



EC-ILO action on quality apprenticeships in Spain, Portugal and Latvia

A step-by-step guide to promote quality apprenticeships

Project logbook

International Labour Office

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1 Introduction

1.1 About the project

The International Labour Office (ILO) and the European Commission (EC) have been working together to enhance the capabilities of practitioners to design, implement and monitor youth employment policies and improve apprenticeship programmes. In the framework of the collaboration, “EC-ILO action on youth employment policies: Enhancing capabilities of practitioners to design, implement and monitor youth employment policies - under the Council Recommendation on establishing a Youth Guarantee” was implemented. This joint action consists of two components. The first has been supporting EU Member States in assessing the progress of and improving the implementation of the Youth Guarantee (YG) schemes; while the second has provided support to improve national apprenticeship systems. It targeted three countries: Latvia, Portugal and Spain.

The second component of this joint action (hereinafter referred to as the “project”) has strengthened the capability of national institutions and implementing partners in Latvia, Portugal and Spain to design or improve quality apprenticeship systems and programmes in sectors with jobs and growth potential. The project focused on the “preparation phase” of apprenticeship programmes, as the actual development of apprenticeship training programmes was outside its scope. It generated technical inputs, promoted social dialogue, and built the capacity of stakeholders to achieve its objectives. The project worked on three levels: the macro, meso and micro levels. At the macro level, it analysed policy and system issues and engaged stakeholders to address them through social dialogue. At the meso level, it facilitated the identification of sectors with jobs and growth potential – and in which apprenticeships were suitable. Finally, at the micro level, the project built the capacity of training providers, employers’ and workers’ representatives, and regulators to design quality apprenticeship programmes. The project facilitated tripartite social dialogue, analysed issues, and consolidated the capacity of key stakeholders, with a view to encouraging national stakeholders to design and improve their quality apprenticeship system.

Box 1. Key features of quality apprenticeships

Quality apprenticeships are a unique form of technical vocational education and training (TVET) with the following features. Quality apprenticeships:

- Combine 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.
- Are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue.
- Require a written contract that details the respective roles and responsibilities of the apprentice and the employer.
- Provide the apprentice with remuneration and standard social protection coverage.
- Lead to a recognized qualification, following a clearly defined and structured period of training and the successful completion of a formal assessment.

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

Source: ILO. *Guide to quality apprenticeship systems (Toolkit volume 1)*, forthcoming

1.2 Aim of this logbook

The aim of this logbook is to detail the approaches that the project took to improve and promote quality apprenticeships in the three target countries, and to share the knowledge it acquired throughout the process. The target readers of this document include policy-makers and practitioners - whose role is to improve the existing apprenticeship system and/or develop an apprenticeship programme. This logbook documents the implementation process of the project in seven steps, listing the major activities and their objectives; it also gives an account of the lessons learned at each step. It is authors hope that this publication will help policy-makers to encourage national initiatives to promote quality apprenticeships, and enable them to prepare the ground for piloting quality apprenticeship programmes.

1.3 A summary of the project's seven steps

This section gives a summary of the seven steps of activities that the project adopted in the target countries. The project proceeded mostly in the order of the steps listed, although some steps were conducted in tandem. For instance, the promotion of tripartism and social dialogue (step 6) was a common thread (and an important driver) throughout the project as a whole - with the exception of steps 1 and 5 where the ILO was the main actor. The order of the steps is merely indicative, as it goes without saying that similar projects may proceed differently in varying socio-economic contexts and institutional frameworks.

Step 1: Rapid TVET analysis: The ILO analysed the TVET system, with a focus on apprenticeships, in each target country. The analysis provided an overview of the TVET system, and the key features of apprenticeships and the main stakeholders in the respective country.

Step 2. Stakeholder engagement: This step laid the groundwork for engaging stakeholders, forging consensus and coming up with a roadmap and work plan for the duration of the project.

Step 3 Issue analysis: An issue analysis was prepared to identify the strengths, weaknesses opportunities and threats inherent in existing apprenticeship systems and programmes in each target country. Further, a detailed stakeholder mapping was generated to prepare the ground for in-depth consultations targeting a broader group of stakeholders.

Step 4 Sector analysis: Skills development needs to be demand-driven to ensure that apprenticeship training leads to productive and decent employment; the project therefore

conducted sector analyses to gain insights into the employment and economic trends in different business sectors at the national and regional levels.

Step 5 Tools development: The ILO developed a guide for policy-makers to improve the design and implementation of apprenticeship systems and programmes. In addition, practical tools (e.g. an apprenticeship contract template, communications and workshop materials) were also shared.

Step 6 Tripartism and social dialogue: The project facilitated social dialogue and collaboration among the government, workers' and employers' organizations (i.e. tripartism). It provided a platform where views, concerns, ideas and needs could be expressed openly. This step was crucial to sustain the momentum of improving apprenticeship systems.

Step 7 Technical assistance and capacity building: Technical assistance and capacity building activities were offered to meet stakeholders' needs. Tailor-made workshops and a study visit, for instance, helped stakeholders gain insight into how to improve apprenticeship systems and programmes.

The following seven sections provide more detailed information on these steps. They present the objectives and key activities of each step, give a number of examples of outputs, and list lessons learned by the project.

2. Project approaches in seven steps

Step 1. Rapid TVET analysis

The first step consisted of conducting a rapid analysis of the existing TVET system - with a special focus on apprenticeships - in each target country. It is important to gain an overview of the system and the main stakeholders involved, as this is an essential preparation for the project activities in the target countries (steps 2-7).

Objectives:

- Gain an overview of the TVET system and its features
- Gather information about ongoing reforms, policy initiatives and projects on apprenticeships and work-based learning
- Map out stakeholders and understand their roles to underpin the rapid TVET analysis, and
- Prepare questions for further information gathering during consultations with stakeholders.

Description:

The project started by conducting a rapid analysis of the TVET system to gain a better understanding of how the system functioned in each target country. It prepared country profiles summarizing the education and skills development systems, on the basis of desk research on recent policy papers and reports. In so doing, the project staff and consultants listed relevant actors and their roles and responsibilities in TVET, and paid attention to coordination mechanisms existing between them. This mapping exercise of stakeholders proved useful in the following steps. In addition, the initial desk survey analysed apprenticeship schemes, recent reforms and ongoing initiatives regarding apprenticeships, the regulatory framework and financing arrangements in each country. While conducting its initial analysis, the project noted questions to ask at stakeholder consultation meetings during field missions.

Box 2. An example of country report contents

Executive summary

1. Introduction

- 1.1 Background
- 1.2 Rationale and objectives
- 1.3 Methodology

2. Economy, employment and education

- 2.1 Population
- 2.2 Economy
- 2.3 Employment
- 2.4 Education

3. Technical and vocational education and training (TVET)

- 3.1 Introduction to TVET
- 3.2 Main features and analysis of the TVET system
- 3.3 Overview of apprenticeship programmes
- 3.4 Main actors involved in design and delivery
- 3.5 Role of enterprises and features of company-based training
- 3.6 Role of school-based training and role of students
- 3.7 Contract agreement and financial modalities
- 3.8 Curriculum development, testing and certification
- 3.9 Quality assurance mechanism

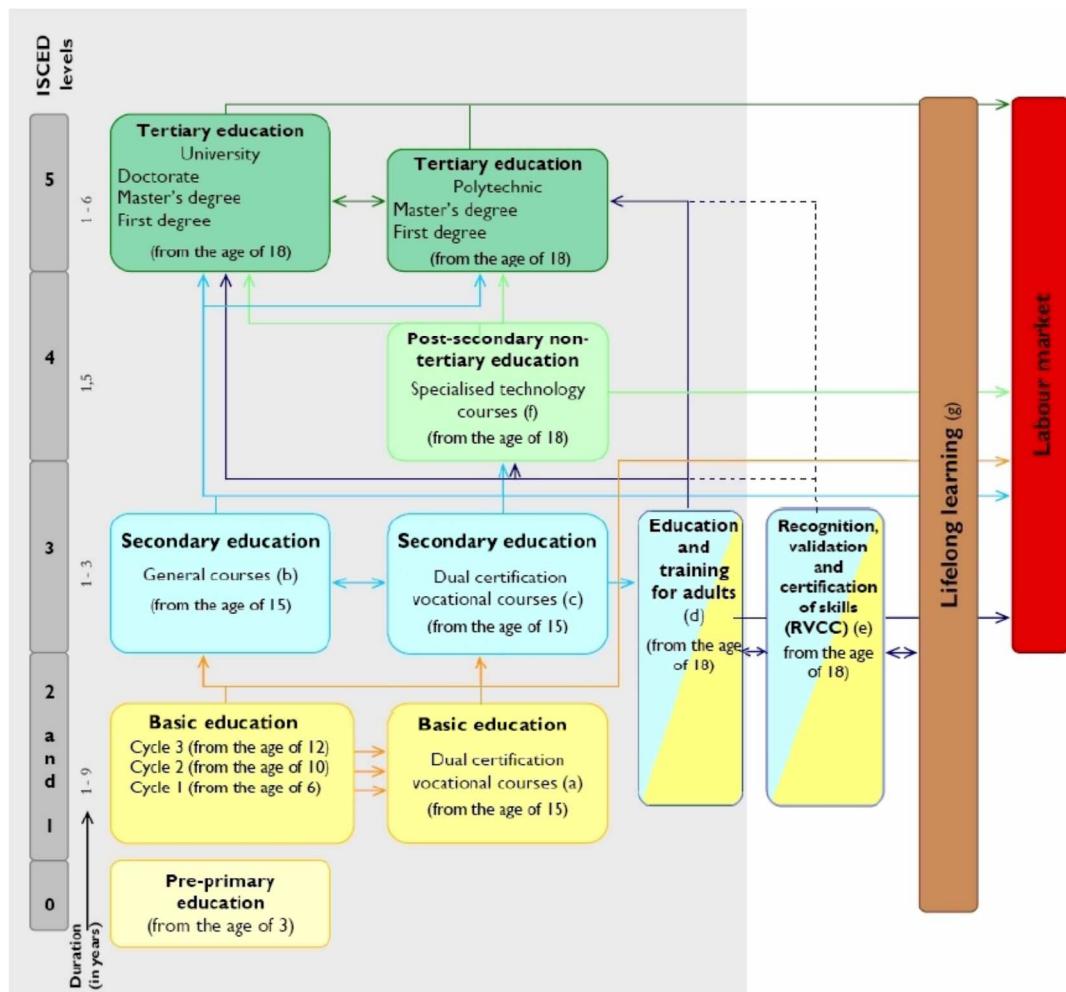
4. Conclusions and Recommendations

- 4.1 Conclusions
- 4.2 Recommendations

Annexes

- A Bibliography
- B Graphs and tables

Figure 1. Vocational education and training in Portugal¹



Lessons learned:

- It is important to understand apprenticeships within the overall framework of the TVET system. For instance, the interconnections between vocational and general education pathways (e.g. permeability) help to clarify the position of apprenticeships in the education system and the coherence between vocational and general education pathways.
- The qualification levels of apprenticeship certificates within the national qualification framework vis-à-vis those of general education are an important indicator of social recognition and the attractiveness of apprenticeships.
- Statistical information such as dropout rates, gender balance among apprenticeships by occupation, employment rates after training (i.e. results of tracer studies) and the number of training companies by size may help detect issues in the apprenticeship system.
- It is important to prepare a detailed mapping of the relevant stakeholders. In addition to the typical tripartite stakeholders (i.e. government, trade unions, employers' associations), many actors may be involved in apprenticeships: skills councils, youth

¹ European Centre for the Development of Vocational Training (CEDEFOP): *Vocational education and training in Portugal*, Panorama series (Luxembourg, 2007).

councils, international organizations, civil society organizations, think tanks, Public Employment Services (PES), TVET schools, and sectoral or occupational business associations.

Step 2. Stakeholder engagement

The second step was intended to engage stakeholders and prepare the ground for further project activities. Essential outcomes of this step include: 1) establishing the project as a neutral facilitator of stakeholder discussions and technical advisers among the key stakeholders; 2) forging mutual trust among the stakeholders; and 3) establishing consensus on a project work plan.

Objectives:

- Win the trust of key stakeholders so that they view the project as a neutral and technically competent facilitator and adviser
- Organize stakeholder consultations to deepen mutual trust and understanding, and
- Develop a project roadmap and work plan²

Description:

The project's second step implemented the first field mission to consult the key stakeholders in apprenticeship systems. Individual consultation meetings and tripartite workshops were organized in order to establish the project as a neutral and competent facilitator and adviser and to deepen mutual trust among the key stakeholders.

The individual consultation meetings provided the project with the opportunity to have a clear idea of the stakeholders' diverse views on apprenticeships and to exchange ideas on ways to improve the apprenticeship system. It asked a series of questions to complement its understanding of the functioning, features and existing challenges of the TVET systems in general, and of the apprenticeship system in particular. Table 1 lists examples of questions the project asked. Another goal of the consultations was to identify common areas of interest for improvements. The project presented preliminary proposals of possible reforms based on desk research and the TVET analysis – with a view to testing the waters.

Following individual consultation meetings, the project organized a tripartite stakeholder workshop. The agenda and tone of the workshop were carefully planned on the basis of the findings of the preceding consultations. The ILO explained its approach to quality apprenticeships (including the definition), quality benchmarks and the building blocks of quality apprenticeships. With ILO facilitation, the stakeholders jointly developed a roadmap, and a plan of project interventions (e.g. consultation meetings, workshops, a study visit, capacity-building activities).

Table 1. Examples of diagnosing questions

General aspects of TVET and apprenticeships	<ul style="list-style-type: none">➤ What is the ratio between young people who select TVET and those who opt for a university degree?➤ What is the level of apprenticeship certificates within the national qualification framework?➤ What is the distribution of students involved in dual vocational training
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² The roadmap of the three countries may be found in Appendix A1, and an agenda from a consultation in Portugal is attached to Appendix A2.

	<p>throughout the different geographical regions?</p> <ul style="list-style-type: none"> ➤ What is the average age at which people start and finish apprenticeship programmes? ➤ What is the share of graduate apprentices who progress to higher or further education? ➤ Why are women under-represented among apprentices? Are there any initiatives to encourage women's participation in apprenticeships?
Legal and policy framework	<ul style="list-style-type: none"> ➤ Please elaborate on the legal and regulatory frameworks of apprenticeships. ➤ Is there a TVET committee or sectoral bodies that decide upon or advise skills development policies, especially apprenticeship standards, occupational profiles, etc.? ➤ What is the legal status of apprentices?
Attractiveness and incentives of the system	<ul style="list-style-type: none"> ➤ Do you provide career guidance to youth? Do young people have access to information on apprenticeships? Are apprenticeship programmes recommended as a career option? ➤ Do apprentices enjoy the same social security coverage as the rest of the workers in the company? ➤ Are there special measures to encourage women and men to participate in non-traditional skills? ➤ Do apprentices benefit from an adequate level of remuneration? Are there minimum standards for apprentices' compensation? ➤ Does the government incentivize apprenticeship schemes for marginalized youth? Do you provide technical support to employers who train persons with disabilities?
Employer engagement	<ul style="list-style-type: none"> ➤ What is the sectoral distribution of apprentices? ➤ Are SMEs engaged in apprenticeships? How do you engage them? What are the challenges in doing so?
Apprenticeship programmes	<ul style="list-style-type: none"> ➤ What does the curriculum development look like in your country? Does it consist of tripartite consultations? ➤ Do your apprenticeship programmes include both specific and transferable (core work) skills? ➤ Do your apprenticeship programmes develop higher-level skills such as critical reflexion and problem solving?
Quality assurance, labour market relevance	<ul style="list-style-type: none"> ➤ Do you use labour market trends and analysis for identifying new skill needs and updating existing/developing new occupational profiles, training standards and programmes? ➤ Do you offer regular teacher training based on methodological and technical components for newly introduced and ordinary apprenticeship programmes?
Monitoring and evaluation	<ul style="list-style-type: none"> ➤ Can you explain to us more about your monitoring and evaluation methods and how you apply them? ➤ Do you have a skills tracking system – including tracer studies that make it possible to monitor the apprentice's progress against agreed competencies?
Tripartism and social dialogue, coordination	<ul style="list-style-type: none"> ➤ Please explain existing tripartite coordination or decision-making mechanisms regarding apprenticeships? ➤ What are the institutional mechanisms through which stakeholders are coordinated? ➤ Are the social partners involved in defining the content of apprenticeship programmes? ➤ Are employers and trade unions involved in the testing and certification of

Lessons learned:

- In order to engage stakeholders and understand their views, interests and needs, it is important to conduct individual meetings with each stakeholder and allow discussions on current issues without the presence of other parties.
- There must be substantial preparatory work before meeting stakeholders. Asking precise questions on key issues helps gain their trust.
- When initiating tripartite discussions, an icebreaker may prove to be effective in creating an atmosphere where different (even conflicting) views are openly exchanged. The project attempted to create an informal and friendly environment for the first stakeholder meeting – to encourage open and frank discussions.

Step 3. Issue analysis

In step three, the project conducted an issue analysis of the current apprenticeship system, building upon a rapid TVET analysis (see step 1). Two qualitative analysis methods were used: SWOT analysis (figure 2) and benchmarking. It was important to carry out these analyses together with the stakeholders in order to gain an insight into the real issues that were not documented, and to develop a common understanding of the challenges that stakeholders needed to address. These analyses identified areas where further stakeholder dialogue and/or technical assistance from the ILO were desired. The results of the issue analysis helped fine-tune the technical assistance and capacity-building activities (i.e. steps 5 and 7), so that they were adapted to the stakeholders' identified needs.

Objectives:

- Gain insider knowledge of issues that the current apprenticeship system face – bearing in mind that real issues (e.g. politics, coordination failure, capacity constraints) often do not appear in reports or on web sites
- Jointly identify effective points for interventions
- Develop a shared understanding of the “strengths, weaknesses, opportunities, and threats” of the existing apprenticeship system by conducting SWOT analyses with the tripartite stakeholders
- Identify potential shortcomings of the current system by comparing it with a reference quality benchmark.

Description:

Building upon a rapid analysis of the apprenticeship system (see step 1), stakeholders jointly undertook an issue analysis at a workshop. The project used the SWOT analysis method as a tool to analyse the strengths, weaknesses, opportunities, and threats of the existing system. The findings served as a basis for stakeholder dialogue and identifying capacity-building needs in each target country.

Figure 2. SWOT analysis matrix

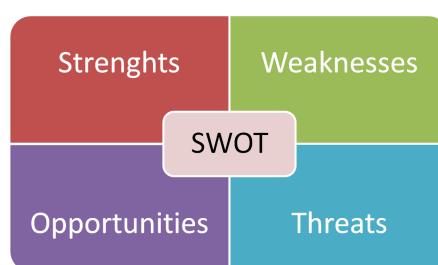


Figure 3. An example of SWOT analysis results³

Strengths	Weaknesses
➤ Strong commitment of the government and social	➤ Practical learning periods in companies appear

³ The SWOT analysis results are the outcome of the workshop and reflect the participants' views. The ILO does not guarantee the accuracy of information contained therein.

<p>partners to improve the quality of the TVET system by introducing work-based learning (WBL) schemes that respond better to labour market demands;</p> <ul style="list-style-type: none"> ➤ Successful upgrading of vocational education competence centres with modern equipment and infrastructure; ➤ Sectorial Expert Councils with tripartite representation discuss future labour market needs and improvements to the system; ➤ Convent Meetings in place that focus on employers' needs. 	<p>rather short and do not necessarily reflect labour market needs and the skills demands of businesses;</p> <ul style="list-style-type: none"> ➤ Awareness of WBL schemes is still limited; ➤ The extent to which there is a transition to decent work after attendance at a WBL scheme requires close monitoring; ➤ SMEs find it difficult to appoint and train in-company trainers.
<p>Opportunities</p> <ul style="list-style-type: none"> ➤ Companies expressed their willingness to pay wages to apprentices if the type of programme was of great benefit to them; ➤ New approaches to increase social appeal; ➤ Youth unemployment rates are decreasing; ➤ Strong focus on involving SMEs; ➤ Interest in raising entry age for WBL programmes. 	<p>Threats</p> <ul style="list-style-type: none"> ➤ Building up WBL programmes cannot be achieved overnight and requires the sustained engagement of stakeholders at all levels over a long period of time. There is no guarantee of policy continuity (e.g. changes in policy priorities after election).

Furthermore, the project has prepared quality benchmarks in the form of a checklist, which is based on international labour standards, as well as on the ILO's accumulated knowledge and experience. The list covers key features that the project considers important for a quality apprenticeship system in the target countries (table 2). This benchmarking exercise allowed the project to conduct a systematic and consistent diagnosis in the three countries.

Lessons learned:

- It is important to engage key stakeholders in the issue analysis so that they themselves identify challenges and commit to addressing them.
- Three target countries identified similar issues in their apprenticeships:
 - Weak employer engagement, in particular SMEs;
 - Weak coordination among stakeholders and insufficient social dialogue;
 - High drop-out rates of apprentices;
 - Employment rates after training are not sufficiently high; and
 - Negative perceptions of TVET in general, and modest attractiveness of apprenticeships to young people.
- While it is important to address identified challenges, it may be beneficial to reinforce strengths in the apprenticeship system.

Table 2. Selected benchmarks for quality apprenticeships

Key elements	Applicable	Not applicable	Observations
Participation of stakeholders			
<p>Are the following institutions involved in the design and implementation of the programmes:</p> <ul style="list-style-type: none"> ○ Ministries (Ministry of Labour, Education, others); ○ Employers' organizations; ○ Chambers of industry, commerce or other professional chambers; ○ Workers' organizations; ○ Public Employment Services (PES); ○ In-company trainers and master craftspersons; ○ Vocational training institutes and colleges; ○ Sector- or industry-based organizations? 			
Rights at work			
<p>Are apprentices covered by social security, such as health and invalidity insurance?</p> <p>Do apprentices have the same benefits as other workers (e.g. holidays, sick leave)?</p> <p>Are apprentices provided with training on occupational safety and health at the workplace?</p> <p>Do they receive the necessary personal protective equipment?</p> <p>Do women, disadvantaged youth, and persons with disabilities participate in apprenticeships of their choice? Are there barriers or stigmatization preventing them from participating in apprenticeships?</p> <p>Are adequate remuneration levels for apprentices established and ensured?</p> <p>Are apprentices represented by a workers' representative (e.g. trade union)?</p>			

Legal and contractual issues			
Is there a legal framework to regulate apprenticeships (e.g. national labour law, apprenticeship legislation, TVET law, work-based learning (WBL) law, etc.)?			
Do apprentices sign a written contract?			
Is the contract signed by both the employer and the apprentice? Does the training provider sign the contract as well?			
What is the legal status of apprentices at workplaces?			
Financing			
Are there regulations on funding schemes for apprenticeships?			
How is the cost shared among the employers, government, training providers and apprentices?			
Are there government-supported financial incentives for employers and apprentices?			
Are there assistance or incentives for training disadvantaged groups (e.g. workers with disabilities)?			
Skills training, monitoring progress and testing			
Are there any entry criteria for starting an apprenticeship (e.g. educational attainment, literacy and numeracy skills)?			
Does the current system in place include both on-the job-training and school-based learning components?			
Does the current system have nationally defined competencies, occupational profiles or other instruments providing nationally valid guidelines on the content of the apprenticeship programmes (NQF, occupational standards, etc.)?			
Are the assessment and skills certification widely recognized and accepted by employers?			
Do TVET schoolteachers regularly update their skills?			
Is training available for in-company trainers to develop pedagogical and supervision skills?			

<p>Do trainers and master craftspersons have to go through official certification before they train apprentices?</p> <p>Do apprentices, master craftspersons and school instructors use a logbook or other tools for tracking the training progress and for coordinating company-based and school-based learning?</p> <p>Are soft skills and entrepreneurial skills part of the curricula?</p> <p>Do apprenticeship programmes balance theoretical, specialized and core work skills?</p> <p>Are apprenticeship programmes available for higher skills training (e.g. university-level degrees)?</p>			
<p>Employment services and career guidance</p> <p>Do prospective apprentices have access to career guidance information and counselling about apprenticeships? If yes, is such information available in schools?</p> <p>Do apprentices have access to:</p> <ul style="list-style-type: none"> • Employment services • Career guidance • Continuous training • Further educational pathways 			

Step 4. Sector analysis

To ensure that apprenticeship training leads to productive and decent employment, skills development needs to be demand-driven. For this reason, the project conducted sector analysis to understand skills demand. In the course of this research, the stakeholders discussed the employment and growth trends of various business sectors. While it is difficult to estimate future skills needs accurately, sector analysis provided a basis for stakeholder discussion.

Objectives:

- Analyse the employment and growth trends of various business sectors
- Identify sectors with job and growth potential, in which the implementation of pilot quality apprenticeship programmes would be suitable
- Engage stakeholders in the discussion of sector analysis and generate a shared understanding of priority sectors and occupations for quality apprenticeships

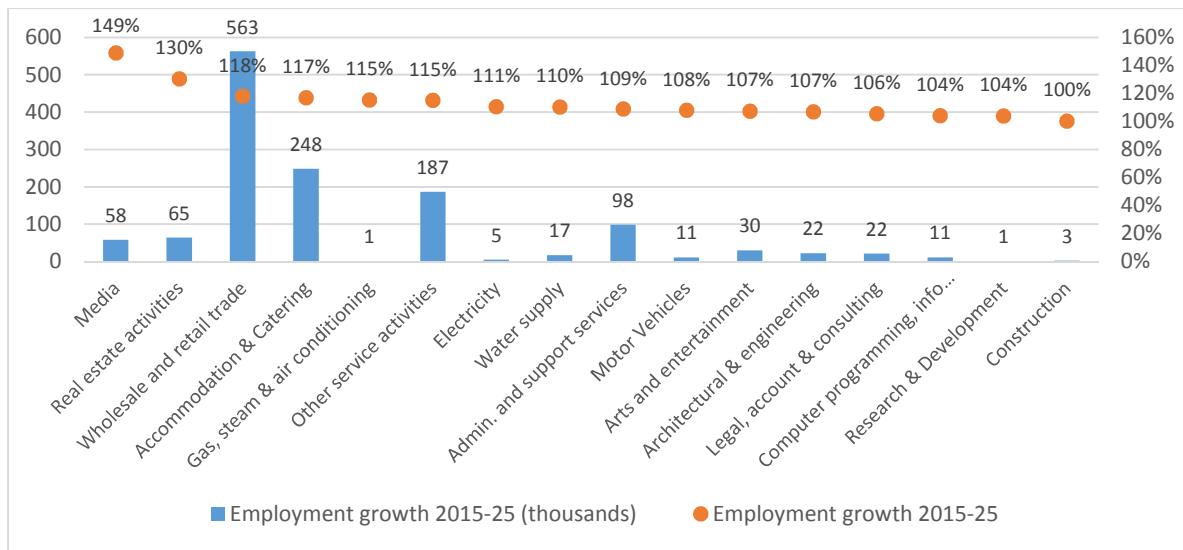
Description:

Understanding labour market dynamics and economic trends helps identify priority sectors and occupations for piloting or promoting apprenticeship programmes. Sector analysis was carried out in two stages: desk review and stakeholder discussion.

First, the project conducted a desk review and its own statistical analysis on economic structure, the growth trends of sector outputs and employment. The first stage mainly focused on identifying jobs growth potential by sector at the national and regional levels. It was assumed in this analysis that sector expansion drives employment growth and changes in skills demand. This is obviously not the most reliable method for understanding future skills demand, but it served the purpose of facilitating stakeholder discussions on the selection of sectors for promoting apprenticeships. Of course, more detailed and accurate sector analysis methods are available, which allow a higher degree of data accuracy. However, more time and cost are required for using these methods. Some examples of the sector analysis in Spain are shown in figures 4, 5 and 6.

Once the analysis was completed, the project shared the results with the stakeholders and initiated a discussion to identify sectors in which a further expansion of apprenticeship programmes should be envisaged. In addition to tripartite discussions, there was an extensive exchange of views with the employers' representatives (i.e. the national employers' organization, sectoral business associations, and chambers of crafts and commerce) with regard to skills shortages and new skills requirements for emerging occupations.

Figure 4: Sectors with expected employment growth 2015-25, Spain



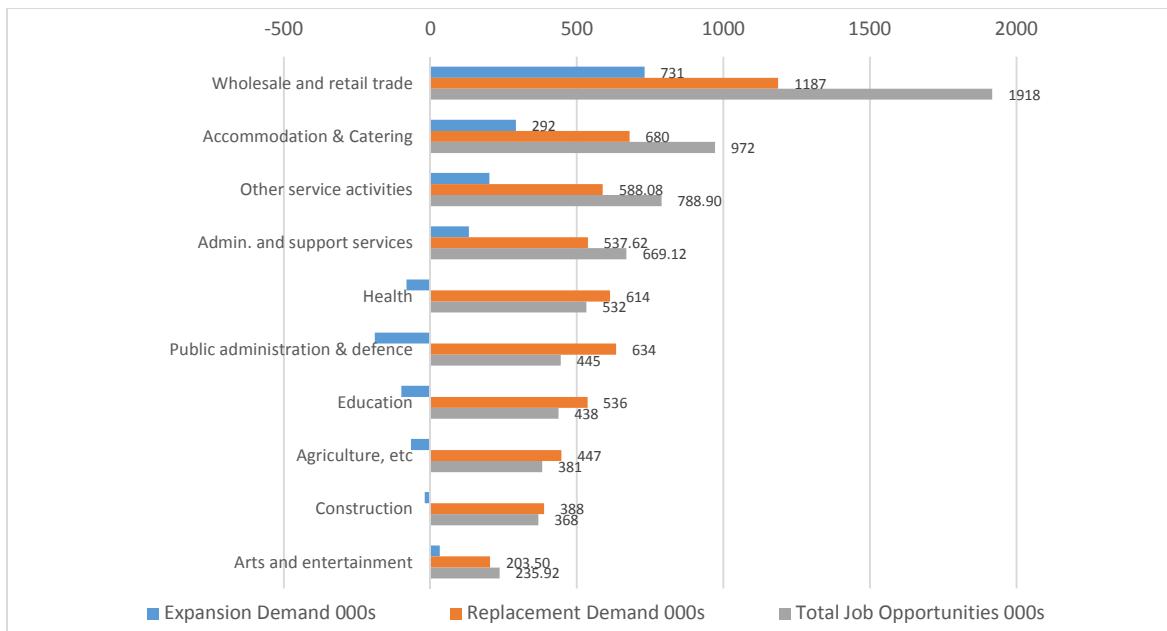
Source: Cedefop, Skills forecasts (2015) Detailed forecasting data

Figure 4 shows the employment growth forecast for selected sectors in Spain. The media and real estate activities sectors are expected to grow the fastest. The wholesale and retail trade sector leads the other sectors in terms of the absolute number of jobs creation. According to an estimate, the overall increase in employment is predicted to be as modest as 3 per cent over the 2015-25 period, implying there will be a very weak job growth momentum.⁴ However, it is important to note that the demand for skills does not come only from an increase in employment but also from the resignation or retirement of existing workers who need to be replaced (i.e. replacement demand⁵). In fact, replacement demand is considered as the main driver of skills demand in Spain in the years to come (figure 5).

Figure 5: Net employment change, replacement demand and total job opportunities (2013-25), Spain

⁴ Cedefop, Skills forecasts, 2015, Detailed forecasting data. (<http://www.cedefop.europa.eu/en/events-and-projects/projects/forecasting-skill-demand-and-supply/detailed-forecasting-data>), accessed 02 May 2016.

⁵ Replacement demand arises when some jobs become available because incumbent workers leave the workplace for various reasons (retirement, migration, etc.) and they need to be replaced.

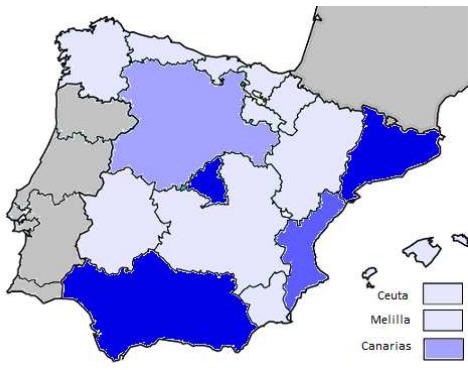


Source: Cedefop, op.cit.

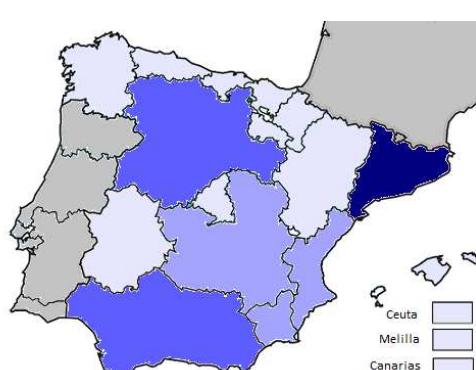
Figure 6 shows the distribution of employment of selected sectors across Spain. The lightest blue indicates a low concentration of jobs in the sector - namely less than 5 per cent of total employment in a particular sector is found in the region. The dark blue signifies that more than 20 per cent of the jobs in the sector are concentrated in the region. The maps reflect the distribution of industries across regions and imply varying skills demand across the country. Jobs concentration patterns differ by economic sector.

Figure 6: Regional distribution of employment in sectors with growth and job potential

- i. Wholesale and retail trade and repair of motor vehicles and motorcycles
- ii. Manufacture of food products



Eurostat: Structural business data (SBS) – regional data (table sbs_r_nuts06_r2).



Eurostat: Structural business data (SBS) – regional data (table sbs_r_nuts06_r2).

Lessons learned:

- If a country is to pilot quality apprenticeships, either as part of a reform of the existing apprenticeship system or as a new initiative, it is reasonable to select sectors where

strong skills demand is foreseen. Sector analysis results are useful inputs to decision making.

- Outcomes of the sector analysis were used as a basis for tripartite discussions. The employers' representatives showed a keen interest in understanding demand for a skilled labour force in growing business sectors.
- It must be borne in mind that there are methodological limitations in the sector analysis and skills needs assessment. The reliability of sector analysis outcomes is commensurate with resource inputs. It is hence important to balance the available resources and data needs.
- There are many factors that affect skills demand – some of which may not appear in the available statistical data. Future skills demand may not be accurately estimated by a mere extrapolation of the past trends. Future technological innovations or changes in trade patterns, for instance, affect skills demand.

Step 5. Tools development

In step five, the project improved or adopted existing tools - or developed new ones - to support policy-makers and practitioners who are involved in improving the apprenticeship systems. Tools include a guide to quality apprenticeships for policy-makers, technical briefs on various topics, checklists and workshop material.

Objectives:

- Develop technical tools to support policy-makers in their attempts to improve apprenticeship systems
- Share these tools so that policy-makers and practitioners in other countries may also use them

Description

As described in this logbook, the project assisted stakeholders by conducting analyses and providing technical information, facilitating social dialogue, and building the capacity of stakeholders. The project used various materials to facilitate the process and, in so doing, it improved existing materials and adapted them to meet its needs. The ILO provides technical assistance on quality apprenticeships in many countries and has therefore developed and accumulated a set of useful tools for technical assistance. This project also elaborated a number of new tools during the project implementation (listed below). These newly developed tools were used and tested at meetings and workshops, and may be used in countries beyond the project's three target countries.

The technical tools used or developed through the project include:

- A *Guide to quality apprenticeship systems*;
- Checklists on:
 - Diagnosing questions to analyse the current apprenticeship system;
 - Selected benchmarks for quality apprenticeship system (see table 2);
 - Engaging SMEs in apprenticeships.
- Briefing notes on:
 - Participation of TVET teachers and trainers in shaping quality apprenticeship and policy formulation;
 - Social stigma/attractiveness of apprenticeships;
 - Linkages between apprenticeships and tertiary education (an example from Germany);
 - In-company training and trainers.
- Workshop materials:
 - Different financing models for apprenticeships.

Lessons learned:

- Stakeholders' needs for technical assistance differ from one country to another. The knowledge level and experiences of stakeholders, the socio-economic contexts in which the apprenticeship system is embedded, and relationships among stakeholders

are all different. It is important to adapt existing tools – or to develop new ones - to meet stakeholders' varying needs.

- Although the project attempted to come up with user-friendly tools that could be used anywhere, some of them are more suitable for technical specialists who are familiar with quality apprenticeship systems. Tools help to promote interaction between technical specialists and stakeholders - or facilitate stakeholder dialogue.

Step 6. Promotion of tripartism and social dialogue

Step six promoted social dialogue and tripartism.⁶ Indeed, the project provided stakeholders with numerous occasions when they could express their needs, concerns, and ideas on apprenticeships – openly and in a constructive manner. However, this step was not included in the project activities merely to allow the stakeholders to speak freely. It was intended to provide technical inputs to ensure that dialogue was based on evidence - thereby moderating discussions, creating an open atmosphere and forging trust among the parties.

Objectives:

- Create ample occasions for stakeholder dialogues to allow a frank exchange of ideas
- Forge trust and partnerships among stakeholders in order to drive the reform process and ensure the project's sustained impact

Description:

The project facilitated and promoted social dialogue and tripartism because quality apprenticeships constitute a multi-stakeholder skills development system, which requires the stakeholders' coordination and collaboration. Apprenticeships are not only effective because they link classroom and workplace training; they also have the inputs of employers', workers' and educators' expertise, which helps to determine what training is actually needed and ways to deliver it. Communication based on mutual trust among all the parties involved is a vital component in developing or improving quality apprenticeships. It is important to bear in mind that although everyone agrees on the importance of skills development for youth and jobseekers, individual stakeholders may have different views on - and stake in - quality apprenticeships.

The project gave rise to many occasions when government officials and representatives of workers' and employers' organizations could come together and openly express their needs and concerns, as well as exchange ideas. It first conducted individual consultations with each party, so that the ILO could have an initial understanding of each party's position before it organized tripartite meetings and workshops – at which ILO staff members carefully facilitated stakeholder dialogue. The project provided technical inputs (e.g. TVET analysis, country cases, recent research findings) so that the stakeholders could discuss challenges based on facts and evidence. This process fostered better mutual understanding and trust, an enabling environment for open and constructive discussion on current issues and the ways they can be addressed, and prompted tripartite cooperation.

Some examples of topics discussed among stakeholders included:

- o Roles and responsibilities of stakeholders;

⁶ The project promoted social dialogue and tripartism throughout the project implementation process. This logbook presents it as the sixth step of project activities; however, this does not necessarily reflect the chronological order of actions taken.

- Training/employment contracts of apprentices and their working conditions;
- Negative perceptions regarding apprenticeships and vocational education in general;
- High dropout rates of apprentices;
- Assessment of skills needs and the updating of occupational profiles and training; standards
- Quality of training.

Lessons learned:

- Breaking ice among the stakeholders, and converting mistrust into trust and creating partnerships, requires patience. The facilitator's personality and skills also influence the outcome.
- Creating an open and frank atmosphere at the outset of the process helps.
- Gaining the stakeholders' trust is also important. Once the project established a reputation of being a neutral and knowledgeable facilitator, it was easier to engage stakeholders in dialogue.
- The format of stakeholder dialogue needs to be carefully chosen, depending on the objectives of the dialogue. Both formal and informal dialogue serve different purposes. In some cases, the careful planning of table settings and seating arrangement may help.
- Besides tripartite meetings, the project organized a study visit (see step 7), during which there was an informal exchange of ideas. This helped the participants form common visions of reform.

Step 7. Technical assistance and capacity building

In step seven, technical assistance and capacity building were designed and delivered, reflecting stakeholders' needs. The project delivered tailor-made workshops and training to facilitate policy learning and knowledge sharing, with a view to paving the way for the improvement of apprenticeship systems and eventually the introduction of pilot quality apprenticeships. It also organized a study visit to Germany. Tripartite stakeholders from the three target countries learned about the apprenticeship system in Germany and the mechanisms that support the training model.

Objectives

- Deliver various tailor-made workshops and training programmes to build the stakeholders' capacity so that they can continue to improve the existing apprenticeship system in their respective countries
- Offer advisory services to move the reform process forward

Description

The project assessed the stakeholders' capacity-building needs through stakeholder engagement and issue analysis (steps 2 and 3). Once the objectives for capacity building had been identified, tailor-made workshops and training were conceptualized and delivered, reflecting the country-specific contexts. The topics of technical training included:

- Features of quality apprenticeships and programme design;
- Diagnosis of challenges in the current apprenticeship system;
- Costs and benefits of apprenticeships;
- The financing of quality apprenticeships and design of incentives;
- Vocational teacher training;
- Strategic interventions to address high dropout rates;
- Ways to improve the social images of apprenticeships.

ILO specialists also took questions from stakeholders and offered advice on various issues related to apprenticeship systems.

In addition, the project organized a study visit to Germany to demonstrate how a successful apprenticeship system can work. Since the German model has been created in its own socio-economic context, drawing upon its own institutional set-ups, it cannot be replicated in the target countries. However, the benchmarking of the national systems in the target countries against the German model apparently helped the tripartite stakeholders understand the issues they face, and even inspired possible solutions that might fit into their own national contexts.

* * *

These seven steps complete the scope of the project. Further steps to improve apprenticeship systems might include: pilot quality apprenticeship programme design and implementation;

training material development; training of in-company trainers; and legislation to implement apprenticeship reforms.

Lessons learned:

- Stakeholders have different backgrounds (i.e. education, professional experience), as well as diverse views and ideas about apprenticeships. Their technical capacity also varies. Identifying key technical topics that are of common interest for capacity building requires dialogue with the beneficiaries and a careful assessment of their needs.
- The study visit contributed towards a common understanding of apprenticeships. It also allowed the participants to benchmark their current system against the German model, which appeared to help them identify the issues they faced.
- Technical assistance and capacity-building activities help stakeholders gain insight into quality apprenticeships. The following list contains some of the outcomes of capacity-building activities – bearing in mind that they are specific to a given country context and are not meant to be taken as general advice to other countries where contexts differ:
 - The linkages between school and workplace should be strengthened through joint efforts in the revision of occupational profiles and curriculum development;
 - Small and medium-sized enterprises are the backbone of apprenticeship training. They merit the attention and support of policy-makers;
 - Drafting key policy recommendations to enhance apprenticeships programmes should be a joint effort between government officials and workers' and employers' organizations, in cooperation with educators and training providers;
 - Before embarking upon the process of apprenticeship reform, it is advisable to have an initial understanding of the key principles guiding the reform (e.g. the ILO's building blocks of a quality apprenticeship system and the European Commission's forthcoming guidance included in a European framework for quality and effective apprenticeships); this would help navigate stakeholder discussions;
 - Quality of training for in-company trainers and vocational teachers is key to improving the relevance and employability effect of training. Better training attracts young people to apprenticeship training and helps to lower the dropout rate;
 - The financing aspect of apprenticeships (i.e. who pays for what) is crucial. Different cost-sharing models exist, and each of them has its advantages and disadvantages.

APPENDICES

A1. Roadmaps of project implementation in the three target countries (step 2)

Deliverable	Activities planned	Responsibilities	Timeframe
Deliverable 2.1.1: Country studies on sectors with growth and job potential for quality apprenticeships.	Draft three sector studies and present them in the target countries.	ILO to draft analysis Governments, employers' confederations, sectoral associations and chambers of commerce to provide their inputs; The project finalizes the analysis and presents it.	<ul style="list-style-type: none"> • Draft of studies: 29 March – 29 April 2016. • Sharing first draft for inputs with target countries: 2 – 31 June 2016. • Finalization of study: 31 July 2016. • Presentation of draft study during next field missions: <ul style="list-style-type: none"> ◦ Portugal: 23-27 May 2016. ◦ Latvia: 13-17 June 2016. ◦ Spain: 27-30 June 2016.
Deliverable 2.1.2: Focus group meetings with representatives of employers' and workers' organizations in each of the three countries to determine the target sectors.	Field mission to the three countries to introduce the project, gather information, and design project activities in consultation with stakeholders. Draft the inception report.	ILO and Ministry of Labour, YG coordinators, Ministry of Education, Public Employment Services, VET schools (directors, teachers and students); Chambers of Commerce, business associations, companies, Youth Council, trade unions. Update sent to EC.	October 2015 - March 2016.

<p>Deliverable 2.1.3: Technical workshops to strengthen institutional capacity with respect to the tripartite design of quality apprenticeships.</p> <p>Deliverable 2.2.4: Tripartite seminars on funding apprenticeships.</p>	<p>Prepare tailor-made workshops and send draft to countries for inputs.</p> <p>Deliver workshops.</p> <p>Follow-up on outcomes of workshops.</p>	<p>Preparation: ILO.</p> <p>Inputs for 1st workshop: Governments, employers' and workers' representatives.</p> <p>Inputs for 2nd workshop on financing: employers, chambers, business associations.</p> <p>EC will be invited to attend both workshops.</p> <p>Follow-up by ILO.</p>	<ul style="list-style-type: none"> • Preparation 21 March - 29 April 2016. • 2–20 May 2016 receive inputs on draft. • Field mission for delivering the two workshop scheduled for: <ul style="list-style-type: none"> ◦ Portugal: 23-27 May 2016. ◦ Latvia: 13-17 June 2016. ◦ Spain: 27-30 June 2016.
<p>Deliverable 2.1.4 and 2.2.1: Framework roadmaps elaborated for the selected sectors in the three target countries.</p>	<p>Developing and drafting framework roadmaps.</p>	<p>ILO in tripartite agreement with each country.</p>	<p>July – September 2016.</p>
<p>Deliverable 2.3.1: Study tours for tripartite delegations.</p>	<p>Preparation of study tour (content and logistical arrangements).</p> <p>Study tour.</p> <p>Follow-up on study tour.</p>	<p>Preparation: ILO.</p> <p>Study tour: tripartite delegation</p> <p>EC will be invited to participate in study tour.</p> <p>Follow-up: ILO.</p>	<p>1 July – 10 September 2016.</p> <p>12-16 September 2016.</p> <p>19-30 September 2016.</p>
<p>Deliverable 2.2.2: Technical tools and templates for stakeholders' use, designed in at least two sectors in two of the three countries</p>	<p>Preparation of tools.</p> <p>Field mission to countries.</p> <p>Follow-up.</p>	<p>ILO.</p>	<p>October 2016.</p> <p>October and November 2016.</p> <p>December 2016.</p>

on key elements of quality apprenticeship systems with the tripartite stakeholders.			
Deliverable 2.2.3: Workshops on programme design.	Preparation. Delivery.	ILO. All stakeholders are invited.	October – December 2016. January 2017.
Deliverable 2.3.2: Publication of technical tools.	Preparation. Publication.	ILO for preparation. ILO and EC for publication,	Ongoing. June 2017
Deliverable 2.3.3: Information on quality apprenticeships disseminated through ILO's Knowledge Sharing Platform (KSP) on skills for employment.	The information will be posted in the apprenticeship space.	ILO.	March 2016 to June 2017.
Deliverable 2.3.4: Lessons learned related to the promotion of quality apprenticeships will be published.	Lessons learned throughout the project are summarized and made available on line.	ILO for preparation. ILO and EC for publication.	March/April 2017.

A2. Agenda of consultation meetings in Portugal (step 2)

Day 1	
9:00	Meeting with ILO Lisbon Office.
9:30-14:00	Meeting with the <i>Instituto do Emprego e Formação Profissional</i> (IEFP).
17:30-19:30	Meeting with the <i>Agência Nacional para a Qualificação e o Ensino Profissional</i> (ANQEP).
Day 2	
9:30 – 12:00	Meeting with employers' representatives.
12:00 – 13:30	Meeting with trade union representatives.
14:30 – 16:00	Meeting with the Portuguese Chamber of Commerce.
16:00 – 17:30	Meeting with the Portuguese National Youth Council (CNJ).
Day 3	
9:30 – 11:30	Visit to the <i>Escola de Comércio de Lisboa</i> (Professional and Vocational Training School).
11:45 – 13:00	Visit to CECOA (Vocational Training Centre), Lisbon.
14:30 – 16:30	Visit to CENFIM (Vocational Training Centre), Lisbon.

A3. Stakeholder mapping at national and regional levels in Latvia (step 3)

National level	
Stakeholders	Roles and responsibilities with regards to TVET ⁷
Ministry of Labour and Welfare	The Ministry of Welfare is responsible for the following policy areas: Social insurance, labour market policy, labour protection, labour law, children's and family law, social assistance and social services, social inclusion and gender quality. The Ministry supports the implementation of work-based learning (WBL) and works closely together with the Ministry of Education; it is also the lead in WBL.
Ministry of Education and Science	The Ministry of Education is responsible for policy planning on vocational education and training (VET), as well as for education, science, sports, youth and state language policies in Latvia. The Ministry develops the framework regulations for VET and accredits providers, creates and updates the register of occupational profiles, and makes proposals about the allocation of funds from the state budget. It also supervises guidance and counselling services, and conducts research on the skills demands of the labour market. It appoints the heads of vocational education institutions, who are under its supervision.
National Centre for Education	The Centre is under the direction of the Ministry of Education and Science. In the area of vocational education, the Centre carries out functions such as developing content for vocational education (lower and upper secondary levels, continuous vocational training) and professional improvement. As regards state standards, the Centre develops the content and procedures for state centralized examinations; coordinates the development of study literature corresponding to vocational education standards; and implements the professional improvement of vocational teachers. The Centre is also in charge of examinations, licensing and accreditation.
State Education Quality Service	The State Education Quality Service is also under the direction of the Ministry of Education and Science, and it performs the following functions in the area of VET: it licenses education programmes (except leisure education, informal/non-formal education for adults and higher education programmes); and it evaluates the quality of vocational education

⁷ Descriptions of roles and responsibilities in TVET are based on interviews with the stakeholders and other available information. The authors acknowledge the support of Ministry of Education and Science in compiling this table.

	(with the exception of professional higher education).
State Employment Agency	The State Employment Agency (NVA) is under the supervision of the Ministry of Welfare and is responsible for implementing government policy with respect to reducing unemployment and providing support to the unemployed and jobseekers. The NVA offers consultancy services and assistance to natural and legal persons with a view to bringing down unemployment. It also provides support to the unemployed and jobseekers, as well as to national and local authorities and non-governmental organizations.
The National Tripartite Sub-Council for Cooperation in VET	The Sub-Council was founded by: the Ministries of Welfare, Economy, Finance, Justice, Agriculture, Education and Science, Regional Development and Local Government Affairs; the Free Trade Union Confederation of Latvia (LBAS); and the Employers' Confederation of Latvia (LDDK). The main tasks of the Sub-Council are to review the drafts of state development plans and of legislation in the areas of vocational education, human resource development and employment, and to draw up proposals for improvements in educational programmes and occupational standards.
State Education Development Agency	The State Education Development Agency is in charge of managing the European Social Fund (ESF) project on developing a sectoral qualifications system to increase the efficiency and quality of vocational education.
Free Trade Confederation of Latvia	The LBAS is a national-level social partner, representing approximately 100,000 workers (it unites 13 per cent of all Latvian workers). The Confederation supports the establishment and coordination of sectoral expert councils in: creating sectoral qualification standards, in accordance with the European Qualifications Framework (EQF); making new occupational standards for the main professions, according to labour market needs; establishing a module approach in VET; and improving the content and examination procedures in VET.
Employers' Confederation of Latvia	The LDDK is the largest organization representing employers in Latvia. Its members employ 42 per cent of Latvia's employees. It was established in 1993 and works in close partnership with the Parliament, the Cabinet of Ministers and the LBAS. The Confederation is tasked to: study the existing WBL pilot and be one of the main partners for implementation; discuss proposals for organizing and implementing WBL and involve key partners in vocational education; use media campaigns to promote WBL and good practice; hold a closing project conference at which partners may discuss the common challenges and solutions of the Baltic States; and further joint development in WBL.

Latvian Chamber of Commerce and Industry	<p>The Chamber of Commerce and Industry (LCCI) represents 1,500 micro, small, medium- and large-sized enterprises, as well as 62 sectoral associations. Membership is voluntary.</p> <p>LCCI is the largest non-governmental organization in business, bringing together individual companies, industry associations, city business clubs, and other business unions. LCCI represents the interests of entrepreneurs in state and regional institutions and offers services to ensure well-functioning companies in an excellent business environment. The LCCI works in the areas of: the business environment; competitiveness between companies; and exports.</p>
German-Baltic Chamber of Commerce	<p>The German-Baltic Chamber of Commerce in Estonia, Latvia, and Lithuania (AHK) is the official representative of German businesses in the Baltic States. One of the AHK's most important tasks is to consult German and Baltic businesses when entering the Baltic or German markets and to give support in creating new business ties. Latvia belongs to one of the countries participating in the Chamber's VETnet, a German worldwide network for cooperation on work-based vocational education and training to promote pilot projects in the field of VET, including WBL.</p>

Regional level

Stakeholders	Roles and Responsibilities
Convents' councils	<p>Convents (collegial advisory bodies) were established in January 2016 and promote VET development in line with labour market needs at the institutional level. They are composed of heads of VET institutions, representatives of local government and the Ministry of Education and Science, and employers. Convents make proposals regarding the development strategy of VET institutions, and cooperate with local enterprises and governments to ensure students' training placements and WBL opportunities.</p>
Vocational education competence centre of Riga Technicum	<p>The Riga Technical School "Riga Technicum" is a public educational competence centre with the structural unit of a vocational secondary school. It is under the supervision of the Ministry of Education and Science and has about 2,300 students from regions throughout Latvia, with a total of 140 teachers. The school has nine study programmes at the first level of professional higher education (fourth professional qualification level). Ten secondary vocational education programmes (third professional qualification level) are offered in power engineering, programming, computer systems, electronics, telecommunications, administrative and secretarial services (secretary), automotive transport, woodwork and metalwork.</p>

Vocational education competence centre of Ogre Technicums	<p>The vocational education competence centre of Ogre Technicums offers eight WBL programmes for: food service specialists, hospitality services specialists, confectioners, furniture joiners, woodworkers, electronics technicians, forest machine mechanics and forest machine operators.</p> <p>The school offers secondary vocational education for about 900 students, and some are given the opportunity to take the professional qualifications high-school graduates track. In addition, lifelong learning activities are offered in cooperation with the State Employment Agency.</p>
Sectoral expert councils	<p>The sectoral expert councils consist of representatives from: the relevant sectors; the Ministries of Education and Science, and of Economics; the LDDK; and the LBS. Sectoral expert councils are involved in: (1) assessing student enrolment plans in initial vocational education programmes; (2) evaluating infrastructure development projects for VET schools to ensure they comply with current labour market needs; (3) defining main professions, related professions, and sectoral specializations for building new modular programs in VET, as well as developing the national VET qualifications framework; (4) accrediting VET programmes and institutions, as well as qualification exams; and (5) promoting WBL and traineeship opportunities.</p>
Sectoral Association of the Chemical and Pharmaceutical Industry	<p>Latvia's chemical and pharmaceutical industry is one of the most competitive sectors in the country, comprising of firms that produce industrial chemicals as well as pharmaceuticals. Chemical production in Latvia is currently one of the largest manufacturing industries exhibiting steady growth rates within the manufacturing sector and accounts for approximately 8 % of the total value added to manufacturing. The country produces and exports a diverse array of pharmaceuticals and chemical goods, from anti-influenza medicine to petrochemicals to household chemicals and paints. The core export markets are EU countries and Russia. The associations are keen to participate in work-based learning programs.</p>
Sectoral Electrical Engineering and Electronics Industry Association	<p>The Latvian Electrical Engineering and Electronics Industry Association is an independent, voluntary and non-governmental public organization founded in 1995. The Association unites companies, research and educational institutions operating in Latvia. Their activities are related to the electronics and electrical engineering industry, and the information and communications technology industry. The Association is engaged in WBL programmes and may be considered as one of the founding and leading associations that support the implementation of these programmes.</p>

A4. Summary outcomes of sector analyses (step 4)

Outcomes of the sector study in Latvia: The fastest growing sector in Latvia is the services industry, especially the information and communications branches of the sector - which have recovered from the economic crises and are expected to grow even more. However, due to replacement needs, the demand for quality apprenticeships may also come from other sectors such as wholesale, agriculture or retail trade, which cover about a quarter of the country's total value added. As a result of focus group meetings with unions, business associations and chambers, it would seem that the logistics, IT, forestry, pharmaceutical and chemical industries demand skilled workers.

Outcomes of sector study in Portugal: The main driver of new employment opportunities in Portugal is expected to be the services industry. In many service sectors, overall employment grew even in times of economic recession, when total employment in Portugal dropped significantly. However, skills demand will arise to a large extent because of replacement needs in the wholesale sector and the retail trade. The agricultural sector is expected to generate the highest number of job opportunities as a result of replacement demand. Related sectors with replacement demand are warehousing and support services for transportation. The fastest growing sectors were identified as being: accommodation, food, and digital and accounting services. Focus group meetings with unions, business associations, and chambers revealed that there was a strong demand for skilled labour in the areas of water and sea management (including fisheries), logistics, shipping and tourism. Leather shoes and the IT sectors remained stable despite economic turbulence in recent years.

Outcomes of sector study in Spain: The key sectors of the Spanish labour market are wholesale, retail trade, accommodation, and food services. Overall employment in Spain had been declining since 2008 until it started picking up recently. Consequently, the main driver of skills demand will not be sectoral expansion but the need to replace workers who will leave their jobs. During the focus group meetings, the social partners identified the tourism and automotive sectors as key sectors to pilot dual training programmes. They also referred to the fact that small and medium-sized industries (SMEs) account for 80 per cent of employment, and they are active in new growth sectors such as real estate, legal and accounting, food and beverage services, computer reparation, and the wholesale and retail trades. The employers' confederation also hinted that the manufacturing industry might be a potential growth area. Despite the sharp decline in recent years, the manufacturing of basic pharmaceutical products and food products has experienced a new boost - and it requires a skilled labour force.

A5. Workshop material on financing apprenticeship schemes (steps 5-7)

This section presents three country models (Canada, Denmark and Germany) of financing and incentivising apprenticeships. These summary cases were used in workshops on financing apprenticeships in order to promote tripartite discussions on appropriate financing models suitable to their country contexts.

1. Denmark: the Employers' Reimbursement Fund⁸

The Danish apprenticeship model has three main funders:

1. **Employers** pay the salary of apprentices and in-company trainers.
2. **The Employers' Reimbursement Fund** compensates the company when an apprentice is in a VET school.
3. **The Ministry of Education** funds VET schools, and the **Ministry of Labour** may offer subsidies for companies that train young people.

1. Employers pay the salary of apprentice and in-company trainers

- **How high is an apprentice's salary?** The wages range between DKK 8,000 (€ 1,200) and DKK 12,000 (€1,600) per month depending on the branch of industry. The wages are usually progressive and correspond to the student's average productivity during the training; they cover reasonable living costs. The salary is spelt out in a collective agreement between employers and trade unions.
- **Why do employers pay a salary?** Since employers are among the main beneficiaries of training young people, they see this type of training as a profitable investment in skilled workers.
- Companies finance **In-company trainers**, and occasionally they fund the training of VET teachers by arranging for a short-term detachment.

2. The Employers' Reimbursement Fund/training levy

- **Who pays?** All private and public employers (both those who train and those who do not) pay a fixed annual amount to the Employers Reimbursement Fund/training levy that is managed by the ATP - the National Social Security Provider. The yearly contribution is set at around € 400 per employee
- **What do employers get out of the fund?**
 - Employers receive a refund of the apprentice 's salary when he or she is at VET school, and a bonus for additional apprenticeship agreements;
 - The fund covers a contribution to students' travel costs;
 - The fund can support companies with subsidies when economic conditions are unfavourable.

3. Ministry of Education and Ministry of Labour

⁸ 51 per cent of young people enrol in a VET programme in Denmark.

- **On what scale do these Ministries pay?** Both Ministries pay for the apprenticeship programme on the basis of a so-called taximeter system, i.e. funds are allocated to the heads and boards of the VET schools according to the number of students enrolled in school per year.
- The **Ministry of Education** covers **educational expenses** such as teachers' salaries, training of teachers, materials and textbooks; and **general expenses** such as administration and management costs, facilities (such as rent, maintenance and facility services) and the running of student hostels.
- The **Ministry of Labour** pays for **additional subsidies** such as: the training of young people with special needs who require additional pedagogical support; the training of adult apprentices; experimental activities and projects; and the initiation of new programmes.

2. Germany

No incentives provided in the German apprenticeship model

Vocational education and training (VET) incur costs borne jointly by businesses and the state. Despite this, the German model does not offer incentives in the medium to long-term, as all three parties benefit from apprenticeships for the following reasons:

- ✓ The economy benefits from securing highly-qualified skilled workers; keeps a good public image; remains competitive with the high productivity of skilled workers; saves recruitment costs when taking on apprentices at the end of training; generates trust and identity; and shares company values with apprentices.
- ✓ Young people benefit from higher salaries and social security; a reduced risk of unemployment; solid skills recognition; and a smoother transition into the labour market.
- ✓ The state benefits from higher tax revenues; reduced spending in the social insurance system; and a stable institutional setting. Furthermore, it saves costs on employment programmes such as active labour market policies (AMLPs).

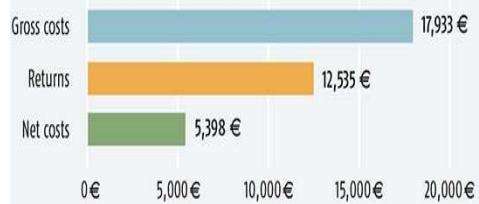
What is the breakdown of gross costs per apprentices and year by cost categories in Germany?

EUR 17,933 Average gross costs per apprentice and year in TOTAL	
EUR 11,018 (62%)	Apprentices' labour costs account for the largest share of apprenticeship training costs and are composed of the gross training wages of apprentices along with voluntary and statutory social benefits.
EUR 4,125 (23%)	Labour costs for training staff, costs for fees, travel and overnight stays.
EUR 925 (5%)	Investment and material costs, plus the costs of any training workshops or in-company teaching.
EUR 1,866 (10%)	Chamber fees, costs for external training courses and administrative expenses involved in the provision of VET.

Apprentices do not solely generate costs. With their work, they contribute to the production of goods and services. From the productive inputs of apprentices, companies

generate **returns** amounting to an average of EUR 12,535 per apprentice. Accordingly, the net costs are EUR 5,398. Figure 1 shows that the gross costs per apprentice amount to an average of EUR 17,535.

Figure 1: Gross costs per apprentice.



Source : Federal Institute for Vocational Education and Training (BIBB), CBC-2013.

What are further benefits for companies?

The risks of an inappropriate placement of employees and fluctuation are considerably lower for skilled workers trained internally than for people recruited via the job market.

Performance differences between internally trained skilled workers and those recruited via the job market. Internally trained workers have a better understanding of the company's working processes and its production and service programme.

The company's public image is improved, particularly amongst customers and suppliers. Apprentices contribute to the company's production - with a new impetus and innovation.

The employers' influence in apprenticeships is very high throughout the apprenticeship period. For instance, they co-design the training curriculum, propose new training courses, reform traditional ones and participate in negotiations at national, regional and local levels.

3. Canada: Incentivising apprenticeships by tax credit

A tax credit is an amount of money that a taxpayer can subtract from the amount of tax that they owe to the government. Governments provide tax credits to incentivise certain actions from taxpayers such as investment, job creation, starting a business, buying an energy-efficient car and so forth. Unlike a skills levy, which is imposed on employers, tax credit (i.e. the government gives up part of its tax revenue) is financed by general tax and thus shouldered by all taxpayers.

Canada provides **Apprenticeship Job Creation Tax Credit (AJCTC)** to employers who hire and train apprentices amounting up to CAD 2,000 per year per eligible apprentice during the first 24 months of apprenticeship. The Canada Revenue Agency administers the incentive scheme.

Eligibility conditions

- Businesses have permanent establishments in Canada;
- An apprentice is in a prescribed trade;

- The training agreement or contract of apprenticeship has been registered with a federal, provincial, or territorial government under an apprenticeship programme designed to certify or license individuals in the trade.

Amount of tax credit

The tax credit amounts to 10 per cent of the eligible salary and wages payable to eligible apprentices. The maximum amount of tax credit per apprentice per year is CAD 2,000. Employers can claim the AJCTC by filling in the form (see an excerpt of the tax credit claim form in Figure 1). Any unused credit may be carried back 3 years and carried forward 20 years.

Figure 1. Tax credit claim form (excerpt)

Apprenticeship Job Creation Tax Credit (AJCTC)

If your apprentice works for you and also works for a related employer as defined under subsection 25.1 (2) of the Act, all related employers have to agree in writing that you are the only employer who will be claiming the apprenticeship job creation tax credit for this tax year for each apprentice whose contract number, social security insurance number (SIN), or name appears below.

For each apprentice in their first 24 months of the apprenticeship, enter the apprenticeship contract number registered with Canada, or a province or territory of Canada, under an apprenticeship program designed to certify or license individuals in the trade. If there is no contract number, enter the SIN or the name of the eligible apprentice. Then, enter the name of the eligible trade and the eligible salary and wages payable in the year in respect of employment after May 1, 2006. The credit is 10% of the total of the amounts in Table 1, column 3. Attach a note if more space is required.

Table 1 – Calculation of total Apprenticeship job creation tax credit

	1 Contract number (SIN or name of apprentice)	2 Name of eligible trade	3 Eligible salary and wages payable in the year, or \$20,000, whichever is less	X 0.10 = _____
1				
2				
3				
To apprenticeship job creation tax credit (Total of amounts in column 3)				X 0.10 = _____

Source: Canada Revenue Agency (<http://www.cra-arc.gc.ca/tx/ndvds/tpcs/ncm-tx/rtrn/cmpltng/ddctns/lns409-485/412/jctc-eng.html>, accessed on 11 May 2016)

A6. Technical brief on vocational teacher training (Step 5)⁹

Participation of TVET teachers and trainers in the shaping of quality apprenticeship and policy formulation

The participation of TVET teachers and trainers in the decision-making process contributes to improving the quality of the system and adds significantly to the professional motivation of the teaching and training staff:

Effective participation in designing new teaching and learning programmes goes to the core concept of involving teachers as professionals, since they often know what will work best in meeting the particular skills needs for student populations in relation to occupational profiles in their own TVET schools, classroom environments, and the vital networks with employers and unions, parents and local school authorities/municipalities (Axmann et al. 2015, p. 9).

The Organisation for Economic Co-operation and Development (OECD) conducted a study on TVET innovation in 2010. The authors claim that drawing on the insights of frontline actors such as teachers, trainers, learners and business leaders will help generate new ideas and approaches, as well as encourage innovations in institutions and programmes.¹⁰

Vocational teacher training systems for quality apprenticeships

Contemporary training systems in quality apprenticeships for TVET trainers face a multitude of challenges. These include unstable financing mechanisms, the lack of a coherent training structure, outdated curricula, mismatches between TVET programmes and labour markets, difficult working conditions, and the lack of meaningful social dialogue in the sector. This information brief enumerates and brings recent evidence to tackle these challenges, and outlines a holistic approach to addressing them. Four pillars and 12 key elements of high-quality teacher training systems are presented and discussed briefly - a framework that comprehensively defines high-quality training practices and provides a concrete foundation upon which to build and improve system effectiveness. The brief concludes with five key policy messages that can effectively enhance TVET teacher training systems.

Teachers and trainers in TVET: Current issues and challenges

Challenge 1: Financing challenges – In the light of the financial crisis and its unstable recovery, TVET financing remains a challenge. Many countries are turning to new funding models, such as public-private partnerships (United Kingdom), performance-based finance (Bangladesh), cost-recovery, and other demand-driven means of service delivery. The implications of these innovative financing tools for TVET teacher training systems are not entirely clear, but they do open up overall TVET funding to more market-based mechanisms that should be closely monitored.

Challenge 2: Teacher training – TVET teacher training is very often expected to be something that may be “picked up on the job.” Approaches to training can often be ad-hoc, incoherent and outdated, with irrelevant curricula and no clear career paths or stages of training for

⁹ This section is based on the following paper: M. Axmann, A. Rhoades and L. Nordstrom: *Vocational teachers and trainers in a changing world: the imperative of high-quality teacher training systems*, Employment Working Paper No. 177 (Geneva, ILO, 2015).

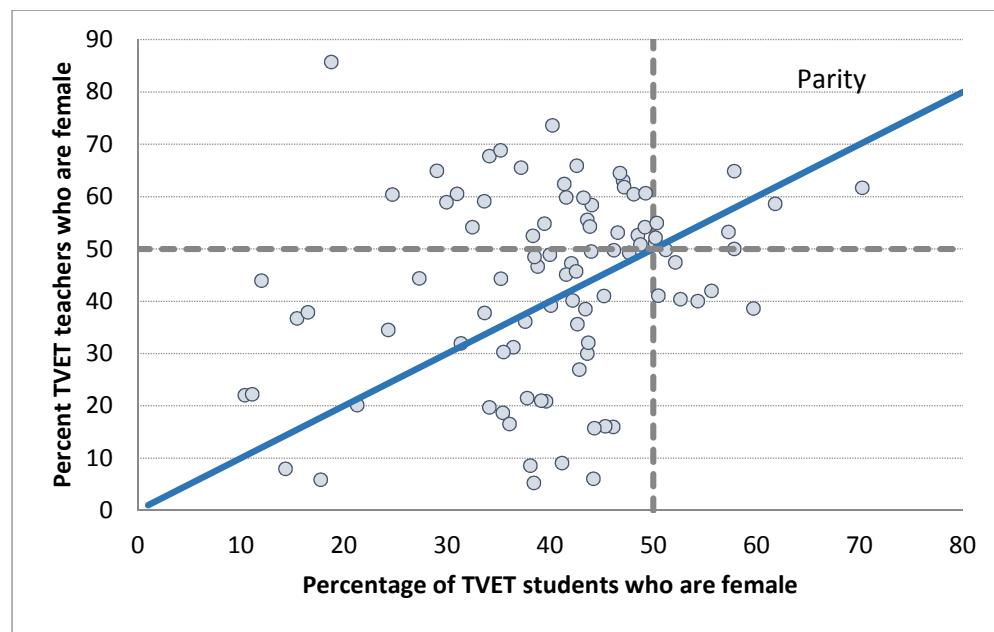
¹⁰ OECD: *The OECD Innovation Strategy, Getting a head start on tomorrow* (Paris, OECD, 2010).

teachers and trainers. Thus, the gap continues to grow between TVET teachers and trainers and the real requirements of TVET students. In a highly dynamic sector such as TVET, teacher training should rather be characterized by innovation and driven by technology, particularly when it is focused on preparing teachers and trainers for quality apprenticeships.

Challenge 3: Skills-training mismatch – Traditional competency-based TVET puts more emphasis on technical skills, whereas many employers today place equal importance on the future recruits' soft skills such as communication, problem-solving and collaboration skills. A shift in focus from largely technical knowledge to these '21st-century skills' requires innovations in pedagogical approaches. Vocational teachers, particularly in quality apprenticeships, need to be provided with the pedagogical tools and supportive professional development opportunities to help their students meet these changing employer expectations.

Challenge 4: Employment and working conditions – Teacher shortages are well-documented at the primary level, but stagnant recruitment patterns extend also to secondary and TVET levels, particularly in low-income countries. While demand-driven mechanisms may, in theory, match supply with need, it is not entirely clear that this is the case when it comes to quality teacher training for quality apprenticeships. Gender equality, both in teacher recruitment and remuneration, remains a concern. Figure 1 shows that the majority of countries with recent data have a lower proportion of female TVET teachers than male. The increased frequency of market mechanisms within TVET is likely to create a higher level of diversity within remuneration packages, both between and within countries.

Figure 1. Percentage of female students and female teachers in national TVET systems, 90 countries

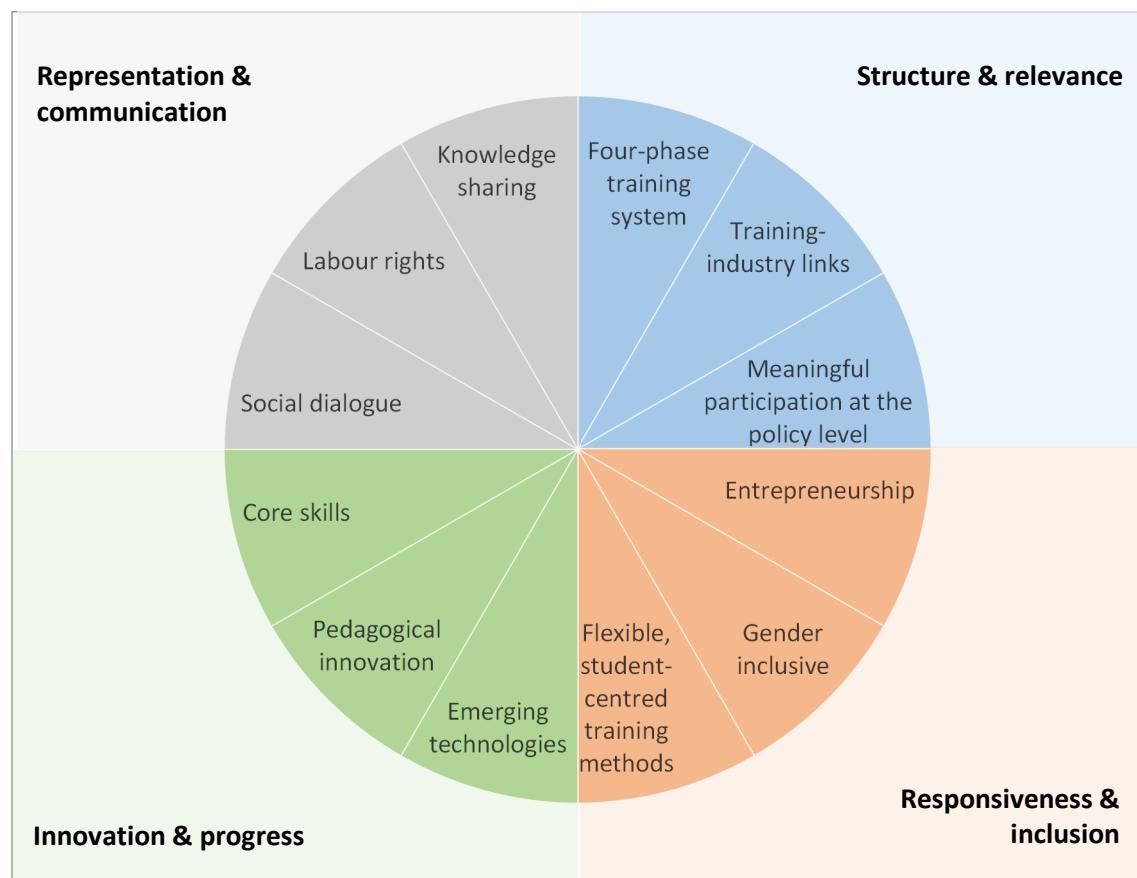


country evidence shows that human resource policy development is something that is ‘done to’ teachers and trainers, rather than in collaboration with them. Human resource-related reform movements in TVET, inclusive of - but not limited to - classic terms and conditions of work (e.g. remuneration, workload), need to be supported from the bottom-up and should therefore include teachers and trainers in negotiating policy solutions.

Four pillars and 12 key elements of vocational teacher training systems: Ensuring excellence in quality apprenticeship programmes

In the light of the challenges outlined above, a TVET teacher training system requires a holistic approach to ensure that teachers can dispense training in quality apprenticeships – one that comprehensively defines high-quality training practices and provides a concrete framework for maximizing impact. An effective TVET system includes four essential pillars and 12 key elements, as shown in figure 2.

Figure 2. Four pillars and 12 key elements of teacher training systems



Pillar one: System structure and relevance

Effective teacher training systems are those that have a meaningful structure. They train recruits in accordance with good practices and in ways that are both coherent with and relevant to local labour market contexts. In addition, close training-industry linkages and the meaningful participation of teachers and trainers in policy design and reform are indispensable characteristics of contemporary teacher training systems.

Key element one: Does the system provide four distinct phases of training for teachers and trainers (initial training, requisite non-academic work experience, pre-service training and continuous professional development)?

Key element two: Does the system actively encourage and facilitate the creation of close linkages between training and industry?

Key element three: Are teachers and trainers empowered to participate in TVET system design and reform meaningfully?

Box 1: SENAI's development of teachers, technicians and managers in Brazil

Brazil's National Service for Industrial Apprenticeship (SENAI) recognizes that the development of teachers, technicians, and managers in TVET is an essential part of modern vocational programmes. As such, teacher-training programmes offer pre-service and professional development courses that comprise technical aptitude and pedagogic expertise. SENAI promotes the continuous evaluation and training of TVET teachers by:

- Implementing "Strategic Planning", which includes a BSc system and a PDCA in the classroom.
- A programme to increase the quality of education that comprises: 1) pedagogic programmes; 2) e-learning programmes for teachers; 3) skills-oriented educational programmes; and 4) continuous evaluation of performance of students and of the teaching-learning process.
- Digital inclusion -This programme aims at ensuring computer literacy and access to communication media, software, and applications.

Source: www.senai.br

Pillar two: Responsiveness and inclusion

Students in TVET systems of quality apprenticeships are not identical or replaceable widgets on a linear production line of learning; they are, rather, dynamic individuals with diverse needs and backgrounds. As such, differentiated learning strategies and inclusive programmes that respond to student needs are essential characteristics of modern educational systems. Moreover, these actions are necessary to extend educational and social rights to all persons, including those with disabilities. Entrepreneurship education and equipping students with the business and management skills necessary to participate in local markets, are key here.

Key element four: Is entrepreneurship education included in quality apprenticeships?

Key element five: Are teacher training systems in TVET gender-balanced and inclusive?

Key element six: Are flexible, student-centred approaches used to address specific training?

Pillar three: Innovation and progress

In order to remain relevant to market demand and technological changes, teacher-training systems for quality apprenticeships should incorporate innovative practices, both in course content and instructional pedagogy, into existing programmes. Teachers must be exposed to and trained to utilize emerging technologies in the classroom through systematic and continual professional development. In addition, the concept of innovation should extend to pedagogical practices in the classroom; teachers and trainers should be encouraged and supported as they incorporate instructional methods to meet the needs of trainees and integrate emerging technologies into curricula in new ways. Innovative partnerships between

training institutions and industry are also key mechanisms for acquiring practical knowledge and experience.

Key element seven: How readily do training systems adapt to emerging technologies and innovations in the workplaces of apprenticeships?

Key element eight: Are pedagogical innovations incorporated into skills development?

Key element nine: Does the training system focus on core skills of TVET teachers and trainers?

Box 2 Adapting innovation and technology to TVET training, the Netherlands

In the Netherlands, emerging technologies and innovations are incorporated into a structured system of teacher training through the use of industry experts as guest teachers in TVET classrooms. These experts are invited to training centres to share the latest innovations and technology being utilized in the workplace.

Source: ILO, 2012b¹¹

Pillar four: Social dialogue

Social dialogue is a central tenet of the ILO and is essential for establishing educational policies and practices that meet the needs and concerns of all stakeholders. It is a positive means by which to develop collaborative solutions to common problems and issues and, by definition, engenders cooperative working relationships between diverse groups of actors. Social dialogue, as conceptualized by the ILO, is understood to mean all forms of information sharing, consultation and negotiation between educational authorities, public and private, and teachers and their democratically elected representatives in teachers' organizations.

Key element ten: Are venues for dialogue among social partners 'on' and 'in' teacher training effectively established?

Key element eleven: Is awareness raised among teachers and trainers about labour market inequalities and their labour rights?

Key element twelve: Are networks for knowledge-sharing among teachers and trainers developed and maintained?

Enhancing quality apprenticeships teacher training systems: Key messages (five)

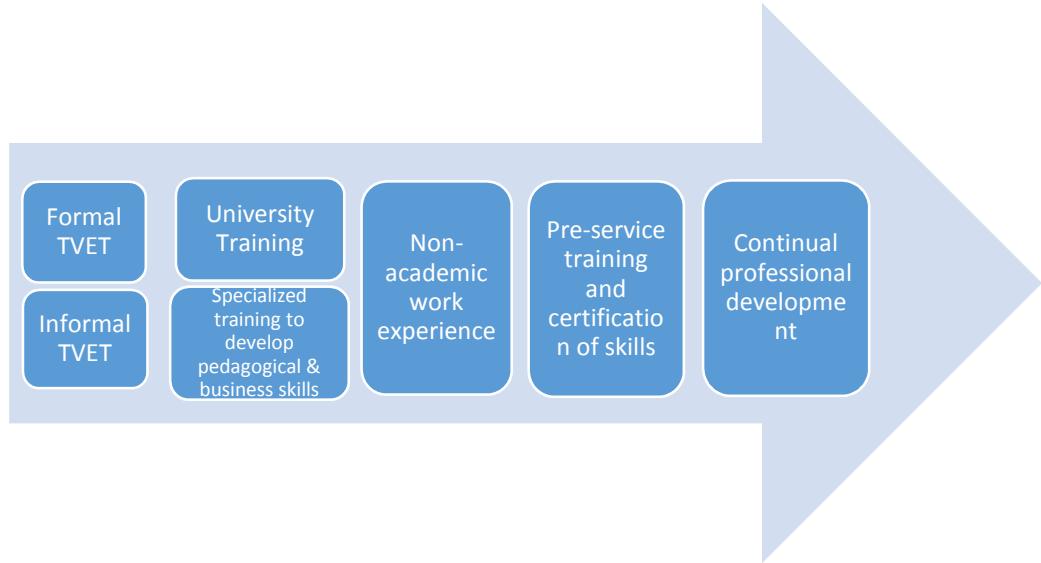
Key message one: Quality teacher training systems are key to quality apprenticeship programmes and relevant outcomes

TVET is widely seen to be a critical part of the solution to the global jobs crisis and the key to national economic recovery strategies following on from the financial crisis of 2008. Targeted programmes, specifically in quality apprenticeships and coherent with general education systems, can help address these new societal challenges by bringing together aspects of skills development for employability, broader aspects of lifelong learning and general education for all citizens. Therefore, national training systems

¹¹ *The Social Partners and Vocational Education and Training (VET/MBO) in the Netherlands: a schematic overview*. Gijsbert van Liemt

have an important role to play in preparing teachers and trainers to act not only as subject-matter experts but also as professional pedagogues within the apprenticeship classroom. Quality teacher-training systems are those that employ a relevant balance between pre-service and in-service training, theoretical and pedagogic preparation, as well as continual professional development and support mechanisms.

Figure 3. Training framework for TVET trainers in quality apprenticeships



Key message two: Employ a ‘systems’ approach in teacher-training systems for quality apprenticeships

Most personnel policy interventions in TVET apprenticeships tend to be narrowly targeted towards single elements of teacher-training systems. However, the key elements of these systems - as conceptualized above - do not function independently, but rather collectively as an inter-dependent matrix. Policy interventions that target one key element of teacher training will certainly carry implications for others, or may indeed address numerous elements simultaneously. It makes sense, therefore, to employ a ‘systems’ approach to teacher-training systems: to reflect upon how key elements of teacher training interact and relate to each other; and to consider how interventions may potentially impact both targeted and non-targeted elements alike.

Key message three: Employ the four pillars and 12 key elements to assess national teacher training systems

Beyond a theoretical conceptualization of high quality teacher-training systems, the four pillars and 12 key elements are also designed to serve as a self-assessment rubric against which countries may evaluate their teacher-training systems and thereby identify areas for interventions.

Key message four: Strengthen social dialogue mechanisms for meaningful systemic reform

One of the strengths of successful demand-driven schemes in vocational education and training is the participation of social partners in the design and implementation of programmes. Involving employers and trade unions in assessing the rapidly changing requirements of labour markets and designing programmes is necessary to TVET system responsiveness, particularly when it comes to quality apprenticeships.

Key message five: Utilize knowledge-sharing networks for inter- and intra-national exchange

Knowledge-sharing networks and information exchange between practitioners can play a vital role in allowing trainers to exchange ideas on quality apprenticeships. Examples include: curriculum design; integrating new technologies; receiving feedback; sharing programme experiences; and developing connections with fellow practitioners. These networks may take the form of simple exchanges of information within a targeted process of social dialogue on TVET reforms or more formal global, regional, national or sub-national mechanisms.

Summary

Teacher-training systems for quality apprenticeships face no shortage of contemporary challenges. These include: constricted government budgets and new demand-driven finance models; incoherent approaches to teacher training and limited career advancement; mismatches between training provision and labour market demand; changes in employment and working conditions (including persistent gender discrepancies); and little constructive social dialogue. These challenges hold significant implications for quality apprenticeship teacher-training systems, as well as for the types of skills teachers themselves should have. This brief identifies a number of key messages to address these challenges and to strengthen vocational teacher-training systems: Enhance the quality of teacher training systems; employ a holistic 'systems' approach to teacher training; rigorously assess training systems; strengthen social dialogue to promote meaningful reform; and utilize knowledge networks to share innovations and best practices.

Key ILO resources

M. Axmann et al.: *Vocational teachers and trainers in a changing world: The imperative of high-quality teacher training systems*, EMPLOYMENT Working Paper No. 177 (Geneva, ILO, 2015).

J. Knapp: *Competency-based training: A handbook for technical and vocational training institutions (TVET) in the Arab region* (Beirut, ILO, 2013). Unpublished.

ILO: *Teachers and trainers for the future: Technical and vocational education and training in a changing world* (Geneva, ILO, 2010).

--- *Handbook of good human resource practices in the teaching profession* (Geneva, ILO, 2012a).

--- *The Social Partners and Vocational Education and Training (VET/MBO) in the Netherlands: a schematic overview*. Gijsbert van Liemt (Geneva, ILO, 2012b).

ILO/UNESCO: *Recommendation concerning the status of teachers* (Geneva, ILO/UNESCO, 1966).

A7. Agenda of the study to Cologne/Bonn (step 7)

Times	Monday 19.9.	Tuesday 20.9.	Wednesday 21.9.	Thursday 22.9.	Friday 23.9
Morning	13h Arrival of participants at Dusseldorf Airport 15h Arrival of participants in Bonn and check-in at hotel 15h30 Lunch in Bonn	9h-12h VET school Du Mont in Cologne Meeting with apprentices, director and head of departments	8h-9h carpentry company Kolb in Bonn	9h-11h VET school Bonn Duisdorf	9h-11h Discussion with ILO specialists Bonn
Lunch		13h Lunch in Cologne	13h15 Lunch in Bonn	13h30 Lunch in Bonn	
Afternoon		14h-15h District government of Cologne, department for VET	14h-16h Trade unions Verdi and DGB in Bonn	15h-16h Confederation of German Employers' Associations	
	17h00-18h30 Federal Institute for Vocational Education and Training	15h30-17h00 Vocational Information Centre of Cologne, Public Employment Service	16h-19h Free afternoon in Bonn	16h-19h Free afternoon in Bonn	
Evening	19h Official dinner with German Federal Ministry of Education	18h Joint dinner	19h Joint dinner with trade unions and employers' association	19h Joint dinner	

A8. Technical brief on enhancing the attractiveness of apprenticeships (step 7)

Social stigma and attractiveness of apprenticeships

In many countries across the world, TVET faces social stigmatization. This is even more the case for apprenticeships associated with “manual” activity - often regarded as less desirable or of “inferior” quality in comparison to TVET training that is delivered in a school-only setting. In addition, apprenticeships are often offered as an option for young people who faced academic challenges following classroom-based schooling. Therefore, parents and students often prefer higher education or school-based vocational education.

The low social status of TVET may be attributed to a combination of different inter-related reasons and misconceptions:

- **Lack of career guidance:** Young people tend to base their career choices on the expectations of family and society, without having the opportunity to reflect properly on their interests and aptitudes or the skills needs and earning opportunities in the labour market. Advice from family members and friends may be based on limited observations.
- **Lack of career and progression opportunities:** In many countries, TVET is considered a “dead end”, without possibilities for further career development and progression into higher education. In countries where these possibilities exist, TVET (including apprenticeship) has a higher social status, and more young people opt for TVET as a (first) career step.
- **False perceptions about company-based training:** School achievements tend to have a higher social status, while on-the-job training is recurrently considered to be for “under-achievers.” People may not be fully aware of the methodological advantages inherent in structured in-company training, or of the value of a first work experience acquired during an apprenticeship.

Measures to increase the attractiveness of apprenticeships

While this is not a comprehensive list, the following measures may help to reduce the social stigma of apprenticeships. Depending on the national context, some measures might be more effective than others. The success of those measures will also depend on the use of adequate information and communication strategies to reach a critical mass. Awareness-raising campaigns require easy-to-understand information material and use adequate media, including social media and websites that are popular among youth. Similarly, information needs to be tailored to different target groups, e.g. youth, their families, schoolteachers, career counsellors and other relevant actors and youth influencers.

Career guidance: Career guidance services can play a vital role in helping young people understand their professional interests and aptitudes, as well as the labour market and available training pathways to a fulfilling career. Career guidance can be delivered through many channels and modalities. Job Centres, schools, private or public counselling services, company visits with trial workshops, the internet or social media are just some of the options. Providing information on apprenticeship training can reduce stigma and increase the social acceptance of apprenticeships.

Nationally recognized certificate: Nationally recognized skills certification is crucial for boosting the appeal of apprenticeships. A valid skills certificate that corresponds to national skills standards, which is recognized by employers, assures apprentice-graduates that their qualifications will be valued in the labour market. Apprenticeships tend to have nationwide “standing” amongst employers in countries with unified certification. However, in the case of certificates that have limited geographical validity or encounter problems concerning recognition, the value of the qualification is undermined and graduates may encounter difficulties in finding or changing jobs.

Career options and pathways into higher and further education: If the educational system provides only limited or no options for progression into higher education or further training, the apprenticeships will be considered as a “dead end” and fail to attract a large number of qualified applicants. In a “permeable” system, where progressing and shifting both ways between vocational and academic streams is possible, apprenticeships can act as a “stepping stone” for building a career. Young people might be more willing to opt for an apprenticeship if they know that they will still have multiple possibilities for career development at a later stage, in particular if it includes the option of progressing into higher education. More “permeable” TVET systems therefore increase the acceptance of apprenticeship as a (first) career step.

Good labour market prospects: The prospect of finding a stable job significantly increases the appeal of any training programme. Employers frequently use apprenticeships as a recruitment strategy to meet anticipated skills needs in their companies. Whether an apprentice stays with his/her training company depends on the company’s needs and its satisfaction with the apprentice’s work performance during the apprenticeship. While hiring apprentices once an apprentice has completed his/her training is not compulsory, it is important that offers of apprenticeship positions reflect employers’ needs for skilled-workers in the near future.

Salary and benefits: One attractive feature of an apprenticeship scheme is the salary and benefits that apprentices earn, although apprentices’ salaries are often a percentage of the minimum wage or only an allowance. A compensation package not only provides apprentices with an initial income but also helps reduce drop-out rates. It is important to carefully determine the remuneration package based on social dialogue. Often policy-makers might see apprenticeships as a way to get the unemployed and inactive youth into a paid work scheme that enables them to “learn while they earn”. However, if the wages are too low and the quality of training is

modest, the scheme might appear exploitative, which undermines the scheme's attractiveness.

Professional “identities” and pride: A sector or occupation that shows the potential of developing an apprentice’s “professional identity” can make the apprenticeship training more appealing. “Professional identity” implies self-identification with a group of professionals or workers within a particular industry, and it inspires a sense of pride and belonging to this group. Fostering self-identification with - and pride in - an occupation or professional group may inspire young people to take up apprenticeship training.

Safe and fair work conditions: Many people still associate apprenticeship training with hard manual work and exploitative work conditions – and this has given rise to negative social images. This is why quality apprenticeships advocate decent working conditions within apprenticeships. Government and the social partners have made a public commitment to insure that apprentices will be trained under safe and fair work conditions, thereby increasing the reputation of apprenticeships. This includes the absence of any forms of exploitation, as well as the observation of respective roles and responsibilities in the training contract. In many countries, training companies must undergo accreditation and quality control processes before they are entitled to accept an apprentice, in addition to regular inspections to ensure that sufficient conditions are maintained. Accreditation bodies should be neutral institutions that proceed according to clear rules and regulations.

Strict compliance and induction into occupational safety and health at the company and the TVET school need to be given absolute priority. Apprentices should be informed about their rights and responsibilities. Fair and effective mechanisms of mediation, conflict resolution and dispute settlement are important. Company and school staff must be adequately sensitized to create a working environment that is safe and free from harassment for all apprentices. Trade unions and other stakeholders can play roles in this regard.