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Findings from the Regional Training Workshop
on Quality Apprenticeships for Asia and the Pacific

Apprenticeships in Asia and the Pacific

10–14 December 2018, Siem Reap, Cambodia

Findings from the Regional Training Workshop
on Quality Apprenticeships for Asia and the Pacific

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A particular challenge ... is to strengthen apprenticeship training to thus open up more sustainable employment options for workers.



Executive summary

Nine International Labour Organization (ILO) member States outlined details of their apprenticeship and national vocational training arrangements during the Regional Training Workshop on Quality Apprenticeships for Asia and the Pacific.



Bangladesh has an apprenticeship system managed by the Bureau of Manpower Employment and Training, with monitoring carried out by the Ministry of Labour and national certification through the Bangladesh Technical Education Board. **Cambodia** has a compulsory system applying to all enterprises with more than 60 workers. Training programmes are short, locally developed and approved and monitored through the Ministry of Labour and Vocational Training. In **India**, the Apprentices Act, 1961 (amended in 2014) regulates the training of apprentices in industry through on-the-job training, which may vary from a period of three months to 36 months. Following a successful assessment, apprentices are awarded the National Apprenticeship Certificate. In **Indonesia**, an apprenticeship is commonly one year in duration. The training programme and the final assessment are based on national competency standards. Apprentices are paid only pocket money or given bus fare allowance. In the **Lao People's Democratic Republic**, apprenticeship is part of dual cooperative training: An apprentice has the status of an employee, and remuneration depends on the capacity of the enterprise and the employer. Generally, employers provide only small remuneration. The length of an apprenticeship is one month up to three months. **Myanmar** is still at the stage of testing dual apprenticeship training through pilot projects. Legal provision with associated rules and regulations are planned, based on the experiences and lessons learned from current pilot programmes and through consultations with development partners and private sector stakeholders. The **Philippines** has a long-established apprenticeship system. Apprentices receive a training allowance at 75 per cent of the applicable minimum wage. The training programme is based

on national vocational competencies and, following an assessment, a National Certificate can be awarded. **Thailand** and **Viet Nam** do not have apprenticeship systems, although dual vocational training is well established in **Thailand**; and in **Viet Nam**, employment contracts for vocational training are recognized in the Labour Law.

Foremost among the challenges cited by several delegations (**Bangladesh**, **India**, **Lao People's Democratic Republic** and the **Philippines**) is the need for industry to step forward and support this modality of skills development. A particular challenge for **Cambodia** is to strengthen apprenticeship training to thus open up more sustainable employment options for workers. **Indonesia** is interested to raise the quality of training programmes. Achieving a solid legal basis for apprenticeships is the top priority for **Myanmar**, **Thailand** and **Viet Nam**.

Several countries have significant achievements and opportunities for positive future development. The **Bangladesh** delegates reported that informal apprenticeships are becoming more common. The delegates from **India** noted the positive impact of recent changes in the ministerial administration of the apprenticeship system, and the **Myanmar** delegates indicated that the pilot programmes underway portend considerable promise. **Indonesia** has experienced strong cooperation from enterprises already involved in apprenticeships and, along with the delegates from **Cambodia**, the representatives reported that employment rates are high for apprenticeship graduates.

“Foremost among the challenges cited by several delegations is the need for industry to step forward and support this modality of skills development.”

Among the strategies and initiatives reported was the assessment of trainees apprenticing with an uncertified master craftsperson in **Bangladesh** through the recognition of prior learning and amendments to the Apprentices Act in India to make apprenticeships more attractive to both industry and youths. In the **Philippines**, passage of the proposed law on apprenticeships may provide a significant opportunity for a major expansion of apprenticeships.

All countries have developed action plans. Although each plan focuses on the development requirements of the individual countries, there are some common themes. Several countries propose to initiate social dialogue to motivate stakeholders in their support for apprenticeship training (**Bangladesh, India, Indonesia, Myanmar, the Philippines and Viet Nam**). Strengthening the legal framework for apprenticeships is a feature of the action plans for **Myanmar, the Philippines, Thailand and Viet**

Nam. Cambodia is preparing operational manuals as a priority, and India plans to promote informal apprenticeships.

Although the workshop recommendations reflected the development needs of each country, here, too, were common themes. The development of a national apprenticeship policy and legal framework was recommended for **Bangladesh, the Philippines, Thailand and Viet Nam**. A public campaign to inform and motivate stakeholders was recommended for **Bangladesh, India, Indonesia, Lao People's Democratic Republic and Thailand**. **Cambodia** and **India** recommended the promotion of apprenticeships to micro, small and medium-sized enterprises. Linking training to the new national competency-based technical and vocational qualifications was recommended for **Cambodia and Myanmar**.





1. Background and rationale

The International Labour Organization's (ILO) Global Employment Trends for Youth 2017 indicated that youth unemployment remains high and employment quality is a concern. In 2017, an estimated 70.9 million youths were unemployed, and 160.6 million youths who were working were living in poverty. Despite increased policy attention, youth employment investments remain small and fragmented. Youths are three times as likely as adults to be unemployed. Globally, the ratio of youth to adult unemployment rates has changed little in recent years, illustrating the particularly disadvantaged situation of young people in the labour market.¹ The Asia and the Pacific region alone is home to 60 per cent of the global population aged 15–24 years.² Moreover, when young women and men do find employment, quality remains a concern.

The ILO International Training Centre, the Ministry of Human Resources and Social Security of China, the JPMorgan Chase Foundation and the Swiss Agency for Development and Cooperation have joined forces to improve the employability of low- and middle-skilled workers in the region. The joint effort aims to promote quality apprenticeship programmes as an effective means to provide young people from disadvantaged backgrounds with labour market-relevant skills and exposure to the work environment and thus help prepare them for better employment opportunities.

China's 13th Five-Year Plan (2016–20) emphasizes the country's commitment to the United Nations 2030 Agenda for Sustainable Development and to support developing countries in the areas of human resources, development planning and programmes, including through South-South development partnerships, and the promotion of quality apprenticeships. As part of this commitment, the Ministry of Human Resources and Social Security established a South-

South Triangular Cooperation framework with the ILO that combines a range of technical initiatives in the field of employment promotion and social protection, including this activity on promoting quality apprenticeships in the region.

In collaboration with the JPMorgan Chase Foundation, the ILO developed knowledge-sharing and other tools for enterprises that will support quality apprenticeships and workplace-based learning. These items were highlighted during the training.

The contribution of the Swiss Agency for Development and Cooperation is part of the skills-development programme for Mekong countries and other members of the Association of Southeast Asian Nations. The Swiss Agency for Development and Cooperation representative elaborated on the rich experience of the Swiss apprenticeship system as well as its adaptation to other countries.

Structured apprenticeship programmes are increasingly recognized as essential policy tools to facilitate the school-to-work transition because they combine directly applicable experience at the workplace with applied knowledge and skills that enable trainees to understand the logic behind the job they are tasked with, cope with unpredictable situations and acquire higher-level, transferable expertise. These programmes also give apprentices a chance to demonstrate their productivity potential to enterprises that might have been otherwise reluctant to hire fresh graduates. Apprenticeship programmes can thus present a crucial strategy to respond to the severe skills mismatch and the lack of interaction between the private sector and government institutions affecting the Asia and the Pacific region.

¹ ILO: *Global employment trends for youth 2017*, Geneva, 2017.

² United Nations: *Switched on: Youth at the heart of sustainable development in Asia and the Pacific*, New York, 2016.



2. Objectives of the workshop

The regional training workshop aimed to enhance member States' approaches to quality apprenticeships and work-experience measures and thus ultimately better assist young people in their transition from school to decent employment.

By the end of the course, participants were to have:



enhanced their understanding

of the requisites for quality apprenticeships



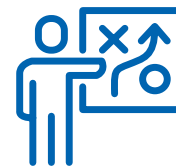
**shared country, regional
and inter-regional
experiences**

on what works in terms of quality
apprenticeships and work experience
measures



identified the elements

that constitute good practice in the
development and implementation of quality
apprenticeships and work experience
measures



drafted action plans

for enhancing quality apprenticeship
programmes



3. Target audience

Building on existing workplace-based learning interventions, with a particular focus on quality apprenticeship programmes running in Asia and the Pacific, this workshop targeted tripartite delegations from nine countries in the region, specifically participants working on the topic of apprenticeship systems and programmes:

- policy-makers and technical advisers from ministries of labour, ministries of education and ministries of tourism as well as other public agencies working in the area of skills development, technical and vocational education and training (TVET) and apprenticeship training;
- members of skills councils, national TVET authorities or similar institutions;
- representatives of workers' and employers' organizations involved in apprenticeship training;
- experts and technical staff working in the field of TVET, skills development, work-based learning and apprenticeships; and
- managerial and technical staff of institutions responsible for the collection and analysis of labour market information.

4. Methodology

The regional training workshop provided an opportunity for the exchange of information, experiences and plans for future involvement towards the provision of quality apprenticeships. The delegates were also provided with information on successful quality apprenticeship systems from other regions. This course was highly participatory, alternating experts' presentations with group work and discussions, building on participants' experience and knowledge as well as on the ILO International Training Centre's methodological expertise in the fields of adult learning, training and facilitation.





5. Content of the activity

The regional training workshop drew upon globally researched good practices as well as mutual challenges faced by enterprises and apprentices. It delved into finding solutions for the interest of tripartite constituents who are willing to engage in quality apprenticeships in their countries.

The course covered the following content:

Day 1 Understanding apprenticeships and good practices

- Characteristics and building blocks of quality apprenticeships
- Developing and implementing quality apprenticeship programmes
- Case study review – the Swiss quality apprenticeship system

Day 2 Building blocks of apprenticeship systems

- Roles and responsibilities
- Social dialogue and coordination mechanisms
- Financing for apprenticeships

Day 3 Building blocks of apprenticeship systems

- Legal frameworks
- Small and medium-sized enterprises and quality apprenticeships
- Review of subregional and country contexts

Day 4 Building blocks of apprenticeship systems

- Curriculum development
- Quality assurance systems
- Training of TVET teachers and in-company trainers
- Promoting social inclusion through quality apprenticeships

Day 5 The way forward

- Development of action plans and concept notes



6. Status of apprenticeship systems and trends in the nine participating countries

Bangladesh

In Bangladesh, an apprenticeship is defined as a system of training in which an employer employs a person and trains them on the job for a period fixed in advance and in the course of which the apprentice is bound to work in the employer's service.

The apprenticeship system is managed by the Government's Bureau of Manpower Employment and Training. Monitoring is carried out by the Department of Inspection for Factories and Establishments under the Ministry of Labour. Apprentice assessment and certification are by the Bangladesh Technical Education Board, under the Ministry of Education. Routine support and coordination are carried out by a2i – Innovate for All through the National Apprenticeship Management System (apprenticeship.gov.bd). Coordination



of informal apprenticeships is by field-level administration at the district and subdistrict levels. The a2i also provides regular training-of-trainers programmes for industry supervisors and promotes use of the Competency-Based Skills Log Book.

Employers are required to initiate and operate an apprenticeship programme entirely at their own cost and to ensure that an apprentice receives the necessary theoretical instruction that is equivalent to at least 20 per cent of the total normal working hours. An employee can only be paid apprentice pay rates if they have a formal training contract with their employer. Payment is typically 6,000–8,000 taka per month. The training must be registered and monitored. Apprenticeship compensation can be fixed in consultation with the employer and the Bureau of Manpower Employment and Training, in consideration of the work level. The remuneration is paid weekly or monthly. The rates depend on working time, plus time spent on training that is part of the apprenticeship.

Although the enterprise is the main learning environment in which manual skills, work processes and procedures, as well as behaviour patterns and attitudes, are developed under real work conditions, training institutions, whether private or public, is the second available learning environment, whereby apprentices acquire competencies that are more effectively taught outside of a workplace.

In Bangladesh, the minimum duration of an apprenticeship programme is six months to comply with the National Technical and Vocational Qualifications Framework, which specifies 360-hour trades programmes. Apprenticeships may, however, last from six months to three years, depending on the trade and the skills-development programme. The duration is the period of time it is reasonably expected an apprentice would need take to become fully competent and complete the apprenticeship.

Cambodia

In Cambodia, an apprenticeship contract is defined as one in which a manager of an industrial or commercial establishment, an artisan or craftsperson agrees to provide or is entrusted with complete, methodical and professional training to another person who contracts, in return, to work for them as an apprentice under the conditions and for a time period that have been agreed upon. This time period cannot exceed two years but is commonly two months. For enterprises with more than 60 workers, the required quota for the number of apprentices is proportional to the enterprise's total workforce: 10 per cent for enterprises of between 61 and 200 workers; 8 per cent for enterprises of between 201 and 500 workers; and an additional 4 per cent for every additional 500 workers, for enterprises with more than 501 workers.

Because of its compulsory nature and application to larger enterprises, the apprenticeship system consists of a short orientation and induction staff development and skills training for new employees, with government involvement adding little value, although the Ministry of Labour and Vocational Training approves training programmes and issues certificates. All training is carried out in the enterprises, with no involvement of training institutions. The employer develops, teaches and assesses the training programme.

The majority of apprentices are in the garment sector. In that sector, the 2018 minimum wage was reported to be US\$175 per month and the wage for apprentices was US\$170, as required by the Ministry of Labour and Vocational Training. Contracts are reported to be minimal, perhaps only recording workers' names on a list for payroll purposes.

India

The Apprentices Act, 1961 (amended in 2014) regulates the training of apprentices in industry for on-the-job training. The Act makes it obligatory for employers to engage apprentices in designated trades and in optional trades. A designated trade is defined as any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course that the Government, after consultation with the Central Apprenticeship Council, may,



by notification in the Official Gazette, specify as a designated trade. An optional trade means any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course as may be determined by the employer for the purposes of the Act. Enterprises with more than 60 workers may hire apprentices in the range of 2.5 per cent to 10 per cent of their total employees (regular plus contract workers).

Enterprises pay a stipend to each apprentice as per the prescribed rate. This stipend rate is linked with the minimum wage of a semi-skilled worker. First-year apprentices are paid at 70 per cent of the minimum wage for a semi-skilled worker, second-year apprentices at 80 per cent and third-year apprentices at 90 per cent.

If personal injury is caused to an apprentice, by an accident arising out of and in the course of their training as an apprentice, the employer shall be liable to pay compensation, which shall be determined and paid in accordance with the provisions of the Workmen's Compensation Act, 1923. Where any apprentices are undergoing training in a factory, the provisions of the Factories Act, 1948 shall apply in relation to the health, safety and welfare of the apprentices, as if they were workers within the meaning of that Act. And when any apprentices are undergoing training in a mine, the provisions of the Mines Act, 1952 shall apply in relation to the health and safety of the apprentices, as if they were persons employed in the mine.

The apprenticeship training duration may vary from a period of three months to 36 months. On successful completion of the assessment process, apprentices are awarded the National Apprenticeship Certificate, recognized by the Government of India and accepted nationally for the purpose of employment. Where the employer opts for joint certification, the assessment will be conducted jointly by the relevant Sector Skill Council and the enterprise. The theory part of this assessment is online and conducted by the relevant Sector Skill Council, while the practical is conducted by the employer at the shop floor premises and is evidence based. In such cases, the certificates are awarded to apprentices on the basis of an assessment done jointly by the establishment and the relevant Sector Skill Council.

Indonesia

Apprenticeship is defined in Indonesia as part of the job training system that integrates training at a training institute with working directly under the tutelage and supervision of an instructor or a more experienced worker in the process of producing goods and/or services in an enterprise in order to become competent in a certain skill or trade. For enterprises with more than 60 workers, the maximum number of apprentices can be 30 per cent of the total employees.

The apprentices receive pocket money and/or a transport fee. Additionally, they will also receive protection in the form of work accident and health benefits and a certificate of accomplishment if they pass the final assessment. They also have access to safety and health care facilities during their apprenticeship.

The duration of an apprenticeship is limited to one year. However, in the case in which to obtain the specific competencies of a qualification, additional time is needed, the additional duration can be included in the contract and reported to the local authority.

The type of assessment and certification is decided by the employer by referring to the National Competency Standard, the Special Competency Standard and the International Competency Standard.

Lao People's Democratic Republic

Article 12 of the TVET Law stipulates three forms of learning approaches in vocational training in the country:

- 1 school-based training;
- 2 competency-based training; and

3 dual cooperative training.

Apprenticeship is part of dual cooperative training. Dual vocational education and training combines periods in an educational institution or training centre with work in a workplace. The dual scheme of training can take place on a weekly, monthly or yearly basis, depending on the curriculum and the training conditions negotiated among the training partners.

Vocational trainees in dual cooperative training may be contractually linked to an employer and/or TVET institution and receive a remuneration based on training contracts negotiated between the school and enterprises.

The Lao Labour law, Article 28, specifies that an employer has the direct obligation to provide training to workers under its responsibility, with the aim of improving production quality and competitiveness by setting aside an annual dedicated fund of 1 per cent from the annual salary or wages reserve fund of employees to cover expenses for skills training. The employer must take responsibility for helping workers improve their knowledge, capacity, skills and goals, with the aim of workers gradually becoming more industrious.

An apprentice has the same status as an employee. Apprentice remuneration depends on the enterprise and employer capacity. Generally, employers provide only small remuneration. The length of the apprenticeship should be from one month up to three months, depending on the curriculum and the training conditions. Assessment consists of a theory exam carried out in the school and a practical exam done by the employer and observed by teachers who send the results back to the school. The school will integrate the scores and complete the certification. The employer also provides an apprenticeship certificate for the in-house training.



Myanmar

The laws do not define apprenticeship in Myanmar, but “apprenticeship” and “apprentice” are noted in the definition of workers and employers under the Minimum Wages Law (2013) and the Employment and Skills Development Law (2013). The Minimum Wages Law defines a worker as “a person who earns wages obtained by carrying out permanent work, temporary work or piece work by using his or her physical or intellectual work in commerce business under an employment agreement. This includes an apprentice and the training of workers who receive wages, clerk and staff, outside worker, housemaid, housemaid and driver, security, sanitary worker and renovation worker”.



An employer is authorized to carry out employment-related skills improvement programmes for workers, to provide on-the-job training, to provide systematic training in the workplace, to send workers to outside training and to provide training to workers using information technology. According to the Employment and Skills Development Law, training programmes can be conducted for individual workers or for a group of workers and for a single job or for a combination of jobs. Additionally, an employer may employ young people, who are at least 16 years old, as apprentices and train them in employment-related skills, in line with the regulations stipulated by the Skills Development Body. At present, the only legal framework for apprenticeships is the Employment and Skills Development Law. However, that law needs to be made operational with rules and regulations.

In Myanmar, both the Ministry of Labour, Immigration and Population and the Ministry of Education will have important roles in a future apprenticeship system. While the Ministry of Education is important as a training provider and to assure the quality of apprenticeship training, the Ministry of Labour, Immigration and Population, as per the Employment and Skills Development Law (or the new (draft) Skills Development Law), ensures that apprenticeship training is registered in the national qualifications system and that apprentices receive appropriate certificates. The Employment Law (also the responsibility of the Ministry of Labour, Immigration and Population) provides a regulatory framework for the protection of apprentices through the apprenticeship contract. Both ministries work hand in hand with sector associations and chambers of commerce and other industry bodies to monitor the implementation of apprenticeships.

Unlike other ASEAN countries, Myanmar is still in the stage of testing dual apprenticeship training through pilot projects. Legal provision and rules and regulations will be developed based on the experiences and lessons learned



from those pilots and regular consultations with development partners and private sector stakeholders.

The Center for Vocational Training in Yangon offers three-year dual training in selected occupations. The centre has adapted the Swiss-German model: structured training composed of classroom-based programmes offered and work-based learning offered by enterprises linked to the centre. There are also some other attempts of more structured in-house forms of training, mostly in foreign-owned enterprises.

The Vocational Skills Development Programme is being implemented in Myanmar by Swisscontact and financed by the Swiss Agency for Development and Cooperation. The Swiss Embassy launched a dual apprenticeship pilot project in Yangon and Mandalay in 2018. A multilateral memorandum of understanding (MOU) for the programme was signed between the Department of Labour, the

Ministry of Education, the Ministry of Labour, Immigration and Population, the Department of Technical and Vocational and Training and Swisscontact. Due to the interest and commitments from the stakeholders, the pilot project selected two occupations: agriculture machinery mechanic and cook. The training duration for each occupation was set at 18 months, and 60 apprentices were selected.

The structured training programmes, the apprenticeship contract and the MOU between the training provider and employer, which both the Center for Vocational Training and Swisscontact have implemented, will give inputs into future apprenticeship-related policy provision. Further discussion and consultations are being pursued with these partners during the process of law-making.

The rights of a worker are stipulated in the labour laws. Payment of wages and minimum wages are assumed to apply to an apprentice as well. This training includes an apprenticeship salary, to be paid by the employer to the apprentice and to be above the minimum wage in Myanmar. Other rights, such as compensation for occupational accidents and social benefits, are yet to be stated. The duration of the apprenticeship runs between 18 months and three years, depending on the occupation.

The curriculum and training are in line with the competency standards set by the National Skills Standards Authority. After the training programme, and if the apprentice achieves the required standard in the assessments, the apprentice will receive a certificate linked to the new national qualifications. Currently, apprentices are assessed free of charge. In the future, there will be a fee.

Philippines

Philippine law defines apprenticeship as training within employment involving a contract between an apprentice and an employer in an approved “apprenticeable” occupation. Philippine enterprises are allowed to engage up to no more than 20 per cent of regular employees as apprentices.

The apprenticeship period is defined as 100 hours of theory for every 2,000 hours of practicum. The apprentice contract should conform with the rules issued by the Technical Education and Skills Development Authority (TESDA) and should include the following:

- a** competencies that will be acquired within the apprenticeship programme based on the training plan and the method of competency assessment;
- b** the period of training, depending on the approved training plan;
- c** training allowance, which in no case shall be less than 75 per cent of the applicable minimum wage, provided that the allowance is increased in an amount to be set by the TESDA Board upon recommendation of the recognized industry board or body, based on acquired competency of the apprentice. This is also contingent upon contributions to the training allowance by government agencies and/or non-government organizations, which are to be considered in computing the 75 per cent;
- d** a schedule of training allowance payments;
- e** an undertaking from the enterprise that it shall provide a disability and/or accident insurance policy in favour of the apprentice during the apprenticeship period; and
- f** the general rights and obligations of both parties, grounds for termination of the contract and the process for the termination of the apprenticeship contract.

Training institutions registered with TESDA may provide apprenticeship courses that are also approved by TESDA. It is the prime duty of the training institutions that their graduates should be able to acquire the skills that will eventually lead to permanent employment or allow them to become entrepreneurs, as per their acquired skills. Graduates need not be confined to employment, but they could also become self-employed entrepreneurs. However, the involvement of a training institution in the provision of the theoretical part of apprenticeship is at the discretion of the employer.

Participating entities in the apprenticeship programme should provide a disability and/or accident insurance policy in favour of the apprentice during the apprenticeship period, which shall not exceed two years. Competency assessment and certification shall be issued to the apprentice after they have demonstrated achievement of the competency standards.



A training certificate shall be issued by the authorized enterprise to signify completion of the apprenticeship programme, in accordance with the approved training programme. The certificate shall contain a list of the units of competency acquired and shall be considered comparable to completion of a training programme in a TVET institution.

Apprenticeship graduates shall likewise be awarded equivalent unit credits in the formal system of education that can be used in pursuing tertiary degree courses, subject to the integrated policies, standards and guidelines on equivalency and adult education acceleration programmes of TESDA, the Commission on Higher Education and the Department of Education.

Thailand

National law does not provide for an apprenticeship programme. Dual vocational training, however, has some elements of what internationally would be termed apprenticeship training. Dual vocational training means that training is in two parts: in a workplace and in a college. Youths joining on-the-job training through dual vocational training have the status of both college students and apprentices. Dual vocational training in Thailand is a training modality through which basic vocational courses and basic practical courses are provided at school, but professional courses and specialized vocational skills courses, including on-the-job training, are provided in the workplace. Dual vocational training is based on agreements between vocational colleges or institutes and private workplaces to jointly manage curriculum, learning, teaching and assessment.

The duration of the dual vocational training programmes is from one to four months. The Department of Skills Development (in the Ministry of Labour) assumes responsibility for all expenses of the off-the-job-training. The rate of allowance that

the Department will pay to the apprentice cannot be less than 50 per cent of the minimum wage (as specified in the Minimum Wage Rate Law).



Viet Nam

There is no legal definition of apprenticeship. According to the glossary of vocational and education training terminology from the National Institute for Vocational Education and Training (2007), apprenticeship is defined as:

A period of long-term training substantially carried out within an undertaking and often with related compulsory classroom instruction. It is regulated by statutory law or custom according to an oral or written contract, which imposes mutual obligations on the two parties concerned.

The Labour Code (2012) specifies the requirements of a vocational training contract, which must include the following:

- a** training occupation;
- b** training location and training period;
- c** costs of the training;
- d** the period during which the employee commits to continue to work for the employer after having been trained;
- e** responsibilities for the compensation of training costs; and
- f** responsibilities of the employer.

The Labour Code notes that an employer who recruits trainees or apprentices in order to employ them for work is not required to register such vocational training activity and shall not charge fees for such training. In this case, the trainees or apprentices must be at least 14 years of age and must be in appropriate health for the occupation, except in the case of certain occupations, as stipulated by the Ministry of Labour, Invalids and Social Affairs.

Social protection is not available because an apprentice contract is not considered as a labour contract. There are no regulations for the length of apprenticeship training. Assessment and certification for national vocational qualifications are not yet available.



Summary of country apprenticeship features

	Bangladesh	Cambodia	India	Indonesia	Lao People's Democratic Republic	Philippines
Legal framework	✓	✓	✓	✓	✓	✓
Social partners dialogue			✓			✓
Employment contract	✓	✓	✓	✓	✓	✓
On and off the job training	✓		✓	✓	✓	✓
Comprehensive training	✓		✓	✓		✓
Recognized certification	✓		✓	✓	✓	✓
Shared financing			✓		✓	✓
Social protection coverage	✓	✓	✓	✓	✓	✓



7. Principal challenges for the nine countries

Bangladesh

The main challenges that apprenticeship programmes face in Bangladesh relate to industry motivation. Industry was reported to be generally not yet well focused on staff development, largely due to the view that apprenticeship is a risky business decision, with a burdensome process for obtaining approval from the Government. There is a general sense that there will be low retention because apprentices likely move elsewhere at the end of an apprenticeship. Most employers are unaware of available support that the Government provides for apprenticeship programmes. And those employers who do take on apprentices commonly fail to hire them permanently at the conclusion of the apprenticeship.

The large informal sector is even more problematic because employers do not follow all the rules and regulations of the Labour Law, nor do they always pay the proper allowance. And informal apprentices are unlikely to have valid employment contracts.

Cambodia

Challenges in Cambodia include the short nature of training programmes, the lack of sustainable employment options for apprentices and training is typically only conducted within enterprises. Two months' maximum duration appears to have become the norm for training periods in all sectors.

Employers reported varying interpretations of the requirements of the Labour Law and indicated that a publicly available manual needs to be developed with definitive policies on the type of apprenticeship training programmes that are acceptable to the Ministry of Labour and Vocational Training.

The monitoring committees and the neutral examination panels prescribed in the legislation do not appear to be operational and may be impractical as



envisaged in the Labour Law.

A significant challenge is that the apprenticeship certification is not based on a national industry standard nor is it portable, particularly within the ASEAN Economic Community.

Micro, small and medium-sized enterprises account for up to 99.8 per cent of business establishments and 73 per cent of employment in Cambodia. Most of these enterprises are in the informal sector, with 97 per cent of them unregistered and their workers often lacking the legal protection of formal workers. These enterprises have potential to offer training to Cambodians but cannot currently be connected in any way to the apprenticeship system because it is restricted to enterprises with 60 or more workers.

India

Industries are not coming forward to engage apprentices because they see the option as an additional liability. The apprenticeship system has only limited coverage in the informal sector. India has 36 provincial states that could partner



with enterprises, but they are not proactively advocating apprenticeship training. The apprenticeship system is not well integrated with higher education.

Indonesia

Although the quantity of apprenticeships is a concern due to uneven uptake throughout the country, the main issue is the quality of the training. There is a priority need for policies that support the apprenticeship and increase the quality of the apprenticeship training. Additionally, the development of apprenticeships should be in line with industry demand for skilled workers. Information about the apprenticeship programme is not readily available to schools and the community. Moreover, the monitoring and evaluation process is not sufficient to assure quality in the overall outcome of the programme. For instance, there is no record of the percentage of apprentices who are finding jobs after their training.

Lao People's Democratic Republic

The representatives from the Lao People's Democratic Republic cited several challenges:

- low investment and support for TVET;
- the need to create partnerships between TVET institutions and industries or enterprises (almost all are small and medium-sized enterprises);
- insufficient infrastructure in TVET institutions and insufficient facilities to accommodate an increased number of trainees;
- a mismatch between TVET students produced and labour market demand;
- insufficient training materials and out-of-date machinery and tools for the practical training of students;
- insufficient teaching staff who, in addition, often lack teaching skills and industrial experience;
- lack of model TVET institutes or high-standard skills development centres to encourage acceptance by enterprises and employers;
- weak links between industry and TVET institutions; and
- a general misunderstanding of TVET.

Myanmar

There is no consistent understanding of the words “apprentice” and “apprenticeship” among stakeholders in Myanmar. There are different forms of vocational training that are commonly described as apprenticeships. Clear legal definitions are required. The term apprenticeship should be included along with definitions of workers in the legal framework of labour. Incentives (such as tax reductions and grants from the training fund) should be considered, and support should be in place for the provision of apprenticeships.

The Ministry of Education and the Ministry of Labour, Immigration and Population have agreed on their respective roles and responsibilities. The Ministry of Education has defined the obligations of relevant organizations (including those in the private sector), and the Ministry of Labour, Immigration and Population



“There is no consistent understanding of the words ‘apprentice’ and ‘apprenticeships’ among stakeholders in Myanmar.”

carries out testing and certification and defines the rights of the apprentices.

It is important to strengthen private-public partnerships and highlight the role of sector associations for the establishment of the monitoring and inspection mechanism for apprenticeships.

Philippines

A significant challenge is that an employer has other training options (the dual training system, on-the-job training, the Immersion Programme) that have fewer obligations and financial responsibilities than apprenticeships.

Thailand

The Thai representatives cited the following challenges:

- government support needs to be improved;
- many platforms to implement skills training;
- lack of knowledge or information to promote a new training modality to small enterprises;
- labour shortage in some industries and no intention to use an apprenticeship approach; and
- the need for robust workforce planning to identify demand and supply.

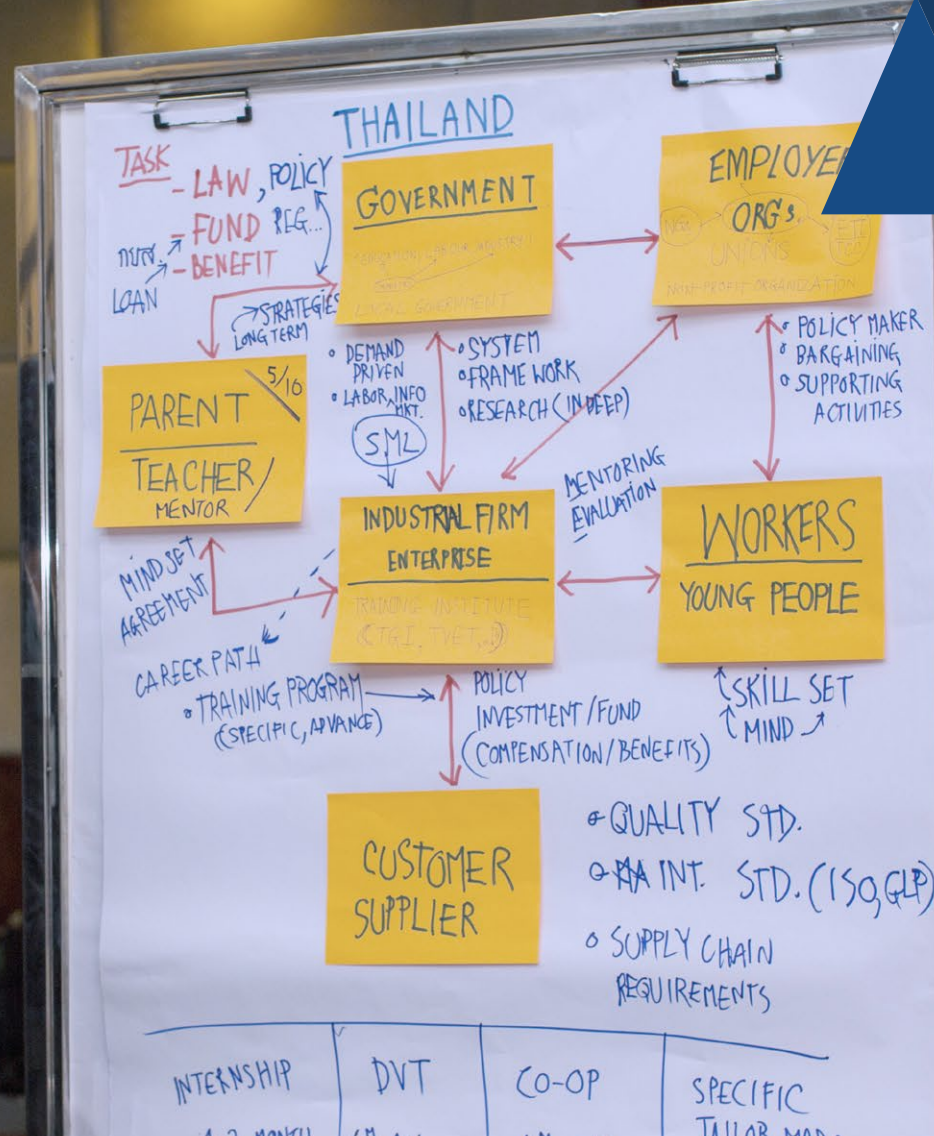
Viet Nam

The representatives from Viet Nam cited several challenges:

- lack of clear legal guidance for implementation for enterprises;
- no detailed definition in place;
- many enterprises have not understood their responsibilities, rights or benefits when participating in vocational training;

- training programmes for apprentices and the related requirements (for example, training for trainers to provide workplace training) to enforce apprenticeship are not available and will have to be developed;
- apprentices have no social protection in the workplace; and the job-hopping rate is high.





8. Progress, achievements and opportunities in the nine countries

Bangladesh

In Bangladesh, apprenticeships and apprentices are well protected by the Labour law. Apprenticeship in the informal sector is a common practice, and apprentices are well recognized. Views of apprenticeship are changing and becoming more positive, and more people are becoming interested to enter apprenticeship programmes.

Cambodia

Like the co-workers in an enterprise, the apprentice is entitled to social protection, such as health and accident insurance. Occupational safety and health standards are strictly observed. Following an apprenticeship, the employment rate is high (99 per cent) because the apprenticeship training takes place within enterprises, and apprentices are considered to be members of the workforce from the outset.

India

To impart greater visibility and outreach to the programme, the institutional arrangements for implementing apprenticeships have been redeveloped in India, wherein the policy and regulation is now taken care of by the Ministry of Skill Development and Entrepreneurship and implementation is overseen by the Directorate General of Training, the National Skill Development Corporation and the State Skill Development Mission. The new arrangement should facilitate the smooth functioning and better coordination and monitoring at the highest level. Road shows have been conducted to promote the apprenticeship system, inspire industries to become involved and to expand the programme to include all previously excluded sectors and enterprises.

Indonesia

In Indonesia, there is strong cooperation from enterprises offering quality apprenticeships. Enterprises also determine their recruitment process, such as screening, interviewing and testing, to ensure a good success rate in the

apprenticeship programme. There is ready availability of public and private training centres and government support, including funding. There is a high employability rate after completion of the programme. The apprentices also receive training on entrepreneurship, intended to encourage their trying alternatives to standard employment. As a result, apprentices often start their own business right after the apprenticeship programme rather than seeking employment with an enterprise.

Lao People's Democratic Republic

There is plenty of opportunity to expand the apprenticeship system in the Lao People's Democratic Republic by improving the collaboration between the TVET institutions and enterprises in order to generate a workforce that matches with the demand of the labour market (although transportation from schools to enterprises likely is needed, especially where students stay in dormitories). There is also opportunity to promote improvement of the TVET curriculum so it will be up to date with industry requirements.

Myanmar

The pilot programmes and the intervention of development partners are helping Myanmar to develop the necessary legal framework for a modern apprenticeship system.

Philippines

Passage of a proposed law on apprenticeships would provide a significant opportunity for a major expansion of apprenticeship training in the Philippines.

Thailand and Viet Nam

In both countries, there are opportunities for apprenticeships as a new, additional approach to workforce development, should the necessary discussions be undertaken among stakeholders at the national level and, hence, changes in the national law.



9. Principal strategies and initiatives within the nine countries

Bangladesh

The Bangladesh Government recently expanded its apprenticeship programmes in both the formal and informal sectors with the support of industry and development partners. While taking up the coordinating role, a2i – Innovate for All implemented apprenticeship programmes for nearly 60,000 apprentices and aims to reach 90,000 apprentices per year by 2023, which is 5 per cent of new entrants to the labour force. The apprenticeship programme is ongoing in more than 350 formal industry enterprises, and informal apprenticeships have been established in more than 127 subdistricts of Bangladesh.

A useful initiative is the establishment of master craftspersons in the informal sector who supervise apprentice trainees, although the training is not yet certified. Trainees, however, can be assessed and receive formal certification by the Bangladesh Technical Education Board through the recognition of prior learning.

Cambodia

The Government of Cambodia has begun piloting the Skill Development Fund, which will support apprenticeship training. Another initiative is the development of a manual of standard operating procedures for the apprenticeship system and an apprenticeship manual for hotel and services.

India

Given the importance of apprenticeships in improving the skills ecosystem of the economy, the Government recently initiated two major support steps:

1. To make apprenticeship more attractive to both industry as well as youth, the Ministry of Skill Development and Entrepreneurship drafted comprehensive amendments to the Apprentices Act, 1961 in December 2014. Major changes were introduced, including replacing the outdated system of trade-wise and unit-wise quota for apprentices with a range of 2.5 per cent to 10 per cent of the total workforce (including contractual workers); the introduction of optional trades (to incorporate the upcoming and evolving job roles); removing stringent penalty clauses, like imprisonment; and allowing industries to outsource basic

training for new candidates.

2. To promote apprenticeships and to incentivize employers to engage apprentices, the Directorate General of Training (within the Ministry of Skill Development and Entrepreneurship) launched the National Apprenticeship Promotion Scheme in 2016. It is a scheme in which the Government covers a portion of the expenditure incurred by enterprises for training provision and for stipends to apprentices.

Indonesia

Ministerial Regulation No. 36, 2016, provides the basis for the development of a robust apprenticeship system in Indonesia, in which apprentices are considered to be prospective workers who want to receive relevant work training instead of school or college students who want on-the-job training as part of a curriculum requirement.

Lao People's Democratic Republic

The Education Law, the TVET Law, the Labour Law, the Decree on TVET and Skills Development and the Decree on Dual Cooperative Training all provide good grounding for the future establishment of a modern apprenticeship system.

Myanmar

The Vocational Skill Development Programme and pilot apprenticeship project are two initiatives in Myanmar to establish an apprenticeship system. There are 49 apprentices (22 for cook and 27 for mechanic) who have graduated of the 60 who originally started. Those initiatives have strengthened public-private partnerships; provided skilled workers to employers, with minimal investment, and upgraded the capability and the technical skills of in-house trainers. All of the apprentices in the pilot programme secured jobs.

Philippines

The Government is moving towards passage of an apprenticeship law. This could revitalize the current apprenticeship system.

10. Going forward from the action plans

Bangladesh

Bangladesh aims to ensure that at least 5 per cent of new entrants to the labour force are in apprenticeship programmes. To achieve this, it will be necessary to:

- motivate employers, both formal and informal;
- ensure quality training and assessment within the National Technical Vocational Qualifications Framework;
- ensure proper monitoring and mentoring, both by involving government and private sector players and using online resources;
- develop a comprehensive awareness campaign;
- involve social partners (employers, trade unions, NGOs, civil society organizations, etc);
- involve development partners and international NGOs; and
- develop incentive mechanisms for industry to encourage participation.

Cambodia

Cambodia aims to develop a manual of standard operating procedures on apprenticeship and a training manual on apprenticeship for hotel service and other priority sectors and occupations. As well, they intend to make online resources available and to implement a modern, quality apprenticeship system, with emphasis on the tourism, construction, manufacturing, electricity and electronics sectors.

India

The representatives from India cited five initiatives for their action plan:

- bring all stakeholders in the apprentice ecosystem under the ministry in charge of apprenticeship programmes;
- formalize informal apprenticeship training;
- mandate implementation of apprenticeship in sectors not currently covered (banking, retail, aviation, etc.);
- embed apprenticeship in the overall higher education system; and
- develop a model framework for emerging sectors (such as Industry 4.1, blockchain and the gig economy).

Indonesia

The representatives from Indonesia will aim to work with the Government to: regulate all enterprises to take up apprenticeship programmes; and establish a national funding scheme.

Lao People's Democratic Republic

The Lao representatives will aim to:

- strengthen collaboration between enterprises and TVET institutions (the Ministry of Education and Sport and the Ministry of Labour and Social Welfare) to achieve a 5 per cent increase in the number of apprentices (there were approximately 400 apprentices in 2018); and
- strengthen the capacity building of teachers, trainers, mentors, instructors and in-house trainers.

Myanmar

The representatives from Myanmar will aim to:

- promote social dialogue on apprenticeship;
- initiate labour market analysis for apprenticeship;
- amend laws to arrive at a clear definition of apprenticeship; and
- promote awareness of apprenticeships, apprenticeship contracts, the needed funding and national certification arrangements.

Philippines

The representatives from the Philippines will aim for the:

- development of a glossary of terms; coordination and social dialogue among the stakeholder partners in the current
- tri-focalized education system;
- organization of a conference in Manila with apprenticeship stakeholders;
- developing a cost-benefit analysis to promote apprenticeships;
- passage of Senate Bill 1392, which is new legislation providing for a revised apprenticeship programme; and
- identification of possible cost-sharing arrangements between the Government and social partners to promote apprenticeships.

Thailand

The representatives from Thailand will aim to:

- establish a big data labour market bank;
- encourage the Ministry of Education and the Ministry of Labour to collaborate to build a common knowledge platform on apprenticeship training; and
- establish a legal framework through an apprenticeship law.

Viet Nam

The representatives from Viet Nam will aim to:

- develop new regulations within the labour law, revise the Labour Code and promote new policy-making;

- review work-based training practices to provide evidence for policy-making;
- develop guidance on apprenticeship procedures for all stakeholders;
- promote apprenticeship and other work-based training; and
- put in place capacity-building for stakeholders in Viet Nam on apprenticeships.





11. Recommendations and conclusions

The workshop helped enhance the participants' understanding of quality apprenticeships and work-experience measures so as to better assist young women and men in their transition from school to decent employment. Moreover, it provided an opportunity for the participants to exchange their experiences and discuss what constitutes good practices.

As a result of the participants' own initiative, the tripartite Alliance for Asian Apprenticeship network was formed with the following objectives:

- facilitate the exchange of knowledge, experiences and good practices among the countries of the Asia and the Pacific region on apprenticeship;
- facilitate regional capacity building, documentation and research on apprenticeships;
- promote pragmatic technical cooperation and technology transfer among countries on apprenticeships, in line with relevant Sustainable Development Goals;
- catalyse quality apprenticeships around the region to ensure decent employment for all youth, leaving no one behind; and
- support countries in developing a strong apprenticeship framework and network.

At the end of the workshop each country delegation presented recommendations for their country.

Bangladesh

For Bangladesh, the representatives recommended:

1. Developing a national apprenticeship policy, which should be embedded in the National Labour Law and the National Youth Policy.
2. Developing national institutions that promote proper coordination, implementation, monitoring and mentoring of apprenticeship programmes.
3. Fixing the national target for apprenticeships at 5 per cent of new labour force entrants every year.
4. Arranging a national apprenticeship conference every year that involves workers, employers, development partners and government to showcase initiatives.
5. Involving trade unions in apprenticeship programmes to promote the rights of workers.
6. Motivating industries to participate in industry-led apprenticeship

programmes.

7. Developing suitable classrooms and capable trainers for apprentices in industry.
8. Ensuring that the assessment and certification by the Bangladesh Technical Education Board for apprentices after completing their

apprenticeship.

9. Sharing knowledge on apprenticeship from one country to another country through a Global Apprenticeship Network and Decent Jobs for Youth platform

Cambodia

For Cambodia, the representatives recommended:

1. Enhancing the uptake, relevance and quality of the apprenticeship system and, in particular, codifying policies, procedures and forms into a manual of standard operating procedures to promote effective and efficient implementation.
2. Utilizing the investment in the development of workplace performance standards and the new national technical and vocational qualifications to enhance the quality of apprenticeship training, noting that Cambodia has invested significantly in the development of the Qualifications Framework and Competency Standards representing workplace performance requirements for certain sectors of the economy. That task is ongoing and linked to workplace performance standards in ASEAN and to labour mobility and freer trade and investment in the new ASEAN Economic Community, with the overall aim of industry-based trainers progressively adopting the national competency standards in their training programmes and workers achieving certificates that are recognized nationally and throughout ASEAN.
3. Establishing a working group to consider extending apprenticeship-type coverage to include micro, small and medium-sized enterprises



through a dual training programme modelled on modern apprenticeship arrangements in ASEAN Member States.

India

For India, the representatives recommended:

1. Expanding apprenticeships into the banking and finance sector.
2. Providing awareness programmes for youth to join apprenticeships.
3. Promoting apprenticeships among micro, small and medium-sized

enterprises and industry clusters.

4. Studying and adopting global good practices suitable for the Indian context for increasing the acceptance of apprenticeship programmes in the country.
5. Increasing industry engagement through mobilization and awareness promotion.

Indonesia

For Indonesia, the representatives recommended:

1. Improving the quality of apprenticeships driven by industry needs.
2. Offering generous incentives for private enterprises that invest in and offer apprenticeship programmes.

3. Increasing regional communication and cooperation for apprenticeships.
4. Improving integrated monitoring and evaluation systems through enhanced cooperation among relevant stakeholders.
5. Offering apprentices an experience of real working conditions, for example, through overtime.

Lao People's Democratic Republic

For their country, the Lao representatives recommended that:

1. All stakeholders should work together on a public campaign promoting TVET to educate the public, especially the young labour force, about apprenticeships.
2. A detailed framework should be developed for implementing

apprenticeships in workplaces and TVET institutions.

3. Collaboration should be promoted between enterprises and schools so they jointly implement apprenticeship programmes.
4. TVET in different models, forms and systems should be promoted.
5. Research in the field of TVET implementation should be initiated.
6. The current apprenticeship system should be improved and updated to be more beneficial to all stakeholders.

Myanmar

The representatives of Myanmar made the following recommendations

for their country:

1. Noting that the national skills assessment and certification system

is now in place, a training delivery system should be developed. The Government should include the apprenticeship model within its regulations for vocational training.

2. The Ministry of Education should define the apprenticeship system, with the support of development partners and based on the experience of implementing agencies.
3. The Ministry of Labour, Immigration and Population should define apprenticeships, in line with other labour laws and the TVET Law.
4. Formal apprenticeship contract template should be designed to minimize disputes between employers and apprentices.
5. The legitimate rights and interests of young employees should be protected, and apprenticeships should not become an exploitation.

6. There should be promotion of in-house skills training to encourage enterprises to participate, noting that offering apprenticeships may increase the enterprises' costs and may discourage them from offering or expanding in-house training.
7. Government and industry organizations should have the capacity to monitor adherence to the apprenticeship regulations.
8. The Ministry of Labour, Immigration and Population should promote the establishment of a training fund, in line with the Employment and Skills Development Law, and the Ministry of Education should make funds available under the TVET Law and through a public-private partnership mechanism to support apprenticeships.

Philippines

The representatives from the Philippines noted that the apprenticeship programme is meant to boost skills development and the employability of apprentices. To make the programme more appealing to youth in rural areas, costs for transportation, board and lodging should be considered because training centres are typically far away and the cost of training may not be free. This will be necessary if the purpose of the programme is to really help people obtain gainful and stable employment or entrepreneurial application. Alternatively, the Government should establish training

centres that are accessible to people in rural areas. Enterprises would benefit from a 25 per cent lower rate for apprentice wages, but then the apprentice should not need to pay for the practical training.

The representatives recommended a review of the pending bill to apply relevant inputs, learning and mechanisms implemented by developed countries. They also recommended social dialogue and coordination opportunities for all stakeholders at the grass-roots level and robust programme implementation across the country.

Thailand

The representatives from the Philippines noted that the apprenticeship For Thailand, the representatives recommended using workplaces for formal

skills training, with legal protection for all students and workers in training programmes. The promotion would be valuable because learning in the workplace provides students with an opportunity to combine theory

and practice in a real-work environment, thus deepening their knowledge and understanding and enhancing their work-related capabilities. They

also recommended that the Government develop a national policy that establishes an apprenticeship system in Thailand.

Viet Nam

The representatives made the following recommendations for Viet Nam:

1. The Government should offer supporting schemes for enterprises in terms of finance and other resources for apprenticeship programmes.
2. The Government should introduce the concept and provide a definition of apprenticeship.

3. The Government should review the current legal background to identify the gaps and what needs to be done to initiate the apprenticeship practice.
4. The Government should prepare a workplan with all relevant stakeholders for introducing this training modality.

Common recommendations and proposed action plan interventions					
	Promotion of apprenticeship system	Strengthen social dialogue	Develop national policies and legal framework	Encourage uptake by micro, small and medium-sized enterprises	Establish improved financing arrangements
Bangladesh	✓	✓	✓		
Cambodia	✓			✓	
India	✓	✓		✓	
Indonesia	✓	✓	✓		✓
Lao People's Democratic Republic	✓				
Myanmar	✓	✓	✓		✓
Philippines	✓	✓	✓		✓
Thailand	✓		✓		
Viet Nam	✓	✓	✓		✓

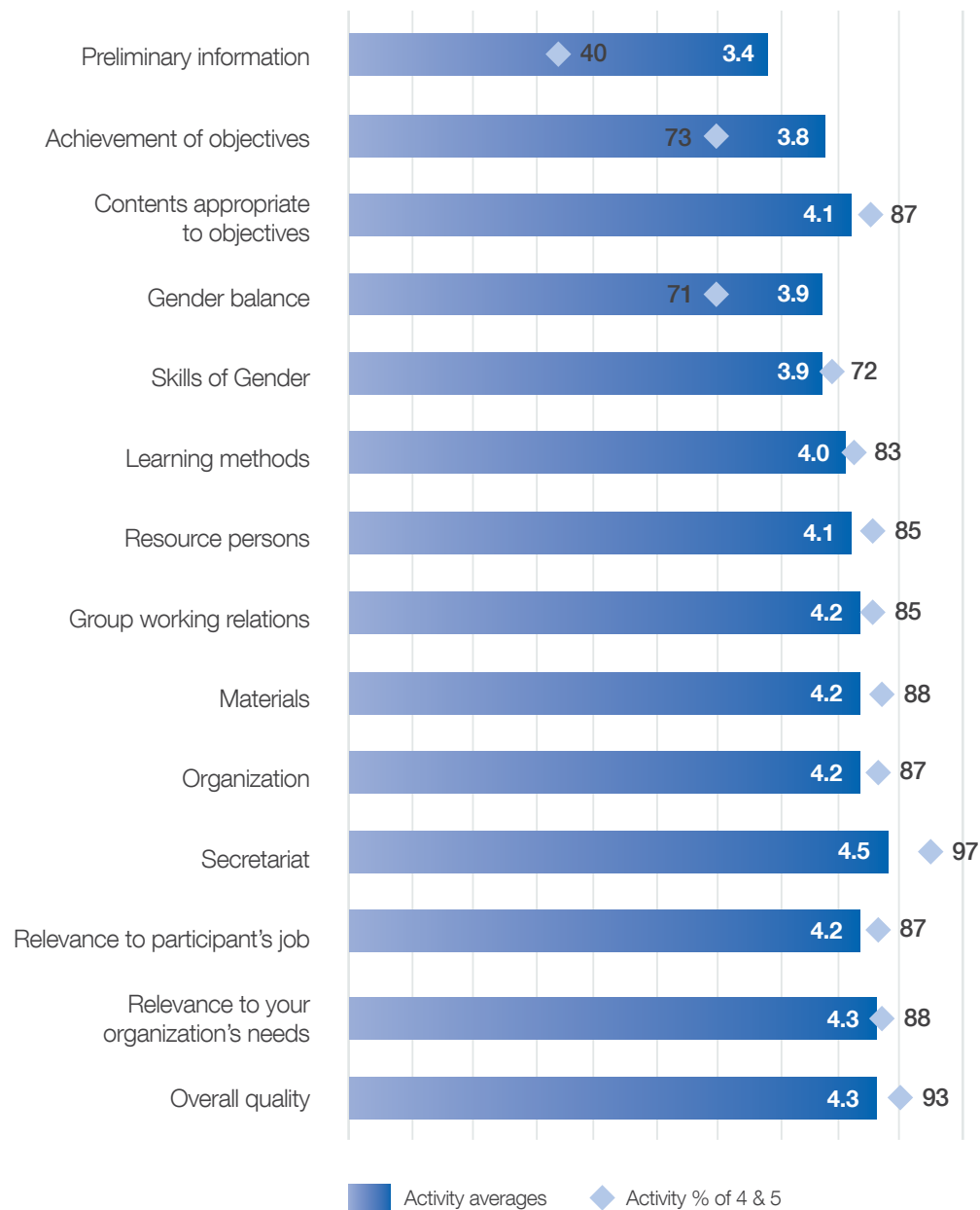
12. Workshop evaluation

At the end of the workshop, the participants were invited to respond to an evaluation form concerning the organizational, technical and pedagogical aspects of the course. Each aspect was ranked on a scale from 1 to 5 (minimum to maximum degree of appreciation).

The evaluation results are shown in the table hereafter:

Questions	Average	% 4 & 5
1. Before participating in this activity, did you have enough information to understand whether it could meet your learning needs?	3.35	40
2. To what extent were the activity's objectives achieved?	3.83	73
3. Given the activity's objectives, how appropriate were the activity's contents?	4.08	87
4. Did the course help you understand better the provisions of relevant international labour standards and their practical application?	4.10	80
5. How well did the course address the specific needs of both women and men within the course's sector or theme?	3.90	71
6. To what extent did this course/learning activity give you any tools, skills or knowledge to address gender equality in the sector in which you work?	3.88	72
7. Were the learning methods used generally appropriate?	4.00	83
8. How would you judge the resource persons' overall contribution?	4.13	85
9. Did the group of participants with whom you attended the activity contribute to your learning?	4.23	85
10. Were the materials used during the activity appropriate?	4.17	88
11. Would you say that the logistics of the activity were well organized?	4.23	87
12. Would you say that the administrative support and secretariat was efficient?	4.45	97
13. How likely is it that you will apply some of what you have learned?	4.20	87
14. How likely is it that your institution/employer will benefit from your participation in the activity?	4.32	88
15. Are you satisfied with the overall quality of the activity?	4.32	93

Level of satisfaction of respondents



Annex I Resource persons



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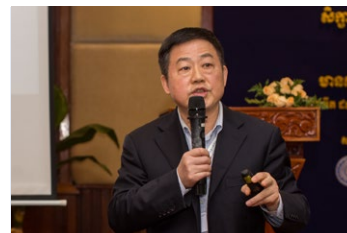
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Annex II Workshop programme

	10 December	11 December	12 December	13 December	14 December
9:00–10:30	Opening session Opening remarks by <i>Sher Verick (ITC/LO, Turin)</i> <i>Graeme Buckley (ILO-DWT/CO-BKK)</i> <i>Junker Simon (SDC Cambodia)</i> <i>HE Dr Ith Samheng (Minister, MLVT, Cambodia)</i> Icebreaker and expectations Introduction to the agenda	Initiatives to promote apprenticeships in G20 countries <i>Sher Verick (ITC/LO, Turin)</i> <i>Kazutoshi Chatani (ILO, Indonesia)</i>	Funding arrangements <i>Kazutoshi Chatani (ILO, Indonesia)</i>	Developing and implementing quality apprenticeships - Demonstration of e-learning programme for tools for quality apprenticeship in enterprises - Standard for In-Company Training in ASEAN countries <i>Kazutoshi Chatani (ILO, Indonesia)</i> <i>Franziska Seel (GIZ, Thailand)</i>	Preparation of action plans and concept notes by tripartite country delegations <i>Chandni Lanfranchi (ITC/LO, Turin)</i>
11:00–12:30	Conceptual framework of quality apprenticeships Introduction to the agenda Presentation <i>Ashwani Aggarwal (ILO, Geneva)</i>	Regulatory framework - A role play <i>Ashwani Aggarwal (ILO, Geneva)</i>	Upgrading informal apprenticeships <i>Gabriel Bordado (ILO, India)</i>	Emerging issues in apprenticeships World café on inclusiveness, Life Long Learning and Stigma <i>Angelica Munoz (ILO, Geneva)</i> <i>Rim Khleang (ILO, Cambodia)</i> <i>Socheata Sou (ILO, Cambodia)</i>	Preparation of action plans and concept notes by tripartite country delegations <i>Chandni Lanfranchi (ITC/LO, Turin)</i>
14:00–15:30	Analysis of the current state of apprenticeship system Case studies on Swiss and Korean quality apprenticeship systems <i>Junker Simon (SDC, Cambodia)</i> <i>Dr Bae Chang-ok (HRD, Republic of Korea)</i>	Social dialogue and coordination mechanisms <i>Julien Magnat (ILO, Thailand)</i> Plenary and role play	Labour market relevance and quality assurance <i>Gabriel Bordado (ILO, India)</i> ASEAN, SAAC	Emerging issues in apprenticeships World café on SMEs, social protection, gig and digital economy <i>Angelica Munoz (ILO, Geneva)</i> <i>Rim Khleang (ILO, Cambodia)</i> <i>Socheata Sou (ILO, Cambodia)</i>	Presentation and review of action plans Evaluation Concluding remarks
16:00–17:30	Roles and responsibilities <i>Sher Verick (ITC/LO, Turin)</i>	Social dialogue and coordination mechanisms (continued) <i>Julien Magnat (ILO, Thailand)</i> Plenary and role play	Countries presentations World café	International labour standards on apprenticeships <i>Ashwani Aggarwal (ILO, Geneva)</i> <i>Chandni Lanfranchi (ITC/LO, Turin)</i> <i>Julien Magnat (ILO, Geneva)</i>	

Annex III Participants, lecturers and organizers

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