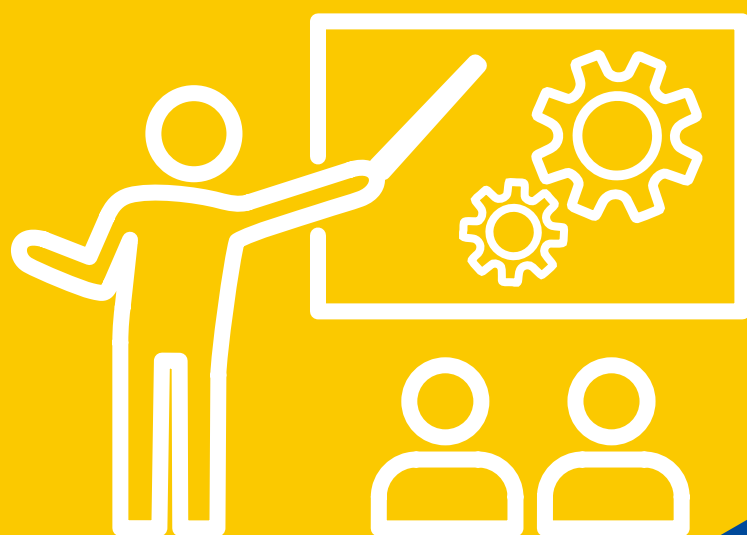




ILO Toolkit for Quality Apprenticeships

Volume 2: Guide for Practitioners

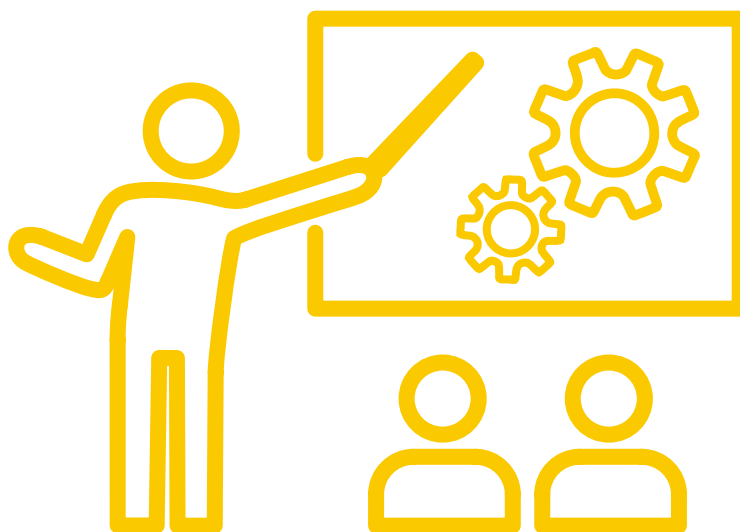
► Preparing quality training places



ILO Toolkit for Quality Apprenticeships

Volume 2: Guide for Practitioners

► Preparing quality training places



Edited by: Ashwani Aggarwal

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First published 2020

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*ILO Toolkit for Quality Apprenticeships. Volume 2: Guide for Practitioners
For developing, implementing, monitoring and evaluating apprenticeship programmes.
Module 3: Preparing quality training places*

ISBN: 978-92-2-032183-6 (print)
978-92-2-032184-3 (web PDF)

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Design and layout by the International Training Centre of the ILO, Turin - Italy

Printed in *Italy*

ILO Toolkit for Quality Apprenticeships

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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



▶ Preparing quality training places

In the context of fostering skills acquisition and promoting smooth transitions from school to formal sector employment, apprenticeships have proven to be particularly effective.

G20 Task Force on Employment, 26 September 2012

This module explains the processes required to ensure that the training venues in enterprises, TVET providers and intermediaries have the capabilities to deliver quality apprenticeship training. It has five sections that explain the following processes:

Preparing quality training places

▶ Engaging and registering enterprises to provide apprenticeship 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

▶ 3.1 Engaging and registering enterprises to provide apprenticeship training



The issue: Enterprises should envision the benefits of offering quality apprenticeship training and demonstrate their capacity to deliver it

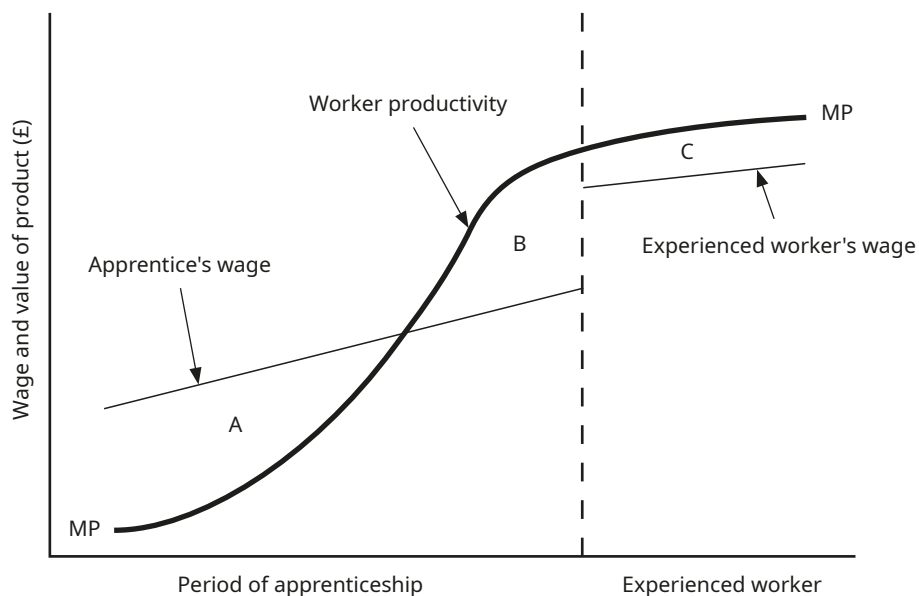
Mr Johann N. Schneider-Ammann, former Swiss President, speaking at the International Congress on Vocational and Professional Education and Training,¹ referred to the role and involvement of businesses as a key element of the success of the Swiss education system. He stated “I used to be the CEO of a construction machine manufacturing company that trained apprentices. And I can assure you that the benefits of employing apprentices can usually be felt even before they complete their training: after a time, their productive work more than compensates for their employment and training costs.”

¹ Source: www.admin.ch/gov/it/start/documentazione/discorsi/discorsi-dei-consiglieri-federali.msg-id-62302.html

The participation of enterprises in the implementation of quality apprenticeships depends primarily on two main factors: first, whether they are willing to offer apprenticeships;² second, whether they have the capacity to offer good quality training and comply with the standards for training and working conditions specified by their applicable national laws and regulations.

For employers to appreciate the value of participating, the perceived financial and non-financial benefits of offering apprenticeships must outweigh the costs. The cost and benefit aspects play a decisive role here, as discussed in Toolkit 1 (see section 8.2.1). Figure 3.1 illustrates the economic principle. In the early stages of an apprenticeship there is a net cost to enterprises (shown as A in figure 3.1), because the initial costs (such as wages, social security contributions, time commitment of in-company trainers (in-CTs) and training materials) outweigh the initial contribution that apprentices make to the production of goods and services. As apprentices acquire skills and become more productive, the costs and benefits start to even out and enterprises recover their initial investment, as can be seen from the stylized cost-benefit analysis relating to the period of the apprenticeship programme (B). In the post-apprenticeship period, when the apprentice has become an experienced worker, there is a clear benefit for the enterprise, even if wage costs are higher (C). The marginal productivity (MP) of a person recruited into an apprenticeship is represented by the curve MP–MP. The figure simply illustrates the principle; the reality will look different in each individual case.

► Figure 3.1 A stylized model of the costs and benefits of apprenticeships for enterprises



Source: Gambin, Hasluck and Hogarth, 2010.

² Employers' knowledge of the costs and benefits of apprenticeships plays an important role in the willingness of enterprises to offer apprenticeships. In addition, in several countries, it is mandatory for enterprises (with a certain minimum number of employees) to offer apprenticeships. However, in spite of this requirement, not all enterprises implement apprenticeships.

Employers incur the costs of training apprentices in the expectation that those apprentices, once partly trained, will contribute to productive output and, once fully trained, may become valued skilled workers. Smaller employers, in particular, may find it difficult to retain qualified apprentices, so need to realize a positive return on their investment by the end of the training period. In some cases, employers, particularly larger employers that may reasonably expect to retain qualified apprentices, may also be prepared to bear a net cost during the apprenticeship period in order to benefit from their skills following completion of the apprenticeship. Employers benefit from apprenticeship in a number ways:

- ▶ gaining highly competent employees who meet the specific needs of the employer (rather than having to resort to external recruitment)
- ▶ improving productivity, as well as the quality of services and products
- ▶ saving on recruitment and retraining costs
- ▶ realizing a high return on investment in the long run
- ▶ participating in defining specific employer-based training content and development of standards
- ▶ supporting corporate social responsibility.³

Which arguments carry most weight with employers depends on the socio-cultural and economic context of the respective country. Table 3.1 summarizes the costs and benefits of providing apprenticeships for enterprises.

▶ Table 3.1 Summary of the costs and benefits of quality apprenticeships for enterprises			
	Costs	Benefits	
Enterprises	During the apprenticeship	<ul style="list-style-type: none"> • Wage/stipend • Social security contributions • Time of in-CTs • Costs of training materials, space, equipment • Recruitment and administration costs 	<ul style="list-style-type: none"> • Apprentices' contributions to the production of goods and services • Government incentives • Payments from training funds • Improvement in reputation
	After the apprenticeship		<ul style="list-style-type: none"> • Savings in recruitment and initial training costs by hiring graduating apprentices • Highly competent employees who meet the specific skills needs of the enterprise (versus hiring externally) • Higher productivity and quality • More loyal workforce • Savings from reduced employee turnover • Innovation • Wage stability • High return on investment in the long run

Source: ILO Toolkit 1.

³ GOVET, Dual Vocational Education and Training in Germany, <https://www.bibb.de/govet/en/71186.php>. A more comprehensive list can be found in a publication of DC dVET, https://www.dcdualvet.org/wp-content/uploads/DC-dVET_Engaging-the-Business-Sector-in-VET_Study_ENGL_FINAL.pdf, p. 33.

Toolkit 1 concludes that “there is some evidence that, all in all, the benefits of funding apprenticeship systems outweigh the costs, both for enterprises and for governments. Indeed, these costs are investments for future social and economic development – and in some countries, governments do provide incentives,⁴ in many different forms, so as to encourage employers and apprentices to participate in apprenticeship systems. ... If all the actors see the long-term benefits, perhaps at some point no incentives will be needed to promote apprenticeships” (ILO, 2017, p. 76) (see box 3.1).

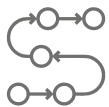
Box 3.1 Financial incentives in Morocco



The measures which are aimed at encouraging companies to take on apprentices are: (a) exemption from tax liability for trainees under the national social security scheme; (b) exemption of grants given to apprentices from the vocational training tax and general income tax ; and (c) the State’s award of a financial contribution, exempt from any tax, duties or fees, to companies in the small trades and crafts sector that take apprentices in the occupations and skills specified by the Vocational Training Department.

Source: European Training Foundation, 2002.

At their 2016 meeting in Beijing, the G20 Labour and Employment Ministers agreed to increase the number, quality and diversity of apprenticeships (G20, 2016) by, inter alia, making apprenticeship more attractive to enterprises, in particular SMEs, addressing legal and regulatory disincentives and promoting an adequate/appropriate sharing of costs among enterprises, providers and public authorities.



The steps required to engage enterprises and ensure that they offer quality apprenticeships

Apprenticeship regulations and guidelines specify general training and working conditions, including the facilities, systems and human resources that an enterprise should have in order to be eligible to offer apprenticeship training. They also designate the competent authority for quality assurance and determine the process for registering or accrediting enterprises (box 3.2).

⁴ For further details, refer to section 8.3 of Toolkit 1 as well as the DC dVET discussion paper [Companies engaging in Dual VET: Do financial incentives matter?](#).

Box 3.2 Competent authorities



In Germany, a competent authority (for example, a chamber) verifies whether a company has the necessary training facilities and employs suitably qualified instructors to deliver quality apprenticeship training (Tool 2.3.1). While, in Switzerland, responsibility for determining eligibility lies at the local government (canton) level.

The competent authority, employers' organization or the entity taking the lead in promoting apprenticeships in a country may develop the following:

- ▶ A plan for attracting and engaging enterprises to participate in apprenticeships. The plan may be based on the cost-benefit analysis of implementing apprenticeships for specific occupations in a sector, as part of a skills needs analysis.
- ▶ An effective communication strategy to raise awareness among enterprises about the above-mentioned requirements, the process for registration and the costs and benefits of apprenticeships. This communication may take place through relevant employers' organizations and should involve the use of multimedia, testimonials and brochures.
- ▶ A manual or guide specifically aimed at enabling enterprises to build their capacity to offer apprenticeships (see Tool 3.1.5).

As per guidelines, enterprises submit the application to the competent body for registration, together with the required evidence for eligibility.

- ▶ The competent body scrutinizes the application and registers the enterprise as eligible to offer apprenticeship training in specific occupations. In the event that an enterprise does not meet the requirements, the competent body should support the enterprise in overcoming shortcomings. For example, if an enterprise lacks the required facilities to undertake part of the training, the competent body or an intermediary may facilitate it through:
 - » an interplant training centre (see box 3.3)

Box 3.3 Professional associations in Switzerland



In Switzerland, professional associations (industry sector associations) operate training centres that provide specialized training for the sector. These act as a third learning venue, in addition to enterprises and schools.

» another enterprise (see box 3.4)

Box 3.4 The ABB in Germany



The ABB has established two regional training centres in Germany that provide training to ABB apprentices as well as to apprentices from other enterprises, mostly SMEs. In 2019, 44 per cent of a total of 1,600 apprentices at the ABB training centres are ABB's own, while 56 per cent are from the approximately 245 cooperating enterprises located in the regions around the two training centres.

The networking approach adopted by the ABB training centres enables smaller enterprises to fulfil the requirements regarding the provision of apprenticeship programmes. Furthermore, the training centres also provide SMEs with administrative and promotional support. They are responsible for the screening and selection of apprenticeship candidates for the SMEs, have cooperation agreements in place with regional schools and regularly organize information events and practice days in order to promote occupational programmes and pathways.

Source: Information collected and provided by GAN Global;
<https://www.eurofound.europa.eu/sites/default/files/wpfomeef18026.pdf>

» an intermediary (see box 3.5)

Box 3.5 GAN in Costa Rica and Group Training Organisations in Australia



Talento para Crecer is a programme designed and hosted by the Global Apprenticeship Network (GAN) Costa Rica, in cooperation with one of its members, Japp.Jobs, to inspire and guide SMEs in the provision of internships and apprenticeships through sharing experiences and good practices. The programme also provides legal support to SMEs, as the legal aspects of apprenticeships and internships were one of the biggest concerns for enterprises. The programme also serves as a platform for young people interested in applying for internships and apprenticeships in SMEs. This is an example of GAN acting as an intermediary.

In Australia, Group Training Organisations (GTOs) employ apprentices and trainees and place them with host employers. GTOs undertake employer duties, which include: selecting and recruiting apprentices and trainees; paying wages, allowances, superannuation, workers' compensation, sick/holiday pay and other employment benefits; managing the quality and continuity of training, both on and off the job; providing any care and support that the apprentices need to complete their training.

Source: Information collected and provided by GAN Global;
<http://www.australianapprenticeships.gov.au/group-training>

» a TVET provider.



Tips

- ★ Depending on the country context, an entity (e.g. a vocational training agency linked to the government, employers' organization, sectoral industry association or a social dialogue platform), could be given the responsibility for ensuring that enterprises are suitable for providing quality apprenticeships.
- ★ It is especially important to support enterprises that are planning to start apprenticeship programmes. Employers' organizations may also be able to help their members to implement apprenticeships, by facilitating cooperation between different enterprises, and TVET providers and enterprises.
- ★ Apprentices can only be effectively trained in a specific occupation by enterprises that have the facilities and equipment for most of the tasks required in that occupation, under the supervision and guidance of skilled workers who are competent in performing those tasks.
- ★ Training content that an SME is unable to offer can be delivered collaboratively, in specific training workshops and through other enterprises or inter-company training centres operated by industry associations or TVET providers. The competent body may also facilitate the engagement of SMEs by providing appropriate financial and non-financial incentives, targeted at overcoming specific challenges.
- ★ The competent body may encourage the establishment of intermediaries. It may also define their roles and responsibilities and lay down norms, incentives and guidelines for intermediaries.
- ★ The objective of the registration procedure should be to make employers aware of the essential requirements for offering apprenticeships and support them in meeting such requirements. SMEs may require additional support to complete the process. Employers' organizations, private sector associations, TVET providers and intermediaries can play an important role in this process.
- ★ Enterprises that offer apprenticeships may be supported by "quality apprenticeship facilitators". For example, in Germany this service is provided by the statutory chambers (industry organizations), but it could also be offered by another competent body. The quality apprenticeship facilitator provides advice on the implementation of in-company training and cooperation between TVET providers and the partnering enterprises. The facilitator also takes on a mediator function in the event of any problems arising with the apprentice during the in-company training. Quality apprenticeship facilitators can be affiliated with the responsible body.



Tools to engage and register enterprises providing apprenticeships

Enterprises often ask themselves whether they are equipped to provide apprenticeship training. An accreditation procedure that focuses less on restrictions and more on support can be helpful in this context.

Engaging and supporting enterprises in apprenticeships

Tool 3.1.1 Compendium of resources for determining the quality of in-company VET, BIBB, Germany

The compendium provides a resource for supporting the introduction and development of quality approaches to training in an enterprise. It is based on results which were developed and tested between 2010 and 2013 in Germany. It is intended primarily for those in charge of training in enterprises and for apprentices. Educational staff in schools, inter-company educational establishments and institutions in the vocational training field can also benefit from the approaches to improving quality provided by the compendium.

Source: <https://www.bibb.de/veroeffentlichungen/en/publication/show/7602>

Tool 3.1.2 How intermediaries (GTOs) support enterprises in apprenticeships, Australia

This tool describes how Group Training Organisations (GTOs) in Australia support small businesses and young people in apprenticeships. GTOs can be the legal employer of the apprentice or trainee during the training period and provide a range of support services for the host employer and apprentice/trainee.

Source: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_725504.pdf

Tool 3.1.3 Engaging the business sector in VET: Working tool for policy dialogue and project design, DC dVET

The working tool reveals how the relevance, quality and attractiveness of VET can be increased by promoting the business sector's involvement. It supports donors, project collaborators and other players in the field of development cooperation in their policy dialogue and in the implementation of VET projects and programmes. Part 1 of the tool (Study) offers a theoretical overview on where, how and under what conditions the private sector can be involved. Part 2 (Questionnaire) enables practitioners to transfer key elements of the study to their work. The questionnaire is included in section 2.2 as Tool 2.2.3.

Source: https://www.dcdualvet.org/wp-content/uploads/DC-dVET_Engaging-the-Business-Sector-in-VET_STUDY_ENGL_FINAL-1.pdf



Tool 3.1.4

A practical guide and e-learning course on quality apprenticeships for enterprises, ILO and IOE

The aim of this joint ILO/IOE publication *Tools for quality apprenticeships: A guide for enterprises* is to assist enterprises in designing and implementing apprenticeship programmes that suit their skills needs. It provides examples and practices from enterprises on how they implement apprenticeship programmes.

Based on the guide, an e-learning course has been developed to enable enterprise managers to learn about the design and implementation of apprenticeship programmes on an interactive platform. Course participants can select individual modules according to their needs and complete them at their own pace.

Source: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_684158.pdf (guide)

<https://www.itcilo.org/courses/tools-quality-apprenticeships-enterprises> (e-learning course)

Tool 3.1.5

Guide for employers seeking to develop and implement apprenticeship programmes, the United States

This *Employer's playbook for building an apprenticeship program* is a step-by-step guide for employers who wish to develop and implement an apprenticeship programme – detailing the elements involved from workplace planning, establishing critical public-private partnerships and marketing the programme, to transitioning apprentices into regular employment and ensuring long-term success. The guide is based on the experiences of three companies – Alcoa, the Dow Chemical Company and Siemens Corporation – that have successfully established apprenticeships and it provides companion tools and references as well as guidance on securing funding.

Source: www.themanufacturinginstitute.org/~media/53456D700856463091B62D1A3DA262F4/Full_Apprenticeship_Playbook.pdf

Tool 3.1.6

Engaging employers in apprenticeship opportunities, OECD and ILO

This joint publication by the OECD Local Economic and Employment Development (LEED) programme and the ILO explores examples of employer engagement in implementing apprenticeship programmes through nine case studies from United Kingdom, Norway, Germany, Western Australia, New Zealand, United States, Turkey, India and Bangladesh.

The publication draws on local experiences, including interviews with local employment offices, training institutions, economic development organizations, chambers of commerce and workers' organizations. It shares specific learnings on removing barriers to engaging employers in apprenticeship programmes and broadening access to training opportunities.

Source: OECD/ILO (2017) *Engaging employers in apprenticeship opportunities: Making it happen locally*, <http://dx.doi.org/10.1787/9789264266681-en>



Accreditation of enterprises that provide apprenticeships

Tool 3.1.7 Accreditation of enterprises providing apprenticeships, the Netherlands

In the Netherlands, the Foundation for Cooperation on Vocational Education, Training and Labour Market (SBB) has prescribed a set of rules on accreditation of enterprises that wish to offer apprenticeships. An enterprise is expected to:

- provide a safe learning environment and activities that relate to the occupation for which the apprentice is being trained
- provide an adequate number of expert supervisors or workplace trainers to mentor apprentices
- cooperate with the TVET institution and SBB and provide the required information
- agree to have the enterprise details listed in the public register of enterprises that employ apprentices.

Accreditation is valid for a period of four years and can be renewed. The accreditation may be revoked if it is considered that the conditions on which the decision to grant the accreditation was based are no longer met.

Source: www.s-bb.nl/en/companies/certification/conditions-certification

Tool 3.1.8 Sample checklist to confirm the eligibility of enterprises to implement apprenticeships, Asian countries⁵

This template provides a simple checklist covering the requirements that enterprises must meet to deliver on-the-job training. Practitioners can easily modify the checklist to meet the requirements stipulated in the regulatory framework of their country (refer to annex 9 of the tool).

Source: GIZ (2017), *Down to earth: A practitioner's guideline to work with business and industry in TVET*, https://sea-vet.net/images/seb/e-library/doc_file/3111/giz2017down-to-earthguideline-version-2.pdf

Tool 3.1.9 Suitability of enterprises to provide apprenticeship training, Austria

In Austria, enterprises that want to train apprentices submit an application for determination of their suitability to deliver apprenticeship training to the competent apprenticeship office of the Federal Economic Chamber.

The enterprise must fulfil the following requirements:

- Legal conditions – be entitled to carry out the activities in which the apprentice is to be trained.
- Corporate conditions – be equipped and managed in such a way that it is in a position to impart to the apprentice all the knowledge and skills included in the occupational profile. Those companies that cannot fully impart this knowledge and these skills have the possibility to train apprentices within the framework of a training alliance.

Company size is not a determinant of the ability to offer apprenticeship training. Any company can train apprentices if it can be guaranteed that they will be appropriately assisted. In addition, a sufficient number of professionally and pedagogically qualified trainers must be available in the company.

Source: [https://www.bmdw.gv.at/dam/jcr:8dbc03d8-45b2-4fc8-b087-95725065f27e/Die%20Lehre_Englisch_Barrierefrei%20\(002\).pdf](https://www.bmdw.gv.at/dam/jcr:8dbc03d8-45b2-4fc8-b087-95725065f27e/Die%20Lehre_Englisch_Barrierefrei%20(002).pdf)

⁵ The source publication was developed by the Community of Practice “Private Sector Cooperation in TVET”, part of the GIZ Sector Network Assets for Asia. The Community of Practice comprises GIZ staff (international experts, national personnel, integrated experts and development advisers) from the following Asian countries: India, Indonesia, Lao People’s Democratic Republic, Mongolia, Myanmar, Pakistan, Sri Lanka, The Philippines, Thailand and Viet Nam.

▶ 3.2 Formulating apprenticeship agreements

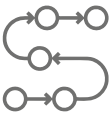


The issue: What elements should an apprenticeship agreement contain?

A written agreement between an apprentice and an employer, and sometimes involving another party (e.g. TVET provider or intermediary organization), that clarifies their rights and obligations as well as the training and working conditions for apprenticeship training is an essential component. It serves to regulate apprenticeship training at the enterprise level and is essential for its effective and smooth implementation.

In most cases, the regulatory framework for apprenticeships specifies the form and content of an apprenticeship agreement and stipulates the essential (minimum) conditions for training. It also offers employers the flexibility to include additional components according to the needs of their enterprise and to provide better working conditions, above the minimum requirements. While national circumstances vary, an apprenticeship agreement typically covers the following:

- ▶ details of parties entering the agreement
- ▶ purposes of the agreement
- ▶ applicable national laws and regulations
- ▶ roles and responsibilities of the employer, the apprentice and any other party
- ▶ target occupation and qualification
- ▶ training conditions, such as the duration of training, on- and off-the-job training arrangements, assessment and certification
- ▶ working conditions, such as wages/stipend and allowances, social security coverage, training and working hours, leave entitlement, compensation for work-related injuries and illnesses, occupational safety and health
- ▶ dispute settlement mechanisms and arrangements for the termination of the agreement
- ▶ conditions of transfer to other enterprises
- ▶ probation period
- ▶ confidentiality and privacy matters.



The steps needed to establish an apprenticeship agreement

- ▶ Enterprises should use the model template for apprenticeship agreements, if any, prescribed by the regulatory body in their country. They may adapt it to their particular circumstances, if this is permitted by law (see box 3.6).

Box 3.6 Form of agreement, South Africa



In countries where apprentices have the status of an employee of the enterprise, different forms of agreement may exist. For example, in South Africa, employer and apprentice sign two agreements – a learnership agreement and an employment contract.

Source: https://www.gov.za/sites/default/files/gcis_document/201409/a97-98.pdf

- ▶ If no model template is available, the partners (e.g. public authority, employers' and workers' organizations, TVET providers) can jointly develop a template for an apprenticeship agreement, which may be promulgated nationally. They should ensure that the template complies with the country's legal requirements.
- ▶ The employer and the apprentice (and, in the case of minors, their legal guardian) complete and sign the agreement. Depending on the context, the TVET provider, intermediary organization or another party may also be required to sign the agreement. Each party to the contract should receive a copy of the agreement.
- ▶ The employer sends a copy of the agreement to a quality assurance body or TVET agency for registration.



Tips

The apprenticeship agreement, registered with a quality assurance body, can act as a frame for quality assurance, since the employer and the apprentice can be held to their commitments.



Tools for formulating an apprenticeship agreement

Tool 3.2.1 Sample apprenticeship agreement, Switzerland

In Switzerland, apprenticeship contracts are based on a standardized template and refer exclusively to recognized national VET qualifications. They are a unique form of employment contract that include special provisions regarding the apprenticeship as a form of training and education.

The contracts are standardized in terms of their form and the elements that must be covered, such as wages, the qualification to be obtained by completing the apprenticeship, insurance issues, etc. Since there is no statutory minimum wage in Switzerland, apprenticeship wage setting is discretionary, although sectoral associations recommend certain wage brackets for apprentices. The duties and rights of both apprentice and company, based on such contracts, are backed by the corresponding provisions in national law (VET law, obligations law, employment law, etc.). In order to ensure the quality of apprenticeship provision (i.e. that only companies with training authorization are allowed to contract apprentices), avoid abusive contracts and plan for parallel enrolment into an appropriate VET school, cantonal (local) authorities validate the contracts, once they have been signed by the company and the apprentice.

Source: Standard template:

http://vpet.ch/dyn/bin/21423-21425-1-lv_engl_2018_interaktiv.pdf

General legal provisions regarding apprenticeship agreements:

www.admin.ch/opc/en/classified-compilation/20001860/index.html#a14

www.admin.ch/opc/en/classified-compilation/20031709/index.html#a8

Tool 3.2.2 Sample apprenticeship agreement, Tanzania

This sample apprenticeship agreement from Tanzania includes information covering the following aspects: name of the parties entering the agreement, applicable law and regulations, duration of training, training content, working conditions, roles and responsibilities of employer, apprentice and education/training institution, general provisions (covering meals, medical scheme, working hours), testing and certification, probation period, dispute settlement and termination of apprenticeship agreement.

Source: https://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_254629

Additional examples of an apprenticeship agreement can be found in Toolkit 1, in Boxes 16, 17 and 18 on pages 40–41.

▶ 3.3 Building partnerships in apprenticeship programmes



The issue: Given that apprenticeships depend on the contributions of multiple stakeholders, building partnerships is key to their success

As mentioned earlier, a number of organizations share the responsibilities for designing and managing apprenticeship programmes. They must cooperate and form effective partnerships to ensure the success of apprenticeship programmes. Chapter 7 of Toolkit 1 explains the roles and responsibilities of various stakeholders and provides examples from various countries. Table 3.2 illustrates a few examples of partnerships at national, sectoral and local levels.

▶ Table 3.2 Generic description of partnerships at national, sectoral and local levels

Level	Partners	Nature of cooperation	Forms and means of partnership
National and sectoral	Government, employers' organizations, workers' organizations, youth and women's groups, civil society organizations, associations of TVET providers, etc.	National and sectoral level issues: for example, skills needs assessments, occupational standards, qualifications and apprenticeship programmes, learning aids, quality assurance, registration of employers, promotion of apprenticeships, strategies and goals for promoting apprenticeships, guidelines for various stakeholders, including on financing and social inclusion, monitoring and evaluation	Social dialogue format, such as tripartite national steering committees, boards of regulatory bodies, sector skills councils, trade committees
Local	Enterprise and training provider	On-the-job training by enterprise and off-the-job training by TVET provider	Memorandum of Understanding (MoU) or agreement; apprentice logbooks can facilitate cooperation between teachers and trainers
	Enterprise and intermediary organization	Intermediary organizations can provide administrative support to enterprises for managing apprenticeship programmes, as well as offering training and assessment services	Agreement
	Enterprise and employers' organization	Employers' organizations can provide mentorship and technical guidance to enterprises, monitor the quality of training and carry out the assessment and certification of skills acquired by apprentices	MoU or agreement; committee of local chambers
	Among enterprises	Apprentices could be rotated between two or more enterprises so that they receive training covering all aspects of the curriculum	Agreement
	Employer and workers' organization	Strategy and target for number of apprentices, working conditions, training of trainers, training and mentorship for apprentices, monitoring the quality of apprenticeship training	Collective bargaining, committees

Partnerships are also formed at the global level (see box 3.7).

Box 3.7 Global Apprenticeship Network (GAN)



GAN is a global, business-driven alliance of private sector companies, business federations, international organizations and committed groups determined to create an equitable future for all segments of the workforce and a sustainable talent pipeline for business by advocating for a new paradigm in the relationship between education and employment and promoting work-based learning.

GAN was founded by multinational companies and international organizations, including the IOE, ILO, OECD and Business at OECD (BIAC) and has networks in Africa, Asia, Europe, Latin America and Oceania.

GAN builds knowledge and inspires action by sharing real-world examples of effective work-based learning approaches that are being implemented by large and small companies across diverse sectors around the globe. In cooperation with its members and partners, GAN has fostered the establishment of multi-sector networks in countries throughout the world to implement initiatives that help remove barriers and create opportunities for work-based learning.

Source: <http://www.gan-global.org>

The European Alliance for Apprenticeships, established by the European Commission, is an example of partnership at the regional level (see box 3.8).

Box 3.8 European Alliance for Apprenticeships (EAfA)



EAfA unites governments and key stakeholders with the aim of strengthening the quality, supply and overall image of apprenticeships across Europe, while also promoting the mobility of apprentices.

EAfA is a platform for sharing experiences and learning from best practices. It allows members to find partners, promote events, develop new ideas and activities and provide access to the latest news and tools on apprenticeships.

In addition to national governments, members of EAfA include companies and business organizations, chambers of industry, commerce and crafts, education and training providers, youth and non-profit organizations, regional and local authorities, social partners, professional bodies and networks, as well as research institutes and think tanks.

Source: <https://ec.europa.eu/social/main.jsp?catId=1147>



© ILO / Meeting of the Inter-Agency Working Group on work-based learning.

Development partners and agencies have also formed partnerships, pooling their expertise and resources to achieve a higher level of development cooperation and support in reforming VET systems in partner countries. Some of the major initiatives include: Inter Agency Group's working group on work-based learning, Donor Committee for Dual Vocational Education and Training, Apprenticeship Toolbox, VET Toolbox and Decent Jobs for Youth, the Global Initiative for Action, details of which are given in box 3.9.

Box 3.9 Development partnerships**Donor Committee for Dual Vocational Education and Training (DC dVET)**

Vocational training has always been an important pillar of development cooperation for Austria, Germany, Liechtenstein and Switzerland. For many years they have been implementing vocational training projects, including some with dual approaches. To further their expertise in this area, the four countries have established the Donor Committee for Dual Vocational Education and Training (DC dVET), which aims to:

- strengthen the exchange between institutions and improve their commitment and their vocational training offering in partner countries through developing a common understanding of relevant topics
- demonstrate ways in which dual VET can be used in different contexts in a goal-oriented and situational manner
- support the integration of dual vocational training approaches in development cooperation and further sensitize the public to its potential, without attempting to transfer the dual system to a one-to-one basis.

Source: <https://www.dcdualvet.org>

Apprenticeship Toolbox

The Apprenticeship Toolbox was developed by a partnership between Austria, Denmark, Germany, Luxembourg and Switzerland, all of whom have vast expertise in dual-track apprenticeships systems. The project was led by Denmark and includes national ministries and agencies responsible for VET from each of the five countries. The toolbox is a website which details the key features of apprenticeship systems in the five partner countries.

Source: www.apprenticeship-toolbox.eu

VET Toolbox

The European Union launched the VET Toolbox, which supports partner countries in enhancing or monitoring planned or existent VET reform programmes. Five European development agencies participate in the VET Toolbox partnership: British Council, Enabel – Bel, GIZ, LuxDev and Agence Française de Développement (AFD). The delivery of VET Toolbox services is realized by the first four of the listed agencies.

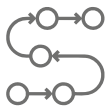
Source: <https://www.vettoolbox.eu/en>

Decent Jobs for Youth, the Global Initiative for Action

Decent Jobs for Youth is the global initiative to scale up action and impact on youth employment under the 2030 Agenda for Sustainable Development. It is a hub for catalyzing partnership, collaboration and coordinated action at country and regional level, grounded in evidence-based solutions. Launched in 2016, Decent Jobs for Youth brings together governments, social partners, youth and civil society, the private sector, and many more partners who share the same vision: a world in which young women and men everywhere have greater access to decent jobs.

Through their commitment platform and the Decent Jobs for Youth Knowledge Facility, partners identify what works, share innovations, and mobilize concrete actions – from green and digital jobs to quality apprenticeships, youth entrepreneurship, and the transition to the formal economy. With new spin-off initiatives in Namibia, Nigeria, Burkina Faso, and Kenya, and a regional and global convening agenda, Decent Jobs for Youth works with like-minded partnerships to translate fragmentation into synergy.

Source: www.decentjobsforyouth.org



The steps required to build partnerships in apprenticeship programmes

The Tips box below highlights the key success factors for effective partnerships; it also indicates the processes necessary for the formation of a partnership.



Tips

Success factors for an effective partnership:

- ★ Define the purpose.
- ★ Choose partners with complementary skills.
- ★ Focus on win-win benefits.
- ★ Sign a partnership agreement that includes an action plan, with the roles and responsibilities and funding provisions clearly defined.
- ★ Promote effective communication and transparency.
- ★ Foster trust and establish common working norms.
- ★ Analyse and manage risk and stipulate the conflict resolution process.
- ★ Prescribe the duration of the partnership and the method for its renewal and exit strategy.
- ★ Establish an empowered task team with members from all the partners to implement the partnership agreement.
- ★ Senior management should review the progress of the partnership implementation and take steps to remove any obstacles.

At the national and sectoral levels

The national regulatory body or the ministry responsible for apprenticeships can facilitate the formation of partnerships between all stakeholders at the national and sectoral levels. These are based on the guidelines provided in each country's regulatory framework. The purposes, as well as the forms, of the partnerships therefore vary between countries. General provisions observed in the countries with well-established systems are presented in table 3.2.

At the local level

At the local level, enterprises have the main responsibility for implementing apprenticeship training, the TVET providers offer complementary off-the-job training, while other entities, including intermediaries, provide support services to enterprises. Therefore, in an ideal situation, enterprises may take the lead in establishing partnerships with other organizations (see box 3.10). However, where apprenticeship programmes are being introduced for the first time in a region, enterprises may not have sufficient knowledge or capacity to lead the programme. In such cases, the lead entity, intermediary or the project team responsible for introducing apprenticeship training may facilitate the formation of partnerships. In those countries where apprenticeship is managed by TVET providers, the TVET providers may take the lead in forming partnerships. Table 3.2 indicates the common forms and nature of partnerships that enterprises can establish with other organizations.

Box 3.10 Training partnership in Switzerland

Nestlé has created a partnership with La Poste, the national postal service of Switzerland, to exchange apprentices each year. For example, commercial apprentices of one company undertake two months of training in the other company, usually in a department with which the apprentices are unfamiliar. The objective is to enrich apprentices' learning experience and to improve their competencies through having to adapt to a new professional environment. The exchange programme is highly appreciated by apprentices, as it helps to improve their future employability.

Source: Information collected and provided by GAN Global.

Enterprises may consider the following process to establish partnerships:

- ▶ clearly understand the apprenticeship training life cycle, as well as its role and that of other organizations in implementing the training
- ▶ evaluate its capacity to deliver apprenticeship training according to the standards and estimate the support services it would require in this process
- ▶ for the off-the-job training, identify the potential TVET providers and form a partnership
- ▶ for other support services, identify intermediary organizations or local chambers and form a partnership
- ▶ together with local chambers or associations of employers, identify other enterprises that can provide complementary training to the apprentices covering aspects for which the enterprise does not have adequate facilities and establish partnerships.



Tips

- ★ The creation of a conducive environment at the local level allows TVET providers and training employers to work together effectively to ensure that the best possible training is offered to apprentices. Working groups can bring all actors involved in quality apprenticeship together in a constructive way.
- ★ TVET providers and employers have distinct but complementary roles in delivering apprenticeship training. Therefore, close cooperation between these two key stakeholders is necessary to reinforce that complementarity.
- ★ TVET teachers and in-CTs should be able to exchange information on the practical aspects of quality apprenticeship programmes, ideally within the framework of cooperation agreements between TVET providers and employers or employers' organizations. Formal and regular exchanges between TVET providers and training employers can be very helpful.
- ★ When an enterprise is offering apprenticeship training for the first time, an apprenticeship-facilitator from a partner organizations can provide mentorship to newly qualified in-CTs, supporting them as they develop their skills in teaching apprentices.
- ★ The goodwill and support of employers are the cornerstone of quality apprenticeships. It is equally important for employers and TVET providers to form effective partnerships in implementing apprenticeships.



Tools to build partnerships in apprenticeship programmes

Tool 3.3.1 How to establish partnership at the local level, Asian countries⁶

This tool provides guidelines on how to set up partnerships and deliver cooperative training at the local level and recommends five steps (refer to annex 5 of the tool):

1. establish a regular exchange between enterprises and TVET providers
2. develop and sign an MoU
3. jointly identify training contents and venues
4. agree on the final number and selection of apprentices
5. sign agreements with apprentices.

Source: GIZ (2017), *Down to earth: A practitioner's guideline to work with business and industry in TVET*, https://sea-vet.net/images/seb/e-library/doc_file/311/giz2017down-to-earthguideline-version-2.pdf

Tool 3.3.2 Memorandum of understanding between employer and TVET provider, Tanzania

This tool provides an example of an MoU from Tanzania, establishing a partnership between the Hotel Association of Tanzania and the National College of Tourism. The two institutions signed an MoU to support and facilitate the piloting of formal apprenticeship in the hospitality industry and to explore the introduction of the apprenticeship model into the TVET system.

Source: https://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_254636

Tool 3.3.3 Cooperation between stakeholders from business, government and society, Germany

This tool explains how the cooperative partnerships between stakeholders in dual VET in Germany function. The first section addresses the interests of those involved in vocational education and training in general, while the second section focuses on the dual VET system and examines how interests are integrated there.

Source: <https://www.bibb.de/govet/de/54881.php>

⁶ The source publication was developed by the Community of Practice “Private Sector Cooperation in TVET” within the GIZ Sector Network Assets for Asia. The Community of Practice comprises GIZ staff (international experts, national personnel, integrated experts and development advisers) from the following Asian countries: India, Indonesia, Lao People’s Democratic Republic, Mongolia, Myanmar, Pakistan, Sri Lanka, The Philippines, Thailand and Viet Nam.

▶ 3.4 Ensuring the capacity of TVET providers to provide the off-the-job component of apprenticeships



The issue: The key role of TVET providers

TVET providers can be secondary schools, vocational training institutes or post-secondary educational institutes managed by public, private or civil society organizations. TVET providers organize off-the-job training for apprentices, which provides relevant theoretical knowledge to complement on-the-job training at the workplace. However, the scope of off-the-job training may include some general education subjects, the development of soft skills, as well as digital and entrepreneurial skills. In some cases, TVET providers also offer basic practical training, or even specialized practical training, for which enterprises, in particular SMEs, may not have the necessary facilities in house. In some countries, the functions of TVET providers also include managing apprenticeship training (see box 3.11).

TVET providers should work in close collaboration with employers to ensure synergy between off-the-job and on-the-job training components. The various ways in this training can be scheduled are detailed in section 4.3).

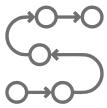
Box 3.11 Dual training, South Korea



In South Korea, dual training centres may play the following roles, in addition to providing off-the-job training:

- recruiting partner companies in joint training agreements
- recruiting apprentices for training centre managed apprenticeships
- developing training programmes
- supporting the development of training tools
- offering consultation services and general assistance for partner companies
- assessing competencies acquired by apprentices.

Source: Kang, Jeon and Lee, 2017.



The steps required to ensure that TVET providers offer good-quality off-the-job training

The competent quality assurance body should ensure that TVET providers offering off-the-job training to apprentices comply with the following conditions:

- ▶ meet the standards for teaching staff, facilities and materials, and have an adequate system for institutional governance and financial management
- ▶ conduct regular internal quality assurance exercises to identify weaknesses and gaps, and to improve their performance
- ▶ demonstrate the capacity to cooperate effectively with local employers at the corporate level, and through regular liaison between teaching staff in TVET providers and in-CTs
- ▶ demonstrate the capacity to identify and support apprentices who are at risk of dropping out, and to work with employers to ensure that they complete their training successfully
- ▶ in cooperation with in-CTs, support apprentices during on-the-job training – for example by making online resources available to the apprentices to assist them in their work-based tasks
- ▶ have an effective monitoring and evaluation system for off-the-job training in place.



Tips

- ★ Quality apprenticeships require active cooperation between TVET providers and enterprises. To encourage enterprises to offer apprenticeships, TVET providers should consider themselves as service providers to enterprises that offer demand-driven training and services.
- ★ TVET providers in the public sector in some countries are under-resourced, which hampers the provision of quality off-the-job training. It can be helpful in such circumstances if they are allowed to generate their own income, which can then be reinvested or used to provide incentives to the teacher
- ★ The use of online learning and modern technologies can help to increase the efficiency and effectiveness of the delivery of apprenticeship training.



Tools to ensure the capacity of TVET providers

Tool 3.4.1 Standards for TVET providers, Australia

In Australia, off-the-job training can only be provided to apprentices by a Registered Training Organisation (RTO), which must meet the following eight standards, set out in legislation:

- The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.
- The operations of the RTO are quality assured.
- The RTO issues, maintains and accepts Australian Qualifications Framework certification documentation and provides access to learner records.
- Accurate and accessible information about an RTO, its services and performance is available to inform prospective and current learners and clients.
- The RTO provides learners with information prior to commencement of the service provision, which outlines the services that the RTO will provide to the learner, along with the rights and obligations of both parties.
- The RTO has a transparent complaints policy, in which complaints and appeals are recorded, acknowledged and dealt with fairly, efficiently and effectively.
- The RTO has effective governance and administration arrangements in place.
- The RTO cooperates with the VET Regulator and is legally compliant at all times.

The purpose of these standards is to confer the requisite competencies for employment or further study and ensure that RTOs operate ethically with due consideration for both learners' and enterprises' needs.

Source: www.legislation.gov.au/Details/F2014L01377

Tool 3.4.2 Handbook for quality management in TVET providers, Cedefop

The *Handbook for VET providers*, prepared by Cedefop, offers guidance to providers of vocational training, including those who provide the off-the-job component of training to apprentices. It draws on a number of case studies undertaken in Europe and offers multiple tools to help TVET providers reflect on their own performance, identify strengths and weaknesses and take action to improve quality. Some challenges which may arise in collaborating with the world of work to deliver apprenticeships (and other forms of work-based learning) are also identified and addressed.

Source: Cedefop (2015) *Handbook for VET providers. Supporting internal quality management and quality culture*, www.cedefop.europa.eu/files/3068_en.pdf

Tool 3.4.3 **Quality assurance of TVET providers by sector skills council, South Africa**

All training providers in South Africa are expected to meet the requirements for accreditation as well as those of the appropriate quality management function. These requirements provide an assurance of the provider's capacity to plan, deliver and manage the standards and qualifications for the programmes concerned.

This tool, from BANKSETA, provides an example of how quality management in South Africa is organized. Training providers must submit a quality management plan to BANKSETA for all programmes before any learner agreements can be registered.

Source: www.bankseta.org.za/quality-assurance/
https://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_254637

Tool 3.4.4 **Training manual on the management of education and vocational training institutions, VET Toolbox/LUXDEV**

The manual is intended primarily for managers of public and private vocational training institutions but is also useful to representatives of the government and ministries responsible for the professional training of individuals, as well as representatives of workers' organizations.

The contents are organized in such a way that managers can:

- obtain a systemic vision of organizational management
- adapt their management practices to the concepts of a "management excellence model", while respecting the existing culture within the institution
- learn about the management performance indicators of vocational training institutions.

Source: <https://www.vettoolbox.eu/en/resources/management-education-and-vocational-training-institutions>



▶ 3.5 Preparing staff to train and mentor apprentices



The issue: The challenge of having competent trainers, teachers and other staff

Practitioners from a number of entities (enterprises, TVET providers, ministries and other public authorities responsible for apprenticeships, employers' and workers' organizations, employment services providers and general schools) are involved in the design and management of apprenticeship programmes. Chapter 7 of Toolkit 1 provides details of their roles and responsibilities. The following paragraphs will provide specific information on two main types of practitioners who train apprentices – trainers in enterprises and teachers in TVET providers.

In-company mentors/trainers/supervisors are directly responsible for interacting with apprentices, imparting practical training and introducing them to the work during on-the-job training. They should serve as role models for apprentices, who are often at a critical adolescent stage of development and may be entering the workplace for the first time. Their main roles and responsibilities are detailed below:

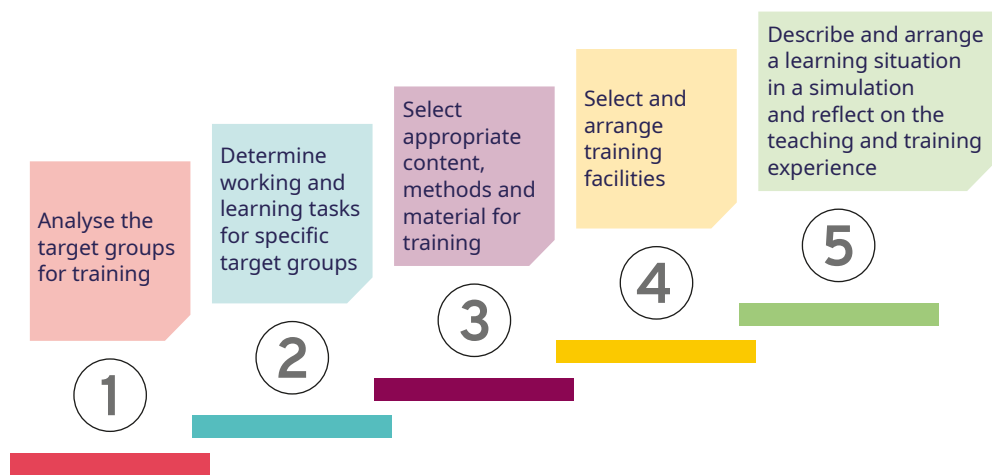
- ▶ Plan, organize and implement apprenticeship training in the enterprise.
- ▶ Ensure that apprentices work and learn in the occupation as specified in the agreement.
- ▶ Monitor, assess and record the progress of the apprentices' skills acquisition.
- ▶ Provide special care for apprentices with learning difficulties, disabilities and other limitations.
- ▶ Act as the focal point for the apprenticeship programme, coordinate with other sections and workers in the enterprise, as well as with external partners involved in the training process (e.g. TVET institutions, public authorities for education and employment in intermediaries).
- ▶ Prevent and resolve conflicts by mutual agreement or, if this is not possible, follow the predetermined conflict settlement procedures (e.g. in-company staff regulations, collective agreements, relevant labour code).
- ▶ Ensure safety and security at work for apprentices at all times.

Training apprentices in the workplace is a specialized, demanding task. While skilled workers are competent in performing the relevant tasks at the workplace, they may not necessarily be equipped to train young people. Therefore, pedagogic training should be mandatory for those delivering training to apprentices in the workplace, and as a pre-condition for employers' participation in apprenticeships (see box 3.12). A study by Jablonka and Ulmer (2007) has shown that there is a correlation between the provision of training by in-CTs and the quality of apprenticeships. When the apprenticeship programme is being introduced or expanded, a grace period may be necessary to give employers time to provide the necessary training to their staff.

Box 3.12 In-company trainer qualification, Germany

In Germany, qualification as an in-CT is an integral part of the master craftsperson training. However, the in-CT certificate can also be acquired outside the master craftsperson qualification. It is obligatory for a training employer in Germany to employ at least one person with an in-CT qualification.

► **Figure 3.2** The training skills needed by an in-CT



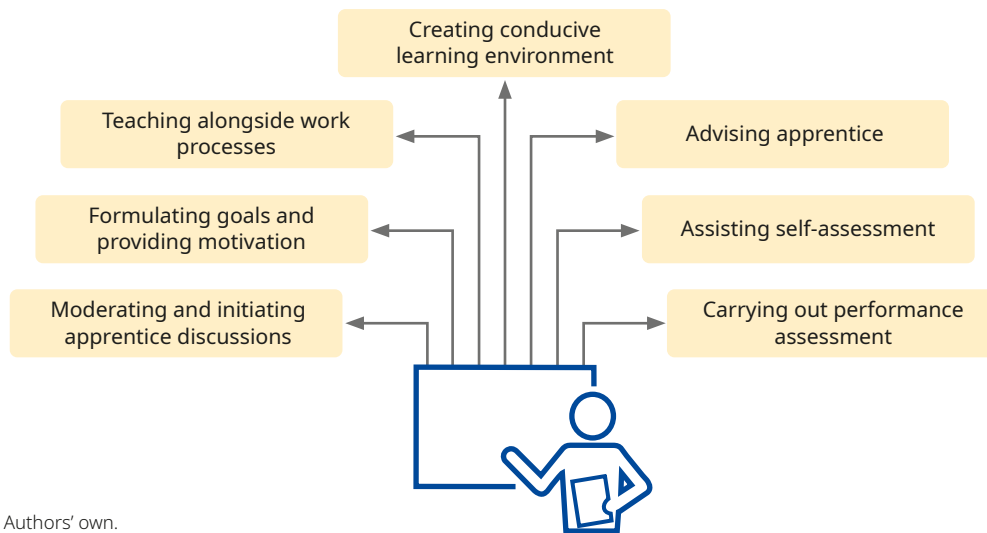
Source: Authors' own.

Teachers in TVET providers take on the following roles and responsibilities:

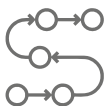
- Planning, organizing and delivering off-the-job training in TVET providers within the framework of the overall apprenticeship programme (refer to section 7.7 of Toolkit 1 for details).
- Interacting with their counterparts in partner enterprises to ensure optimal coordination between the off-the-job and on-the-job elements of the training programme.
- Monitoring the learning progress and skills development of apprentices on a regular basis.
- Providing additional support for apprentices with learning difficulties, disabilities and other challenges.
- During the introduction of apprenticeships, TVET teachers may be able to support in-CTs in developing employer training plans.

To carry out these roles and responsibilities, TVET teachers and trainers will need to be well-qualified and, in the case of licensed occupations linked to apprenticeships, hold the necessary professional certifications. In Toolkit 1, box 25 provides information on the qualifications for teachers and trainers in TVET providers in Austria.

▶ **Figure 3.3 The pedagogical interventions of a TVET teacher**



Source: Authors' own.



The steps required to develop the capacity of practitioners involved in the design and management of apprenticeship programmes

The competent authority or the entity responsible for apprenticeships may undertake the following:

- ▶ Establish a staff development strategy, in collaboration with all stakeholders, for practitioners associated with apprenticeships. The strategy may focus on both initial training and continuing training and may use a combination of approaches, such as training programmes, online learning tools, a community of practice, social media groups and self-learning multimedia packages. This strategy should also clarify the funding mechanism for staff development.
- ▶ Develop apprenticeship guidelines for key staff, in particular for the staff of enterprises (trainers and human resources officers), staff of TVET providers (teachers and managers) and staff of intermediaries.
- ▶ Coordinate and design training programmes and learning materials together with specialized teacher training institutions.
- ▶ Document successful case studies on staff development. Promote role models to motivate staff, particularly those who are working in enterprises.
- ▶ Organize training programmes for staff.
- ▶ Facilitate the development of a community of practice and other social media groups, promoting the use of webinars, blogs and e-forums.
- ▶ Assign teachers from TVET providers to enterprises to update their understanding of the skills requirements of the different occupations and to gain first-hand experience of the apprentices' learning environment.
- ▶ Allocate trainers from enterprises to TVET providers to collaborate with teachers and to train apprentices.
- ▶ Collect and use feedback from staff to improve the strategy and capacity of training programmes.



Tips

- ★ Employers must be convinced that having in-CTs in their workforce will yield a number of benefits, including the ability to use them for the professional development of all incumbent staff, in addition to apprentices.
- ★ Skilled workers and supervisors may already be overwhelmed with work responsibilities, and consider the task of providing training to apprentices as an additional burden. Therefore, enterprises should offer incentives to become trainers, which could take the form of an advantage in career progression, recognition and reward for their services, and/or financial incentives and support for obtaining certified trainer qualifications.
- ★ To attract and retain competent teachers who also have experience of working in the industry, it is vital that their salary and career progression should be commensurate with those with similar qualifications and experience working in the industry. TVET providers should also offer attractive opportunities for industry professionals to work as teachers on a part-time basis.





Tools for preparing staff to train and mentor apprentices

Tools for in-CTs

Tool 3.5.1 In-company trainer standards, ASEAN countries

This tool defines the competencies that a qualified in-CT should have and provides an example of a training programme with a set of four modules corresponding to the four main fields of activity of an in-CT. The modules cover topics related to:

- analysing work tasks and defining learning requirements
- planning and preparing training
- conducting training
- evaluation and further development of training.

Source: www.bibb.de/dokumente/pdf/ab1.2_standard_in-companytrainers_ASEAN_regions.pdf

Tool 3.5.2 Guide for in-company trainers – examples from Brazil, Egypt, Ghana, Kosovo, Mexico, Pakistan, Saudi Arabia and Thailand

This guide is directed towards practitioners and decision-makers who are concerned with training of teaching and training staff in the field of development cooperation. It presents the key requirements for the skills development of in-CTs and lists success factors. The eight country examples serve as a guide to the requirements for training in-company training staff.

Source: https://sea-vet.net/images/seb/e-library/doc_file/320/the-role-and-skills-development-of-in-company-trainers-in-development-cooperation-2017.pdf

Tool 3.5.3 Guidance on how to train trainers, Austria

This guideline for the training of trainers in initial vocational education and training (IVET) is structured in three parts, which relate to legal issues and recruitment, company practice on “How to train successfully” and tips for master trainers.

Source: www.ac4sme.eu/wp-content/uploads/2018/01/Script-for-trainers-of-IVET-trainers_ibw-WK%C3%96_Jan-2017.doc

Tool 3.5.4 Training course for in-company trainers, United States

This tool provides an example of training for in-CTs from the United States. It describes the roles and qualities of a mentor and provides a detailed description of the steps involved in apprentice training and mentoring processes.

Source: www.expandapprenticeship.org/system/files/mentoring_for_apprenticeship.pdf

Tools for teachers of TVET providers**Tool 3.5.5 Qualification and training of TVET teachers and trainers, Switzerland**

TVET school teachers are largely recruited from the pool of professionals active within a certain sector and, in most cases, they work as teachers on a part-time basis. They remain active in their sector of origin and therefore keep up to date with current professional practices. They can obtain the mandatory teaching qualifications gradually, while working as a teacher in a TVET school. Similarly, trainers/instructors in companies are required to complete a short course to prepare them for their new role as coaches of apprentices. Teachers and trainers, as well as examiners, acquire their additional qualifications either directly at the Swiss Federal Institute for TVET (www.sfvivet.swiss/) or at the regional level in equivalent, recognized courses.

Source: General information for teachers and trainers (in French):
www.sbf.admin.ch/sbfi/fr/home/formation/pilotage-et-politique-de-la-formation-professionnelle/responsables-de-la-formation-professionnelle.html

Legal provisions for teachers and trainers:
www.admin.ch/opc/en/classified-compilation/20001860/index.html#id-ni6
www.admin.ch/opc/en/classified-compilation/20031709/index.html#id-ni6

Example of module descriptions of VET teachers' qualification for professional theory (in French):
www.iffp.swiss/file/419/download?token=8q7mc3cj

SFIVET's Guide for teachers in vocational training – Situation-based didactics:
www.sfvivet.swiss/sites/default/files/situationsdidaktik_en.pdf

Training curriculum for in-company trainers:
www.formationprof.ch/download/mfe/mfe_cffe1.pdf (in French, German and Italian)

Tool 3.5.6 Publication on vocational teachers and trainers in a changing world, ILO

This publication presents an analytical framework for assessing TVET teacher training systems. It takes a holistic approach, providing a conceptual framework that government agencies and TVET providers can use to examine the internal efficiency and coherence of their teacher preparation programmes, as well as to assess the dynamic capability of the system to anticipate and respond to the needs of both employers and apprentices. The framework responds to the current imperative for high-quality TVET teacher training systems that are effective, efficient, equitable and innovative.

Source:
www.ilo.org/employment/Whatwedo/Publications/working-papers/WCMS_383787/lang-en/index.htm

Tools for knowledge-sharing and support services



Tool 3.5.7

Networking portal for practitioners, South Africa

The Skills Universe website is a social networking site, primarily aimed at skills development professionals and thought leaders in the training sector. It creates a space for information sharing, debate and partnership building.

Source: <https://www.skills-universe.com/>



Tool 3.5.8

Apprenticeship Support Services, EAfA

The EAfA's Apprenticeship Support Services contribute to strengthening the European apprenticeship community and support EU Member States in improving their apprenticeship schemes. They provide support in three areas: knowledge-sharing, networking and benchlearning.

Source: <https://ec.europa.eu/social/main.jsp?catId=1147&intPageId=5235&langId=en>

Tool 3.5.9

Guidance on how to support apprentices in the workplace, United Kingdom

This guide aims to help employers to provide effective support for apprentices aged 16 to 24 years old. It outlines steps that employers can take to make their recruitment practices accessible for young people and provides a range of examples of on-the-job assistance for young apprentices, including support in developing work-appropriate behaviour and life skills and social enrichment activities. It also provides information on sources of additional funding that employers can access to support young apprentices.

Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755071/L_W_Supporting_young_apprentice_guide_V7_HR.pdf



▶ 3.6 Checklist

By completing the following checklist, readers of this Toolkit can revisit the key elements involved in preparing quality training places and also carry out a rapid assessment of the functioning of related systems. It will help readers to identify those elements that could be improved and to assess whether additional measures are needed.



Preparing quality training places	Yes	No	Needs improvement	Remarks
Are companies aware of the financial and non-financial benefits of providing apprenticeship programmes?				
Has a cost-benefit analysis of apprenticeship programmes for enterprises been carried out?				
Are there support services in place for those employers who are implementing apprenticeships?				
Is there a written apprenticeship agreement that clearly specifies the roles and responsibilities of the various stakeholders, as well as the terms and conditions of apprenticeships?				
Is there a competent body that is responsible for the registration of apprenticeship agreements?				
Are workers' and employers' organizations involved in the preparation of apprenticeship training places?				
Is an employers' organization (or several employers' organizations) involved in supporting individual employers in preparing apprenticeship training?				
Is there a regular exchange between TVET providers and training employers when preparing apprenticeship training places?				
Do TVET providers collaborate closely with their partner employers in preparing apprenticeship training?				
Are TVET providers capable of providing good quality off-the-job learning opportunities?				
Are TVET providers equipped with sufficient resources to continuously improve their teaching and adapt it to the needs of the labour market?				
Is there a mechanism that allows teachers and trainers at TVET providers to gain knowledge concerning the on-the-job training component?				

Preparing quality training places	Yes	No	Needs improvement	Remarks
Is there any in-service training programme for teachers and trainers at TVET providers to familiarize them with new and effective teaching methods?				
Are there enough motivated and well-qualified teachers and trainers at the TVET providers to deliver the off-the-job learning component?				
Are training enterprises equipped with training facilities that enable them to provide work process-oriented training?				
Do training enterprises have sufficient numbers of qualified and motivated in-CTs to ensure adequate supervision and effective training for apprentices?				
Is there a training programme for in-CTs in place that ensures they are capable of delivering quality on-the-job training?				
Are there enough well-qualified staff or specialists at the training enterprises who are interested in obtaining an in-CT qualification for delivering on-the-job training?				

The questions to which readers have answered “No” or “Needs improvement” point to gaps where measures to improve or strengthen the preparation for apprenticeship training places in their contexts should be considered. It is important to keep in mind that the involvement of social partners, including workers’ and employers’ organizations, in the design, development and implementation of apprenticeships is a key factor for the success and sustainability of apprenticeship programmes.

In the context of fostering skills acquisition and promoting smooth transitions from school to formal sector employment, apprenticeships have proven to be particularly effective.

G20 Task Force on Employment, 26 September 2012

ISBN: 978-92-2-032183-6



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