

► Policy Brief

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Recommendation No. 208 on Quality Apprenticeships: What Role for Trade Unions?

*All human beings have the right to pursue both their material well-being
and their spiritual development in conditions of freedom and dignity,
of economic security and equal opportunity*

(Declaration of Philadelphia Article II (a))

► Introduction

This Policy Brief is designed to inform and guide workers' organisations on questions surrounding apprenticeships by briefly introducing them to ILO Recommendation 208 on Quality Apprenticeships (R208), adopted by the International Labour Conference (ILC) in 2023. This is an important ILO legal instrument that aims at influencing the legal, social, and economic framework for apprenticeships.

Apprenticeships are of particular importance to the future of work. The development and promotion of quality apprenticeships can provide opportunities for people of all ages – but for young people in particular – to gain skills, reskill, and upskill. This is of central importance in the context of the rapid economic transformations being driven by climate change, globalization, demographic shifts, and technology.

Apprenticeships are integral to the Decent Work Agenda. They provide an entry point to the workplace, particularly for young workers; ensure workers are well trained and well prepared; and provide them with skills they need to pursue their career ambitions. It is crucial that apprenticeships are planned and

implemented through social dialogue and that apprentices have access to rights and labour protections underpinned by a written agreement. When well designed and well regulated, apprenticeships can increase employability, and contribute to a more equal, diverse, and socially inclusive world of work. R208 strives for “quality apprenticeships”, understood to mean those that comply with the provisions of R208 and other applicable international labour standards (ILS). All ILS must be interpreted within the framework of the ILO's Constitution which cites the improvement of the conditions of work as the main objective of the Organization, and R208 is no exception.

This Policy Brief highlights key elements of the ILO plan of action on the implementation of R208. It provides guidance on how workers' organisations can use R208 to negotiate at national, local or sectoral level to improve their country's system for governing and administering apprenticeships. R208 has been adopted at a time of renewed interest in skills and life-long learning, seen by the ILO as key to shaping the future of work. It is a legal instrument that confirms the key role of workers' organisations in the field of apprenticeships.

Box 1: Highlights of Recommendation No. 208

Recommendation 208:

- is solely focussed on providing guidance on “quality apprenticeships”
- recognises the important role of apprenticeships in the creation of decent work
- outlines how apprenticeship can help respond to the world of work’s challenges, including by enhancing employability
- acknowledges that apprenticeships should be well regulated, sufficiently funded, free from exploitation, provide adequate remuneration or other financial compensation, and include social protection coverage
- sets out various rights that apprentices should be able to access
- makes it clear that apprentices should not replace workers
- gives workers’ organisations a voice in the elaboration of apprenticeships systems.

► Key concepts and definitions

- **Apprenticeships:** R208 defines apprenticeships “as a form of education and training that is governed by an apprenticeship agreement, that enables an apprentice to acquire the competencies required to work in an occupation through structured and remunerated or otherwise financially compensated training consisting of both on-the-job and off-the-job learning and that leads to a recognized qualification” (R208, para 1(a)).
- **Intermediary:** According to R208 this term “should be understood as an entity, other than the host enterprise or the educational and training institution, that coordinates, supports or assists in the provision of an apprenticeship” (R208 para 1(b)).
- **Pre-apprenticeship programme:** R208 states that this “should be understood as a programme designed to help potential apprentices to develop their competencies with a view to improving their workplace preparedness or meeting the formal entry requirements for an apprenticeship” (R208 para 1(c)).
- **Recognition of prior learning:** R208 makes clear that this “should be understood as a process, undertaken by qualified personnel, of identifying, documenting, assessing and certifying a person’s competencies, acquired through formal, non-formal or informal learning, based on established qualification standards.” (R208 para 1(d)).

► Why was a standard-setting item on apprenticeships placed on the agenda of the ILC?

A Recommendation on Apprenticeships was first adopted by the ILO in 1939. Its content has been progressively superseded by other recommendations over the years (see Box 2) and the specific focus on apprenticeships got lost along the way.

Box 2: Standard setting on apprenticeships

Apprenticeship Recommendation, 1939 (No. 60) focussed uniquely on apprenticeships. This was replaced by:

Vocational Training Recommendation, 1962 (No. 117) addressed apprenticeships in Section X. This was replaced by:

Human Resources Development Recommendation, 1975 (No. 150), which had a more generalized focus and did not specifically address apprenticeships. This was replaced by:

Human Resources Recommendation, 2004 (No. 195) which does not specifically address apprenticeships.

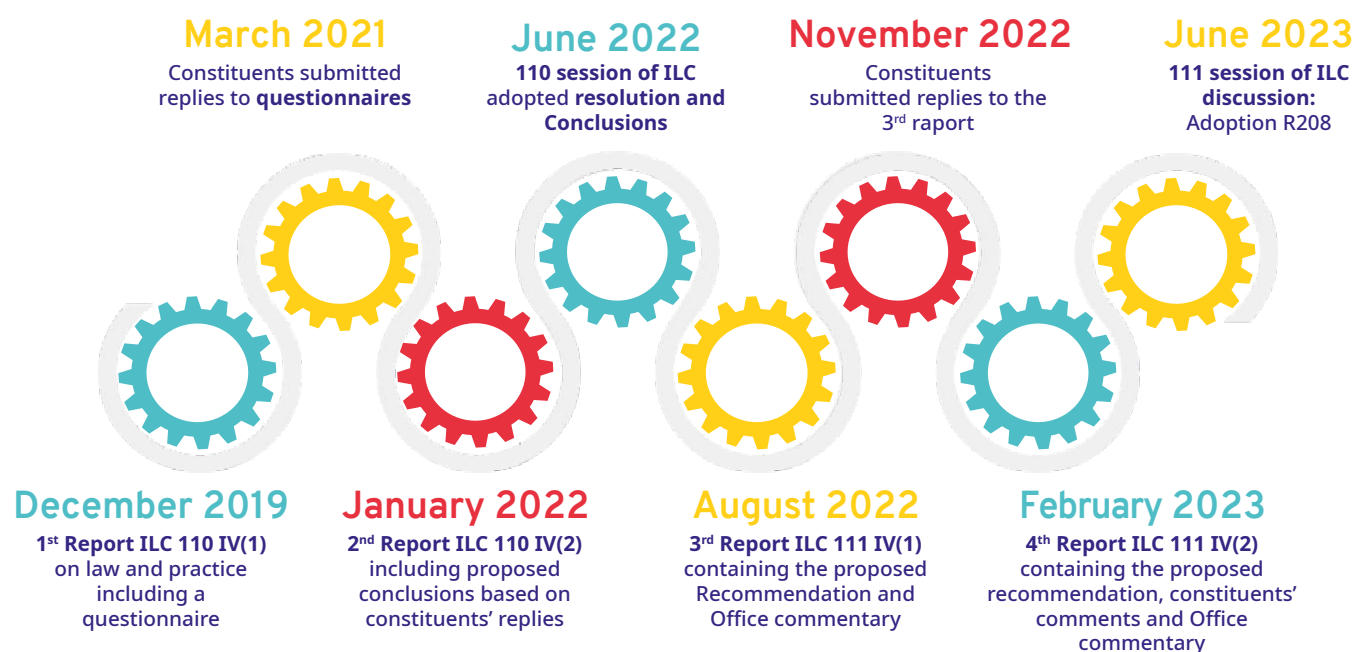
C142 and R195 are the up-to-date ILS in the field of skills.

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The ILO's Standards Review Mechanism Tripartite Working Group (SRM TWG) – in charge of identifying gaps in standards – identified in its [second meeting of October 2016](#) a regulatory gap “in relation to the topic of apprenticeships which has not been addressed in later Recommendations” (GB.328/LILS/2/1(Rev.) para 10.2).

In line with the recommendations of the SRM TWG, the ILO Governing Body (GB) requested the Office, in November 2018, to place a standard-setting item on apprenticeships on the agenda of the 110th Session (2021) of the ILC. As no ILC took place in 2020 due to COVID-19, this item was postponed to the 2022 session of the ILC.

Figure 1. Process of adoption of Recommendation No. 208 (2019-2023) and involvement of workers' organisations



As is the case with the adoption of all ILS, as a first step, a questionnaire was prepared and communicated to all governments, employers', and workers' organisations to ensure that the basic ideas of the text were consistent with the wishes of ILO constituents. R208, which was also discussed in a tripartite committee at two successive ILCs, is therefore the result of a tripartite consensus.

► The ILO received 41 responses from workers' organisations to the first questionnaire. This is included in the law and practice report of December 2019.

- The ILO received 22 observations from workers' organisations on the report of August 2022 that followed the first discussion at the ILC (in addition to the observations that were included with Government's replies).
- R208 was adopted in June 2023 by the plenary of the ILC, after a vote involving the tripartite constituents (468 votes in favour, 1 vote against, 6 abstentions).

Box 3: Recommendations, protocols, and conventions: what is the difference?

- Conventions, protocols, and recommendations are International Labour Standards (ILS).
- All form part of international law.
- A recommendation is non-binding, whereas a convention, or a protocol, are binding instruments after ratification.
- All ILS give rise to reporting obligations under the ILO Constitution.
- All ILS are adopted by the ILO tripartite constituents following the same procedure.
- Recommendations often specify obligations of conventions or protocols through presenting guidelines for implementation.
- Recommendations are either self-standing or support a convention or a protocol.

Albeit ILO Recommendations are non-binding, they nonetheless form part of international law and, as per the ILO's Constitution, place specific obligations on Member States. Indeed, Article 19(6) of the ILO Constitution is clear that Recommendations must be acted upon, through legislation or otherwise (See Annex). Moreover, the ILO GB may ask Member States to report on "the position of the law and practice in their country in regard to the matters dealt with in the Recommendation, showing the extent to which effect has been given, or is proposed to be given, to the provisions of the Recommendation" (ILO Constitution, art. 6(d)). This includes reports on law and practice for the elaboration of General Surveys by the Committee of Experts on the Application of Conventions and Recommendations (CEACR). Indeed, some of the ILO's self-standing recommendations have been the object, even the sole object, of General Surveys. R208 is therefore a text of importance in the ILO's legal landscape. Trade Unions should engage in advocacy to ensure that their government takes R208 seriously and is ready to report on its implementation when asked by the ILO GB.

► Recommendation No. 208: What does it say?

R208 focuses uniquely on apprenticeships. It has seven sections, and a preamble. The preamble sets the stage, describing challenges and making the case for R208. Among the challenges outlined are unemployment, skills mismatches, skills shortages, and limited access to quality life-long learning. The reasons given for having a standard on apprenticeships include to support employability; facilitate the transition to the formal economy; increase resilience; promote and regulate apprenticeships, including through social dialogue; and promote gender equality and diversity.

Box 4: Content of R208

- **Part I.** Definitions, scope and means of implementation (paras 1-4)
- **Part II.** Regulatory framework for quality apprenticeships (paras 5-14)
- **Part III.** Protection of apprentices (paras 15-16)
- **Part IV.** Apprenticeship agreement (paras 17-19)
- **Part V.** Equality and diversity in quality apprenticeships (paras 20-24)
- **Part VI.** Promotion of quality apprenticeships (paras 25-27)
- **Part VII.** International, regional, and national cooperation for quality apprenticeships (para 28)

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The Workers' Group at the ILC felt strongly that apprenticeships should be free from exploitation, and that this be stated in the preamble. The preamble also echoes the Declaration of Philadelphia in recalling that "all human beings...have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity" (ILO Constitution art. II(a)).

Box 5: The preamble is reflective of the contrasting views of employers and workers

- The Workers' Group's goals, as stated at the beginning of the 2023 discussions, were for R208 "to properly reflect the key elements of quality apprenticeships: high-quality off-the-job education, expert on-the-job training, a robust framework of rights and protections for apprentices, clarity on the complementary responsibilities of all actors involved, and ongoing monitoring and review to ensure that the system achieved its aims. Good quality apprenticeships paved the way for better lives through further learning, freely chosen occupations and decent work" [Report of the Standard-Setting Committee on Apprenticeships \(ilo.org\)](#), para 5).
- The Employers' group had four issues they wanted addressed in the recommendation: "promotion, mindset change, incentives for companies, and intermediaries" ([Report of the Standard-Setting Committee on Apprenticeships \(ilo.org\)](#), para 10). In their view, it was important to tackle the fact that Micro Small and Medium Enterprises (MSMEs) faced ongoing challenges to attract and retain apprentices despite being a significant source of employment ([Report of the Standard-Setting Committee on Apprenticeships \(ilo.org\)](#), para 31).

The *first* part of R208 is clear that it applies to apprenticeships in all enterprises and sectors of economic activity, both formal and informal; and sets out the definitions, scope and means of implementation.

- **Quality apprenticeship:** Constituents decided to include a detailed definition of the term "quality apprenticeship" in R208. It is defined as a means to acquire workplace competencies; ought to be governed by a formal agreement; include structured learning;

and be remunerated. While it is well understood that not all apprenticeships – even the formal ones – necessarily have these characteristics, they are part of the attributes that, along with other items listed in R208, a "quality" apprenticeship should have. There are similarities between apprenticeships and other forms of work-based learning such as internships or traineeships, often undertaken after the completion of higher or technical education and often unpaid. Similarities include the age group concerned, the idea of being a bridge between education and work, decent work deficits, and a lack of clear rights and guidance in ILS. Despite the Workers Group's arguments during the first ILC discussion in 2022, to expand the scope of the standard to include provisions covering interns and trainees, the tripartite consensus was to focus exclusively on apprenticeships (ILC.111/ Record No. 5B, para 27).

- **Intermediary:** the text clearly reflects the role of intermediaries in coordinating, supporting, and assisting in the provision of apprenticeships, while acknowledging the role of primary facilitators. As clarified during the 2023 ILC discussions, the understanding of "intermediary" includes educational institutions when they act as intermediaries (ILC.111/ Record No. 5B, [para 161](#)).
- **Recognition of Prior Learning:** It is important to ensure that any assessment of prior learning is undertaken by qualified personnel and is based on established qualification standards. It is crucial that this encompasses non-formal or informal learning, as the definition of "recognition of prior learning" in R208 recommends. This will ensure the better inclusion of those who are left behind (ILC.111/ Record No. 5B, para. 16).

Box 6: Apprenticeships and Youth

Although R208 only mentions "young people" once, its focus on apprenticeships makes it extremely relevant to young persons.

- R208 does not tackle the specific need to give young persons a voice but it does state that Member States should take measures "to ensure that apprentices ... are afforded freedom of association" (R208 para 16(g)). Workers' organisations need to ensure that this right is known and enforced, in conformity with Convention No. 87.
- The minimum age for apprentices is 14 years old (Convention No. 138).

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The **second** section of R208 provides guidance on designing regulatory frameworks for quality apprenticeships. It gives considerable latitude to Member States, but nonetheless outlines what should be decided and how. While consultations with the most representative employers' and workers' organisations are foreseen throughout the text, Part II specifies that "representative employers' and workers' organizations should be involved in the design, implementation, monitoring and evaluation of frameworks, systems, policies and programmes for quality apprenticeships" (R208, para 6); and that these organisations should be represented in the public authority responsible for regulating apprenticeships (R208, para 7); that they should participate in determining whether an occupation is suitable for quality apprenticeships (R208, para 9), that they should be consulted when establishing standards on minimum age, Occupational Safety and Health, required education or prior learning, the responsibilities of all actors, and the duration of the apprenticeships (R208, para 10).

Box 7: Remuneration – what is “adequate remuneration or other financial compensation”?

The Office had suggested to change “adequate remuneration” to “appropriate remuneration” in view of the answers it had received to the questionnaire ([A framework for quality apprenticeships \(ilo.org\)](#) p. 70). The Workers' Group suggested to change “appropriate” back to “adequate” during the 2022 ILC discussion to ensure that apprentices who might otherwise not have had access to apprenticeships would have sufficient payment to take up the position. A Government representative expressed that what was important was that “apprentices should be paid a fair wage that could sustain them... and that] if “adequate” was deemed to be stronger than “appropriate” they could support “adequate””.

Adding “or other financial compensation” was accepted mainly because the European Union felt that remuneration did not cover stipends or grants given by Member States to apprentices, a practice prevalent in some Nordic States. What is important to remember however is that both “remuneration” and “financial compensation” need to be adequate so as to sustain the apprentice (see [Reports of the Standard-Setting Committee: Apprenticeships \(ilo.org\)](#), para 349-374).

The **third** section offers guidance on the labour protection of apprentices, listing several rights that should be afforded to them in line with general ILS, such as the Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87) or the various ILS on working time. Many rights are however not systematically granted to apprentices. This includes receiving “adequate remuneration or other financial compensation”. The ILC committee had long discussions on this terminology in 2022. The term “financial compensation” is normally understood to be included within “remuneration”.¹ Moreover, it is explicit that the adjective “adequate” refers to both “remuneration” and “financial compensation” (this is confirmed by the French and Spanish translations).

R208 further recalls that “Members should take measures to respect, promote and realize the fundamental principles and rights at work (FPRW) in relation to apprenticeships.” (R208, para. 15). FPRW clearly apply to all those who work, so logically also apply to apprentices. However, insisting that measures should be taken in relation to apprenticeships is welcomed as apprentices are often unaware of their rights, and specific action is needed to address this.

Box 8: Application of FPRW to apprentices: the case of child labour – What does the CEACR say?

The Committee of Experts on the Application of Conventions and Recommendations (CEACR) has noted the prevalence of child labour in the apprenticeship sector in some countries. Some governments, such as Benin, have taken specific measures to combat child labour through awareness-raising campaigns and trainings on child protection at work for artisanal employers. As a result of these measures, the number of children under the age of 14 in apprenticeships has decreased (Observation (CEACR) – adopted 2021, published 110th ILC session (2022) [Minimum Age Convention, 1973 \(No. 138\)](#) - Benin (Ratification: 2001)).

The **fourth** section covers apprenticeships agreements. Unlike most ILS, it suggests that there should be a written agreement. It also details what should be in this agreement, not only in terms of roles, rights, and obligations of all involved; but also in terms of working conditions and certification or qualification attained (R208, para 18). This fourth section also suggests that a model

¹ Under the terms of Equal Remuneration Convention, 1951 (No. 100) Article 1 (a) the term remuneration includes the ordinary, basic, or minimum wage or salary and any additional emoluments whatsoever payable directly or indirectly, whether in cash or in kind, by the employer to the worker and arising out of the worker's employment.

apprenticeship agreement be developed in consultation with representative employers' and workers' organisations (R208, para 19). This will ensure consistency, uniformity, and compliance. The role of workers' organisations is crucial in this regard. Workers' organisations should ensure that model agreements fully reflect the provisions in R208.

Ensuring equality and diversity in apprenticeships is the focus of the **fifth** section. It is firmly situated in the broader focus on promoting equality and diversity in the world of work and society as a whole. R208 makes clear that equal access to apprenticeships as an important step in addressing gender-based occupational segregation, and other forms of discrimination in the world of work.

The **sixth** section is on the promotion of quality apprenticeships. It encourages Member States, and employers' and workers' representatives to work toward

creating an enabling environment for the promotion of quality apprenticeships through allocating adequate resources; assessing the current and future skills shortages and adapting apprenticeships programmes accordingly; undertaking awareness-raising activities; increasing awareness of apprentice's rights; and developing mentorships in apprenticeships programmes. A specific sub-paragraph calls on Member States to promote "apprenticeships in fields related to the green economy and a just transition, with a view to disseminating knowledge and building skills oriented towards the future of work" (R208, para 25(q)).

The **seventh** section focuses on enhancing international, regional, and national cooperation on quality apprenticeships through exchange of good practices; recognition of prior learning within and between Member States; and the mutual recognition of apprenticeship qualifications nationally, regionally, and internationally.

► What is the International Labour Office doing?

Plan of action for the implementation of the Quality Apprenticeships Recommendation, 2023 (No. 208)

As a follow-up to the adoption of R208 a plan of action was developed by the Office to support constituents in the development and implementation of quality apprenticeship systems and programmes. Although aimed at the period 2024–27, it has policy implications beyond these years. The plan of action will feed into the wider focus of the Organization in relation to the Decent Work Agenda, and follow-up to the 2030 Agenda

for Sustainable Development. It is built around four interrelated components, namely: (1) Awareness-raising and advocacy; (2) Policy advice, development cooperation and capacity development; (3) Knowledge development and dissemination; and (4) International cooperation and partnerships. It is important for workers' organisations to familiarise themselves with the plan of action to see how they can benefit from or contribute to the activities.

Table 1. Key elements of the action plan for the implementation of R208

Nr	Focus Area	Key actions
1	Awareness-raising and advocacy	<ul style="list-style-type: none"> ► Development of communication products, tools, and advocacy materials for distinct audiences in different languages and formats to promote and enhance the attractiveness of quality apprenticeships. ► Supporting policy and advocacy activities and events at the country level to mainstream quality apprenticeships in national development strategies, particularly in education, vocational training, lifelong learning, and youth employment policies. ► Participation in relevant international forums and events to disseminate Information on Recommendation 208. ► Collaboration with global and regional networks, actors and institutions advancing apprenticeships. ► Promotion of gender equality and diversity in apprenticeships across all sectors of the economy. ► Awareness-raising activities addressing the issues touching upon apprenticeships in the informal economy and the promotion of the transition to the formal economy. ► Regularly update knowledge-sharing platforms such as the ILO Skills and Lifelong Learning Knowledge Sharing Platform and 'YouthForesight'.

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Nr	Focus Area	Key actions
2	Policy advice, development cooperation and capacity development	<ul style="list-style-type: none"> ► Provide governments, employers' and workers' organizations and educational and training institutions with technical assistance in designing, implementing, monitoring, evaluating, and promoting quality apprenticeship systems and programmes. ► Offer policy advice to facilitate national tripartite dialogues aimed at reviewing countries' regulatory and policy frameworks on apprenticeships, including on labour protections for apprentices. ► Promoting the employability of apprentices and the productivity and sustainability of enterprises. ► Expand new development cooperation programmes and projects to assist Member States and the social partners in developing and strengthening quality apprenticeship programmes, which are linked to the Decent Work Country Programmes, in collaboration with the UN country teams. ► Support the capacity development of governments, employers' and workers' organizations, educational and training institutions, and host enterprises, including micro, small and medium-sized economic units, on apprenticeships. ► Promote South-South and triangular cooperation to collaborate and share knowledge, skills, know-how and good practices in the field of apprenticeships. ► Identify and partner with national and regional public training institutions. ► Review and update tools and methodologies on apprenticeships that already exist in thematic areas covered by the R208 for better alignment. ► Develop a template for a model apprenticeship agreement.
3	Knowledge development and dissemination	<ul style="list-style-type: none"> ► Develop a conceptual framework for defining and measuring apprenticeships and other forms of work-based learning. ► Design and implement country-level, sectoral and regional-level research to generate evidence on the effectiveness of apprenticeships, as well as on new trends, and the role of apprenticeships in the green and digital transitions, and in the transition from the informal to the formal economy. ► Support the implementation of impact evaluation to generate empirical data on the impact of apprenticeship policies and programmes.
4	International cooperation and partnerships	<ul style="list-style-type: none"> ► Create and strengthen effective partnerships with the UN, other multilateral and bilateral agencies, and international financial institutions to promote the application of R208. ► Collaborate with existing and new national and international networks already focusing on apprenticeships. ► Actively support partnerships for the recognition of apprenticeship qualifications nationally, regionally, and globally.

► Conclusion: Trade Unions and Recommendation No. 208

As the Worker Vice-Chairperson of the Committee stated in her closing statement “a quality system where a public authority set the standards, and regulation, monitoring and innovation intervened to continuously improve those standards. That would promote apprenticeships as a first preference, not a fallback option. The Recommendation also maintained robust expectations for high-quality on-the-job training, along with off-the-job learning, and provided guidance on steps towards formalization” (ILC.111/ Record No. 5B, [para 758, 2023](#)).

R208 provides clear guidance on matters relating specifically to apprenticeships, and trade unions need to be at the centre of decisions. They can do so by organising apprentices as trade union members and by negotiating R208 provisions in collective bargaining agreements at the enterprise, sectoral or national level.



Amanda Brown,

Worker Vice-Chairperson of the
Standard-Setting Committee on Apprenticeships,
explains why R208 is important:
<https://youtu.be/BjKGXUR6FUM>

R208 is clear that implementation must proceed in consultation with representative employers' and workers' organisations (R208, para 4), and that “representative employers' and workers' organizations should be involved in the design, implementation, monitoring and evaluation of frameworks, systems, policies and programmes for quality apprenticeships” (R208, para 6). It also specifies that the social partners should be represented in the public authority responsible for regulating apprenticeships (R208, para 7); that they should participate in determining whether an occupation is suitable for quality apprenticeships (R208 para 9);

Box 9: Specific roles foreseen for workers' organisations in promoting R208

- Involvement in the design, implementation, monitoring and evaluation of frameworks, systems, policies, and programmes for quality apprenticeships.
- Representation of workers interests to the public authority responsible for regulating apprenticeships.
- Participation in determining whether an occupation is deemed suitable for quality apprenticeships.
- Engagement in consultations establishing standards on minimum age, OSH, required education or prior learning, responsibilities of all actors, and the duration of the apprenticeships.
- Engagement in consultations on the design of a model apprenticeship agreement.
- Promotion and protection of employment rights of apprentices.
- Promotion of equality and diversity in apprenticeships.
- Engagement in consultations on the creation of an enabling environment for promoting quality apprenticeships and on taking measures to facilitate transition from the informal to the formal economy.

and that they should be consulted when establishing standards on minimum age, OSH, required education or prior learning, the responsibilities of different actors, and the duration of the apprenticeships (R208, para 10). Furthermore, employers' and workers' organizations should be consulted when a model apprenticeships agreement is developed (R208, para 19), when measures are taken to promote apprenticeships (R208, para 25), and in developing policies to facilitate the transition from the informal to the formal economy (R208, para 27). For this to happen, workers' organisations must be prepared to engage.

Recommendation No. 208 does not provide ready-made answers; it rather provides tools and windows of opportunity for trade unions to intervene in debates and shape apprenticeships in a way that is beneficial for current and future apprentices.

It is important for trade unions to hear the concerns that apprentices have and respond to them. For an example of trade union's action in this field, see the [toolkit developed by the UK Trade Union Congress \(TUC\)](#).

See also a guide (in French) on apprentices' rights prepared by the French Confédération Générale du Travail (CGT): [Guide de l'apprenti.e | Analyses et Propositions \(cgt.fr\)](#).

While the challenges are clearly numerous, and the broader field of skills and lifelong learning is not always one that workers' organisations find easy to navigate, R208 presents many opportunities:

- Trade unions can use R208 to strengthen and reposition themselves within the skills, life-long learning, and future of work debates.
- Trade unions can use apprenticeships to increase their outreach and coverage in various forms of work-based learning, especially among the youth.
- Trade unions can use R208 to raise awareness of workers' rights per se.
- Trade unions can use apprenticeships as a means to tackle gender gaps in the labour market, such as the gender employment and pay gap.
- Trade unions can include issues relating to apprenticeships in collective bargaining agreements.
- Trade unions can use provisions of R208 as starting points to negotiate demands.

► Annex I: Further ILO Resources

The Constitution of the International Labour Organization (including the Declaration of Philadelphia)

- [ILO Constitution](#)

Recommendation No. 208

- [Quality Apprenticeships Recommendation, 2023 \(No. 208\)](#)

Reports and proceedings leading to the adoption of Recommendation No. 208

2022 ILC

- **Report IV(1) [A framework for quality apprenticeships](#)**, it sets out a summary of the law and practice in the different countries and contains a questionnaire to which the governments of all ILO Member States were invited to reply in consultation with organizations of employers and workers.
- **Report IV(2) [A framework for quality apprenticeships](#)**, it contains a summary and analysis of the replies to the questionnaire, as well as a set of proposed Conclusions, which formed the basis of the Committee's work.
- **ILC.110/Record No. 5B(Rev.1) [Summary of proceedings of the Standard-Setting Committee on Apprenticeships](#)**.

2023 ILC

- **Report IV(1) [Quality apprenticeships](#)**, it contains the proposed Recommendation prepared on the basis of the text adopted by the Conference at its 110th Session. Pursuant to article 46(6) of the Standing Orders of the Conference, Governments are invited to communicate to the Office any amendments or comments they might have, after consulting the most representative organizations of employers and workers. The comments received will be reflected in the report that will be prepared by the Office for the consideration of the Conference at its 111th Session (2023)).
- **Report IV(2) [Quality apprenticeships](#)** (contains a summary of the observations made by governments and by employers' and workers' organizations about the proposed text published in Report IV(1); and (ii) the text of the proposed Quality Apprenticeships Recommendation that was prepared taking into account those observations and will be the basis for the discussion at the 111th Session of the Conference).
- **ILC.111/Record No. 5B [Report of the Standard-Setting Committee on Apprenticeships](#)**.

Office follow-up

- **GB.349/INS/3/1 [Matters arising out of the work of the 111th Session \(2023\) of the International Labour Conference \(ilo.org\)](#)**.

► Annex II: ILO Constitution

OBLIGATIONS OF MEMBERS IN RESPECT OF RECOMMENDATIONS

Article 19(6). In the case of a Recommendation:

- (a) the Recommendation will be communicated to all Members for their consideration with a view to effect being given to it by national legislation or otherwise;
- (b) each of the Members undertakes that it will, within a period of one year at most from the closing of the session of the Conference or if it is impossible owing to exceptional circumstances to do so within the period of one year, then at the earliest practicable moment and in no case later than 18 months after the closing of the Conference, bring the Recommendation before the authority or authorities within whose competence the matter lies for the enactment of legislation or other action;
- (c) the Members shall inform the Director-General of the International Labour Office of the measures taken in accordance with this article to bring the Recommendation before the said competent authority or authorities with particulars of the authority or authorities regarded as competent, and of the action taken by them;
- (d) apart from bringing the Recommendation before the said competent authority or authorities, no further obligation shall rest upon the Members, except that they shall report to the Director-General of the International Labour Office, at appropriate intervals as requested by the Governing Body, the position of the law and practice in their country in regard to the matters dealt with in the Recommendation, showing the extent to which effect has been given, or is proposed to be given, to the provisions of the Recommendation and such modifications of these provisions as it has been found or may be found necessary to make in adopting or applying them.

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