



ILO Toolkit for Quality Apprenticeships

Volume 2: Guide for Practitioners

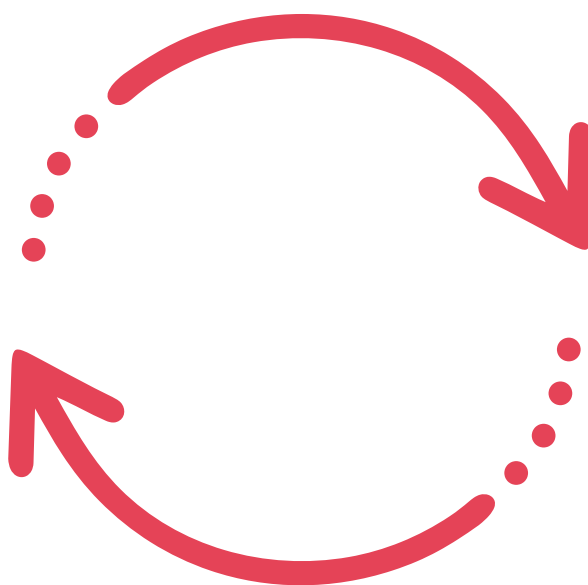
- ▶ **The quality apprenticeship training life cycle**



ILO Toolkit for Quality Apprenticeships

Volume 2: Guide for Practitioners

▶ The quality apprenticeship training life cycle



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*ILO Toolkit for Quality Apprenticeships. Volume 2: Guide for Practitioners
For developing, implementing, monitoring and evaluating apprenticeship programmes.
Module 1: The quality apprenticeship training life cycle*

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ILO Toolkit for Quality Apprenticeships

▶ **Module 1 The quality apprenticeship training life cycle**

- Module 2 Developing quality apprenticeship programmes
- Module 3 Preparing quality training places
- Module 4 Organizing apprenticeship training
- Module 5 Post-training transitions and evaluation
- Module 6 Innovations and strategies in apprenticeships

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Acronyms and abbreviations

BIBB	German Federal Institute for Vocational Education and Training
CBC	competency-based curriculum
Cedefop	European Centre for the Development of Vocational Training
CVET	continuing vocational education and training
DC dVET	Donor Committee for Dual Vocational Education and Training
EaFA	European Alliance for Apprenticeships
ESS	employer/establishment skills survey
ETF	European Training Foundation
EU	European Union
GAN	Global Apprenticeship Network
GIZ	German Corporation for International Cooperation (<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i>)
GTOs	Group Training Organisations
ICT	information and communication technology
ILO	International Labour Organization
in-CT	in-company trainer
IOE	International Organisation of Employers
IVET	initial vocational education and training
KPI	key performance indicator
LMI	labour market information
MoU	memorandum of understanding
NCS	National Competency Standards
NIMI	National Instructional Media Institute
OECD	Organisation for Economic Co-operation and Development
off-JT	off-the-job training
OJT	on-the-job training
OS	occupational standard
RTOS	Registered Training Organizations
SDC	Swiss Agency for Development and Cooperation
SFIVET	Swiss Federal Institute for Vocational Education and Training
SMEs	small and medium-sized enterprises
TVET	technical and vocational education and training
VET	vocational education and training



▶ The quality apprenticeship training life cycle

Apprenticeship ... is a crucial part of our long-term economic plan to secure a better future for Britain. It will help give us the skills to compete with the rest of the world. And it will mean more hope, more opportunity, and more security for our young people, helping them get on in life and make something of themselves ...

David Cameron (former UK Prime Minister), October 2014

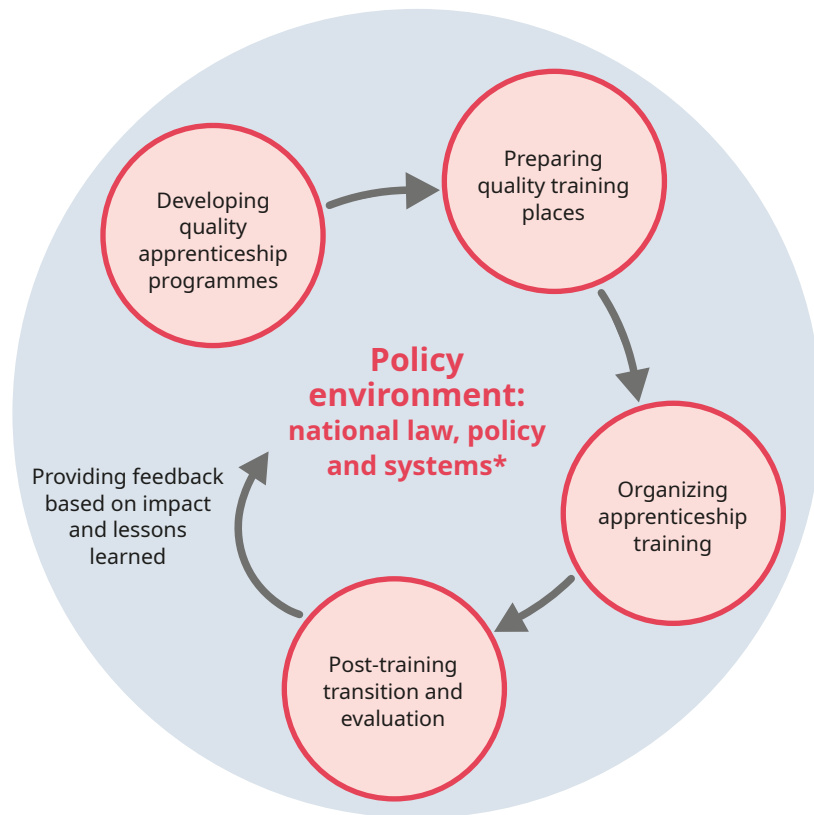
This module explains the quality apprenticeship training life cycle and processes, detailing the successive elements in the planning, implementation, monitoring and evaluation of apprenticeship programmes. It also presents some national examples of guides, manuals or frameworks for developing apprenticeships.

▶ 1.1 Introduction: The quality apprenticeship training life cycle

Figure 1.1 illustrates the quality apprenticeship training life cycle, which consists of four stages. The development of programmes is undertaken in stage 1, preceding, or sometimes carried out simultaneously with, stage 2 – the preparation of training places. Once the required preparations are in place, apprenticeship programmes can be organized and delivered (stage 3). After completing the programme, each apprentice's subsequent transition into employment or further education and training becomes one of the elements in the evaluation process (stage 4). The outcome of the evaluation, particularly in relation to the programme's impact and lessons learned, serves as feedback for the stakeholders in the policy environment. The programme's evaluation therefore informs the development or revision of national law, policies and systems, which in turn brings about improvements to the four stages of the quality apprenticeship life cycle. To ensure the quality and relevance of apprenticeships to the labour market, the six building blocks for quality apprenticeships (see the Overview module) should ideally underpin all four stages of the life cycle.

It is important to keep in mind that the illustration of the quality apprenticeship life cycle (figure 1.1) is a simplified presentation of what is actually a complex process. In reality, there could be many kinds of subtle interactions between various processes that cannot be captured in the diagram. The four stages do not necessarily progress in a linear manner but are highly likely to overlap. Furthermore, in practice, feedback is gathered not only towards the end of the life cycle as part of the evaluation, but as it is generated in each stage of the life cycle to inform every other stage and the policy environment.

► Figure 1.1 The quality apprenticeship life cycle



*The six building blocks of quality apprenticeship systems:

Meaningful social dialogue	Robust regulatory framework	Clear roles and responsibilities	Equitable funding arrangements	Strong labour market relevance	Inclusiveness
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► 1.2 Understanding the apprenticeship policy framework and system

As illustrated in figure 1.1, the policy environment, which includes the national law, policies and regulatory and institutional framework, determines the way in which apprenticeship programmes should be developed and implemented. Therefore, as a minimum requirement, it is necessary for practitioners to fully understand the national policy environment before embarking on the development of an apprenticeship programme. The ILO evaluation tool for reviewing and assessing a country's apprenticeship system is provided in section 5.2.

▶ 1.3 Stages in the apprenticeship training life cycle

The four stages in the apprenticeship life cycle illustrated in figure 1.1 are explained in more detail below.

Stage 1: Developing quality apprenticeship programmes

Developing a programme is the first stage in the apprenticeship training life cycle. Practitioners should closely align the programme with both labour market demand and the country's qualification system. Effective collaboration between employers' and workers' organizations, who are aware of labour market demand, and education and training specialists, who are familiar with qualification standards and curricula development, is therefore essential to achieve these aims. The following processes are usually involved in developing an apprenticeship programme (see module 2):

- ▶ establishing an institutional framework for social dialogue
- ▶ identifying skills needs in sectors and occupations
- ▶ developing occupational profiles and curricula based on skills needs assessments
- ▶ providing instructional and learning materials.



Video: *World's leading IT company and a university jointly developed apprenticeship programme: Microsoft & Aston University Degree Apprenticeships*,
<https://www.youtube.com/watch?v=k33r6se9tFw>

Stage 2: Preparing quality training places

After developing a programme, the next stage is to ensure that all the training places have adequate facilities and systems and competent staff, as per the training regulation or curricula for a particular occupation or sector. In addition to an enterprise and a TVET centre, training can also take place in intermediary organizations. Therefore, in accordance with the quality assurance process, practitioners should support relevant institutions in preparing training places, which may involve the following aspects (see module 3):

- ▶ engaging and registering enterprises for providing apprenticeships training
- ▶ formulating apprenticeship agreements
- ▶ building partnerships in apprenticeship programmes
- ▶ ensuring the capacity of TVET providers to provide the off-the-job component of apprenticeships
- ▶ preparing staff to train and mentor apprentices.

To ensure quality training, some countries prescribe a procedure for registering or accrediting various training places.

Stage 3: Organizing apprenticeship training

Having established the basic conditions for an apprenticeship programme, the next step is to organize and deliver apprenticeship training, which may involve the following (refer to module 4):

- ▶ attracting candidates to participate in apprenticeship training
- ▶ recruiting apprentices
- ▶ developing a training plan
- ▶ implementing effective training delivery methods
- ▶ monitoring programmes, assessing competencies and certifying qualifications
- ▶ ensuring social inclusion.

To deliver the training effectively, it is important to support apprentices throughout the programme and to monitor their progress. In accordance with the building blocks of quality apprenticeship, apprentice recruitment needs to comply with principles of fairness and inclusion. Prior to recruitment, special measures, such as pre-apprenticeships, may be undertaken to help those prospective apprentices who lack the skills and qualifications necessary to successfully gain admission and complete the programme.

Stage 4: Post-training transitions and evaluation

Following the successful completion of the programme, apprentices may enter the labour market or pursue further and higher qualifications. The various pathways undertaken by apprenticeship graduates over the short and longer term can serve as an indicator of the quality and effectiveness of an apprenticeship. Therefore, post-training evaluation of apprenticeship programmes takes account of “tracer” studies that examine apprentices’ transitions after their graduation. Evaluation is not an end in itself, as it creates a feedback loop for policy-makers and practitioners, enabling them to improve the policy environment and programmes.

Once again, the building blocks of quality apprenticeship systems underpin the different aspects of programme implementation. While evaluation is primarily designed to assess whether a programme facilitates successful transition to the labour market (the key test of labour market relevance), it should also reflect the requirements of an inclusive approach. Therefore, the transitions of disadvantaged groups and women should be separately identified and monitored. Module 5 has two sections that illustrate the following main processes:

- ▶ transition to the labour market and further education and training
- ▶ evaluation of apprenticeship programmes.



Video: *TED talk – Apprenticeship career paths are critical for young people*,
<https://www.youtube.com/watch?v=1z3Fgtj8fqk>

▶ 1.4 Country guides

Some countries have developed guides or manuals to provide guidance for various stakeholders on designing and implementing apprenticeships. While these are country-specific documents, they may offer examples of good practices that can be helpful or even replicable in other country contexts. Another key purpose of including references to these country guides is to facilitate the development of an effective learning environment for policy-makers in other countries, who can use these resources to develop similar, but customized, guides or manuals for their countries.

The following examples have been chosen specifically to present diverse practices from all regions of the world – the Americas, Europe, Asia and the Pacific and Africa. These examples also represent both developed and developing countries, as well as countries at different levels in terms of the implementation of apprenticeships.

- ▶ In **Barbados**, the Vocational Training Board¹ provides information to potential apprentices on the admission policy for apprenticeship programmes, wages and costs, as well as details of different apprenticeship programmes and training centres.
- ▶ In **Brazil**, the *Apprenticeship Learning Manual*,² designed for employers, explains the law and sets out the rights and obligations of different stakeholders. It contains 69 sub-sections that seek to answer questions that an employer might have about the apprenticeship system. To ensure that both apprentices and employers fully benefit from the programme, it explains how the hiring of apprentices could be aligned with the interests of employers. It also states that employers should appoint mentors to supervise apprentices' learning. In addition to specifying that the apprenticeship agreement should stipulate working hours and remuneration, the manual also addresses issues such as the age range of apprentices (between 14 and 24 years old) and the fact that only accredited institutions may provide off-the-job training.
- ▶ In **Costa Rica**, *¿Cómo implementar la formación en la modalidad dual en Costa Rica?*³ is a guide designed for enterprises, detailing how companies can participate in apprenticeship programmes.
- ▶ In **El Salvador**, INSAFORP provides general information for potential apprentices and interested enterprises on the requirements for participating in apprenticeship programmes, detailing costs and the different types of apprenticeship available.⁴
- ▶ In **Germany**, *Education and occupation – Rights and duties during vocational training*⁵ provides guidance and information for apprentices and trainers, dual training facilitators,

¹ See <http://bvtb.gov.bb> for further details.

² See https://www.chegadetrabalho infantil.org.br/wp-content/uploads/2017/02/aprendizagem_pub_manual_aprendiz_.pdf for further details.

³ See https://www.aedcr.com/sites/default/files/guia_formacion_dual_aed-kas.pdf for further details.

⁴ See <https://www.insaforp.org.sv/index.php/formacion-dual> for further details.

⁵ See https://www.bmbf.de/upload_filestore/pub/Ausbildung_und_Beruf.pdf for further details.

The handbook is organized in three sections, including an introduction to the national apprenticeship system, an explanation of the key steps involved in developing an apprenticeship, and additional information and resources that support the development of national apprenticeships.

- ▶ In **Kenya**, the National Industrial Training Authority's website¹⁰ provides guidelines for all apprenticeship programmes, including basic, intermediate, advanced and graduate apprenticeship schemes. It provides an overview of each scheme, explains the rights and obligations of different stakeholders and contains sample documents, such as application forms for apprenticeship training, progress report forms and certificates.
- ▶ In the **Republic of Korea** (hereafter South Korea), the publication *Apprenticeships in Korea*,¹¹ produced by the Korea Research Institute for Vocational Education and Training (KRIVET), aims to provide an understanding of the country's apprenticeship system. Apart from presenting an overview of the system's current status and describing the development and operation of programmes, it also explores the challenges facing the system and offers strategies for improvement.
- ▶ In **Nepal**, the *Dual VET Apprenticeship* flyer¹² provides information to potential apprentices on the organization and delivery of apprenticeship programmes, eligibility criteria, assessment and certification, and career pathways. Furthermore, the *Dual VET apprenticeship journey* infographic¹³ presents in a simple way the apprenticeship journey from industry selection procedure to certification.
- ▶ In **New Zealand**, the website of MITO,¹⁴ one of the Industry Training Organisations, provides information and guidance on apprenticeships. The Tertiary Education Commission has published the *Code of good practice for New Zealand apprenticeships*.¹⁵
- ▶ In **Pakistan**, a handbook on apprenticeship¹⁶ has been developed by the British Council for the National Vocational and Technical Training Commission (NAVTTTC) to provide detailed advice on what an apprenticeship entails and the potential benefits for employers, as well as specifying the requirements and responsibilities of the employer, the apprentice and the chosen training institution. It describes the apprenticeship journey from recruitment to assessment and certification and provides five case studies to illustrate good practices already taking place in Pakistan.
- ▶ In **South Africa**, the merSETA, one of the 21 Sector and Education Authorities established to promote skills development, has produced comprehensive information and guidance

¹⁰ See <https://www.nita.go.ke/resources/downloads/national-industrial-training-schemes.html> for further details.

¹¹ See <http://www.krivet.re.kr/eng/eu/ek/euBAAVw.jsp?pgn=1&gk=&gv=&gn=E1-E120171447> for further details.

¹² See https://drive.google.com/file/d/1jHO2GN74XS3x-58rjRn6ncq7suV0FH_S/view for further details.

¹³ See https://drive.google.com/file/d/1bvtEQ1SfAVhFILQBe8V_rcho-745ryOH/view for further details.

¹⁴ See <https://www.mito.org.nz/get-qualified/apprenticeships-and-training/> for further details.

¹⁵ See <https://moetec.cwp.govt.nz/assets/Publications-and-others/53b2761140/The-code-of-good-practice-for-new-zealand-apprenticeships.pdf?r=1> for further details.

¹⁶ See https://www.britishcouncil.org/sites/default/files/apprenticeships_in_pakistan_-_a_handbook_and_guide.pdf for further details.

on learnership¹⁷ and apprenticeship¹⁸ programmes. The website provides information on conditions of apprenticeship and implementation guidelines, and details the responsibilities of different stakeholders. In addition, an interactive online resource¹⁹ supports the implementation of apprenticeships. The digital guidelines describe the role and responsibility of each Stakeholder Group involved in the Centres of Specialization Programme and are presented as a user-friendly interactive online resource.

- ▶ In **Switzerland**, the *Apprenticeship handbook*²⁰ explains the law and provides information on the most important questions that might arise concerning apprenticeship. The handbook covers most aspects of apprenticeship, including the apprenticeship contract and its main legal provisions, the delivery of training by the employer, vocational school and professional organizations and the resources necessary to ensure its quality, as well as qualification and final examination procedures.
- ▶ In the **United States**, the resource *High school apprenticeships: A guide for starting successful programs*²¹ is aimed at high schools, colleges, businesses, community organizations and others seeking to collaborate on high-quality apprenticeships in their communities. It covers the basic principles of building a high school apprenticeship programme and includes examples of programme strategies. The guide is organized around the four key elements necessary to make high school apprenticeship programmes successful: building strong partnerships, aligning programmes to industry needs, designing quality programmes and promoting apprentices' success. Furthermore, *A quick-start toolkit: Building registered apprenticeship programs*²² provides a step-by-step guide to starting and registering an apprenticeship programme, from exploring the apprenticeship model as a workforce strategy to launching a new programme. An online training resource²³ is available to provide further information about the apprenticeship model.

¹⁷ See <http://www.merseta.org.za/sd/LearningProgrammes/Learnerships/Pages/default.aspx> for further details.

¹⁸ See <http://merseta.org.za/sd/LearningProgrammes/Appenticeships/Pages/Overview.aspx> for further details.

¹⁹ See <https://nadsc.dhet.gov.za/A21#/> for further details.

²⁰ See http://www.berufsbildung.ch/dyn/bin/21423-23922-1-sdbb_wegweiser_en.pdf for further details.

²¹ See https://www.apprenticeship.gov/sites/default/files/2019-04/HS_Apprenticeship_Youth_Guide_FINAL_2010831.pdf for further details.

²² See https://apprenticeshipusa.workforcegps.org/resources/2015/04/20/10/20/A_Quick_Start_Toolkit_Building_Registered_Apprenticeship_Programs for further details.

²³ See <https://www.dol.gov/apprenticeship/toolkit/learn.htm> for further details.

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David Cameron (former UK Prime Minister), October 2014

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