



International
Conference of
Labour Statisticians
11-20 October 2023



Statistics on qualifications, skills, apprenticeship and other forms of work-based learning

General report, para. 174-179, Room doc. 25

Statistics on qualifications, skills, apprenticeships and other forms of work-based learning

Statistiques sur les qualifications, les compétences, les apprentissages et d'autres types de formation en situation de travail

Estadísticas sobre calificaciones, competencias, aprendizajes y otras formas de aprendizaje basado en el trabajo

Participants in the Conference are invited to: (a) indicate whether the topic of statistics on work-based learning is of interest to their country; (b) indicate whether their country already collects statistics on apprenticeships and other forms of work-based learning through establishment-based or household-based surveys; and (c) express their views as to whether this topic should be discussed in the future in greater depth with a view to producing internationally comparable statistics on participation in apprenticeship and other forms of work-based learning.

Les participants à la Conférence sont invités à: *a)* indiquer si le sujet des statistiques sur les formations en situation de travail présente un intérêt pour leur pays; *b)* indiquer si leur pays collecte déjà des données statistiques sur les apprentissages et autres types de formation en situation de travail dans le cadre des enquêtes auprès des établissements ou auprès des ménages; *c)* dire si, à leur avis, ce sujet devrait faire l'objet d'une discussion plus approfondie à l'avenir, en vue de produire des statistiques comparables au niveau international sur la participation à des programmes d'apprentissage ou d'autres types de formation en situation de travail.

Se invita a los participantes en la Conferencia a que: *a)* indiquen si el tema de las estadísticas sobre el aprendizaje basado en el trabajo es de interés para su país; *b)* indiquen si su país ya compila estadísticas sobre los aprendizajes y otras formas de aprendizaje basado en el trabajo mediante encuestas de establecimientos u hogares, y *c)* expresen sus puntos de vista sobre si este tema debería discutirse en el futuro en mayor profundidad con vistas a producir estadísticas comparables a nivel internacional sobre la participación en aprendizajes y otras formas de aprendizaje basado en el trabajo.

▶ Outline

- ▶ Qualifications and skills mismatches - recent development
- ▶ Work-based learning, and apprenticeship – country practices
- ▶ Draft proposal for conceptual framework for statistics on work-based learning
- ▶ Other: Vocational education and training

► Qualifications and skills

The 20th ICLS:

- endorsed guidelines concerning measurement of qualifications and skills mismatches of persons in employment
- requested that the ILO continue methodological work on this topic, develop data collection tools, and arrange for testing of the concepts and measurement approaches presented in these guidelines.

► Qualifications and skills

Progress since 2018

- an add-on module on Occupational qualifications and skills has been developed;
- testing and implementation of the conceptual framework of the guidelines and the methodology developed for collecting data on qualifications and skills (Eswatini, Tanzania, SWTS);
- a stand-alone learning course on measuring skills mismatches in collaboration with ITC (annually since 2020);
- estimates of mismatch by level of education systematically produced, analysed, and disseminated on ILOSTAT.

► Apprenticeship, and other forms of work based learning

Considered to be an important element of the system of lifelong learning by

- Global Commission on the Future of Work.
- ILO Centenary Declaration for the Future of Work, adopted by the 108th Session of ILC (June 2019).
- 2030 Agenda for Sustainable Development (UN, 2015), (SDG 4.3.1. and SDG 8.6.1)
- Quality Apprenticeships Recommendation (No.208) was adopted by 111th ILC (June 2023)
 - provides a definition of the term “apprenticeship”,
 - calls for data collection by the competent authority
 - calls for generation of new knowledge in the field of apprenticeships.



a growing need for reliable and comparable statistics on participation in WBL

► Apprenticeship, and other forms of work based learning

No statistical standards

The 21st ICLS therefore may wish to request statistical guidelines:

- Provide statistical definitions and/or taxonomies of various forms of WBL;
- Provide guidance on measurement;
- Provide guidance for data sources, data collection, tabulation and analysis;
- Suggest key indicators needed from the policy point of view.

► Apprenticeship, and other forms of work based learning

Research (2022/2023)

- Desk review and analysis of existing country practices and sources .
- Examination of existing international statistical frameworks with regards to employment, education, skills,
- Internal consultation of users of statistics on WBL
- Validation and analysis of data and indicators on WBL
- Dissemination of data on ILOSTAT

► Apprenticeship, and other forms of work based learning

Review of country practices (2022/2023)

- 84 out of 140 countries include at least one question regarding WBL in their LFS
- Focus - questions/variables about apprenticeships, internship, traineeship .
 - Other forms of WBL (participation in informal learning, continuous professional development of employed, short courses, workshops or seminars) not investigated.
- Questions for identifying apprentices and other WBL
 - the reasons for having a temporary job/a work contract of limited duration in main or secondary job
 - the current employment status of the respondents
 - the type of employment contract

► Apprenticeship, and other forms of work based learning

Review of country practices (2022/2023)

- Paid/Unpaid
- For those trainees that are not reporting themselves as working, questions about their current education and training, current main activity and/or direct questions about participation in any unpaid apprenticeship, internship or work-based training .
- **Reference period**; for those in employment- the previous week, for those not in employment - usually the previous four weeks. Participation in training before the previous four weeks was not taken into account

► Apprenticeship, and other forms of work based learning

Review of country practices – main findings

- The data are often not available or, when available, are not suitable for cross-national comparison.
- There is no single, standardized definition of apprenticeship and other forms of work-based trainees
- Boundaries not clear. Often, terms are interchangeable used.
- Only 12 out of 84 countries make the distinction between apprenticeship and other trainees.
- Less than ½ of all countries distinguish between paid and unpaid trainee work.
- Only five countries distinguish between formal and informal apprenticeships
- The number of countries that collect info about the duration of training is limited

► Apprenticeship, and other forms of work based learning

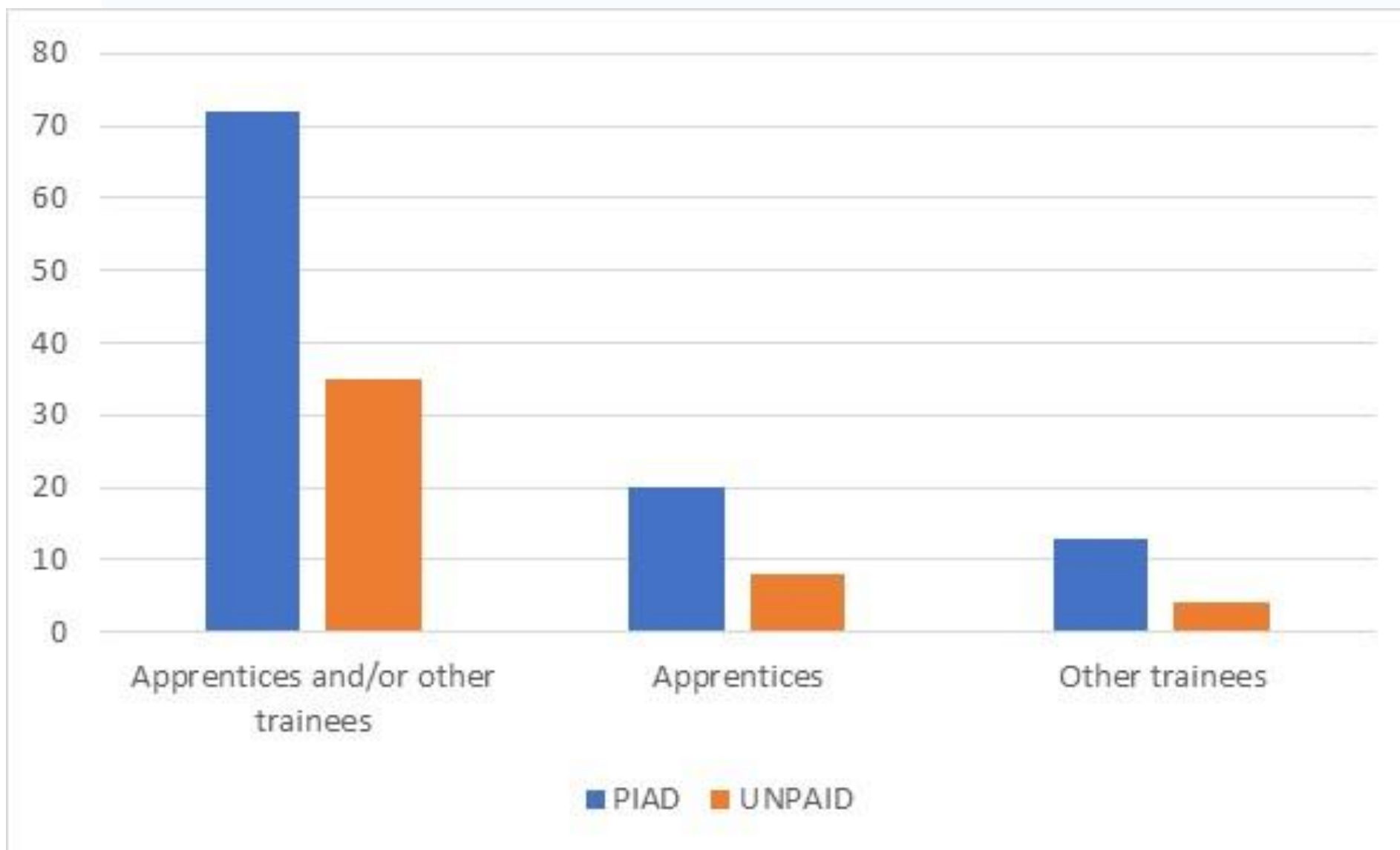
Review of country practices – main findings

No. of countries that collect data on apprentices, and other trainees, paid or unpaid (out of 84)

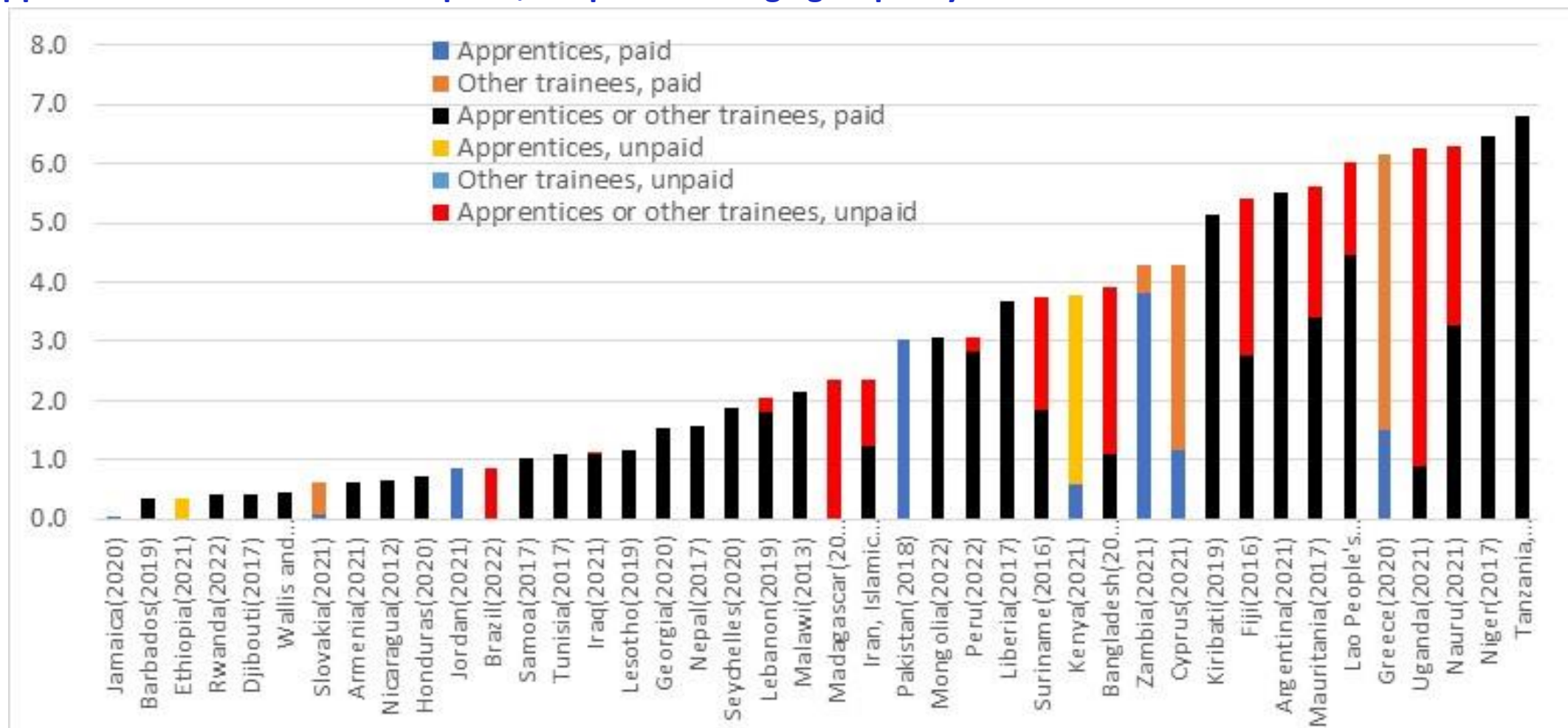
Apprentices - paid	20
Other trainees -paid	13
Apprentices and/or other trainees - paid	72
Apprentices - unpaid	8
Other trainees- unpaid	4
Apprentices and/or Other trainees - unpaid	35



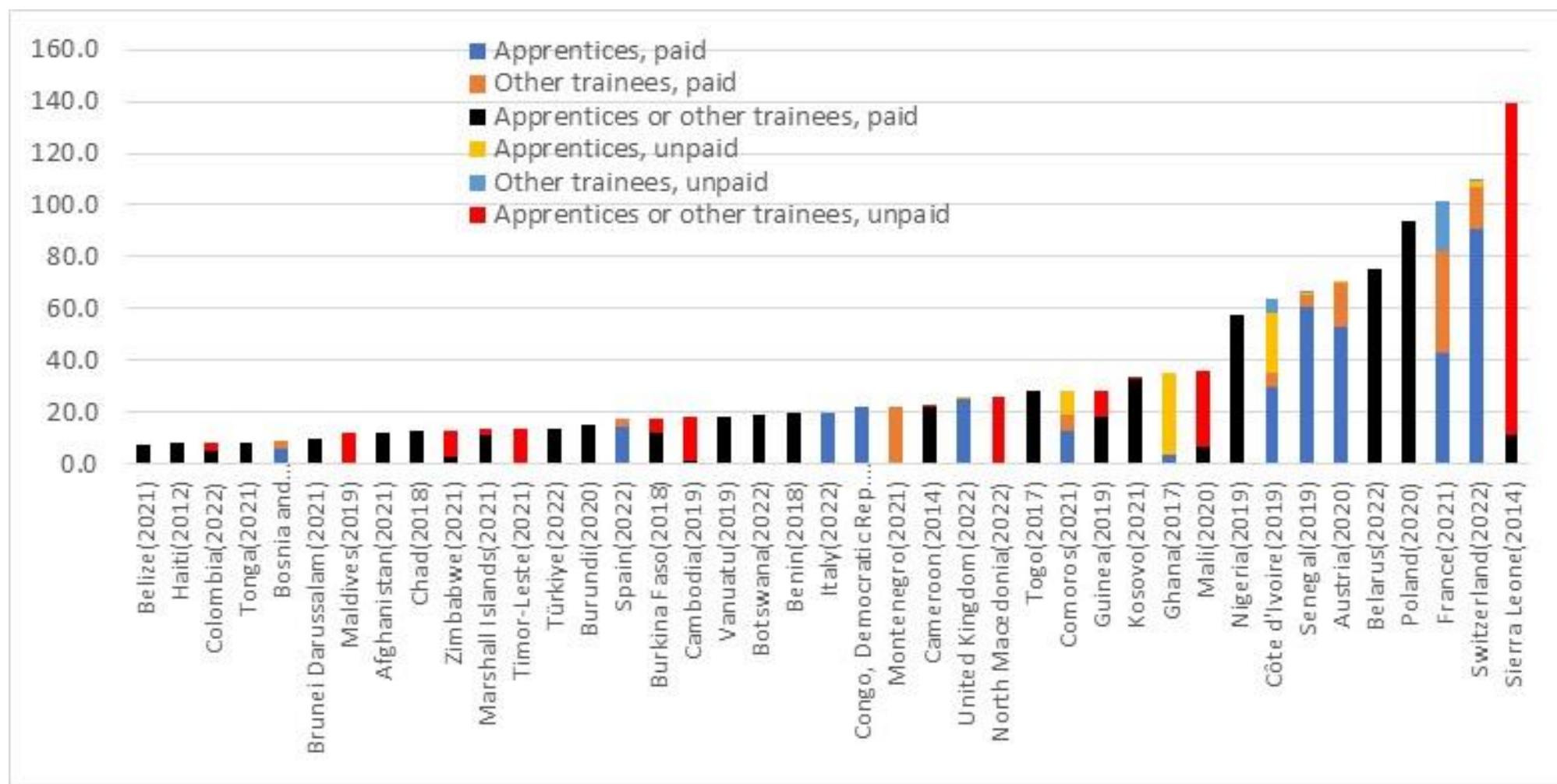
No. of countries that collect data on apprentices and other trainees, paid and unpaid (out of 84)



Apprentices and other trainees per 1,000 persons in age group 15 years and over



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► Apprenticeship, and other forms of work based learning

Review of country practices – challenges

- Harmonising the concepts and definitions, and developing common methodological approaches to WBL measurement.
- Improving the availability of data on different forms of WBL.

Review of country practices – possible solutions

- make distinction between participation in paid and unpaid trainee work
- covering as a minimum, WBL that is part of formal education and non-formal education and training
- separately define, identify and measure apprenticeship and other forms of WBL

► Apprenticeship, and other forms of work based learning

Existing standards

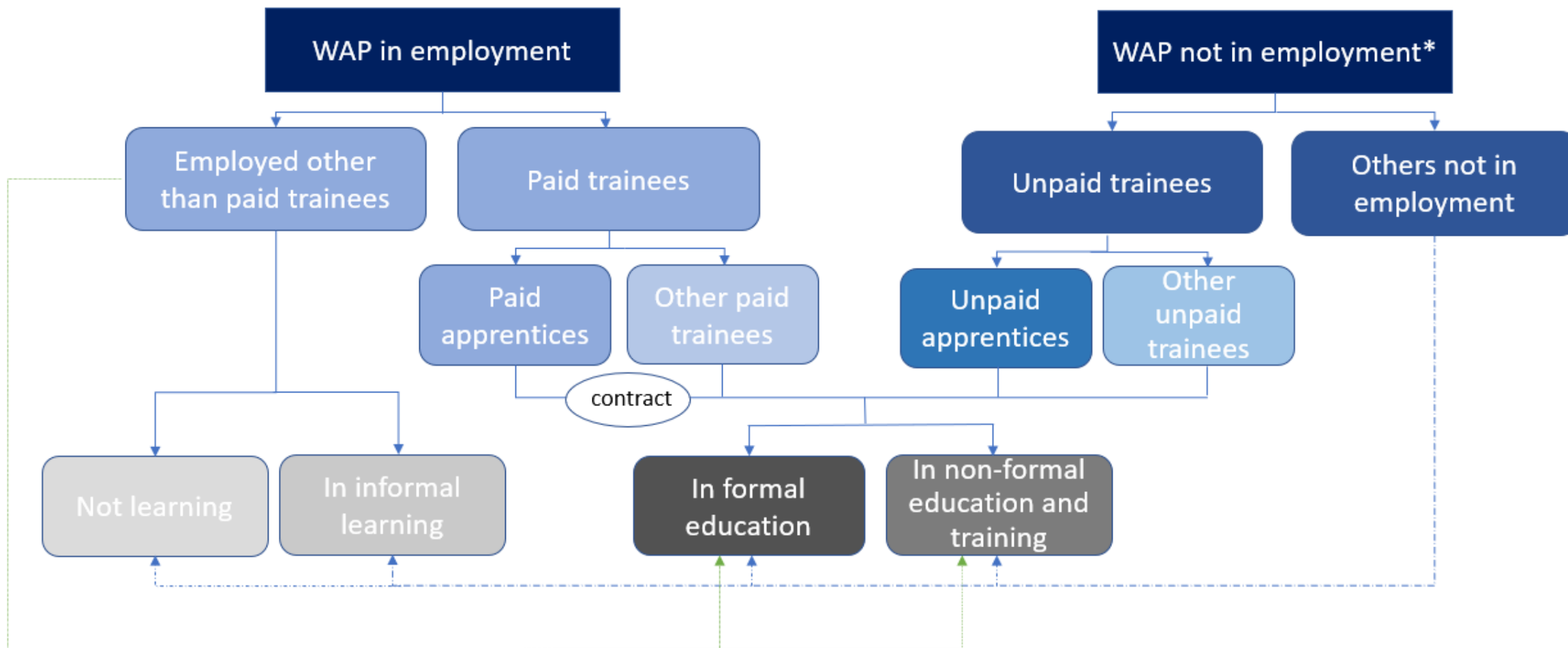
- ISCED 2011 classification (formal education/non-formal education and training/informal learning, work-based education)
- EUROSTAT Classification of learning activities (2016)
- 19th ICLS Resolution (2013) – (unpaid trainee work)
- 20th ICLS Resolution (2018) – (paid trainee work)
- Quality Apprenticeships Recommendation (No. 208) (2023) – (quality apprenticeship)

► Apprenticeship, and other forms of work based learning

➤ Quality Apprenticeships Recommendation (No. 208) (2023)

“The term “apprenticeship” should be understood 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**”.

Conceptual framework for statistics on work-based learning



► Apprenticeship, and other forms of work based learning

Preliminary definitions:

- **WBL** refers to all forms of learning that take place in a real work environment
- **Paid trainee work** (20th ICLS)
- **Unpaid trainee work** (19th ICLS)
- **In formal education** - leads to nationally recognised qualifications
- **In non-formal education and training** - leads to qualifications that are not recognised as formal or to no qualifications at all
- **In informal learning**- experiential learning

► Apprenticeship, and other forms of work based learning

Preliminary definitions:

- **Apprenticeship** - structured WBL; acquisition of all competences required to practice a particular trade or occupation; *longer period (?)*
- **Traineeships, internships, learnerships and placements- WBL** to gain general experience in a type of work or an opportunity to practice skills already acquired ; *shorter period (?)*
- **Apprenticeship in formal education** - WBL that is part of a formal educational programme, elements of learning in the workplace with classroom-based learning, and leads to formally recognised qualifications. Paid/Unpaid. May be a subject to a contract/agreement.
- **Apprenticeship in non-formal education and training** - WBL outside of the formal education system. Incl. apprenticeship in traditional forms of training offered at artisan workshops. Paid/Unpaid. Does not lead to *formal qualifications*.
- **Quality apprenticeship** - a subset of apprenticeships in formal education that is paid and subject to apprenticeship contract/agreement (R208)

► Apprenticeship, and other forms of work based learning

Possible way forward

- Development of the Guidelines concerning statistics of the WBL for the 22nd
- Examination and validation by the WBL statistics expert group.
- Presentation at the 22nd ICLS.
- Planning of the work towards developing technical and practical methods for collecting data concerning the WBL
- Preparing a technical manual for WBL data collection
- Ensuring an ongoing international dialogue between international entities responsible for statistical standards, especially ISCED revision

► Apprenticeship, and other forms of work based learning

Participants in the Conference are invited to express their views as to:

- The WBL is a policy priority in their country;
- Their country already collects or plans to collect statistics on apprenticeship and other forms of WBL through establishment-based surveys or hhs-based surveys;
- Te ILO should expand its activities to further refine the methodology.
- This topic should be discussed in the future with a view to adopting statistical guidelines that would facilitate the production pf internationally comparable statistics on participation in apprenticeship and other forms of WBL.
- Interested in contributing to the ongoing work to test and further develop the conceptual framework for statistics of WBL