani asks in question 4 especially, how to motivate employers to get involved? Malgorzata Kuczera's paper on Incentives for Apprenticeships looks at what governments can do to make apprenticeships more attractive to employers. And its not about money - www.oecd.org/education/skil...

Anthony

Head of the VET and Adult Learning team, OECD [203]



albert Anthony Mann • 10 days ago

Dear Anthony,

I read your post with a lot of interest. I share your views that often partners are focused on financial incentives. While this is true, in Tanzania where we have been running formal apprenticeship programmes best practice cases happen when the quality and competency of the apprentice matches the expectation of the employers. For young people, incentives include training and working an environment where there is support and progress made with regards to her or his gaining relevant skills. These are some of the non-financial incentives giving us good results. Quality support mechanism and meeting each partners expectation is very crucial in an apprenticeship partnership.

[204]



G S Sethi Anthony Mann • 10 days ago

Dear Mr. Mann

When you say "Hence the need to ensure full employer engagement in the design and delivery of provision", a question which comes to my mind (especially in the context of situation in India; perhaps similar situation in other countries too) is engagement of employer not only in training during apprenticeship but also "employment post-apprenticeship". Will you please give a couple of examples of good practices followed in some countries as regards "employment post-apprenticeship"? [205]



Tamas Varnai • 10 days ago

Good morning everyone,

with my colleague Norbert Schobel today we will co-moderate the discussions from the part of the European Commission. Let me reply to Helene Guiol's message from yesterday morning. Helene raised the issue of setting a minimum level of conditions, in terms of governance, financing, curricula, settings, monitoring and evaluation, attractiveness, for WBL programmes to be responsive to the changing demand, while ensuring a lifelong learning perspective and employability to the learners.

I am happy to share with you that the 28 European Union Member States adopted just two months ago a Council Recommendation on a European Framework for Quality and Effective Apprenticeships. The overall objective is to increase the employability and personal development of apprentices and to contribute to the development of highly skilled and qualified workforce, responsive to labour market needs. Member States agreed on a common understanding of what is meant by formal apprenticeships.

The recommendation sets out 7 criteria for learning and working conditions:

1. written agreement
2. learning outcomes
3. pedagogical support
4. workplace component
5. pay and/or compensation
6. social protection
7. work, health and safety conditions.

The Recommendation also refers to 7 framework conditions:

1. regulatory framework
2. involvement of social partners
3. support for companies
4. flexible pathways and mobility
5. career guidance and awareness raising
6. transparency
7. quality assurance and tracking of apprentices.

The full document can be accessed from this page, just scroll up, it is on the right side under 'Document'.

Do you think that this document covers all the main criteria relevant for quality and effective apprenticeships? Do you have any specific comments in relation to the individual criteria? Do you think that this criteria are also relevant for informal apprenticeships? [206]



Christine Hofmann Tamas Varnai • 10 days ago

Dear Tamas, many thanks for this. The 7 criteria you list are clearly also relevant for informal apprenticeships. Depending on the context, the introduction of these might be more or less challenging, a for an intervention to be successful, a progressive step-by-step approach is clearly more promising than trying to introduce all changes at once. Currently, social protection is probably the least common, then comes pedagogical support and "formally" agreed learning outcomes, and there are also apprentices whose parents pay fees, and all that an apprentice gets is a light meal. Our studies show that the majority receives compensation and that those who pay fees, receive pay of compensation that offsets the fees clearly - yet without proper oversight, there is going to be exploitation. On the framework conditions, small business associations, professional associations and also municipalities can play a very important role in helping create these, in addition to governments and their agencies, yet who often don't have the capacity to reach out to informal apprenticeship. Ghana is a country where the governmental training council is engaged in quality assurance of informal/traditional apprenticeship. Involvement of social partners in informal apprenticeship also means supporting apprentices to raise their voice, have parents represented in oversight bodies, and establish conflict resolution mechanisms. [207]



G S Sethi Tamas Varnai • 10 days ago

Dear Mr. Varnai

The 7 criteria for learning and 7 framework conditions listed are quite exhaustive. However, it would be interesting to know if these have been successfully applied in informal apprenticeship in some countries. This question arises because in many cases informal apprenticeship is in small enterprises, who normally cannot afford an elaborate arrangement in line with these criteria. It would be interesting if you please throw some more light on experience of application of these criteria in respect of informal apprenticeship. [208]



Tamas Varnai G S Sethi • 10 days ago

Dear Christine, dear Mr Sethi,

I will reply to both of you in one message. The European Framework for Quality and Effective Apprenticeships is very recent, it was agreed by EU

member states only 2 months ago. Therefore we do not have yet experience on how the 14 criteria are applied. There will be reporting on the implementation of the Framework in 3 year time (2021). Nevertheless we do have information on national practices, for example in the Staff working document accompanying the Commission proposal (see in the right column under related documents: <http://ec.europa.eu/social/...>). It also includes a clustering of different apprenticeship schemes, as these schemes are rather diverse within the EU.

Regarding informal apprenticeships, obviously in an ideal world quality criteria should also cover those... but the reality is that this Framework was agreed only to formal apprenticeships. This is also reflected in the definition agreed by EU members:

[...] apprenticeships are understood as formal vocational education and training schemes that

- a) combine learning in education or training institutions with substantial work-based learning in companies and other workplaces,
- b) lead to nationally recognised qualifications,
- c) are based on an agreement defining the rights and obligations of the apprentice, the employer and, where appropriate, the vocational education and training institution, and
- d) with the apprentice being paid or otherwise compensated for the workbased component.

As for implementation challenges, during the discussions in the Council working group the criteria on the workplace component (min. 50%) and on cross-border mobility seemed to be the most difficult for (certain) member states. On all the other there was a firm agreement, of course this may still be challenging for several countries to put the framework in practice. As you know, this is a recommendation, therefore legally not binding - but we are confident that it will be well implemented, simply because high quality apprenticeships are a win-win situation for all stakeholders: companies (who get a skilled workforce), apprentices (who get the right skills) and the society as a whole (lower unemployment, higher competitiveness of the economy through a better skilled labour force). [209]



G S Sethi Tamas Varnai • 9 days ago

Dear Mr. Varnai

Thanks for elaborate explanation. I personally will be keen observer of application of very well defined criteria and framework in different countries in the time to come, as I feel that there will be much to learn from this. [210]



Asad-Uz-Zaman • 10 days ago

The Apprenticeship Programme has been taken in Bangladesh by the a2i Programme of the Prime Minister's Office in last two months:

<https://a2i.pmo.gov.bd/even...>

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<https://a2i.pmo.gov.bd/even...> [211]



Asad-Uz-Zaman • 10 days ago

To improve the livelihood of marginalized people in Bangladesh, an orientation workshop was held by the joint initiative of Access to Information Programme (a2i) of Prime Minister's Office and Department of Social Services.

80 officials of DSS from 30 upazilla under 8 districts, participated in this workshop. Gazi Mohammad Nurul Kabir, Director General of the Department of Social Services was present as the chief guest at the inaugural session; Asad-Uz-Zaman, Policy Specialist of a2i was present as the special guest and Mohammad Kamruzzaman, Project Director of 'Improving the livelihood of Marginalized People' Project of Department of Social Services presided over the program.

The purposes of this workshop were: to enable the officials of the Department of Social Services for successful and efficient coordination of apprenticeship program in their respective Upazilas. At the same time, they would be capable of providing idea on practice of apprentices occupational safety and health; Using and filling-up of Competency-Based Log Books; filling-up registration form (D-form) for apprenticeship; and giving idea about off the job (theoretical training) and on the job (practical training) training.

It is noted that, through this apprenticeship program, training will be provided to 7,000 unemployed women and men in the following extinct trades (Blacksmiths, Potters, Barbers, Bamboo and Cane handicraft, Brass, Copper and Metal Handicraft and Cobblers) and will be engaged in employment.

<https://a2i.pmo.gov.bd/even...>

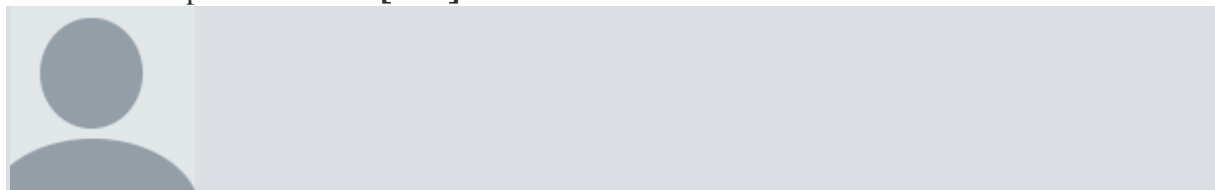
<https://a2i.pmo.gov.bd/even...>
<https://a2i.pmo.gov.bd/even...> [212]



Tamas Varnai Asad-Uz-Zaman • 10 days ago

Dear Asad,

thank you very much for presenting this interesting program and the preparatory workshop for officials. Did you have similar programs before? Is there any data regarding medium/long term success rates? (For example, 6 months or 1 year after the end of the apprenticeship how many participants are still in employment?) How do you ensure the quality of the apprenticeships, and that apprentices are not used simply as cheap labour force? [213]



AKA Lilian • 11 days ago

Bonjour tout le monde,

Je suis originaire de la Côte d'Ivoire et je suis vraiment intéressé par cette thématique sur l'apprentissage. Mais il me semble que cette initiative ne concerne que les pays anglophones. [214]



Tamas Varnai AKA Lilian • 10 days ago

Bonjour Lilian, merci pour votre commentaire. Bien sur cette initiative est adressé a tous, pas seulement aux pays anglophones. En fait les expériences de la Cote d'Ivoire avec la formation en alternance et l'apprentissage seraient tres intéressants pour nous; en plus, votre contribution pourrait encourager des autres participants francophones de l'Afrique de l'Ouest mais aussi des autres régions de partager leurs expériences. Les colleges de l'OIT nous aideront avec la traduction. [215]



SkillsforEmployment Mod AKA Lilian • 10 days ago

Unofficial translation:

I come from Ivory Coast and I am really interested in this theme on learning. But, it seems to me that this initiative only concerns English-speaking countries. [216]



Christine Hofmann • 11 days ago

Dear all,

I have been working on the issue of informal apprenticeship for the ILO for quite a number of years now and was happy to already see references and discussion around it here.

Question 4 should in my view be rephrased a little to include "improving the quality of apprenticeship, including informal apprenticeship".

We have seen a number of countries attempting to capitalize on informal apprenticeship in recent years, acknowledging it as a major provider of skills in their economies (in particular in African and South Asian countries) - including at regional level by the African Union, for example. Yet, many approaches are still at experimental stage, not having reached large scale - and there are a numerous reasons for it.

What is absolutely crucial is to gain a good understanding of how informal apprenticeship happens in the country, region, and occupational field concerned - since intervening the wrong way can easily create disincentives and jeopardize the system.

For anyone interested in further reading, here are research reports from the ILO that have aimed to capture some of these dimensions, www.ilo.org/skills/projects... plus a resource guide on upgrading informal apprenticeship for Africa - with many lessons also applicable to other regions. [217]



Helene Guiol Christine Hofmann • 11 days ago

Thanks Christine for highlighting the critical importance of quality informal apprenticeship and for sharing ILO resources on upgrading apprenticeship. Indeed, this traditional skills development path, although representing a huge provider for many young Africans, for instance in Sahel countries, is often neglected by policy makers due to weak capacities to implement a comprehensive governance of TVET in a broad sense. However, informal apprenticeship is fully embedded in the new definition for TVET adopted by 195 Member States in 2015: <http://unesdoc.unesco.org/i...> Informal apprenticeship bears high potentialities to increase access to skills development for all, if its quality is raised. Some countries have in this perspective attempted to "formalize" informal apprenticeship in increasing its recognition (through certificate), status and quality, for example in terms of training of master crafts. E.g. in Togo (<http://unesdoc.unesco.org/i...>), in Benin (<http://unesdoc.unesco.org/i...> - updated report to be released soon), etc. [219]



Christine Hofmann Helene Guiol • 10 days ago

Hi Helene,

Many thanks for your additions. Indeed, there have been great strides in last years to acknowledge its importance. The ILO Recommendation No. 204 on the Transition from the informal to the formal economy also mentions how recognition of skills acquired through informal apprenticeship can help workers transition to formal jobs. I am usually very careful in using the term "formalizing" informal apprenticeship, given that the rules applied in formal apprenticeship (in case it exists in the same country), might not be applicable for various reasons. Please do share the updated report on Benin - it's a very interesting case where two different upgrading approaches were introduced at the same time, one more formal one (for CQP certificates) and one that took a rather bottom-up approach (CQM certificates). What I heard recently was that the CQP one currently sees participation of apprentices decrease, and was also facing funding constraints, whereas the CQM approach seems to work better. Glad to continue discussing! [220]



Helene Guiol • 11 days ago

Good morning everyone,

I would like to draw your attention on Ashwani's 2nd question in this e-discussion: "In view of rapid changes in labour market contributing to an increase in skills mismatches, how important is the role of apprenticeships in aligning skills supply to the future of work?"

This question raises the issue of the up-to-date relevance of skills gained in the workplace through apprenticeship or other work-based learning setting, and to what extent work-based learning programmes can be flexible and responsive to the disruptions in occupations and in skills demand stemmed from migration, technologies, climate change, etc.

What are the conditions, in terms of governance, financing, curricula, settings, monitoring and evaluation, attractiveness, for the work-based learning programmes to be responsive to the changing demand, whereas ensuring both a lifelong learning perspective and employability to the learners? Any outstanding examples from countries you would like to share with us? [221]



Fair Internship Initiative - F • 12 days ago

The Fair Internship Initiative (FII), a youth-led organization advocating for fair and quality job opportunities for young people and founding member of the Global Intern Coalition, would like to share the following comments:

1. FII appreciates ILO's approach and work on apprenticeships as a fundamental school-to-work transition tool.
2. It recalls that, in industrialized countries, the number of young people engaged in internships far outnumbers those engaged in apprenticeships. For instance, in the EU in 2013 4-6 million were undertaking internships, versus only 3.7 undertaking apprenticeships. In 2012 in the US an

estimated 1.5 million internships positions were filled against merely 358.000 apprenticeships. There is also evidence of a strong increase in internships in developing countries.

3. Particularly following the global economic downturn in 2008, the sharp decline in job opportunities for young people has coincided with an explosion in the number of internships, particularly in the most problematic form of open-market unpaid ones.

4. As various ILO publications highlight, in most jurisdictions internships – unlike apprenticeships – are mostly unregulated, lack even minimal labour law guarantees and social protection guarantees, meaning that young people undertaking internships find themselves in a much more vulnerable position than those undertaking apprenticeships.

5. Worst of all, the disproportionate increase in unpaid internships – accessible only to those with sufficient financial means rather than to the most qualified – perpetuates and even widens inequalities, dampening opportunities for social mobility. If internships are to address youth unemployment and serve as school-to-work transition tools, it is vital to ensure they are accessible on an equal opportunity basis rather than just to the wealthy, both from a social justice perspective and to ensure employers are accessing the full range of talent available.

6. While considerable work and commendable efforts by the ILO have so far focused on apprenticeships, there has been remarkably little attention to the issue of internships. This is also the case of the Global Initiative on Decent Work for Youth, which includes a component on quality apprenticeships while entirely ignoring the issue of internships.

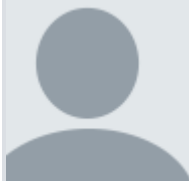
For these reasons, the FII – on behalf of the organizations member of the Global Intern Coalition – would strongly encourage the ILO to pay at least the same attention it pays to apprenticeships to internships, as this is where most decent work deficits are to be found. This would include the elaboration of an international definition of what rightly qualifies as internship, as well as producing international instruments that recognize the right of young people undertaking internships to enjoy basic labour rights and to be able to access such opportunities on an equal-opportunities basis. [222]



albert Fair Internship Initiative - F • 11 days ago

Thanks, FII, for highlighting the gaps around internship programmes. I also agree that in many countries the statistical patterns you have given is true. Internships are, indeed, an agreeable means to facilitate quicker transitions. In some countries, they are also considered as active labour market programmes. It is true perhaps that national constituents should expand discussions on workplace programmes to include other forms of WBL while appreciate that some variations will remain depending on nature and context of the programmes. In Tanzania, for example, the Government has approved National guidelines for both apprenticeships and internships. Many provisions are similar but some significant variations also exist and national constituents agree upon this. My understanding is that ILO will always respond to the world of work trends and

priorities of National constituents. Therefore, whether the priority is apprenticeships or internships the ILO should be and is prepared to respond. [223]



Niall O'Higgins Fair Internship Initiative - F • 11 days ago

Thanks to the FII for highlighting the very important issue of internships. For some time now, the ILO's Youth Employment Programme has been undertaking extensive research in this area.

In 2017, the ILO published a monograph, "Rising to the youth employment challenge": <http://www.ilo.org/wcmsp5/g...> . Chapter six of this publication examines the effectiveness of various forms of short-term working and/or training arrangements – including internships – as a means to facilitate the school-to-work transition of young people. One of the main findings of the chapter is that the characteristics which make for good quality apprenticeships are very similar to those which contribute to making internships (or traineeships as they are called in the chapter, following EU terminology) an effective mechanism to facilitate the integration of young people into employment. During 2017, results of YEP's further research were presented at the International Conference on Regulating for Decent Work held in the ILO in July, as well as during the celebrations of International Interns Day in November in the ILO, an occasion at which the DG also spoke confirming the importance which the ILO attributes to this issue (<https://drive.google.com/fi...>

A collaboration between YEP, the ILO's Labour Law Unit and its Skills Branch has also lead to the preparation of three EMPLOYMENT working papers on issues related to work-based learning and internship in particular. The first of these, on the legal regulation of internship, is in press. I will ask my colleagues to upload this item on this discussion site.

The second paper discusses the different forms of work-based learning more generally. The third undertakes a micro-econometric analysis in order to identify which specific characteristics of internships promote better post-internship outcomes for the interns themselves. One of the main findings of the latter paper is that not only are paid internships fairer, as the FII sustains, they are also associated with better post-internship outcomes. That is, paid internships are a more effective integration mechanism than unpaid ones. More generally, the paper finds that many of the characteristics present in the ILO's internship programme (e.g. a written internship agreement, post-internship certification, payment of a stipend to interns, mentorship) are precisely those which are associated with better post-internship outcomes. Both papers will be published shortly. [224]



Pooja Gianchandani • 12 days ago

Successful Apprenticeship systems have played a prominent role in cementing the success of many developed countries since the early industrial revolution. Therefore, it is no surprise that at the cusp of the 4th Industrial Revolution the revival of Apprenticeships systems is the talking point of every policy & business debate. Many compliments to the curators and moderators of this e-discussion for initiating this dialogue. It has been quite an enriching discussion already.

Many of the skill based knowledge economies have established Apprenticeships as an important entry point into their labour market. Whether you are long term unemployed, NEET or fresh entrant into the labour market - Work Based Learning and Apprenticeships are an essential the passport to enter the workforce. In this context, TVET Systems in Finland, Germany, Switzerland, Japan, Australia, Netherland are often looked at as best practices. Countries like India, Tanzania, South Africa, Brazil, Sri Lanka are innovating in many unique ways to make their TVET systems much stronger. However, one question often remains - "are these TVET initiatives be scalable & sustainable?". The question 4 posed by the moderators, therefore, is of immense relevance in present context. My inputs below are based both on my research and work in countries in Europe, Africa, Asia especially on initiatives aimed at private sector engagement for TVET. I have shared rather openly my thoughts and invite views of other experts.

Let's take an example of emerging / developing countries where TVET systems are mainly public led with private sector playing a peripheral role. Apprenticeships are often designed or led by the public initiative to boost the economy. Typically, the Apprenticeship system is governed through the National TVET policy which then aligns the other stakeholders - Employers, Learners, Sector Councils, Sector Associations, Trade Unions etc - for the smooth roll out. For most (i'd assume roughly 75%) of emerging / developing economies, this system is laced with fancy subsidies or incentives to encourage companies, especially the SMEs to participate. The Government puts together a system that involves training institutions (public & private) to compliment the training capabilities of employers, especially SMEs, who have bandwidth issues. While, for the larger companies, it is a beneficial proposition to participate in the Apprenticeship schemes as a means for steady pool of trained workers to meet their current or expansion needs, the SMEs often struggle to organise themselves or lose out the best of Apprentices to the bigger employers. The above is a rough sketch , parts of it fit into many different country contexts. To answer the question raised above, in my opinion, 4 key aspects (or challenges) limit the scaling up & sustainability of Apprenticeship programmes:

(1) Systemic Blind spot : In many countries Apprenticeships compliment other forms of Work Based Learning (Internships, Traineeships etc) as a more structured, formal and accredited training system. It offers 'earn while learn' opportunities to young people and provides employers a great way to 'test and hire'. In this scenario, however, those working in the informal sectors as project based contractual workers, self employed, entrepreneurs often get left out as there aren't many programmes that cater to their needs. As per ILO estimates, more than 2 billion people (61% of world employed population) are part of informal economy in developing & emerging world. In Africa, 85.8 % of employment is informal. The proportion is 68.2 % in Asia and the Pacific, 68.6 % in the Arab States, 40.0 per cent in the Americas and 25.1 % in Europe and Central Asia (ILO report, 2018). Several job roles of within industries such as Media & Entertainment, Construction, Agriculture often little or no opportunity for young people to

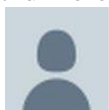
participate in organised TVET. Apprenticeship programmes have to factor in this reality and innovate methods/tools such that Quality Apprenticeships can be extended to informal sectors of economy. This is one of the key barriers to scaling up Apprenticeships.

(2) Private Sector as Co-Partner : As many of the colleagues have already pointed out, the private sector needs to be the Co-pilot for successful implementation of Apprenticeships. The TVET Systems in Germany, Switzerland and other developed countries have passed the test of time because of this one phenomenon where the Industry is in the driver's seat. Whether Dual VET or Non Dual VET, success of Apprenticeship programmes greatly relies on Public - Private partnership initiative. Taking cue from these systems, the private sector has to be enrolled at the design phase of Apprenticeship systems. Incentives have to be designed such that these offer entry points especially for SMEs to take up as many number of apprentices as they are comfortable with. Private sector also has to play an equal role in funding Apprenticeships lest it becomes completely Public led, public funded. It is only when the Employers will recognise the long term benefits of TVET, that sustainability can be envisioned.

(3) How many vs. How well dilemma : This is a dilemma facing many latin american, sub-saharan and south east asian countries. It is a kind of a double whammy - high unemployment rates along with (despite) high numbers in working age groups (of 18 - 45 years). In such scenarios, 'how many can be made job ready or skilled' takes precedence over 'how well the system trains / prepares its youngsters for employment'. Naturally therefore the focus is on 'how many institutes or training providers to be upgraded or approved' vs. 'how well are these institutes delivering their outcomes' ? It is a tight-rope walk and there aren't any right or wrong answers to this. This is perhaps the tough decision policy makers have to focus upon.

(4) Do Apprenticeships lead to employment ? : In many developing & emerging countries, the answer to this might be a reluctant yes or a definitive no. Apprenticeships are more about the journey with an expectation that the employers shall use them as an opportunity to evaluate the trainee (and vice versa) and this will culminate into employment for the trainee. This does not happen often and/or is not mandated by the system governing the Apprenticeship programme. I think this reduces the attractiveness of apprenticeships in many ways. Learners who would have otherwise participated fully in this process, knowing very well that this could lead them to a career within this company, tend to take it as a 'pocket money with a certification at end' measure. Employers also tend to start with the understanding that this is just to save on manpower costs and do not pay adequate attention to the development of the trainees.

The above 4 might be some of the issues/ challenges that restrict the expansion of apprenticeships despite un-precedent focus on the topic and subject of TVET. There isn't a 'one shoe fits all' strategy but of course some recommendations that can act as guiding principles in redefining the existing programmes/ policies. I welcome examples and comments of other experts/contributors on these and more aspects relating Apprenticeships. [225]



albert Pooja Gianchandani • 11 days ago

Thanks, Pooja, for your insightful analysis of the situation in a cross many country. Many of the things you say are true indeed. I also agree with your concluding remarks that no size fits only I think like any other training 3 things stand out for quality apprenticeship as well.....

1. training alone will not lead to employment .The economy has to perform and diversify to absorb labour force introduction apprenticeships in sectors which are not labour intensive or in context where economy is slowing might not solve employment issue
2. as countries gain capacities and experience in designing and implementing quality apprenticeship programmes the curricular and methodologies should also promote entrepreneurial skills and competencies and that is where SMEs might be of great help if necessary support mechanism is put in place
3. countries will need to really have commitment and patients to see significant results..all good examples and quality systems we see today were developed after years of review and [improvements.country](#) should start slow with manageable numbers and improve gradually gain experiences and build capacities. [226]



Pooja Gianchandani albert • 11 days ago

Dear Albert, I couldn't agree more with you. The key is to implement Quality Apprenticeships, such that they deliver results, is to be patient and start with small experiments that can be scaled up after careful systemic improvements. [227]



G S Sethi Pooja Gianchandani • 11 days ago

India has, of late, taken quite a few initiatives to improve apprenticeship system, especially bringing about more flexibility in Apprentices Act and affording better and direct role to employers. Some of these initiatives have already been listed in this discussion and reproduced below. However, the core issue, as stated by you too is "Do Apprenticeships lead to employment". The situation in this regard is not very comfortable (rather difficult), given the overall employment situation in India.

India has undertaken significant initiatives to strengthen Apprenticeship system. Main amendments made in the Apprentices Act, 1961 in year 2014 are:

- Engagement of apprentices in a band of 2.5% to 10% of total strength of establishment
- Introduction of optional trades
- Scope has been extended to non-engineering pass-outs.
- Outsourcing of basic training in an institute of employer's choice.
- Aggregation of apprentices through Third Party Agency (TPA)
- Penalty in the form of fine only

– Submission of returns, other information and contract of apprenticeship through apprenticeship portal and its time bound approval

G S Sethi [228]



Moderator (Ashwani Aggarwal) G S Sethi • 7 days ago

Thanks Mr. Sethi. You have raised an important issue - Do Apprenticeships lead to employment? We need both demand side and supply side interventions to promote employment. [229]



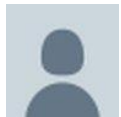
Pooja Gianchandani G S Sethi • 11 days ago

Thanks, Mr Sethi, for this revert and also the detailed responses about Indian Apprenticeship system shared before. While I totally agree that the Employment Scenario is not very comfortable, still India does have a very strong MSME/SME & SSI network which is slowly expanding given the fast paced demand for goods and services. India's challenge is to create an Apprenticeship system which is a mix of both Formal & Informal Apprenticeships such that the engagement can be created at the grassroots level where firms intakes apprentices with the long term motives to 'train & hire' and not just for the easy incentives & cheap labour. [230]



Moderator (Ashwani Aggarwal) Pooja Gianchandani • 7 days ago

Besides India, this issue is relevant for almost all developing countries, which are having a large informal economy. However, ensuring high quality, relevant training as well as safe guarding the training and working conditions of apprentices are of paramount importance. [231]



albert G S Sethi • 11 days ago

Dear Sethi

Thanks for sharing Indias efforts to gradually improve an apprenticeship system. This illustrates the importance of gradual processes lead by national constituents who are committed to improve an apprenticeship programme based on contexts available capacities and institutions. I believe this is possible through a robust social dialogue mechanisms at all levels. In Tanzania, for example, constituents have agreed on national guidelines and are reviewing legal frameworks to make it easier for partners to design and implement.

Flexibility of how programmes should be developed, partnerships to be established, etc.. when done through dialogue is among the success factors.

Albert [232]



Moderator (Ashwani Aggarwal) albert • 7 days ago

Like ease of doing business index, we need to create an "Ease of implementing Apprenticeships Index". [233]



Comoro mwenda • 12 days ago



From left to right (training manager for Ramada Resort Hotel, the next two are among 156 apprentices currently enrolled into a two year programme in hotel operations and the other two are ILO officials).

The two apprentices commended this programme for making greater impacts to their lives, both have been promised right away employment contract at the same training hotel. The training manager wish apprenticeship to be the leading mode of training in hospitality industry since it clearly address the skills gap. [234]



Comoro mwenda • 12 days ago

In Tanzania, the employment rate for apprentices graduates in hotel operations recorded at 100% for the first enrolled batch into a 2 years programme. [235]



Moderator (Ashwani Aggarwal) Comoro mwenda • 7 days ago

This is a very good evidence of the benefits of apprenticeships for promoting youth employment. [236]



Helene Guiol • 12 days ago

Dear Gift,

I'm joining Albert to thank you for highlighting the World Bank study's outcomes about the

situation of WBL in Malawi (could you please share the link if it is available?). Actually, regarding a common understanding of what covers "Work-based learning", the Inter-Agency Group members have agreed upon a broad definition that includes both apprenticeship and less formal settings : "WBL refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development. Apprenticeships, internships/traineeships and on-the-job training are the most common types of work-based learning. These types usually – but not always – combine elements of learning in the workplace with classroom-based learning."

That being said, classifying the types of WBL is often required for comparison of characteristics as well as discussing pros and cons by policy-makers and making informed choices by individuals. This is particularly relevant at national level, in order to undertake a comprehensive mapping of the work-placed related skills development opportunities outside the formal TVET sector (such as "traditional apprenticeship"). To this end, useful parameters for analyzing can be : 1) its governance (legal framework? level of involvement of stakeholders? financing arrangement? monitoring and evaluation tools used?); 2) the learning process (location: company or school-based, the status of the learner (employee or trainee), the duration, the type of skills delivered; 3) the recognition (qualification obtained; social perception). [237]



Gift Mabvumbe • 12 days ago

Malawi recently carried out a situational analysis on the apprenticeship system. The results have established that the Apprenticeship System is not working effectively nor delivering on the intentions of the TEVET Act 1999. There are implementation challenges in student recruitment, provision of training, provision of training subsidies, monitoring, assessment, verification and certification. (according to the findings of a World Bank study conducted in August, 2017). Most of these issues are well known to the Malawi TEVET sector, and in some cases, steps have been taken to address them. However, most actors have suggested a complete reform of the Malawi TEVET Apprenticeship System.

Due to the number of years of training and the amount of resources required a lot of companies are becoming more disinterested in participating in apprenticeship program. It is also evident that in Malawi there is no clear, common understanding of the differences between apprenticeships, internships, trainee-ships, learner-ships and other forms of work-based learning. The ILO is supporting the institutionalisation of a form of work based program known as the Work integrated Learning (WiL) which has received overwhelming support from all skills development partners. [238]



albert Gift Mabvumbe • 12 days ago

Dear Gift

Thank you for sharing the results of the analysis which paints a grim picture on quality apprenticeship in Malawi. Perhaps the question to be asked was whether there was common agreement by constituents when programmes were developed. Were key elements of building blocs addressed? Was there enough capacities at all levels

developed to implement the programme and was there demand for apprenticeship programme? These are key questions that need to be asked by every country trying to introduce apprenticeship programmes. Commitment of local partners is crucial and in particular of private sector and Government commitment and support.

WiL seems like another form of apprenticeship? Is there enough support? Please share.
[239]



SkillsforEmployment Mod • 12 days ago

The following contribution was made by Carlos Galvez, who originally posted his comments on the Spanish version of this discussion, scroll down for "unofficial translation"....

Q1: los aprendizajes son una acción indispensable para mejorar la competitividad, principalmente en un país como Guatemala, donde la economía “informal” ocupa alrededor del 70% de la PEA. Esto es válido porque en Guatemala la gente debe buscar la forma de sobrevivir de muchas maneras y representa una mayor oportunidad aquella persona que tiene un aprendizaje en cualquier tema, ya sea para producir el mismo productos o servicios o para ofrecer su mano de obra a las empresas. Los empleadores obtienen el beneficio de contratar empleados capacitados ahorrándose el costo de tener que capacitarlos; los sindicatos, al contar con mayor número de afiliados mejor capacitados tienen mejores formas de negociar mejores condiciones; los gobiernos, por supuesto, obtienen beneficios en elevar la competitividad del país y los aprendices amplían sus ventanas de oportunidades. En Guatemala, todavía no hay ninguna institución que realice estudios sistemáticos y concluyentes sobre el impacto de la instrucción para el trabajo. Empero, INTECAP desde hace alrededor de dos años, ha iniciado el proceso de realizar estudios formales para registrar el impacto que genera la capacitación para el trabajo. Dentro de los datos más relevantes encontrado en los estudios realizados por INTECAP, se identificó que el 70% de los participantes certificados se encuentran laborando. INTECAP continuará con éstos estudios sobre impacto de la formación para el trabajo para establecer cursos de acción y mejorar las condiciones de la oferta formativa.

Q2: como elemento de consideración prioritaria, la institución que ofrece el aprendizaje es la primera que tiene que modernizarse para ofrecer contenidos de aprendizaje conforme a las necesidades actuales y futuras de los mercados laborales. Hay muchos sectores de la producción que, en países en vías de desarrollo, se mantienen muy atrasados en cuanto a las tendencias, tecnologías y metodologías de innovación que impiden mantenerse en la vanguardia de la competitividad. Guatemala necesita mayores ventanas de intercambio y transferencia de tecnología de sociedades más desarrolladas en temas educativos, técnicos, tecnológicos, productivos, etcétera, para impulsar mejores condiciones de vida a sus habitantes.

Q3: considero que en el país hay una clara diferenciación en los conceptos descritos. Apoyos gubernamentales como el lanzamiento del Sistema Nacional de Formación Laboral (SINAFOL) que se define como una estructura de gestión y articulación de recursos públicos y privados que busca la vinculación de instituciones que permitan proporcionar a las personas la formación

laboral idónea para su inserción en el mercado productivo permiten el apoyo de diversos sectores en las diferentes modalidades de formación para el trabajo.

(UNOFFICIAL TRANSLATION)

Q1: Learning is an indispensable action to improve competitiveness, mainly in a country like Guatemala, where the "informal" economy occupies about 70% of the EAP. This is valid because in Guatemala people must find ways to survive in many ways and represents a greater opportunity for a person who has an apprenticeship in any subject, either to produce the same products or services or to offer their labour to businesses. Employers get the benefit of hiring trained employees, saving the cost of having to train them; the unions, having a larger number of better-trained members have better ways to negotiate better conditions; Governments, of course, get benefits in raising the country's competitiveness and apprentices expand their windows of opportunity. In Guatemala, there is still no institution that conducts systematic and conclusive studies on the impact of instruction for work. However, INTECAP, for about two years, has begun the process of conducting formal studies to record the impact that training for work generates. Among the most relevant data found in the studies carried out by INTECAP, it identified that 70% of the certified participants are working. INTECAP will continue with these studies on the impact of training for work to establish courses of action and improve the conditions of the training offered.

Q2: As an element of priority consideration, the institution offering learning is the first to be modernized to offer learning content according to the current and future needs of the labour markets. There are many sectors of production that, in developing countries, remain very backward in terms of trends, technologies and innovation methodologies that prevent them from remaining at the forefront of competitiveness. Guatemala needs greater windows of exchange and transfer of technology from more developed societies in educational, technical, technological, productive subjects, etc., to promote better living conditions for its inhabitants.

Q3: I consider that in the country there is a clear differentiation in the concepts described. Government support, such as the launching of the National Labour Training System (SINAFOL), which is defined as a structure for the management and articulation of public and private resources that seeks to link institutions that provide people with the appropriate job training for their inclusion in the productive market allow for the support of various sectors in the different forms of training for work. **[240]**



albert SkillsforEmployment • 12 days ago

Thank you, Carlos, for sharing the experiencing of Guatemala on implementing Quality apprenticeship. I am glad some institutions have already started tracing the labour market impact of graduate apprentices. You also mentioned a common challenge on the weakness that training institutions have, for example, outdated curricular, lack of right technology etc. Can you share how in Guatemala, social dialogue is applied to promote the apprenticeship programme and or address the challenges you have highlighted?

[241]



Helene Guiol • 12 days ago

Hello everyone,

My name is H  l  ne Guiol, I am Programme Specialist in UNESCO Headquarters. I'm happy to join and contribute together with colleagues to the E-discussion on Quality, Innovative Apprenticeships for the Future of Work!

Thanks a lot for all the very relevant posts made since the beginning, lots of interesting inputs about the situation in India, Bangladesh, Kenya, Trinidad and Tobago, Tanzania... We see clearly from the messages how it is critical to both increase institutional capacity for managing WBL programmes and proactive role of employers, especially through incentives.

As a matter of interest, I'm pleased to let you know that the Inter-Agency working group on Work-based Learning, consisting of the European Commission, the European Training Foundation, the Cedefop, the OECD, the ILO and coordinated by UNESCO, has jointly produced an advocacy leaflet highlighting key messages about benefits and importance of work-based learning for individuals, society and employers: <http://unesdoc.unesco.org/i...>

Best,

H  l  ne [242]



Damas Abeid Manyalla • 12 days ago

Hi everyone. Am happy to be here. I think I have to share my experience as one of the first products of the apprenticeship product in Tanzania.

After finishing my high school I had nothing to do but I heard about this program. From the first I thought like I was going to lose due to the fact that I had studied other courses and don't have any ideas about that program. But, finally I joined and took food production and trained with passion and hard work as I was told you now can manage to live happy, pay taxes and be able to earn money and make a living and help my family.

Thanks to Mr. Albert Okal, the coordinator of this program, for the support he gave me. Now I am head chef at Utengule coffee lodge located in the Mbeya region in Tanzania. [243]





albert Damas Abeid Manyalla • 12 days ago

Thank You, Damas Abeid, for sharing your successful journey made possible through apprenticeship programme. Perhaps, can you also elaborate on what advantages you currently experience if you compare yourself and other young people who have undergone trained through a college-based approach? [244]



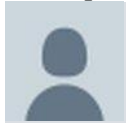
Gunjan Dallakoti • 12 days ago

Hello Everybody, I joined the forum to hear a lot from the participants and learn from them. Hope to learn a lot in the days to come. [245]



John • 12 days ago

Good morning everyone. True, apprenticeship is very crucial in skills development and linking up training and the world of work. However, the way it's conducted, where it takes place, who and what is involved matters a lot. In Rwanda apprenticeship has been there for quite a while, but mostly the traditional type. We are currently embarking on an improved, structured form of apprenticeship but we're still at an early stage. We would appreciate to hear more, among others, on what makes quality apprenticeship and innovation in apprenticeship. [246]



albert John • 12 days ago

Dear John,

Thanks for joining the discussion and your eagerness to learn on how to make quality apprenticeship work. Although each country passes through different experiences and are at different stages of achieving quality apprenticeships. The ILO has developed a toolkit that contains building blocks that have been proven globally to contribute to developing and establishing quality apprenticeship programmes. Countries who are making effort to improve their apprenticeship programmes are advised to consider elements contained in the building blocks. They are:

1. meaningful social dialogue
2. a robust regulatory framework
3. clear roles and responsibilities
4. equitable funding arrangements
5. strong labour market relevance
6. inclusiveness

For detail on this, please see the ILO publication on the toolkit [http://www.ilo.org/wcmsp5/g... 607466.pdf](http://www.ilo.org/wcmsp5/g...607466.pdf), which is also located on the right hand margin of this page.

Albert [247]



T. Damian Boyle • 12 days ago

Colleagues,

Some examples and thoughts relating to the E-Discussion on Quality, Innovative Apprenticeships for the Future of Work follow below:

In Saskatchewan, Canada, a labourer with Grade 12 (Secondary Completion) and one year of experience will be paid between \$20 and \$25 per hour to start work in the oilfield, with up to \$35 per hour possible thereafter. <https://www.indeed.ca/jobs?...>

“The Saskatoon Trades and Skills Centre trains adults for the entry-level trades jobs in hottest demand.” <https://www.saskatoontrades...> A recent competition for a Trainer at this facility required that candidates possess: a Trade Certificate, a Bachelor’s degree, MicroSoft Office software competencies, and five years of relevant experience. The pay rate for the Trainer is less than \$26 per hour to start, to an eventual maximum of less than \$29 per hour.

What madness is this? What is there to commend apprenticeships or other tertiary knowledge and skills development to young people in this scenario?

“The Ellis Chart website provides detailed comparative data on more than 300 apprenticeable trades throughout Canada, including all Red Seal trades.” <http://www.ellischart.ca/se...> However, only 68 of these are recognized in Saskatchewan, where “[t]radespeople can work without apprenticing in 44 of the designated trades.” Only a handful of designated trades are compulsory by law in Saskatchewan. <http://saskapprenticeship.c...>

Clearly, there is little incentive being offered to persuade enrollment in an apprenticeship in Saskatchewan.

What if only those certified or enrolled as apprentices could be employed in designated occupations?

Making all designated trades compulsory would drive training compliance interests broadly, and stimulate the interests in workers to enroll so they can compete in the labour market.

Occupational and public health and safety concerns with substantial financial penalties involved could be used to incentivize enrollment in apprenticeships. Employers can mitigate against catastrophic errors through training, and demonstrate that they are doing their due diligence by presenting training records when bad things do happen. Staying in business and out of jail already motivates employers to comply with training requirements in compulsory trades and occupations.

I believe these kinds of administrative changes would be the quickest, easiest, and least cost approaches to pursue for improving apprenticeship quality generally.

Significant improvements to developing apprentices will not happen, however, until highly qualified and experienced Trainers are paid much more than the know-nothing labourers to be trained.

I look forward to hearing the considered opinions of others on this topic.

I have posted links to some related information on EduNorth, at: <https://edunorth.wordpress...>

Yours,

Damian

<https://edunorth.wordpress...> [248]



albert T. Damian Boyle • 12 days ago

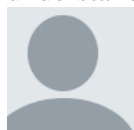
Dear Boyle

Thank you for sharing your experience of apprenticeship in Saskatchewan. What I gather from your post is that there are a number of issues that impede smooth implementation of the apprenticeship programmes issues of prolonged processes, OSH, certifications etc. Perhaps you can shed more light on coordination and governance structure and capacities of apprenticeship programmes in you state. Is there a robust social dialogue mechanism through which all issues can be discussed and agreements reached with relevant stakeholders? The six building blocks can provide you with a reflective way of looking at your system and identifying where strengths and weaknesses are. [249]



albert Okal • 13 days ago

Hello everybody. It is interesting to learn experiences from around the world. Here in Tanzania quality Apprenticeship programmes are generating excitement. Apprenticeship programmes are the single most effective way of actively making employers and companies get engaged in skills development, implementation and monitoring. For example companies develop interest in understanding what training institutions are offering and how. [250]

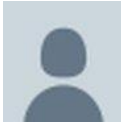


Moderator (Ashwani Aggarwal) • 13 days ago

Dear Participants,

It is to inform you that the UNESCO team (Mr. Borhene Chakroun, Chief, Section of Youth, Literacy and Skills development, and Mrs. Hélène Guiol, Programme Specialist) will moderate the discussions on 16 and 17 May. Mr. Albert Okal, ILO Project Manager, will co-moderate with them.

Best regards,
Ashwani [251]



albert Moderator (Ashwani Aggarwal) • 12 days ago

Thanks Ashwani for introductions, to all colleagues around the world Good morning from Dar es salaam. I want share that in Tanzania one of the factors that has made a difference succesful apprenticeship implementation is strong commitment and support from employers this story illustrate that: <http://www.thecitizen.co.tz...> [252]



Balchan Ramberran • 13 days ago

The role of apprenticeship in aligning skills supply to future work is of paramount importance because apprenticeships is the best approach to develop skills and competency.

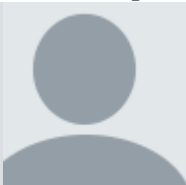
Apprenticeship incorporates a dual modality of training (learning while working) this approach develops the individual with the skills and competency in a holistic way which makes them better prepared for the world of work.

More importantly, a system of apprenticeship is critical and must involve the research/training needs analysis to determine/forecast the areas for apprenticeship. In addition to the development of the training with all the necessary components.

The apprenticeship system must also determine and forecast apprenticeship programmes in the context of the following:

1. Occupational areas that will always be necessary eg. plumbers, carpenters, electricians etc.
2. New occupational areas based on new technology, innovation and invention in the workplace.
3. Specific/unique needs of the industry

Apprenticeship creates synergy among key stakeholders (government, employers, unions and training providers) and augers well to bring the education world and the working world closer together to ensure a pool of skilled and competent workers for the future. [253]



Kishore Kumar Singh Balchan Ramberran • 13 days ago

Excellent points!!! Would you like to share that how the new market entrants get to know about the apprenticeship opportunities and what role industries play in promoting apprenticeship? [254]



albert Okal Kishore Kumar Singh • 13 days ago

Dear Kishore,

This is an important element in promoting apprenticeship uptake. In Tanzania, apprenticeship positions are advertised through mass media for young people to apply. However, still many do not fully grasp the concept. [255]



Kishore Kumar Singh albert Okal • 12 days ago

thanks!!! [256]



T.I.M. Nurunnabi Khan • 13 days ago

Dear Mr. Aggarwal,

My sincere greetings to you and colleagues!

At the outset, I would like to thank the ILO and its partner agencies for initiating this e-discussion on apprenticeship which, in my opinion, is one of the effective modes of training delivery that mostly occurs at the workplace. Moreover, as rightly pointed by you, apprenticeship can effectively reduce the skill mismatches faced by many countries with rapidly growing economies. However, we observe that the full potential of such a workplace-based learning opportunity remains largely untapped.

It is heartening to note that several experts have already conveyed their valuable comments and views on this subject. Here I would like to start with a statement of the national skills development policy of Bangladesh (NSDP 2011) that well-captures the current state of affairs with regard to apprenticeship namely: “It is recognised that formal and informal apprenticeship arrangements often lack clear contracts, do not comply with or are not covered by legislation, are not adequately monitored and deliver skills of varying quality.” (Section 12.2, p. 34).

In an ideal condition, an effective and quality apprenticeship system is a win win situation for both the employers and the apprentices. Others stakeholders also benefit from such a system. For example, in Bangladesh, ILO has successfully supported the Government and the private sector for expanding and scaling up the countries apprenticeships system - both formal sector and in the informal economy. The findings and assessment (in which I myself happened to be involved in the assessment exercise) have shown the positive outcomes of these apprenticeships interventions and their future potentials.

A very important question: Why then the countries have difficulties in establishing, scaling up and sustaining quality apprenticeships (this also refers to your question 4)? Allow me to add some points from my own experience.

First, there is inadequate national or institutional capacity to own, manage, coordinate and monitor apprenticeships and expand and scale it up. Currently the national institutions responsible for apprenticeship are constrained by capacity, staff resources, and lack of proper attention to the implementation performance.

Second, greater pro-active role of the employers and their association is vital for strengthening, expanding and sustaining apprenticeship training, particularly in the formal sector. A good example is that the ILO has successfully worked with several Industry Skills Councils (ISCs) to deliver quality apprenticeships with good results. Here we need an effective and credible body or institution (preferably tripartite in nature) that will actively engage, advocate and pursue with the individual employers and the employers' associations or councils. This should include an attractive and workable incentive system and advocacy measures.

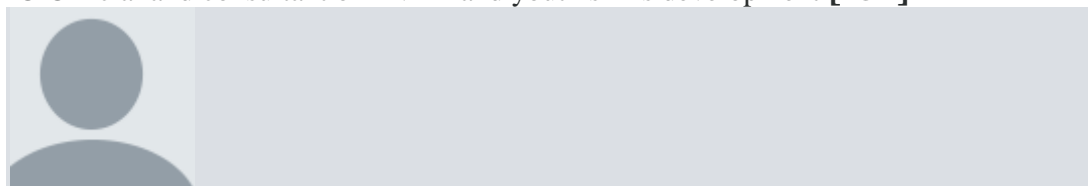
Third, for the apprenticeship in the informal economy, the workplaces are widely dispersed and of varying sizes. Literacy levels of the owners/employers as well as the apprentices are generally low. As we know, in most of the countries of South Asia, informal economy absorbs largest share of the labour force - a significant percentage of those are young apprentices working in difficult and hazardous conditions. So apprenticeship in the informal economy poses the biggest challenge and greatest opportunities in terms of delivering quality apprenticeship and, at the same time, ensuring decent work for young people. To adequately address these, what is needed is a two tier institutional approach: one, at the national level, to develop competency standards for a large number of occupations in hundreds of thousands of small workplaces, train the trainers, monitor progress, ensure uniformity in the attainment of skills and issuance of credible certificates; and two, at local or community level, assign specific institutions (could be an NGO or a reputed training institute) that will own, monitor progress and manage the process of training and post-training support.

Finally, the responsible national agency should have the mandate, adequate implementation capacity and credibility to strengthen, expand, and continue with expanded apprenticeships as mentioned in the Bangladesh skills policy statement at the beginning of this note.

If there is further interest to share the specific findings and recommendations of the formal and informal apprenticeship being carried out in Bangladesh, I shall be happy to share those in another round of discussion.

Nurunnabi Khan

Former ILO Official and consultant on TVET and youth skills development [257]



Kishore Kumar Singh T.I.M. Nurunnabi Khan • 13 days ago

Very good points Mr. Nabi!! I truly enjoyed your post particularly the insightful observation- " So apprenticeship in the informal economy poses the biggest challenge and greatest opportunities in terms of delivering quality apprenticeship and, at the same time, ensuring decent work for young people." The experience speaks for itself, hence this wisdom.

Do you think that the lack of institutional arrangement and absence of government program with dedicated budget are the key constraints in institutionalizing apprenticeship in Bangladesh?? [258]



T.I.M. Nurunnabi Khan Kishore Kumar Singh • 12 days ago

Dear Mr. Kishore Kumar Singh,

Thank you for your feedback on my post. With regard to your question, it is true that mere presence of an institutional arrangement is not sufficient towards an expanded, sustainable and quality apprenticeship regime. More importantly, the role of employers and their strong commitment remain the key to the success of the system. Having said this, it is also important that there should be a capable body or an institution (usually under the government ministry or an independent body or entity) that should be entrusted with the task of apprenticeship. This body or entity will register the apprentices, monitor the progress of the programme, and ensure quality control and certify the apprentices. It should also ensure that the employers comply with the provisions of the law (and the code of conduct) and the apprentices receive a fair deal during the period of training. In my view, for an effective and well functioning apprenticeship system, two important preconditions should exist: one, strong and genuine commitment by the national authorities to strengthen and expand the system; and two, an effective and workable institutional arrangement (with the participation of the key stakeholders) that will ensure that the laws are complied with, the system works at the grassroots level, more and more employers spontaneously participate in the process, and the number of apprentices grows to its full potential. I hope these few sentences provide answer to your question.

Nurunnabi Khan [259]



G S Sethi Kishore Kumar Singh • 12 days ago

It is really very interesting reading your post, Mr. Nurunnabi Khan. It will be a valuable information for most if you could briefly bring out findings and recommendations of the formal and informal apprenticeship in Bangladesh, as mentioned by you. [260]



T.I.M. Nurunnabi Khan G S Sethi • 11 days ago

Dear Mr. Sethi,

Mr. Kishore Singh already sent a link on OECD/ILO publication “Engaging Employers in Apprenticeship Opportunities” which provides a case study of formal and informal economy apprenticeship in Bangladesh including experience and lessons learned.

However, as requested by you, let me share with you (in brief) some of the key experience and lessons learnt from the recent assessment by the Bangladesh Skills and Employability Project (BSEP) of ILO. I carried out the assessment as an independent consultant on behalf of the project.

Apprenticeships in the informal economy: This is a supervised programme developed by ILO in cooperation with the local partners. Field visits have shown that the programme has been beneficial to the young people from the disadvantaged families. In general income of the trainees has increased progressively. Despite these, challenges include: wide diversity and dispersal of activities and small sizes of the enterprises/workplaces; many occupations may not bring adequate earnings for the apprentices; low female participation; low literacy rates of the trainers and their widely varied experience; and finding a sustainable mechanism including funding arrangements to continue with the programme. In brief, recommendations to overcome those challenges include:

- (1) Careful selection of occupations as informal economy is characterized by many occupations with low training content, low productivity and low earnings.
- (2) More thoughtful and pro-active efforts to attract females.
- (3) Close monitoring of the work of the programme including field monitoring at regular intervals.
- (4) More attention to post-training situation.
- (5) Responsible government agency to be strengthened including field level presence for scaling up.
- (6) Establish appropriate guidelines and procedures.
- (7) Stronger advocacy among the stakeholders..

Apprenticeship in the formal sector: Positive outcomes include increased employability and earnings of the trainees upon completion of training, improved knowledge and awareness on workplace safety and hygiene, meeting of shortages of skilled workers and increased

participation of females in TVET. Challenges include coordination and clear cut understanding of the respective roles and responsibilities of the key agencies involved; few employers in Bangladesh are aware of the policy and legal provisions; inadequate institutional capacity to cope with the scaling up of the programme; shortage of resources required to expand and sustain the programme. Key recommendations made by the assessment include:

- (1) Strengthening capacity and enhanced role of the key institutions.
- (2) Coordination and clear cut division of role and responsibilities among the agencies.
- (3) Careful preparatory work and proper follow up and feedback mechanism from the employers.
- (4) Involvement of employers or employers' associations in all stages.
- (5) Regular and effective monitoring, performance reporting and record keeping.
- (6) Pro-active gender mainstreaming and disability inclusion.
- (7) Developing operational procedures and guidelines.
- (8) Stronger advocacy among the stakeholders.

Regards **[261]**



Manuela Di Cara • 13 days ago

Thank you all for this very interesting E-discussion.

I would like to focus on the importance of promoting private sector-VET collaboration, which constitutes an important task for today's policymakers. I am currently working at the ILO on a project in the Maghreb region that aims to promote the engagement of employers in the design and delivery of WBL in order to improve the quality and the relevance of vocational training to the needs of enterprises. To do so, the project has been facilitating peer-to-peer learning and knowledge-sharing on effective WBL systems among representatives of employers' organizations (presenting good examples of business-VET collaboration and social partners' effective involvement in WBL) as well as promoting in-depth discussions on the improvement of existing WBL systems. **[262]**



Kishore Kumar Singh Manuela Di Cara • 13 days ago

Thanks!! Very good point. Would you like to let participants know about the challenges and success factors in establishing sustainable WBL program? How will this sustain beyond the project period? **[263]**



Hari Pada Das Kishore Kumar Singh • 11 days ago

Dear Kishore,

In Kenya we are implementing Workplace Based Training (WBT) in three selected counties. Considering the sustainability of the initiatives, we have engaged with the County Governors involving local Labour Inspector, Youth Officer, official of MSEA (Micro and Small Enterprise Authority), along with local Employers or Business organisations and Workers organisations, formed a County-level Workplace Based Training Coordination Committee (WBTCC). This committee will oversee implementation implementation of WBT in the county. Looking for a local institution or association that will be interested to take the initiative forward coordinating with the County Governments.

Hari Pada Das [264]



Joan Kago • 13 days ago

Dear Ashwani,

I believe the apprenticeship could benefit various stakeholders if certain policy's and procedures can be put in place. For instance, most African countries outsource expatriates to carry out a certain task because skills required to perform the job are not locally available. However we forget such skills are only available for a specified duration and we fail to ensure apprentices have been tied to such tasks for learning purposes.

Lack of tying the apprenticeship trainees with expatriates, having more hours set aside for classroom based (block) learning and also not linking academia with industrial needs makes this difficulties in establishing, scaling up and sustaining high- quality apprenticeships.

In my view the specific challenges faced in implementing and expanding apprenticeships in my country is lack of an apprenticeship governing body, sensitization, a detailed apprentice policy with well laid down guidelines that would include a clause "for x number of expatriate on any project, a company is required to take in x number of apprentice to learn hands on skills and all leaning institutions should compress block training for all apprenticeship schemes." [265]



Moderator (Ashwani Aggarwal) Joan Kago • 13 days ago

Thank you for your suggestions for strengthening apprenticeships in your country. The policy framework may also prescribe an equitable funding mechanism and ensure social inclusion. Having a meaningful social dialogue is also an essential building block of a

sound apprenticeship system. For the information of all readers, please mention the name of your country. [266]



Joan Kago Moderator (Ashwani Aggarwal) • 12 days ago

Country name: Kenya.

I believe the frame work will go along way to the extent of inclusion of the government and recognition of the program. [267]



Moderator (Ashwani Aggarwal) • 13 days ago

India has undertaken significant initiatives to strengthen Apprenticeship system. Main amendments made in the Apprentices Act, 1961 in year 2014 are:

- Engagement of apprentices in a band of 2.5% to 10% of total strength of establishment
- Introduction of optional trades
- Scope has been extended to non-engineering pass-outs.
- Outsourcing of basic training in an institute of employer's choice.
- Aggregation of apprentices through Third Party Agency (TPA)
- Penalty in the form of fine only
- Submission of returns, other information and contract of apprenticeship through apprenticeship portal and its time bound approval

Each of these ones could be discussed in depth. Therefore, we encourage experts from India to provide details of these initiatives. [268]



G S Sethi Moderator (Ashwani Aggarwal) • 13 days ago

As per very recent report, out of 46824 establishments in India engaging apprentices, 90% are Micro, Small and Medium enterprises. In order to provide better support to these establishments Govt. of India has increased the number of regional offices from 6 to 9, considering their wide spread all over the country. [269]



Balchan Ramberran • 14 days ago

My name is Balchan Ramberran and I presently work at the National Training Agency in Trinidad and Tobago.

It is certainly a pleasure to be involved in this discussion on apprenticeship. I must also indicate that it has come at a time when the issue of apprenticeship is currently being discussed in my

organisation. This forum provides an opportunity to share my experiences as well as learn from others.

While apprenticeship training can be seen for all its benefits to various stakeholders it holds an obligation to assist in the preparation of its citizens towards life in society; instilling certain values in citizens, allowing for critical and independent thinking, self-reliability, and finally a set of professional ethics, such as reliability, high quality, and honesty.

Historically and currently apprenticeship training has proven to be one of the best approach to training individuals for the world of work. There are many benefits to all stakeholders;

Industry/employer benefits:

- systematic form of training, develops a more informed employee, better fit for the organisation.
- improve training standards
- improves employer-employee relationships
- Improves productivity, as well as their profitability
- reduced employee turnover
- It makes financial and good business sense
- reduces recruitment cost and more strategic use of training budget

Trade Unions benefits:

- Strategic role of the union with regard to the development of the country
- Strategic aspect of their collective bargaining
- Ensures a pool of competent skill for the labour market
- Ensures that organisations participate in training the workers of the future

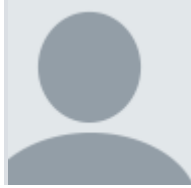
Government Benefits:

- Creates the opportunity to develop young people the right social/life skills to fit within the society
- It creates synergy between the education and training system and the workplace; the results are outstanding
- Sustain the trade and supply of workers and meets future workplace needs
- Allows for a countries competitiveness, growth and development

Apprentices:

- Planned training schedule during the term of apprenticeship
- Recognition for successful completion of the program
- Incentives for self-employment and opportunity for full employment
- Apprentices earn while they learn
- Development of life and social skills
- Opportunity for articulation to higher levels of learning

Presently the National Training Agency of Trinidad and Tobago is tasked with this responsibility and is currently in discussions regarding the implementation of a National Apprenticeship System. [270]



Kishore Kumar Singh Balchan Ramberran • 13 days ago

This is good to know. is there any informal apprenticeship system in place now in your country? Is there any study on the existing apprenticeship practices? [271]



Balchan Ramberran Kishore Kumar Singh • 13 days ago

Historically in T&T, apprenticeships were governed by the Board of Industrial Training (BIT) through the Industrial Training Act. However the BIT was dis-established and the Industrial Training Act is outdated, resulting in no recognized body to oversee apprenticeship.

Notwithstanding this many apprenticeship programmes emerged to satisfy industry needs as well as on the job training programmes.

Presently the National Training Agency has been given the responsibility for apprenticeship as a result there has been some study done on the different apprenticeship programmes. [272]



Asad-Uz-Zaman • 14 days ago

Access to Information programme of the Prime Minister's Office, Bangladesh is working with a whole-of-government approach applying behavior change methodologies and leveraging the rapid expansion of technologies to create an enabling environment for the development of 21st century skills in Bangladesh. In 2016, a2i started apprenticeship programme in 30 Upazillas in informal sectors with 1200 apprentices with the support of ILO. Currently under its apprenticeship programme covering over 350 formal industries, a2i has enrolled over 15,000 apprentices in various important sectors.

By signing a MoU with ILO, a2i is promoting apprenticeship in 1,000 informal workplaces in 50 sub-districts enrolling 2,000 rural youth. A similar kind of MoU has also been signed with Oxfam Bangladesh to initiate apprenticeship program for 5,500 rural youth. Currently under this apprenticeship programme, 200 apprentices are being trained in 4 Upazillas in informal industries. In ILO-BSEP apprenticeship programme, 1200 apprentices in 30 Upazillas are receiving apprenticeship training in 600 informal industries.

Moreover, the UK government's Behavioral Insights Team (BIT) is supporting a2i to motivate Bangladeshi industries on adopting apprenticeship approach. The Behavioural Insights Team (BIT) is a unique company initiated in 2010 inside the UK Prime Minister's Office as the world's first government institution dedicated to the application of behavioural science to public policy issues. Staffed by a mix of psychologists, economists, and policy experts, BIT is now a social purpose company which helps public sector organisations around the world to apply behavioural insights to public policy goals. BIT has worked with more than 20 governments – in settings as diverse as Guatemala, Moldova and the United Arab Emirates – as well as with international organisations such as the World Bank and UNDP.

In October 2016, BIT started a funded, three-year programme to expand the use of behavioural science and robust evaluation in Bangladesh. As part of this programme, they signed a MoU with Access to Information (a2i), and are currently working on applying our approach to policy innovations such as land e-mutation, digital social safety net payments, or apprenticeship promotion.

a2i has signed MoU (Memorandum of Understanding) with the Global Apprenticeship Network (GAN) Switzerland to set up a national apprenticeship network in Bangladesh. This can enable Bangladesh to share knowledge, experience and innovations on apprenticeship with the rest of the world.

--Asad-Uz-Zaman

Head of Skills for Employment Team
Access to Information (a2i) Programme
Prime Minister's Office, Dhaka. [273]



Hari Pada Das Asad-Uz-Zaman • 11 days ago

Dear Asad,

Thanks for sharing the information. Can you also mention what sorts of tools you are using to guide the apprenticeship programme in the informal sector and what is the duration? Are the Master Craftpersons in the informal sector businesses qualified to take the apprentices? Do you also follow any assessment and certification system? Also, would you let us know of the employment rate of the apprentices in the informal sector?

Best regards.

Hari Pada Das, Chief Technical Advisor, BUSY project, ILO Nairobi, Kenya [274]



Laura Fährdrich Asad-Uz-Zaman • 13 days ago

Dear Asad,

Thank you for sharing this information with all of us.

At GAN Global, we are happy to see that more and more countries consider apprenticeship programs as a good solution for several current labour-related issues, such as youth unemployment and middle-aged workers reskilling/upskilling.

Laura Fährdrich, Project Director, Global Apprenticeship Network (GAN) [275]



Asad-Uz-Zaman Laura Fährdrich • 10 days ago

Thanks, Laura. [276]



Kishore Kumar Singh Asad-Uz-Zaman • 13 days ago

Dear Asad,

Thanks for giving a comprehensive picture of the excellent work that a2i is doing. You may also like to let the participants know about the steps taken or planned or to be planned for institutionalizing Apprenticeship program by the government. In the absence of a dedicated ministry for skills and enterprise development, which ministry should have this portfolio? Does government have a plan to formulate an Apprenticeship program and set a mechanism for incentivizing private sector and mobilizing youth to this program?

Kishore Kumar Singh

CTA, B-SEP, ILO [277]



Anita Sharma • 14 days ago

Dear Mr Aggarwal,

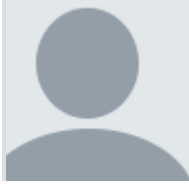
You have raised a vary important topic and after reading all the comments, it seems that not only India but other countries are also struggling to set the conditions favorable for apprenticeship training. [278]



Moderator (Ashwani Aggarwal) Anita Sharma • 13 days ago

Dear Ms Sharma: You are an acknowledged expert in skills development, so I would request your response to question numbers 1 and 2 in the context of India.

Regards,
Ashwani [279]



Kishore Kumar Singh Anita Sharma • 13 days ago

Thanks for your comments!! Would you kindly highlight the key challenges that India is facing. [280]



Comoro mwenda • 14 days ago

Dear Ashwani,

Thank you putting up this discussion. Here in Tanzania the rate of graduates who leave college is very high comparing to available opportunity which in turn exposes a majority of youth to unemployment. Many of employers argued that the graduates don't have the required skills. Many of the efforts to address this have yielded some results but one of the best approaches is Apprenticeships which have been well received by government, employers and workers. ILO has supported the development of National Apprenticeship guideline which had been launched last year. This will help expansion of #Apprenticeship programmes to many other sectors which will help youth to have right required skills as well as helping them out of unemployment problem. [281]



Moderator (Ashwani Aggarwal) Comoro mwenda • 14 days ago

Thanks, Comoros. Please inform in which sector was the apprenticeship programme started with the support of the ILO? What is the employment rate of graduates from the pilot apprenticeship programme? [282]



Manas Bhattacharyya • 15 days ago

Q.2: I strongly believe that the apprenticeship system is an important labour market tool for supply-demand skills-matching and for provisioning of skills to support higher growth accompanied by rapid changes in technology. The skills development institutions (training providers) find it difficult to continuously modernize their workshops, curriculum and upgrade instructors to cope with the training needs underscored by the technological change that goes with the evolving future of work. The only solution is to equip the trainees under structured apprenticeship system within the enterprises so that human resource preparedness does not lag behind technological progress in the industry.

Q.3: In Bangladesh, the understanding of differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning is not clear. Industry does not have clear understanding about how they can benefit from apprenticeship. Although apprenticeship is a part of labour laws, it is not effectively enforced by the Government. It seems difficult to impose apprenticeship by law unless industry sees benefits in it. Social marketing of 'apprenticeship' supported by dissemination of the results of successful pilots, therefore, can be potentially useful strategy to promote its market relevance and wider acceptance by the industry. [283]



G S Sethi Manas Bhattacharyya • 13 days ago

G S Sethi

TVET Consultant, India

Dear Mr. Manas Bhattacharyya,

I am in agreement with you when you say – “It seems difficult to impose apprenticeship by law unless industry sees benefits in it”. I think such a situation must have been noticed in many countries.

In India, to meet such a situation, a recent step taken is to introduce what is officially called “Optional Trades” (i.e. any trade or occupation decided by an employer and created by employer). This newly created category of apprentices is in addition to officially notified category (which has nearly 250 vocations, called “Trades” in India) already existing under the Apprentices Act. As per recent reports, many employers have resorted to this category giving a boost to the apprenticeship training.

It is worth noting that while the existing trades are largely oriented towards manufacturing sector, those under “Optional” (as created by employers) category are under varied categories like service sector, banking, finance, security, warehousing etc. This tends to show that there is vast potential for apprenticeship, but innovative ways are required to explore its full potential.

There is already a lengthy list of optional trades, which have come into existence and I reproduce this list below hoping that some participants in this discussion may find it of interest, at least for information. This, in my view, is a step to involve employers more intensely and make them see benefits in apprenticeship.

Accountant, Back Office Assistant, Banking Front Office Executive and Telecaller , Commodities Front Desk Apprentice, General Insurance Apprentice, Life Insurance Apprentice, Accounts Executive, Debt Recovery Agent , Equity Dealer, Life Insurance Agent, Mutual Fund Agent, Business Correspondent Business Facilitator, Mutual Fund Apprentice, Equity Front Desk Apprentice, Micro Finance Apprentice, Loan Processing Apprentice, Material Handler, Packer, Storage And Inventory Executive, Retail Sales Associate, Distributor Salesman, Clinical Medical Laboratory Technician (Pathology),

Data Entry Operator, Store Keeper, Document Executive (Customs Clearance), Field Executive (Custom Clearance), International Freight Forwarding Executive, Mattress Manufacturing Operator, Security Guard (General Duty), Boiler Maker, Computer Fitter, Electronic Fitter, Gas Turbine Fitter, Weapon Fitter, Cargo Handler, Cargo Surveyor, Cold Chain Engineering and Equipment Maintenance, Cold Chain Storage and Distribution Executive, Commercial Vehicle Driver (Warehouse, Land Transportation and Courier), Customer Support & Vehicle Operations Executive (Warehouse & Land Transportation), Data Feeder (All Logistics Sub-sector), Documentation & Claims Management Executive (Warehouse, Land Transportation & Courier), Order Processing Executive (E-Commerce), Reverse Logistics Executive (E-Commerce), Ground Operations Executive – Air Cargo, Hub Branch Operations Executive (Courier), MHE Maintenance Executive (Warehouse/ Packaging House/ Manufacturing Plant), Mooring Operations Executive, Outbound & Gateway Operations Executive (Courier), Sales Executive (Courier), In-plant Logistics Executive (Supply chain), Procurement and Order Fulfilment Executive (Supply Chain), Warehouse Executive, Draftsman(Electrical), Ticketing Consultant, Travel Consultant, Assistant (Human Resource), Printing Operator, UPVC Door & Window making and Glazier Technology, Executive (Marketing), Executive (Finance and Accounts), Executive (Human Resource), Executive (Contracts & Procurement), Executive (Computer Science), BPO Executive (Voice), Bar Bender & Steel Fixer, Formwork, Construction Electrician, Tiling, Concrete Lab Technician, Advanced Masonry, Construction Plumber, Construction Welder, Construction Surveyor, CCTV Camera Equipment Installation, Service & Maintenance, Fiber Optic Technician, Operator Centreless Grinder, Manufacturing Associate-Modern Shop Floor Engineering, Laboratory Assistant-Immuno Diagnostic (Production/Manufacturing Plant), Diamond Laser Sawing Machine Operator (Production/Manufacturing Unit), Retail Assistant [284]



Moderator (Ashwani Aggarwal) G S Sethi • 13 days ago

Thank you Mr. Sethi for providing a very rich information. Allowing employers to design apprenticeship programme (through optional trade) is an important innovation to align skills supply to demand. From the list, it is quite evident that employers have focused on service sector that is growing fast. [285]



Moderator (Ashwani Aggarwal) Manas Bhattacharyya • 14 days ago

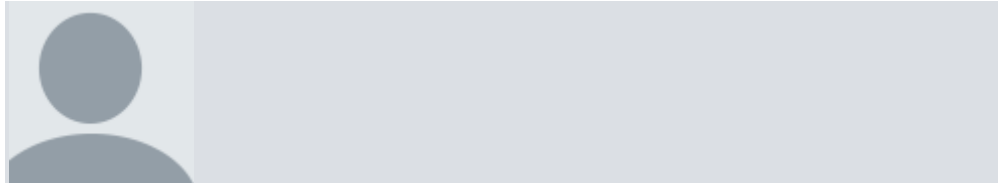
Thank you Mr. Bhattacharyya.

1. You have nicely articulated the reason why apprenticeship is more suitable to prepare skilled workforce to respond to the fast changing labour market.
2. You have mentioned that in Bangladesh, "Industry does not have clear understanding about how they can benefit from apprenticeship.", and suggested to use "social

marketing of 'apprenticeship' supported by dissemination of the results of successful pilots."

Our readers would be keen to know:

1. Have studies on costs and benefits of apprenticeships been carried out in Bangladesh and results shared with Industry? If yes, please share the results of those studies in this forum. If not done, will such studies be useful?
2. Which other specific steps are taken so far or planned to be taken to create awareness of the benefits of apprenticeships. **[286]**



Manas Bhattacharyya Moderator (Ashwani Aggarwal) • 8 days ago

Dear Mr. Aggarwal,

Thank you for raising this question. In Bangladesh, apprenticeship has been introduced through pilots. No rigorous quantitative estimation of costs and benefits have been made. Recently, the Ceramic Industries Skills Council informed that employers are happy with apprenticeship, but such happiness may also be because it is training without any costs to employers. It is far from certain whether employers will continue to be happy if they have to pay for it! I also doubt whether cost-benefit analysis will help employers to digest the lessons. Of course, it can prove or disprove a point to us. Behavioral changes among the employers take time. It will help if some of the enterprises can create precedents. We need champions.

Manas **[287]**



G S Sethi • 15 days ago

Dear Mr. Aggarwal,

Your question 5 rightly raises the issue as to how apprenticeship be made more attractive for youth and employers. Here I would like to say that although most people agree that apprenticeship is the right way for job placement (realising this fact India enacted Apprentices Act as far back as in 1961), yet till date, it does not find due favour among many stakeholders, be it employers, institutions, workers' unions etc. Some possible causes for this could be lack of awareness about potential benefits and fear of complications relating to management, shop-floor discipline (apprentices Vs regular employees). Keeping this in mind, Government of India has, of late, decided to engage Third Party Agencies (TPAs) to act as facilitators between apprentices and establishments. Universities, education and training institutions, Industries' Associations, NGOs etc. are eligible to become TPAs and help apprenticeship grow. As per recent information a dozen TPAs have been registered. Hopefully this step will help stakeholders realise benefits of apprenticeship and reap fruits from its potential.

G S Sethi
TVET Consultant
India [288]



Moderator (Ashwani Aggarwal) G S Sethi • 14 days ago

Thanks Mr. Sethi for informing about a new initiative taken by India to allow Third Party Agencies (TPAs) to act as facilitators between apprentices and establishments. This is one of the major reforms being carried out in India after the amendment of Apprenticeship Act in 2014. We will discuss these initiative during next week when we discuss question numbers 4-6. [289]



G S Sethi • 16 days ago

Dear Mr. Aggarwal,

“News Bulletin” referred to in my earlier comments, published by Directorate General of Training (DGT) can be accessed on website dget.nic.in.

You have mentioned about NAPS. In this regard, I am to say that in India, the Apprentices Act of 1961 underwent quite a few amendments from time to time, but a very significant amendment was made in 2014 which inter-alia included NAPS (National Apprenticeship Promotion Scheme). The core aim of this scheme is to incentivize employers to engage apprentices by providing them financial support in two ways, namely:

- Government to share 25% of stipend which employers are required to pay to the apprentices.
- Government to share the cost of basic training.

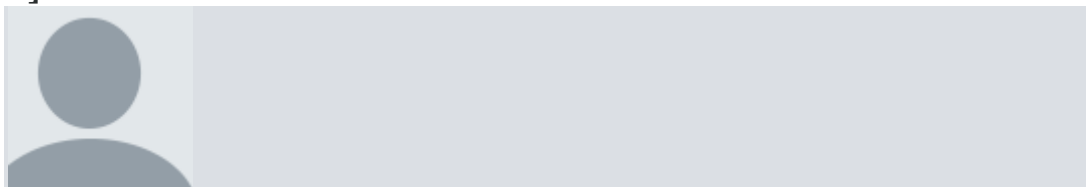
As regards “understanding of the difference between apprenticeships, internships etc.”, I would say that in India, the common understanding about “apprenticeship” is the period of training, ending which one finds oneself in appropriate job. “Internship”, on the other hand, is more concerned with a short spell of industry attachment (or secondment) for students of technical institutions (like those pursuing education in the engineering fields) during (say mid-course, usually short duration, say 3 months) study period. At the end, the students are back to their educational institutions to complete the remaining part of study period.

Here, I am very much tempted to agree to the views of Mr. Miso Lee, when he writes - “It would be important to get to learn and have meaningful work experience during the apprenticeship, instead of only doing basic levels of work (i.e. administration). I think companies should feel some sort of responsibilities to provide on the job training during apprenticeships.”

Many a times, instances have come to notice in India too where apprentices are used as cheap labour rather than concentrating on imparting them meaningful skills. The responsibility obviously rests on employers to implement apprenticeship in the true sense, which will, in the long run, serve not only the interests of apprentices but their own interests as well.

This is really one of the challenges, which Mr. Miso Lee, has drawn attention to and I feel, it would be interesting to know whether the condition is so in other countries as well and what is being done to overcome this challenge.

G S Sethi
TVET Consultant
India [290]



Kishore Kumar Singh G S Sethi • 14 days ago

This is truly useful information. It will be interesting to know that how governments in other countries run apprenticeship programmes. [291]



Snehal Soneji Kishore Kumar Singh • 12 days ago

On the point of government's running apprenticeship programme's I think it will be pertinent to learn from a recent example of a tweak in the policy made by the UK government which has infact led to the drop in numbers. The article is here <http://www.bbc.com/news/bus...> [292]



G S Sethi • 16 days ago

Dear Mr. Aggarwal,

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G S Sethi
TVET Consultant
India [293]



Moderator (Ashwani Aggarwal) G S Sethi • 13 days ago

The new bulletin referred to by Mr. Sethi can be downloaded from <http://dget.gov.in/upload/f...> [294]



Xinyu Yan • 17 days ago

Dear Mr. Aggarwal,

•In my view, apprenticeship is a great solution for the problem of unemployment and lack of skilled workers. For the apprentices themselves, apprenticeship is an ideal approach to become professional workers and secure jobs in a highly competitive labor market. For the employers, they benefit from the skills and work of apprentices, with a lower labor and recruiting costs. The supply of skilled workers sometimes does not meet the demand, so the cost for employers to find suitable workers may become higher. For governments, It is an approach to reduce the unemployment rate and boost the economy as well as social welfare.

•In my country, the modern apprenticeship model is still in the discovery phase. To proceed, the education system should collaborate more closely with employers, both in designing the programs and in mitigating the skills gap.

•From my personal observation in my country, there is a social norm that prevents some young people from doing the apprenticeship. In countries such as Germany, Austria, and Switzerland, blue collar jobs tend to be equally perceived as other types of work. In my country, most young people tend to pursue the white-collar career instead of doing an apprenticeship because of the social expectation and the working conditions. I would like to know how to attract more aspirational young people to participate in apprenticeship programs?

Best Regards,
Xinyu [295]



Kishore Kumar Singh Xinyu Yan • 14 days ago

Also, as Mr. Sethi informs that Government of India initiative such as Third Party Agencies (TPAs) to act as facilitators between apprentices and establishments seem to be feasible way to mobilize youth. [296]



Kishore Kumar Singh Xinyu Yan • 14 days ago

Yes, it is a challenge to mobilize new market entrants unless we have mechanism in place for social marketing of apprenticeship program among youth through engagement of social partners and high schools and colleges. [297]

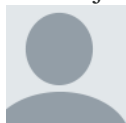


Hari Pada Das • 17 days ago

Dear Mr. Ashwani,

Thank you very much for initiating this very important subject in to discussion. In the age of current rapid technological changes, apprenticeship is the tool to prepare the labour force much relevant to the current need of the labour market and that help creation of employment opportunities for the youth and improvement of productivity for the enterprises. On the other hand, it also help to develop entrepreneurship specifically in the Micro and Small Enterprises.

Hari Pada Das,
CTA, BUSY Project. Kenya [298]



Moderator (Ashwani Aggarwal) Hari Pada Das • 16 days ago

Have Bangladesh or Kenya carried out any studies to assess the benefits of apprenticeships? If yes, please share the findings of those studies. [299]



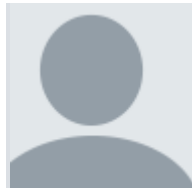
Kishore Kumar Singh Moderator (Ashwani Aggarwal) • 14 days ago

We have not conducted any study focusing only on the assessment of the benefits but two studies that we undertook in Bangladesh do point out the benefits of our apprenticeship program. There is another study on Bangladesh leather sector apprenticeship program by Swiss Development Cooperation and this study does highlight the benefits reported by the employers and the trainees. **[300]**



Moderator (Ashwani Aggarwal) Kishore Kumar Singh • 14 days ago

Dear Kishore, you may also post the key benefits of apprenticeships in Bangladesh listed by these studies. Thank you. **[301]**



Kishore Kumar Singh Moderator (Ashwani Aggarwal) • 13 days ago

A tracer study conducted by Swiss Development Cooperation on ILO supported Centre of Excellence for Leather points out following benefits:

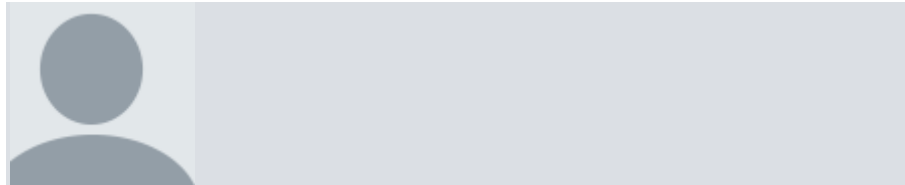
Before attending the training courses, the highest, the lowest and the average income of the machine operators were BDT 3500; BDT 0; and BDT 943 respectively. In addition, the highest, the lowest and the average income of the placed machine operators are BDT 8500; BDT 0; and BDT 7035 respectively.

Out of 373 graduates, 65% feel that their livelihood has somewhat changed, 17% said little improved, 15% replied much improved and only 2% feel that their livelihood has not changed at all. The major areas of improvement in the standard of living are food intake (93.2%), clothings (84%) and home equipment & education (27%).

According to the five leather industries, that has been surveyed, all are satisfied with the COEL trained graduates. All of the industries thought that they are more proactive, works harder,

technically more sound and learns quicker compared to other fresh workers.

The study finds that COEL has been able to train workforces as per industry demand but insufficient number of trainers is a concern for them as it is an obstacle for the training facility to be reached by more potential beneficiaries of the industry . According to the employees of COEL, industry is paying placement fees regularly but this is not sufficient to sustain the centre in for a long run. [302]



Kishore Kumar Singh Moderator (Ashwani Aggarwal) • 13 days ago

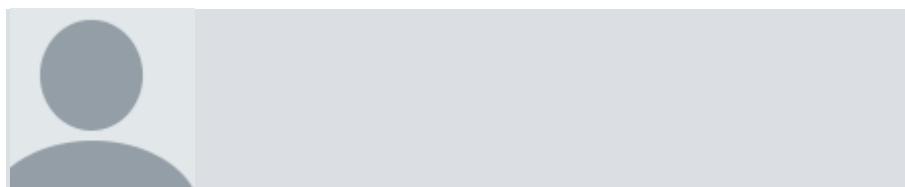
Find another link to get comprehensive picture of Apprenticeship program in Bangladesh:

<https://read.oecd-ilibrary...> [303]



Moderator (Ashwani Aggarwal) Kishore Kumar Singh • 14 days ago

Dear Kishore: Please share the web link to download the reports of the studies. Or you may send copies to us, and we will upload on the KSP for others to download. [304]

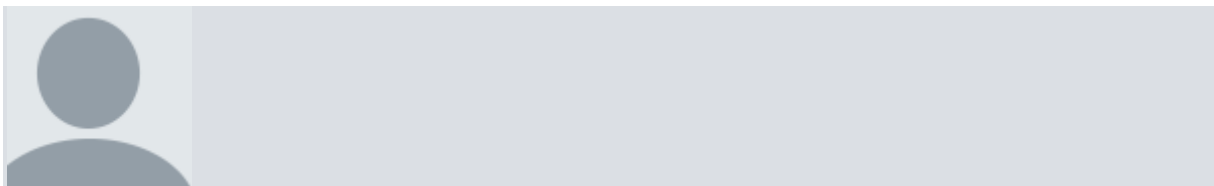


Kishore Kumar Singh Moderator (Ashwani Aggarwal) • 13 days ago

<http://www.ilo.org/dhaka/Wh...>

<https://www.shareweb.ch/sit...>

I have also sent these two studies plus one more for KSP upload. [305]



Miso Lee • 17 days ago

Interesting questions!

Regarding question 2, I believe apprenticeship can play a big role to reduce skills mismatches. Having work experience during the study through

apprenticeship can help students to know which skills sets are actually useful in business, from the early stage of their study. They can decide which courses to take or which area to focus their leaning on based on their experience. It would be important to ensure that students get to learn and have meaningful work experience during the apprenticeship, instead of only doing basic levels of work (i.e. administration). I think companies should feel some sort of responsibilities to provide on the job training during apprenticeships. **[306]**



G S Sethi Miso Lee • 15 days ago

I fully agree with views of Mr. Miso Lee when he writes "It would be important to ensure that students get to learn and have meaningful work experience during apprenticeship, instead of only doing basic levels of work (i.e. administration). "

In India too, instances have been noticed where apprentices are used more as cheap labour instead of providing them real on the job opportunities to learn skills. Obviously employers need to implement apprenticeship in the true spirit.

G S Sethi
TVET Consultant, India **[307]**



Moderator (Ashwani Aggarwal) Miso Lee • 16 days ago

Thanks Ms. Lee for pointing out the importance of having 'meaningful' work experience during the apprenticeship, instead of only doing basic levels of work. In your opinion, what steps should be taken to ensure the high quality of learning and meaningful work experience during apprenticeships? **[308]**



G S Sethi • 17 days ago

Dear Mr. Aggarwal,

With reference to issue of “apprenticeship’s role in aligning skills to the future of work”, it is but obvious that apprenticeship is the right way to contribute significantly in this direction. The reason is not far to seek – it is industry which is constantly going on adopting and using latest technology. Education and training institutes cannot keep pace at the same speed. They most likely, in all cases, lag behind industry. This is very often noticed in India and the situation in other (at least) developing countries is not expected to be any better. Then, in that case, where can young job entrants acquire latest skills as may be required by industries for their current and future needs? The answer is a clear indication towards apprenticeship.

Mr. Malind Kumar has rightly mentioned that “apprenticeship is a win-win situation for all”. If designed and implemented in true spirit, apprenticeship will be of great help to prepare people with appropriate skills to meet future requirements and challenges.

In India, to meet this challenge the approach followed is like this.

- There are trades like electrician, welder, plumber etc. designated with specific curriculum, duration etc. to be followed during the apprenticeship training. This list of trades is kept constantly under review and obsolete ones deleted and new ones (decided in consultation with industry) added. In addition, the curriculum is, in a similar way, reviewed from time to time and updated.
- Another step that India has taken is to add what is officially called “Optional trades”, which means “any trade or occupation decided or designed by an employer” falls within the purview of apprenticeship (accompanied by all benefits and recognition for employment purposes) with the only proviso that it comprises of 500 hours of basic (theoretical part) and one year practical on the job training.

G S Sethi
TVET Consultant
India [309]



Moderator (Ashwani Aggarwal) G S Sethi • 17 days ago

Thanks Mr. Sethi for informing about an important initiative taken by India to allow employers to design new trades for apprenticeship training as per labour market demand. This initiative gives clearly a leadership role to employers in apprenticeships. It will be interesting to know the impact of this initiative. [310]



G S Sethi • 17 days ago

Dear Mr. Aggarwal,

With reference to your first question i.e. benefits of apprenticeship training, I would say with full confidence (as often seen) that apprenticeship training is certainly beneficial for various stakeholders, especially the employers and the apprentices, although not all fully realise or understand its potential.

In India, Directorate General of Training (DGT) is the apex body within the Ministry of Skill Development and Entrepreneurship (MSDE) which regulates and lays down policy guidelines regarding apprenticeship training. As a part of its functions, it regularly publishes News Letter through which, besides other issues, it disseminates experiences of those concerned with or

involved in apprenticeship training. Just to quote a couple of recent examples (Bulletin of January 2018):

- A former apprentice from TATA Motors (TATA group is a well-known industrial house in India) says: “There was so much to do that we did not come to know how our time flew away. That tough training has actually made us what we are today. It taught us to take up challenges and apply our minds to do manufacturing and solve problems. It was a ‘learn and earn’ process”.
- The company management, engaging apprentices, on the other hand, says: “Apprentices are more skilled and cost effective as compared to the open market technicians like Painter, Welder, Electrician, etc. and deliver higher quality, once trained”.

News Bulletin is quick, handy and easy means of disseminating information and regularity of its publication has ever refreshing and lasting effect. DGT (in association with its field institutes / offices spread all over the country) is in itself the organised body disseminating information / evidence of benefits of apprenticeship training. Besides this information relating to apprentices, compiled and analysed – region-wise, province-wise, sector-wise and subject of training-wise is regularly placed in public domain and this is another important way of disseminating information about benefits of apprenticeship training.

Besides the above, DGT has been conducting a series of workshops across industry clusters surrounding major cities targeting the private sector to promote National Apprenticeship Promotion Scheme (NAPS) and help them fill the skill gap in their workforce.

G S Sethi
TVET Consultant
India **[311]**



Moderator (Ashwani Aggarwal) G S Sethi • 17 days ago

Thank you Mr. Sethi for the excellent information about the steps taken by India to create awareness of benefits of apprenticeships. You may also respond to other questions, and share information about NAPS.

Please inform how our participants can subscribe to the newsletter. **[312]**



Moderator (Ashwani Aggarwal) • 18 days ago

Dear Colleagues,

Welcome to our E-Discussion on Innovative, Quality, Innovative Apprenticeships for the Future of Work. The main purpose of this global dialogue is to examine the role of apprenticeships, and other work-based learning programmes, as part of the solution to the challenge of youth

unemployment, preparing the workforce for the fast-changing skills demands of the labour market, and increasing the competitiveness of enterprises.

This E-discussion promises to be unique in the sense that other major development agencies and organizations will lend their support in co-moderating. Please refer to the moderator schedule at the right-hand side of this page to view the complete list as well as the dates on which they will be moderating. As a result of this arrangement, I believe Member States, partners and stakeholders will immensely benefit from our combined knowledge and wisdom.

I encourage you to read the full Guidance Note prepared for this discussion, kindly see above. In addition, during this first week of our global dialogue I would like to focus our attention on the initial three questions posted above and immediately below. I invite you to post your comments, perspectives, and to share with us your experiences, examples of good practices, and even your questions. Together with our experts will address your comments/questions:

1. How do apprenticeships benefit various stakeholders such as employers, trade unions, governments and the apprentices themselves? Are there any institutions in your country that collect and disseminate evidence about the benefits of apprenticeships?
2. In view of the rapid changes in labour markets that are contributing to an increase in skills mismatches, how important is the role of apprenticeships in aligning the supply of skills to the future of work?
3. In your country, is there a clear, common understanding of the differences between apprenticeships, internships, traineeships, learnerships and other forms of work-based learning? **[313]**



Malind Kumar • 18 days ago

1. Apprenticeship is a win-win situation for all.
2. Recruiters get new minds working for them either at no wages/partial wages. They also get opportunity to indulge with young minds so they can see the future. They can even choose some bright minds and hands .
3. People availing for apprenticeship gets a hand on experience in leading companies. They also get perquisites from it .It give them experience and an opportunity to season them according to the industry.

Problems:

1. People tends to take unnecessary advantage of apprentices sometime.
2. They are not given perks they are promised.
3. It devours the chances of employment of people in industry.

Recommendations:

1. Safe guard apprentices with a proper code of ethics.
2. Legal agreement before the apprenticeship tenure start.
3. Apprenticeships must be give at each stage of study during the academics .

[314]



Moderator (Ashwani Aggarwal) Malind Kumar • 18 days ago

Dear Malind,

You have nicely articulated the benefits, problems and recommendations for apprenticeships.

You have suggested to "Safe guard apprentices with a proper code of ethics." In your opinion, what should be the essential elements of a "Code of Ethics"?

In your country, do enterprises and youth have sufficient awareness about the benefits of apprenticeships?

Thank you.

Best regards,

Ashwani [315]



Er.Malind Kumar Moderator (Ashwani Aggarwal) • 13 days ago

For development of code of ethics: We should use the prior data available to identify the problem and create a safe guard as code along with a governing body over it which must include apprentices, recruiters and people from the ILO. It must be improved time to time. [316]



Leonard Mertens • a month ago

We have been working over the past 4 years on Q Apprenticeship approaches in tourism and agribusiness (sugar mills) in Mexico, articulated with national competency standards. I'm interested in sharing experiences and learn from others. [317]



Moderator (Ashwani Aggarwal) Leonard Mertens • 18 days ago

Dear Leonard.

A warm welcome to the E-discussion as the first participant. We are eager to know your experiences in planning and implementing apprenticeships in Mexico. You may also ask the apprentices to also share their experiences on this platform. All of you are also welcome to ask questions.

Best regards, **[318]**

Ashwani



SkillsforEmployment Mod • a month ago

Discussion dates have now been established: 14 to 25 May, inclusive. Please join the conversation. The card below provides step by step instructions for posting your comments.

Appendix B: Reference documents and material cited in the E-discussion

Resources
Publications/Reports
Survey and assessment of formal and informal apprenticeships in Bangladesh (ILO): http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_106575.pdf
Industry-led apprenticeships: Facilitating sector-wide horizontal collaboration for sustainable and demand-led skills development (Derek George/ Swiss Agency for Development and Cooperation): https://www.shareweb.ch/site/EI/Documents/VSD/SDC%20-%20Case%20Study%20-%20Industry-Led%20Apprenticeship%20-%202015-04.pdf
Apprenticeships in the formal and informal economy at the local level in Bangladesh (OECD/ILO): https://read.oecd-ilibrary.org/employment/engaging-employers-in-apprenticeship-opportunities/apprenticeships-in-the-formal-and-informal-economy-at-the-local-level-in-bangladesh_9789264266681-12-en#page1
Engaging employers in apprenticeship opportunities: Making it happen locally (OECD/ILO): http://www.oecd.org/industry/engaging-employers-in-apprenticeship-opportunities-9789264266681-en.htm
Rising to the youth employment challenge: New evidence on key policies (ILO/ Niall O’Higgins): http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_556949.pdf
Revue des politiques d’enseignement technique et de formation professionnelle au Togo (UNESCO) : http://unesdoc.unesco.org/images/0026/002600/260096f.pdf
Revue des politiques de formation technique et professionnelle au Bénin (UNESCO) : http://unesdoc.unesco.org/images/0022/002213/221304f.pdf

The future of vocational training in Latin America and the Caribbean: Overview and strengthening guidelines (ILO/Cinterfor): http://www.oitcinterfor.org/sites/default/files/file_publicacion/future_VT_ORCinter.pdf
Adult apprenticeships: Estimating economic benefits from apprenticeships (NAO Communications): https://www.nao.org.uk/wp-content/uploads/2012/02/10121787_Technical_paper.pdf
ILO toolkit for quality apprenticeships (Volume 1: Guide for policy makers): http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_607466.pdf
The Nestlé commitment to Africa (Nestlé): https://www.nestle.com/asset-library/documents/reports/csv%20reports/specific%20regions/commitment_africa_2004_english.pdf
Investment in Global Education: A strategic imperative for business (Rebecca Winthrop; Gib Bulloch; Pooja Bhatt; Arthur Wood) https://www.brookings.edu/wp-content/uploads/2016/06/Investment-in-Global-Education-Final-web.pdf
Final report learning exchange programme: Social cost-benefit analysis of the Youth Guarantee (European Commission/ILO): http://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/meetingdocument/wcms_613320.pdf
Apprenticeship in England, United Kingdom (OECD/ Małgorzata Kuczera; Simon Field): https://read.oecd-ilibrary.org/education/apprenticeship-in-england-united-kingdom_9789264298507-en#page1
The great training robbery: Assessing the first year of the apprenticeship levy (Tom Richmond): http://www.reform.uk/wp-content/uploads/2018/04/The-great-training-robbery-assessing-the-first-year-of-the-apprenticeship-levy.pdf
Making apprenticeships work for young women (Young Women’s Trust): https://www.youngwomenstrust.org/assets/0000/2906/Making Apprenticeships Work for Young Women.pdf
The importance of quality apprenticeships for relevant work competencies in the future world of work in Latin America and the Caribbean (Rodrigo Filgueira and Michael Axmann): https://www.upf.edu/documents/3885005/140470042/12.Filgueria%26Axmann.pdf/53e4ecc2-cbb8-eff0-831e-bd000ba6696f

Apprenticeships for the XXI Century: A model for Latin America and the Caribbean? (IDB/ María Victoria Fazio; Raquel Fernández-Coto; Laura Ripani): https://publications.iadb.org/bitstream/handle/11319/7855/Apprenticeships-in-the-XXI-Century-A-Model-for-Latin-America-and-the-Caribbean.pdf?sequence=1&isAllowed=y
Recommendations and Declarations
Recommendation concerning Technical and Vocational Education and Training (TVET) (UNESCO): http://unesdoc.unesco.org/images/0024/002451/245118M.pdf
Recommendation No. 204 concerning the Transition from the Informal to the Formal economy: http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---relconf/documents/meetingdocument/wcms_377774.pdf
G20 Labour And Employment Ministerial Declaration: https://www.dol.gov/ilab/media/pdf/2015-G20-Ministerial-Declaration.pdf
Advocacy and information materials
Investing In Work Based Learning (Interagency Group on Technical and Vocational Education and Training): http://unesdoc.unesco.org/images/0026/002606/260677e.pdf
“Upgrading informal apprenticeship” (ILO): http://www.ilo.org/skills/projects/WCMS_158771/lang--en/index.htm
“Commission adopts initiative to boost apprenticeships in Europe” (European Union): http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2873&furtherNews=yes
“Strengthening incentives and implementation for apprenticeships” (OECD): http://www.oecd.org/education/skills-beyond-school/strengthening-incentives-and-implementation-for-apprenticeships.htm
“Work-based learning for youth at risk” (OECD): http://www.oecd.org/education/skills-beyond-school/work-based-learning-for-youth-at-risk.htm
“European Vocational Skills Week” (European Commission): https://ec.europa.eu/social/vocational-skills-week/

<p>“Germany Trains 10,000 Nigerian Youths In Vocational Education In Ogun, Plateau States” (The Eagle Online): https://theeagleonline.com.ng/germany-trains-10000-nigerian-youths-in-vocational-education-in-ogun-plateau-states/</p>
<p>“Can apprenticeships save young people from the threat of AI?” (World Economic Forum): https://www.weforum.org/agenda/2018/01/apprenticeships-young-people-artificial-intelligence/</p>
<p>“Basic skills: The missing ingredient in England’s apprenticeships”(Malgorzata Kuczera): http://oecdeducationtoday.blogspot.com/2018/04/apprenticeship-england-basic-skills.html</p>
<p>“5 reasons you should consider an apprenticeship” (Michael Axmann): https://iloblog.org/2014/09/16/5-reasons-to-consider-an-apprenticeship/</p>
<p>“Why demand-driven apprenticeships make sense in increasing the employment prospects of young people and in closing skills gaps” (Michael Axmann): http://www.skillsforemployment.org/KSP/en/Details/?dn=WCMSTEST4_175460</p>
<p>Other web-based resources</p>
<p>News Bulletin (Directorate General of Training): http://dget.gov.in/upload/files/5aaf9574dcf3fDGTNewsletterDecJan2018.pdf</p>
<p>“Apprenticeships down amid 'frustration'” (BBC): https://www.bbc.co.uk/news/business-43809679</p>
<p>“How young man found niche in hotel industry” (The Citizen): http://www.thecitizen.co.tz/News/How-young-man-found-niche-in-hotel-industry/1840340-4494090-view-asAMP-143w5v0z/index.html?_twitter_impression=true</p>
<p>“European Apprentices Network”: https://apprenticesnetwork.eu/10-priorities/</p>
<p>GAN: Skills for Business; Jobs for Youth: https://www.gan-global.org/</p>
<p>Ministry of Skill Development and Entrepreneurship: http://www.msde.gov.in/#</p>

<http://www.apprenticeship.gov.in/Pages/Apprenticeship/home.aspx>

Apprenticeship: Real-life learning: <http://www.apprenticeship.ie/en/SitePages/Home.aspx>

“July 12-13, 2016 G20 Initiative to Promote Quality Apprenticeships”: <https://us.boell.org/2016/09/09/july-12-13-2016-g20-initiative-promote-quality-apprenticeships>

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