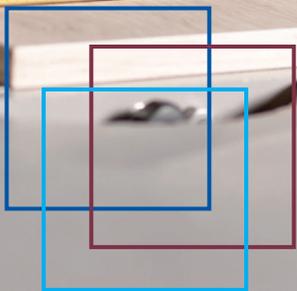
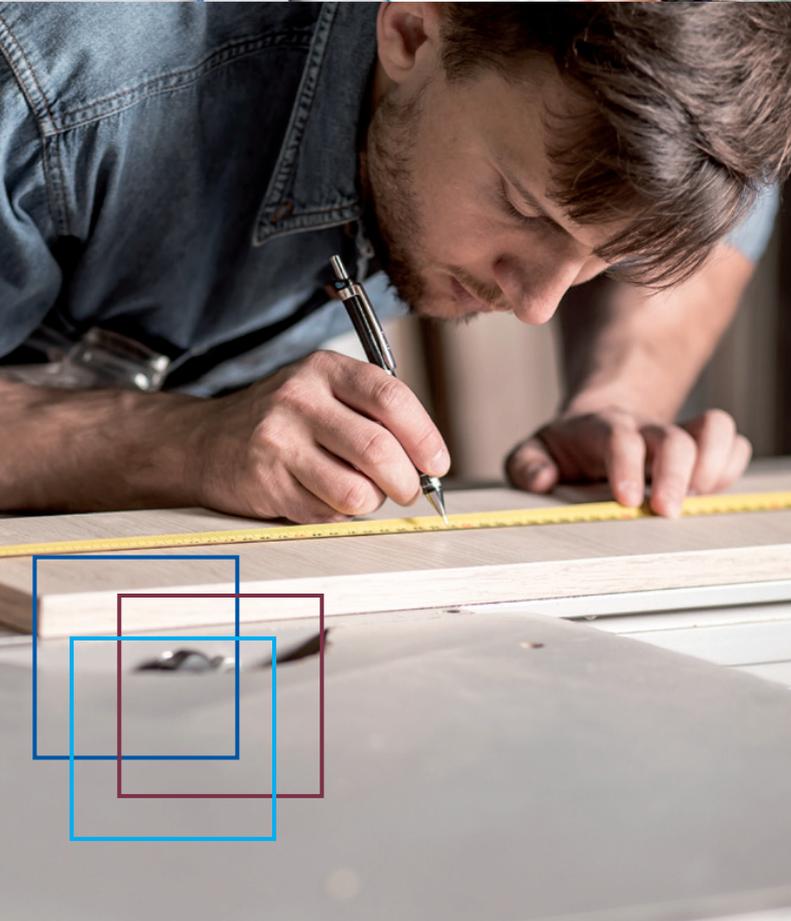




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ILO Survey Report on the National Initiatives to Promote Quality Apprenticeships in G20 Countries



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Employment Policy Department

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NEW SKILLS AT WORK
JPMORGAN CHASE & CO.

Foreword

While the level of educational attainment has been rising globally in the past decades, in many countries education and training systems struggle with adapting to rapidly changing skill needs in the fast evolving labour market. The resulting skills mismatch exerts upward pressure on youth unemployment rates with young people opting for jobs that do not match their qualifications which in turn limits their salary and progression prospects. At the same time, businesses, in particular small and medium-sized enterprises, face critical skills shortages as they seek to expand. Unemployment affects youth almost three times more than adults. As such, it is crucial to implement measures to improve the employability of young people.

It is in this context that the International Labour Office (ILO), with the support of the JPMorgan Chase Foundation, launched the *Skills that Work Project: Improving the Employability of Low and Middle-Skilled Workers* in February 2017. The project aims to promote quality apprenticeships as an effective means to provide young people from diverse backgrounds with labour market relevant skills, and exposure to the work environment and a smoother transition into employment.

Quality apprenticeships are known to facilitate the school-to-work transition of youth as they offer employer-led skills development opportunities that lead to nationally recognised qualifications. As a result, policymakers increasingly rely on apprenticeships to address skills mismatch and youth unemployment. In fact, the G20, L20 and B20 have committed to promote apprenticeships. In this light, we believe it is timely and helpful to take stock of good national initiatives to improve apprenticeships and make the knowledge widely available as part of our continuous efforts to support evidence-based policymaking. The project also provides support to the design and implementation of quality apprenticeship programmes by providing a concise set of key information and practical tools.

It is our hope that this report contributes to the promotion of quality apprenticeships by facilitating policy discussions and enhancing our knowledge base of various initiatives that have been tested in the G20 Member States.



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Acknowledgements

This report summarizes the key findings from the ILO survey of National Initiatives to Promote Quality Apprenticeships which was conducted in the Group of Twenty (G20) member states. The ILO would like to thank all the survey respondents from government ministries, workers', and employers' organizations.

Special thanks go to Professor Erica Smith and Dr Jacqueline Tuck who analysed the survey data and drafted this report. ILO staff members in regional and country offices supported the implementation of the survey. The survey questionnaires were prepared by Kazutoshi Chatani who also oversaw the survey and drafted some parts of this report. Paul Comyn provided technical guidance and comments on the draft report. Marcelo Cuautle Segovia provided useful comments to the report and managed survey implementation with the support of Ostap Lutsyshyn; Ashwani Aggarwal reviewed the draft report. Laura Brewer provided helpful comments on the questionnaires. Sangheon Lee, Srinivas Reddy and Girma Agune guided the overall process of the survey.

This survey report is an output of the Skills that Work Project, a development cooperation project implemented by the ILO and funded by the JPMorgan Chase Foundation.

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Executive summary

This report presents the main findings of the ILO survey on national initiatives to promote quality apprenticeships in the G20 member states¹. It was conducted between September and December 2017 as an ILO initiative to take stock of and widely share good practices in this area. The survey was motivated by *the G20 Initiative to Promote Quality Apprenticeships*, which was adopted by the G20 Labour and Employment Ministers in Beijing in July 2016, and subsequently endorsed by the G20 Leaders' Summit in Hangzhou in September of the same year.

The ILO survey was designed to document initiatives and promote knowledge-sharing with a view to facilitating social dialogue on skills development, particularly on quality apprenticeships. The socio-economic contexts in which apprenticeship training takes place vary from country to country. Hence the national initiatives presented in the report may not be directly comparable. It is important to note that the aim of the survey was not to describe the differences among apprenticeships systems nor to make an international comparison of apprenticeship promotion efforts. It is thus beyond the scope of this survey to compare and gauge the effectiveness of policy interventions and actions taken by the ILO's tripartite constituents.

As there is no universally accepted definition of apprenticeships, varying practices in apprenticeships and models of apprenticeship systems may be observed. The ILO survey and this report used the working definition of quality apprenticeships, found in the *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for policy makers*.

Quality Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue and require a written contract that details the roles and responsibilities of the apprentice and the employer; they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

The survey sought responses from each of the tripartite constituents in each of the Member States -- and achieved a response rate of over 70 per cent.

¹ The European Union was not included in the survey because the research focused on national initiatives.

Key findings of the government survey

The G20 member states have strengthened their efforts to promote quality apprenticeships. It is vital that these 20 influential countries join forces in addressing skills mismatch and youth unemployment by facilitating effective demand-driven skills development. Based on this premise, the government survey was designed to capture good national initiatives for mutual policy learning on the ten action points listed in the G20 Initiative. Key findings related to each are summarised below.

1. Establishing national goals to expand and improve apprenticeships

It is encouraging that all the Member States who responded to the survey use national targets or goals, both quantitative and/or qualitative, to promote quality apprenticeships. They actively seek to expand apprenticeship-training opportunities, as well as to improve the quality of skills development through apprenticeships. This is in line with the goals of the G20 Initiative. The majority of the countries also plan to expand apprenticeships to higher education levels, or have done so already.

2. Raising the quality of apprenticeships

As apprenticeships involve multiple stakeholders, it is not surprising that G20 governments engage social partners (i.e. workers' and employers' organizations) in the design, development and delivery of apprenticeship training by involving them in the policymaking process. It is noteworthy that the employer organizations tend to be more involved in decision-making than worker organizations. The survey found that the majority of governments that participated in the survey plan to further strengthen the involvement of the social partners. As there is no 'silver-bullet' that can improve the quality of apprenticeships, governments reported various actions to enhance the quality of training offered. In terms of formal recognition of learning, apprenticeship certificates are nationally recognized educational credentials in two-thirds of the G20 countries. So more work is still to be done to ensure that apprenticeship programs have parity of status with other learning pathways.

3. Promoting apprenticeship programmes in a broad range of occupations and sectors

The occupational coverage of apprenticeships varies significantly among the G20 member states. Apprenticeship training is available for a wide range of occupations. Some occupational groups have a higher level of apprenticeships than others, such as: clerical support workers; services and sales workers; craft and related trades workers; plant and machine operators and assemblers. Nine out of the fifteen countries that replied to the survey reported that they envisaged expanding the coverage. The governments that reported facing skill shortages in particular promoted apprenticeships to address this issue. Lists of skills shortage occupations are compiled, and extra funding (e.g. subsidies) is allocated to stimulate apprenticeship training for these identified occupations. Some governments are also strategically using apprenticeships to embrace new technologies and the so-called Industry 4.0 (Fourth Industrial Revolution).

4. Fostering the engagement of businesses in the apprenticeship systems

Small- and medium-sized enterprises (SMEs) are often the backbone of an economy and they typically far outnumber large enterprises in terms of the number of business establishments and employees. It is not surprising therefore to observe various government initiatives to engage SMEs in apprenticeships. The provision of financial incentives (e.g. subsidies, tax credits) and operational assistance (e.g. recruitment assistance) are popular policy interventions in this regard. Apart

from financial and operational constraints, the SMEs that focus on a niche field cannot always provide the whole range of practical training required for a specified occupation. In these cases, off-the-job training and inter-company training centres, for instance, supplement training conducted by SMEs, reducing the burden of training provision. The majority of governments also pay attention to the specific skills needs of SMEs and try to match apprenticeship programmes with them.

5. Ensuring good working and training conditions

The survey results reveal diversity in the way apprentices' working and training conditions are determined among G20 Member States. Some countries regulate them by law, while others leave them to be negotiated through collective bargaining between workers and employers. The former establishes a national framework within which apprenticeship training operates. The latter responds to the flexibility required by different economic sectors. Over 60 per cent of the countries participating in the survey regulate financial remuneration, leave entitlement, social security coverage, training, and apprentices' working hours by law. The legal status of apprentices also differs, with some countries reporting that apprentices receive fixed duration employment contracts, while others noting that they entered into training contracts.

6. Raising the awareness of apprenticeships

Most governments play an active role in raising awareness of apprenticeships among enterprises, job seekers, career counsellors, and the general population. Publicity campaigns reported by governments utilize traditional media, websites and social media. Most countries also offer dedicated web portals to provide information relating to apprenticeships. Some of these websites are equipped with search functions to facilitate the application/recruitment process. Government survey respondents noted that they were conscious of the negative perception surrounding apprenticeships and they targeted influencers such as teachers and parents to address this challenge. Career guidance at schools provides an opportunity to disseminate information about apprenticeships to youth, and this could be expanded further.

7. Improving access to quality apprenticeship for disadvantaged groups

Improving access to quality apprenticeship for disadvantaged groups is a priority agreed upon by the G20 member states. The scope of disadvantaged groups differs across countries, but it typically includes indigenous people, the unemployed, people with disabilities and women in particular occupations. Some countries included migrants and rural residents in the category. The type of support provided to disadvantaged groups, was most commonly pre-apprenticeship programmes which introduce apprentices to the occupation and provide targeted skills training and support to enhance the likelihood of program completion. Financial support and mentoring services were also mentioned in survey responses. While various support and social services are made available to disadvantaged groups, not all governments recognise that apprenticeships can play an important role in the labour market integration of these groups. As such, there appears to be further opportunities to capitalize on the training-employment nexus and effectively support marginalized groups through apprenticeships.

8. Strengthening partnerships between businesses and education and training providers

Most countries make explicit efforts to strengthen partnerships between businesses and providers in the design, delivery and certification of apprenticeship programmes. According to survey responses, the involvement of business representatives in the governance of skills

development (e.g. skills council, board of vocational schools) and in the development of curriculum and training programmes is a commonly observed strategy to reinforce business-vocational education linkages and to enhance the relevance of apprenticeship training to the skills needs of businesses. It appears that allowing some leeway in the local customization of training programmes is also conducive to collaboration between businesses and vocational schools.

9. Upgrading informal apprenticeships

Eight out of the fifteen governments reported they had informal apprenticeships in their country, and a number have taken steps to formalise informal apprenticeships and integrate informal apprentices into the formal economy. An example of government intervention in this area is recognizing skills that are acquired outside the formal system and certifying them. Providing supplementary training to informal apprentices through the continuing education system or through industry associations is another example.

10. Expanding quality apprenticeship globally

A number of G20 Member States are active in international cooperation to promote apprenticeships. Some examples that were provided in the survey include: funding international cooperation projects on apprenticeships; sponsoring international capacity development programmes; sharing knowledge; hosting international conferences, promoting dialogue; and participating in international initiatives and networks. Member states of the G20 with high income economies are more active in this regard than others. One country has established an office dedicated to international cooperation on vocational education and training, providing a one-stop service for those who are involved in international cooperation on apprenticeships.

Key findings of the social partners' survey

The success of apprenticeship systems and programmes is contingent upon workers and employers. The ILO survey questioned the social partners in the G20 Member States about their contribution in raising awareness of apprenticeships, their involvement in social dialogue on apprenticeships, and the roles they played in apprenticeships. The key findings of the social partners' survey follow.

Over 80 per cent of the workers' and employers' organizations that responded to the survey are actively involved in raising awareness of apprenticeships amongst their members and the general public, including young people and their parents. Employers' organizations encourage their member companies to offer apprenticeships through information workshops, capacity-building activities, and web portals where helpful information is shared. Workers' organizations also keenly encourage enterprises to offer more apprenticeship training opportunities. They negotiate the creation of new apprentice positions with employers through collective bargaining, and also exercise influence through other bodies such as tripartite apprenticeship councils.

Social dialogue, be it information sharing, consultation or negotiation between, or among, representatives of governments, employers and workers, is vital for the success of apprenticeship systems. According to the survey results, over 70 per cent of national workers' and employers' organizations are represented in a national body that discusses topics related to apprenticeships. Slightly more than half of them are also involved in sectoral skills councils. Other channels of social dialogue include ad-hoc non-institutional social dialogue on apprenticeships, and involvement in bodies such as qualification or standard-setting agencies. Employers' and workers' organizations seem to take a slightly different approach towards social dialogue: the

former tend to dialogue with governments, while the latter do so equally with both governments and employers. It is notable that countries with well-established systems of apprenticeships tend to report a higher engagement of social partners in social dialogue (i.e. the social partners are *negotiating* with the government, rather than simply being *consulted by* the government). Overall, it appears that there is potential to strengthen the institutional mechanisms of engaging the social partners to reflect their ideas in key discussions and decisions on apprenticeships and to enlist them in efforts to expand and strengthen apprenticeship systems.

The social partners, however, view their roles and responsibilities in various aspects of apprenticeships differently. While over 80 per cent of workers' and employers' organizations consider engagement in social dialogue and policy-making on quality apprenticeships as being their responsibility, their perceived roles and responsibilities differ with respect to other aspects of apprenticeships. For instance, the majority of employers' organizations consider informing, encouraging and advising member enterprises on apprenticeships to be within their mandate -- but not involvement beyond this. Workers' organizations, on the other hand, tend to see their responsibilities as covering broader aspects of apprenticeships including: negotiating working and training conditions for apprentices; advising and building the capacity of workers' representatives on apprenticeships; and monitoring and evaluating apprenticeship systems.

The survey results indicate that workers' organizations are more active in promoting inclusiveness in apprenticeships. In fact, nearly all the workers' organizations that participated in the survey promote access to quality apprenticeships for disadvantaged groups (e.g. women, people with disabilities, migrants). Some workers' organizations actively reach out to at-risk youth and to workers with disabilities, providing them with training opportunities. Over 60 per cent of workers organizations and slightly less than 40 per cent of employers' organizations challenge traditional gender occupational segregation by, for instance, encouraging women to undertake apprenticeships for occupations in which women are under-represented. Some social partners adopt e-learning to address disadvantages of rural residents in terms of access to apprenticeships, and others offer mobility assistance (e.g. financial assistance and accommodation).

Conclusions

The wide range of examples and descriptions contained in the full report show that the governments, workers' and employers' organizations in the G20 Member States are improving apprenticeship systems and actively promoting apprenticeship training opportunities. Meanwhile, the survey outcomes also point to some of the challenges that policy-makers may need to focus on in the coming years.

Although policy-making on apprenticeships is well underpinned by social dialogue, there seems to be potential for further strengthening the involvement of workers' and employers' organizations in key decisions. Since apprenticeships are a complex training scheme, the coordination of actors and effective governance of the system merit policymakers' attention. Survey findings also indicate the need for improvements in operational matters such as the quality of training and of trainers, the linkages to qualification systems, attrition rates and transitions to stable employment. Monitoring systems also need to be enhanced and ongoing innovations are required for the system to meet changing demands in skills given the rapid pace of technological advancement and evolving patterns of work.

1. Introduction

1. Introduction

This report presents trends and good practice examples to promote quality apprenticeships in 20 large economies (the G20) based on the results of the ILO survey conducted in September-December 2017. It intends to enrich social dialogue on quality apprenticeships and skills development by sharing good national initiatives and the lessons learned with policymakers and social partners in the surveyed countries and beyond. While the national initiatives reported in this document are from advanced and emerging economies, there are elements that may benefit policymakers and social partners in other countries.

This chapter briefly discusses the concept of quality apprenticeships and initiatives of the G20, the Labour 20 (L20), and the Business 20 (B20), before presenting the survey method and data analysis, as well as the limitations of this undertaking. A brief overview of the structure of this report and a list of appendices conclude the chapter.

1.1. What is an apprenticeship?

An apprenticeship is universally recognized as a useful method of developing skills and career prospects in individuals; for building workforce skills in companies and in nations; for social purposes such as reducing unemployment and assisting young people to acquire decent work; and as a potential tool for reducing inequality among social groups. Moreover, apprenticeships now take on current issues such as globalization, technological change, global labour movements, and structural change in economies.

The term ‘apprenticeship’ can be used loosely to describe the way in which a person learns from an experienced worker how to undertake an occupation. In some countries, informal arrangements predominate. But generally, the term is used to describe formal systems, which have often been developed over centuries of operation. In the *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers*¹, a Quality Apprenticeship is defined as follows:

Quality Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue, and require a written contract that details the respective roles and responsibilities of the apprentice and the employer; they also provide the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

This report follows this definition, as did the survey upon which this report is based.

An eleven-country study funded by the ILO and the World Bank (Smith, Brennan Kemmis et al, 2014) found many differences among countries’ systems. These included:

- Whether apprenticeships are primarily formal or informal;

¹ http://www.ilo.org/skills/pubs/WCMS_607466/lang-en/index.htm

- Whether apprentices are employed or not employed, and the extent of payment or stipend;
- Whether an apprenticeship results in a formal qualification that is part of a country's qualification system, an apprenticeship-specific certificate, or no certified outcome;
- Whether apprenticeships are available across the economy or only in limited industry sectors;
- Whether apprenticeships are lengthy (e.g. three to four years) or short (e.g. six months);
- Whether apprenticeships are intended primarily for young people or are available to all.

This wide range of policies and practices has been noted by other international comparative reports, such as Chankseliani, Keep & Wilde (2017), European Commission (2012), Fazio, Fernández-Coto, & Ripani (2016).

While diverse practices exist among the various countries, the ILO observed six building blocks of quality apprenticeships that were common features of well-functioning apprenticeship training systems (ILO 2017). They are:

- Meaningful social dialogue
- Robust regulatory framework
- Clear roles and responsibilities
- Equitable funding arrangements
- Strong labour market relevance
- Inclusiveness.

According to Smith, (2010: 313) the essential components of a formal apprenticeship are generally understood to be:

- a training regime set up by, or with the approval of, governments;
- a combination of off- and on-the-job training;
- the assumption of responsibility by the employer for the development of the apprentice;
- the award of a qualification and/or licence and/or some other recognition that enables an occupation to be practised independently once the apprenticeship is successfully completed.

1.2. Why the G20 countries?

The report focuses on the G20 economies. This group of countries represents a large part of the world, accounting for around 85 per cent of global economic output, two-thirds of

the world's population, and 75 per cent of international trade. Given this sheer size, examining the situation in these countries would be a good starting point for a global overview of apprenticeship.

Another reason for the focus on the G20 is its strong policy commitments to apprenticeships and related initiatives in recent years. The G20 Labour and Employment Ministers, at their Beijing meeting in July 2016, produced a Declaration, entitled *Innovation and Inclusive Growth: Decent Work, Enhanced Employability and Adequate Job Opportunities*². The document traced the history of recent G20 actions on apprenticeship, as follows:

(...) the G20 has focused significantly on promoting quality apprenticeship. In 2012, under the Mexican Presidency, G20 members identified key elements of quality apprenticeship and considered how to further national efforts to develop such apprenticeship. In 2013, under the Russian Presidency, the implementation of agreed apprenticeship elements was launched in G20 members. In 2014, under the Australian Presidency, we agreed to expand and strengthen quality apprenticeship and work experience programmes. During the Turkish Presidency, G20 members highlighted quality work-based learning as a crucial element of the G20 Skills Strategy and in helping to reduce the share of young people most at-risk of being left permanently behind in the labour market by 15% by 2025. The Chinese Presidency has included apprenticeship as part of its priority emphasis on vocational training and youth employment, in line with relevant Sustainable Development Goals.

The G20 Initiative to Promote Quality Apprenticeship (Box 1) was announced at Item 14 in the Declaration³

Given the importance of apprenticeship for improving the skills of our workforce, we agree to increase the number, quality, and diversity of apprenticeship through the actions outlined in the G20 Initiative to Promote Quality Apprenticeship (Annex 3) based on national circumstances. We recognize that quality apprenticeship is based on the full engagement of social partners, businesses and workers. We encourage B20 and L20 to follow up their previous joint commitments and implement this Initiative.

The initiative contains ten actions to which the participants committed, to increase the quality, quantity, and diversity of apprenticeships. It was acknowledged that this was to be on a voluntary basis and as appropriate for countries. At the G20 Leaders' Hangzhou Summit in September 2016, leaders endorsed the G20 Initiative as part of its broader goal of generating quality employment (Item 40 in the Communique⁴). Furthermore, there was a commitment to address this and other related matters, and to monitor progress in a "systemic and transparent manner" particularly with relation to youth employment and female labour participation.

² <http://www.g20.utoronto.ca/2016/160713-labour.html>

³ Ibid

⁴ http://www.g20chn.org/English/Dynamic/201609/t20160906_3396.html

Box 1: G20 Initiative to Promote Quality Apprenticeships: The Ten Actions

1. Establish national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.
2. Raise the quality of apprenticeships by fully engaging social partners in the design, development and delivery of apprenticeship and ensuring a strong work-based training component for instance through dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems.
3. Promote apprenticeship programmes in a broad array of occupations and sectors, particularly emerging sectors and those with skill shortages.
4. Foster the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/ appropriate sharing of costs among employers, providers and public authorities.
5. Ensure that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.
6. Implement initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.
7. Improve access to quality apprenticeship for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.
8. Strengthen partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.
9. Support programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.
10. Expand quality apprenticeship globally, including through technical cooperation and regional initiatives.

The Declaration also noted the activities of the B20 and L20 in furthering the agenda of apprenticeships. Most notably, leaders of the B20 and L20 agreed upon the key elements of Quality Apprenticeships and announced a joint understanding of the B20 and L20⁵ in 2013. The joint statement emphasized the importance of active involvement of employers and trade unions in the overall governance of apprenticeship systems, and presented their commitment to make apprenticeships work.

1.3. The ILO survey on initiatives to promote quality apprenticeships

In late 2017, the ILO administered a survey of recent apprenticeship initiatives in order to promote knowledge-sharing of good practices and peer-learning among policymakers and social partners. The survey was primarily designed to help fill knowledge gaps on current national apprenticeship practices. It was also expected to contribute to the G20 Initiative by generating a knowledge basis on actions taken alongside the Initiative. The survey was sent to tripartite constituents in each of the 19 countries: governments, employers', and workers' organizations.

⁵ https://www.ituc-csi.org/IMG/pdf/1306_b20-l20_paper_on_quality_apprenticeships.pdf

Separate surveys were developed for the government ministries (Ministries of Labour or Education) and for employers' organizations and trade union organizations. The government survey referred to the G20 Initiative to Promote Quality Apprenticeships as an overarching framework of policy actions. Therefore, the survey questions are structured following the initiative's ten action points. The survey of workers' and employers' organizations was structured around the following five main themes: awareness raising; social dialogue; roles and responsibilities; financing quality apprenticeships; and inclusiveness. The questionnaires may be seen in Appendix 1.

Where other line ministries and agencies were involved in apprenticeships, Ministries of Labour or Education were asked to liaise with them to ensure a consolidated and coordinated response from the government. Similarly, peak bodies of workers' and employers' organizations were asked to coordinate with sector/occupational associations and unions.

Thanks to the cooperation of the ILO's tripartite constituents, a good response rate was achieved; overall, there was a 72 per cent response rate, with higher rates achieved for government and trade unions (15 out of 19, i.e. 79 per cent) than for the employers' organizations (11 out of 19, i.e. 58 per cent). Details of the survey respondents are provided in Appendix 2.

1.4. Limitations and technical note

This report summarizes the main findings of the survey outcomes within the stated objectives and is drafted in accordance with the survey responses. The ILO provided respondents with the opportunity to validate the report.

The technical limitations include: Multiple responses for one category of respondent; responses that appear at first glance to be inappropriate; and data that cannot be readily interpreted, as it transpired that responses to a small number of questions could be understood in different ways. These limitations and the way in which they were addressed are summarized in the Box 2. While in most instances peak bodies responded for the employer and trade union surveys, in three cases, replies were received from an individual employer and two sectoral trade unions⁶. Appendix 2 shows the full list of responding countries and the organizations replying to each category. Of course, these particular replies are still valuable -- but care should be taken in interpreting them.

This report cites selected examples of actions as reported by governments, as well as workers' and employers' organizations. While many good initiatives were reported throughout the survey, the report is not able to present them all due to limited space. A selection was made to avoid duplications in examples where similar initiatives are taken in multiple countries and attention is also paid to the geographic balance of examples. Thus, not presenting reported initiatives does not at all imply under-valuing or neglecting the importance of the cases. Furthermore, the presented cases do not imply ILO's endorsement of such policy initiatives.

⁶ Employer response from the Republic of Korea was from Hyundai Heavy Industries. The Union of Construction Workers of Argentina and the Construction, Forestry, Mining and Energy Union of Australia responded to the survey.

Box 2: Technical note

Multiple responses: Table 1.1 shows that in a few instances, more than one organization within a category responded separately, while in other cases, one organization took responsibility for consolidating multiple responses. In the instance of multiple response, only one entry was made into the relevant spreadsheet for each category, and protocols were developed and followed to make sure that the entry reflected the participants' intent; for example: where one trade union reported one initiative and another reported a different one, both initiatives were recorded. In the tables in the Appendices, full explanations are provided.

Comments: In a few instances, organizations provided general comments or an explanation/clarification of their response(s); in all instances, these comments/explanations are provided with the tables in Appendices 3, 5, and 6.

Seemingly inconsistent responses: In some instances, respondents' answers to a question which followed on from another question did not reflect their reply to a previous question. Again, every attempt was made to follow the original intent, and in all instances, explanations are provided -- with the appropriate tables -- of decisions that were made.

Unclear questions: As is inevitable in any survey, in some cases the questions were not as clear in hindsight as they might have been, and so responses do not always appear accurate. One instance is where governments were asked if they had plans, for example for higher apprenticeships. Some respondents stated that there were no plans, but made a special note that they already had this initiative in place, while others may have had the initiative in place, but may not have felt it necessary to say so

1.5. The structure of the report

The report has four main sections and eight appendices.

The main sections are:

1. Introduction (are Appendices 1 and 2)
2. Findings and Good Practices A: Government actions (referring to Appendices 3 and 4)
3. Findings and Good Practices B: Social partners' actions (referring to Appendices 5, 6, and 7)
4. Summary and conclusions

The Appendices are as follows:

1. The three survey instruments;
2. List of organizations responding for each category in each country;
3. Tables of the governments' quantitative responses;
4. Tables of government quantitative responses by country;
5. Tables of employers' organizations' quantitative responses;
6. Tables of workers' organizations' quantitative responses;
7. Tables of employers' and workers' quantitative responses, by country.

2. Findings and good practices

A: Government actions

2. Findings and good practices A: Government actions

This section describes and analyses governments' responses relating to the G20 ten agreed actions to promote Quality Apprenticeships. As the Introduction explains, the Initiative was agreed in 2016 by Labour and Employment Ministers and was endorsed by the G20 Leaders' Summit in Hangzhou later that year (4-5 September). Apprenticeships had already been a significant focus of governments' labour market and training activities for many years before this, but they are now becoming increasingly recognized as central to national skills development.

There were responses to the survey from governments in 15 countries.¹ This represents 79 per cent of the 19 countries which were invited to participate. The questionnaire for governments² was divided into ten sections, one for each of the Ten Actions in the G20 Initiative. These Ten Actions form the basis for the discussion in this section of the report.

Overall survey findings

Overall, the responses showed that governments -- at least the 15 which responded³ -- have been very active in the realm of apprenticeships. Table 1 gives an overall "scorecard" for the G20 countries' level of activity.

Table 2.1: Scorecard for activity against the Ten Actions to promote Quality Apprenticeships

	G20 ten agreed actions on quality apprenticeships (abbreviated titles)	Numbers of governments with high activity or detailed plans
1	Establish national goals to expand and improve apprenticeships	High
2	Raise quality of apprenticeships	Medium to high
3	Provide apprenticeships across the economy	Medium
4	Foster employer engagement	High
5	Safeguard worker rights and health	Medium to high
6	Raise awareness of apprenticeships	High
7	Improve access for disadvantaged people	Medium to high
8	Strengthen partnerships between employers and training providers	Medium to high
9	Upgrade and facilitate inclusion of informal apprenticeships into the formal economy	Medium amongst countries concerned
10	Expand apprenticeships globally	Medium

¹ In two instances -- Mexico and the Republic of Korea -- two responses were received from governments, and these were combined as noted in the Introduction, as explained more fully in Appendix 4. In a few instances, government respondents chose not to answer particular questions or items within questions. There were some difficulties interpreting some responses from Canada as the government did not report on some matters that were managed by the Provinces and Territories.

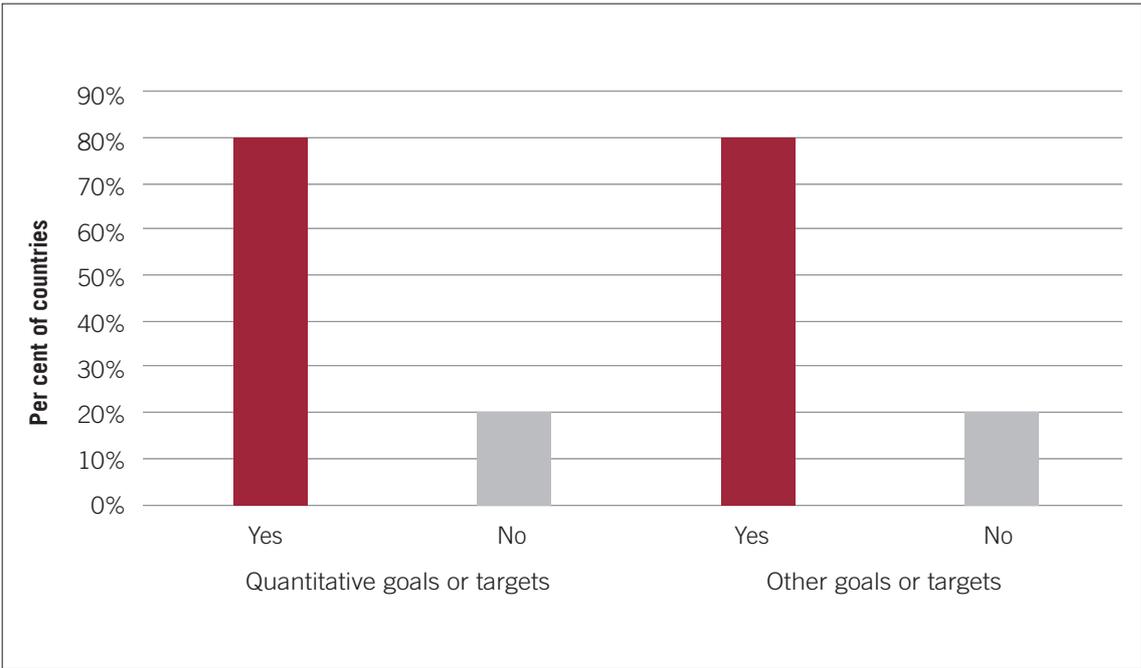
² The survey questions for each type of respondent can be found at Appendix 1.

³ See Table 1 in the Introduction for a list of the responding countries.

Action 1. Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.

Summary: Numerical targets for apprenticeship expansion exist in almost all countries. Non-quantitative targets include the development of new systems, frameworks, and legislation. Higher apprenticeships are becoming popular in policy development.

Figure 2.1. Prevalence of national goals and targets relating to apprenticeships



Detailed findings and analysis are presented below for each of the G20 agreed actions. At the end of the section, a “Showcase” highlights three government good practice examples for each Action.

For those looking for more information, there are detailed tables for each quantitative question in Appendix 3 and there are responses by country in Appendix 4, giving an at-a-glance picture of the current activities of governments at the time of the survey.

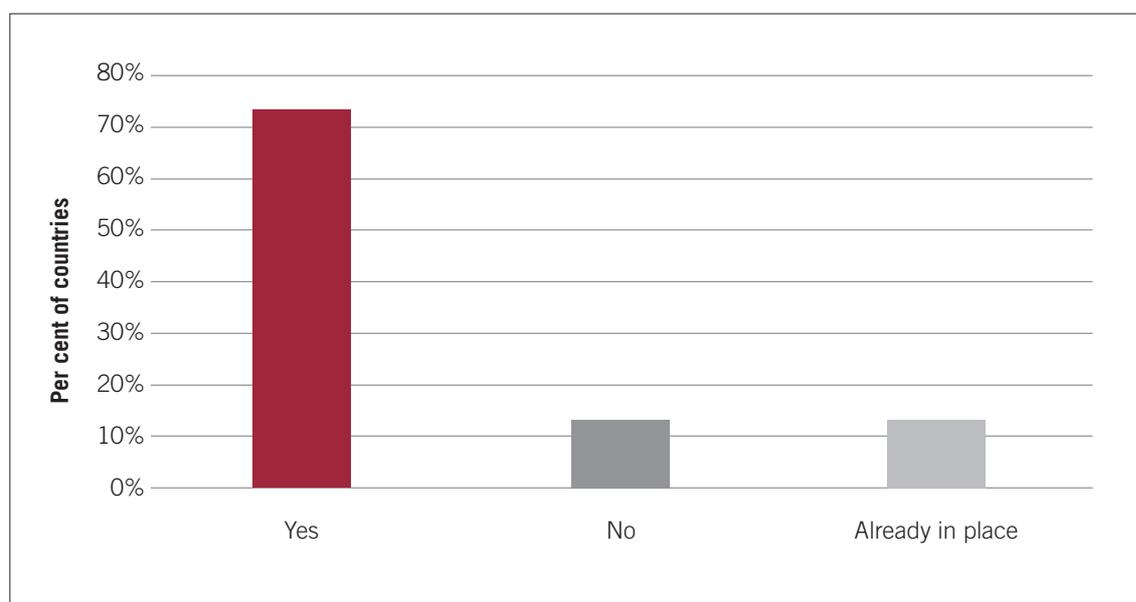
The government respondents were asked about national goals or targets to promote apprenticeship programmes. All the countries replied that there were. Figure 2.1 shows types (i.e. quantitative and other non-quantitative) of such goals or targets. According to survey responses, quantitative and other non-quantitative goals or targets are equally popular.

Some examples of quantitative targets are:

- Australia: 300,000 more apprentices, trainees, pre-apprentices, and higher-level apprentices are to be funded by the new Skilling Australians Fund between 2017 and 2021.
- France: The previous government set a target of placing 500,000 apprentices by 2017. In 2016, the target of placing 10,000 apprentices in the State Public Service was reached.
- India: A target exists for placing 5,000,000 young people in apprenticeships by 2020.
- Italy: A target was set in 2015 to place 60,000 students in “dual initial VET pathways”.
- Republic of Korea: A target exists to place 120,000 apprentices by 2022.
- South Africa: The target was to place 30,000 artisans per annum by 2030 (from 21,188 in 2016-17).
- United Kingdom: The target set in 2015 is to reach three million new apprenticeship commencements in 2020. Quantitative targets exist for participation by minority groups.

Other (non-quantitative) goals or targets were:

- Argentina: Generating a standard matrix of qualifications;
- Germany: Incorporating digitalization into relevant apprenticeship training;
- Germany: Applying the DQR-BRIDGE 5 programme to improve permeability between vocational and higher education at level 5 of the qualifications framework;
- India: Overhauling curricula for all apprenticeship courses. Sixty-three out of 258 were already completed at the time of survey completion;
- Italy: Incorporating new requirements for “alternance” in the final year of school, which will readily transfer into apprenticeships. This will lead to better linkages between apprenticeships and the formal educational system;
- Mexico: Sectoral programmes for work and social welfare will have several provisions relevant to apprenticeships;
- Republic of Korea: A new law on apprenticeships will be enacted by 2022;
- United States: A Presidential Executive Order was promulgated in June 2017. One provision is the development of regulations to promote the development of “Industry-Recognized Apprenticeship Programs” that would operate in tandem with the existing Registered Apprenticeship System.

Figure 2.2. Proportion of countries planning to introduce higher-level apprenticeships

Some governments were very active in their plans to expand their apprenticeship systems. France commented⁴:

The government wishes to transform the French apprenticeship system, reflecting the expectations and needs of young people, families and businesses. The objective is to develop this pathway of training at all levels for educational success and professional integration, for the benefit of young people, companies, the territories and the socio-economic development of our country. To be successful, this transformation must involve all stakeholders (state services, regions, social partners, consular chambers, companies, families and apprentices, apprentice training centres (CFAs)) and allow them to develop their proposals contributing to the required reform. The consultation for the reform of the apprenticeships was launched on November 10, 2017, and the proposals of the stakeholders are expected to be reflected in legislative changes in the framework of a bill which is to be submitted to the parliament for discussion in the spring of 2018.

Part of Action 1 refers specifically to apprenticeships for higher education levels. Figure 2.2 shows that most countries have goals or targets to introduce higher level apprenticeships or already have them in place.

The German and United Kingdom governments noted that they already had higher apprenticeships in place. Germany referred to their Meister (master craftsman) degrees and “certified specialist” qualifications. The United Kingdom reported on its progress to date:

⁴ ILO staff member translated the original French texts into English.

Growth of apprenticeships at all levels, including higher degree, is being encouraged. Employers are designing new apprenticeship standards to meet their skills needs. Apprenticeships are currently available at intermediate to post-graduate level – National Qualification Framework Level 2 to 7. The development of degree apprenticeships is being supported by the Degree Apprenticeship Development Fund, administered by the Higher Education Funding Council for England.

Action 2. Raising the quality of apprenticeships by fully engaging social partners (governments, employers' and workers' organizations) in the design, development and delivery of apprenticeship and ensuring a strong work based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems).

Summary: This is a wide-ranging Action with several components. The social partners are heavily engaged in the design, development, and delivery of apprenticeships and nearly all governments plan to increase that engagement. Currently, governments are more engaged with employer bodies than with trade union organizations.

Several types of measures have been implemented to improve the quality of workplace training including regulation, incentives, and standardized assessment of graduating apprentices. Several countries are piloting new types of apprenticeship programmes.

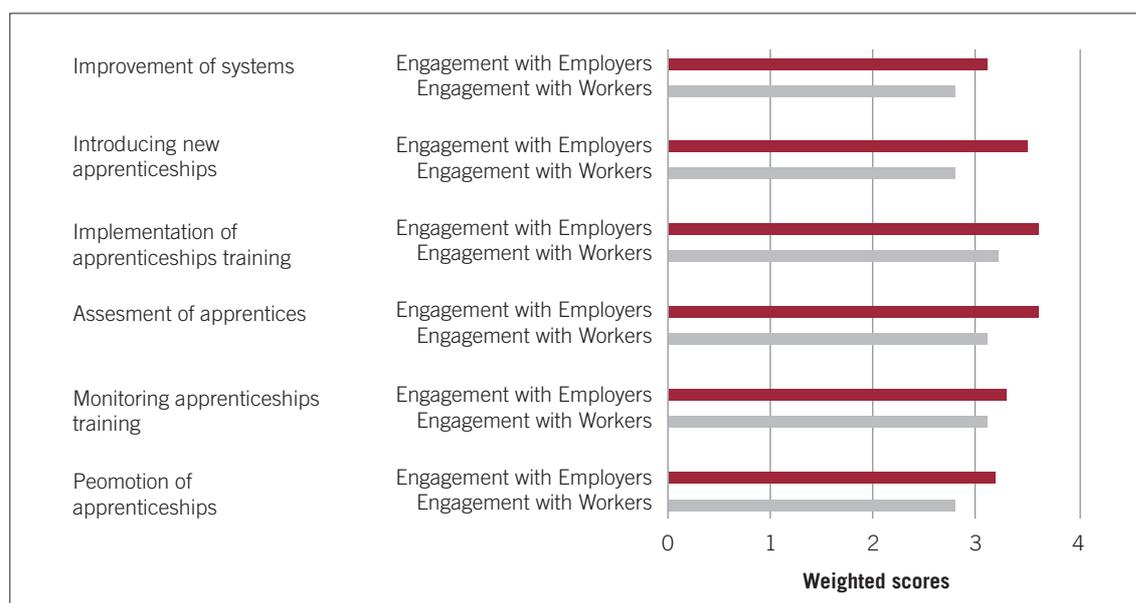
Apprenticeships are only moderately integrated with formal schooling systems, with only around half of countries providing part-time apprenticeships to young people still at school, and only two-thirds of countries offering an educational credential associated with an apprenticeship.

This is rather a complicated Action involving three main concepts, although the nature of the wording makes them difficult to distinguish. The survey addressed three components of Action 2 in turn. The first question was about social partner engagement in the design, development and delivery of apprenticeships⁵. Governments were asked about six different activities in apprenticeship systems, and asked to what extent each of the social partners were involved, using a five-point scale as follows:

- 4: Actively involved in implementation
- 3: Involved in decision-making
- 2: Consulted for opinions but not involved in decision-making
- 1: Informed
- 0: Not involved

⁵ In this question, "social partners" were defined as governments, employers', and workers' organizations; and the "work-based training component" was defined as dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems.

Figure 2.3. The average reported level of the social partners' engagement in apprenticeship developments (as reported by governments)



To best represent the complexity of the questioning, a numerical value was derived for each activity for the engagement of governments with each of the two social partners⁶, and the resulting analysis is shown in figure 2.3.

In G20 countries, the data show that government routinely involve the social partners in all major aspects of apprenticeship systems. Implementation matters including assessment were, by a small margin, the most common way in which governments engaged the social partners, followed by the introduction of new apprenticeships (for employers) and the monitoring of apprentice training (for workers). In all matters, employers were still likely to be involved in decision-making (i.e. an average score of 3+), and trade unions at least in consultation (a score of between 2 and 3).

Thirteen countries said they were planning to strengthen the involvement of the social partners. The new initiatives formed two main types:

Specific new programmes involving either trade unions and/or employers:

- Canada: Union Training and Innovation Program (2017) to support union-based apprenticeship training; Innovation and Employer Engagement Initiative (2017) to provide funding for apprenticeship programmes addressing identified challenges such as barriers to employer participation in apprenticeship training and gender balance in apprenticeships.

⁶ This was calculated by weighting the numbers of responses for each "level of intensity" (i.e. to each point of the scale) by the value of the point.

- Italy: new agreements at the regional level with the social partners to promote pilot schemes for upper-secondary school-based apprenticeships, and SME apprenticeships in industry clusters.
- Saudi Arabia: Collaboration between the Ministry and the Chamber of Commerce and Industry in apprenticeship training and private institutions.
- United Kingdom: Specific engagement with employers (rather than employer bodies) to promote apprenticeships, with different strategies for employers who pay the Apprenticeship Levy (larger employers) and those who do not (SMEs).
- United States: Working with employer bodies to develop specific employer-based apprenticeship programmes.

New legislative or statutory provisions or other agreements

- China: Clarification of apprentice salaries, funding subsidies and tutor requirements.
- South Africa: New statute on “artisan development”.

One country replied that social partner involvement is a priority for the national employment ministry, but did not provide specific examples (Argentina).

Some countries described existing and ongoing involvements. These included: involvement in national, state/provincial apprenticeship boards (India, Mexico) or general social partner collaboration over apprenticeships (Republic of Korea). Germany did not respond, probably because it already has strong structures in place.

The second component of Action 2, as interpreted in the survey, was about initiatives to strengthen workplace training in apprenticeships. This was quite a broad question, and was interpreted in different ways. The analysis below is focused only on those initiatives that apply directly to improving the quality of training in workplaces rather than system matters or off-the-job training. Although there were 14 replies to this question, only seven responses met this criterion. In addition, Germany provided an extensive response which, while broader, is provided after the summary of the other, more targeted responses -- as an example of intensive activities which, when combined, promote quality. The seven targeted responses may be divided into four types:

- *Support services:* e.g. Australian Apprenticeship Support Network, which has established 400 locations nationally (Australia).
- *Pilot programmes:* e.g. “New-Type Apprenticeships in Enterprises” in China, which had been evaluated in 2017 prior to being rolled out nationally; pilot “model apprenticeships” in Italy for new apprenticeship pathways.
- *Measures to regulate quality:* e.g. legislation to define training standards and performance in apprenticeships (Italy); training for trainers and training licenses (Saudi Arabia); national guidelines for training programmes (United States).
- *Measures to promote quality of outcomes:* End-point assessment for apprentices’ (United Kingdom).

Germany is highlighted here as an example of multiple activities combining to enhance quality:

German activities to strengthen workplace training in apprenticeships

The dual vocational training system in Germany has a long-standing history. It is traditionally based upon a combination of on-the-job training within a specific company, and classroom-based training provided by a vocational school. Initiatives that have been taken in the past five years are:

– The “welcome mentors” programme:

The “welcome mentors” programme pursues the economic policy goal of supporting SMEs in securing a supply of skilled workers. At the same time, welcome mentors support the wider social task of integrating refugees into the German employment market. Among the welcome mentors’ range of tasks is the provision of the following counselling and support services for SMEs:

1. Welcome mentors advise enterprises on ways in which employing and training refugees can help to secure a supply of skilled staff and inform companies about regional and national funding and support programmes.
2. They also offer support to enterprises on all issues involving employing and training refugees such as the necessary legal framework and administrative processes.
3. Welcome mentors also assist SMEs in developing an open culture of welcome in their company as required.
4. The welcome mentors network with the relevant local actors to secure synergies, especially in the areas of building up a pool of potential applicants and providing support for companies after refugees have been placed in training with them.

– The Transfer Initiative Local Education Management System (“*Transferinitiative Kommunales Bildungsmanagement*”):

This is a structural funding programme which builds upon the results of the BMBF’s “Local learning” (“*Lernen vor Ort*”) funding programme (2009-14), it supports the dissemination and implementation of proven data-driven local government training management concepts. The fundamental idea of this programme is to optimize local government coordination of education and training by interconnecting three fields of activity.

1. Bring together education and training institutions managed by local government and establish inter-departmental management structures (staff units, steering groups, etc.) to create coordinated local government education and training management;
2. Constitute and expand local government training monitoring and reporting on training and establish it as a steering instrument of local government education and training management;
3. Bundle locally active forces by systematically involving locally active civil society (education and training) actors.

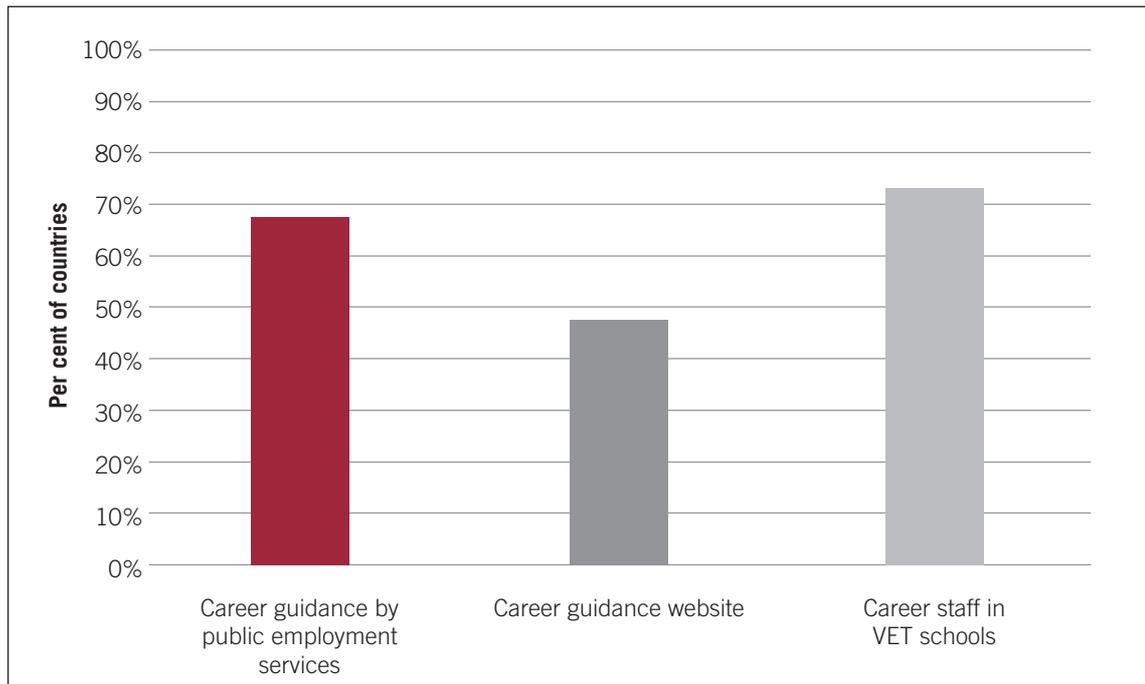
To help local governments integrate the current influx of refugees, asylum seekers, and migrants into Germany, the BMBF issued a new funding directive on “Local government coordination of education and training services for recently-arrived immigrants and refugees” in January 2016. The funding directive is embedded in the programme of the Transfer Initiative Local Education Management System and aims to improve management in and around the area of integration through education and training.

A third component relating to Action 2 was addressed in three separate questions:

- The nature of career guidance available to apprentices (Q 2.5)
- Availability of part-time apprenticeships as part of upper secondary schooling (Q 2.3)
- Whether and how apprenticeships were part of the formal education system (Q 2.6)

Figure 2.4 shows the extent and nature of career guidance provision for apprentices.

Figure 2.4. Availability of various types of career guidance to apprentices



The most common source of career advice for apprentices is in the vocational schools, while two-thirds of countries also make available guidance via public employment services. Somewhat surprisingly, less than half of the responding countries said that apprentices could access careers guidance via a website.

Integration between apprenticeships and formal schooling and skills recognition systems are important components of Action 2. Seven countries said that part-time apprenticeships -- while at secondary school -- were available to young people, while eight said that they were not. This is an area that could potentially be developed.

An example of a country which was highly active in school-based part-time apprenticeships was Australia:

An Australian School-based Apprenticeship is an Australian Apprenticeship⁷ which is undertaken part-time while the Australian Apprentice is at school. An Australian School-based Apprenticeship arrangement combines paid employment as an apprentice or a trainee, off-the-job vocational training and senior secondary school studies. An Australian School-based Apprenticeship provides senior secondary school students with hands-on industry experience, and the ability to work towards or complete a nationally recognized qualification, while they complete their senior school certificate.

⁷ Note: The reason why the government uses the term "Australian Apprenticeships" is because this is the umbrella term for two types of apprenticed arrangements: apprenticeships (usually in the traditional trades) and a newer type, traineeships (in other occupational areas).

The certification of apprenticeships is important. Figure 2.5 shows the proportion of countries with two difference types of formal certification associated with apprenticeship completion.

Figure 2.5. The proportion of countries which provide apprentices with each of two types of certification

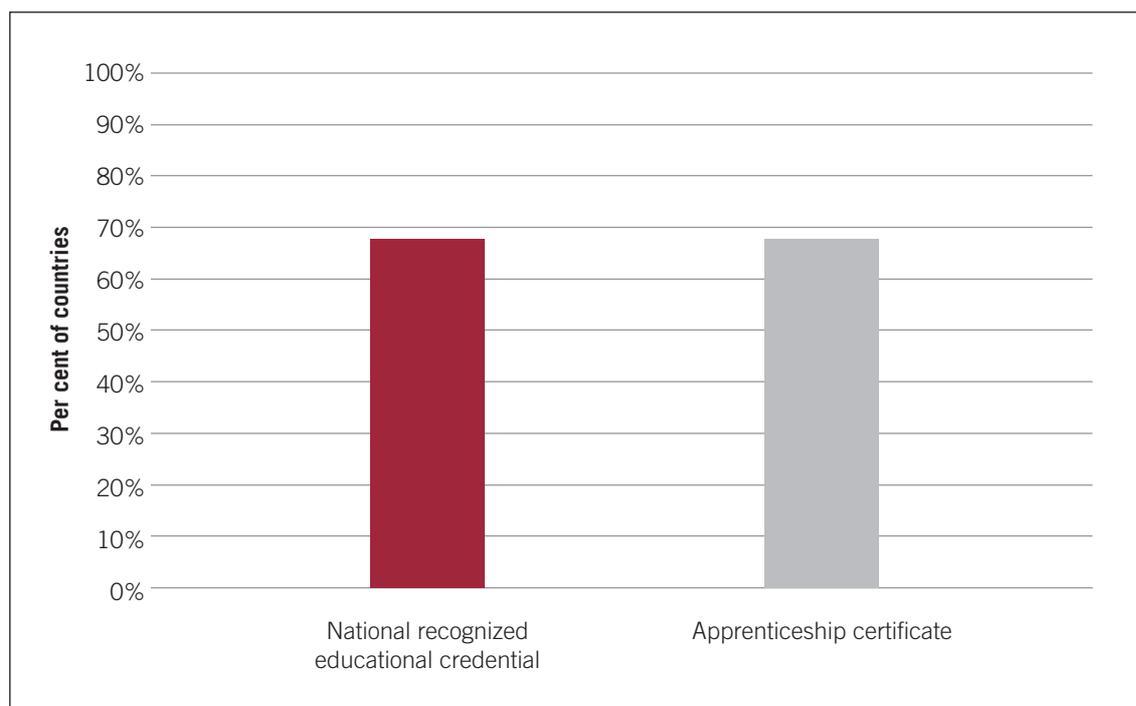


Figure 2.5 shows that two-thirds of countries provided a formal educational credential for apprenticeships, and the same proportion provided a credential that was not formal. These were not the same countries, however. Table 2.2 indicates the different configurations for the 15 responding countries.

Table 2.2 Type of credential available, by country

Education credential only	Apprenticeship credential only	Both an educational and an apprenticeship credential
Australia	Argentina	China
France	Canada	Italy
Germany	Japan	Mexico
India	Republic of Korea	Saudi Arabia
South Africa	United States	United Kingdom

Action 3. Promoting apprenticeship programmes in a broad range of occupations and sectors, particularly emerging sectors and those with skill shortages

Summary: While collectively, apprenticeships are offered in some occupations in all nine International Standard Classification of Occupations (ISCO) classifications, the coverage is patchy both within groups and among countries; some groupings contain occupations which are generally not apprenticed. Only a few occupations are apprenticed in nearly all countries, and these are typically in heavy industry and construction (with concomitant gender implications), as well as hairdressing, but also including retail and care workers. Elementary occupations need particular attention. Countries are actively looking at expanding the number of apprenticed occupations, particularly in skill shortage areas. Countries have systems in place for adding new occupations, which may be industry-led, or may be led by government-appointed bodies.

Action 3 recognizes the importance of making apprenticeships available in a broader range of occupations, to increase apprentice numbers, improve equity, and raise productivity across the economy. Governments were asked to select all occupations for which apprenticeship training was available, from a list of 40 occupations presented in nine occupational groupings. The list is drawn from ISCO-08⁸ and may be seen in full in Appendix 3 (Q 3.1). The nine groupings were:

1. Managers
2. Professionals
3. Technicians/Associate professionals
4. Clerical support workers
5. Services and sales workers
6. Skilled agricultural, forestry, and fisheries workers
7. Craft and related trades workers
8. Plant and machine operators and assemblers
9. Elementary occupations.

The results indicate that apprenticeships are available in every occupational group in at least one country except, not surprisingly, “Chief executives, senior officials and legislators.” The data are too complex to present in a graph, but Appendix 3 provides numbers of countries offering apprenticeships in each occupational group.

⁸ see <http://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm>

Interestingly there was no occupational group that offered apprenticeships in every country. The top six occupations were as follows:

- Building and related trades workers (available in 13 countries)
- Metal, machinery, and related trades workers (13)
- Customer service clerks (12)
- Personal services workers (12)
- Drivers and mobile plant operators (12)
- Labourers in mining, construction, manufacturing, and transport (12).

Analysed by occupational groupings, table 2.3 shows the numbers of groupings in each of three categories:

- Type A: Highly apprenticed groupings (n=4)
- Type B: Moderately apprenticed groupings (n=4)
- Type C: Least apprenticed grouping (n=1).

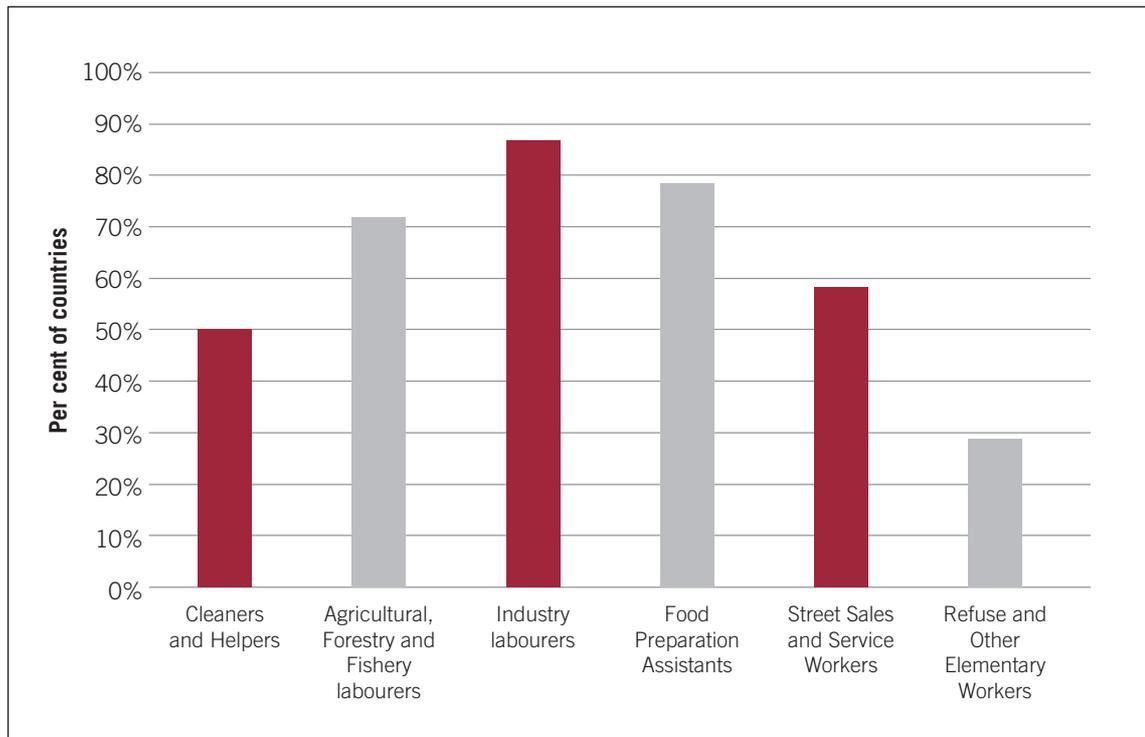
Table 2.3 Occupational groupings and the extent to which they are “apprenticed” in the G20

Type A. Occupational groups in which each sub-group has apprenticeship training available in seven or more countries	Type B. Occupational groups in which more than half of the subgroups have apprenticeship training available in seven or more countries	Type C. Occupational groups in which less than half of the subgroups have apprenticeship training available in seven or less countries
<ul style="list-style-type: none"> ● Clerical Support Workers ● Services and Sales Workers ● Craft and Related Trades Workers ● Plant and Machine Operators and Assemblers 	<ul style="list-style-type: none"> ● Professionals ● Technicians and Associate Professionals ● Skilled Agricultural, Forestry, and Fishery Workers ● Elementary Occupations 	<ul style="list-style-type: none"> ● Managers

Further analysis was carried out to examine a particular grouping, elementary workers (Type B), in which there was the most variation among the constituent sub-groups. For the elementary workers grouping, the number of countries offering apprenticeships in the individual occupations (i.e. sub-groups) varied from four to 12. Figure 2.6 provides more information about this interesting and varied grouping of workers.

While the occupations of labourers in industry (specified as “Mining, construction, manufacturing and transport”) and food preparation assistants are “apprenticeable” in most countries, other occupations offer little chance of an apprenticeships, particularly refuse workers and “other elementary workers”. This occupational grouping is of particular interest, as it applies particularly to low- and middle income countries.

Figure 2.6. Proportion of countries having apprenticeships available in each “elementary occupation”



Governments were asked about plans to expand the number of occupations for which apprenticeships were available (Q 3.2). Nine of the 15 countries had such plans. Of the other six, two countries stated that they already had comprehensive coverage (326 occupations in Germany; and 125 in South Africa, which had recently expanded its system). Examples of plans were:

- Argentina: The sectoral councils have identified a need for apprenticeships in the growing areas of new technologies, renewable energies, hydrocarbons, and mining;
- France: Apprenticeships have been opened up in the public sector, which was likely to create a large demand.

Canada has well established processes for adding occupations to apprenticeship systems; it is important to note that this process is industry-led, and not government-led.

Since apprenticeship is industry-driven, requests for new trades to be added to the Red Seal Program or to the list of trades designated by provinces and territories for apprenticeship training must come from industry. Industry representatives work with their Province/Territory (P/T) apprenticeship authority to designate trades as apprenticeable and determine their training and certification requirements, including in-school curricula. Note: Red Seal trades are based on common national standards, which form the basis of common examinations.

All countries which responded to the question (Q 3.3) about skills shortages (n=14) said that they were anticipating skill shortages, and that they were promoting apprenticeships to address these.. These were focused around:

- Lists of skills shortage occupations, based on research or consultation
- Extra funding for desired skills
- Identification of industry sectors needing special attention, e.g. Italy's Industry 4.0 strategy.

Country	Governments' good practice in promoting apprenticeships in areas with a skills shortage
Argentina	The professional and job training credit programmes are concrete initiatives that have been developed and reinforced to mitigate the skills mismatch and the lack of competencies.
Australia	<p>Incentives payments are available under the Australian Apprenticeships Incentives Program (Aaip) for employers who take on apprentices in occupations that have been identified as "in need" in the National Skills Needs List (NSNL). The list is based on detailed labour market research and analysis undertaken by the Department of Employment, and identifies traditional trades that are have been identified as experiencing a national skills shortage. The full list is available at https://www.australianapprenticeships.gov.au/sites/ausapps/files/publication-documents/nsnl.pdf .</p> <p>The Trade Support Loans (TSL) programme for apprentices is underpinned by the TSL Priority List, which identifies eligible occupations and qualifications. This list includes Certificates III or IV qualifications in certain occupations on the NSNL, and some agriculture and horticulture qualifications.</p>
France	The sectors (personal services, digital) have been identified as having a future need for skilled labour. All forms of skills development corresponding to these qualifications (including apprenticeships) will be implemented. Current negotiations are aiming at a better partnership of companies and therefore focus on their needs, especially in terms of skills shortages.
Germany	Projections by the Federal Institute for Vocational Education and Training and the Institute for Employment Research indicate future shortages of the skilled workforce at the intermediate skills level. The initiatives and strategies pursued by the federal government aim at boosting the attractiveness of vocational education and training for young people and for business in general (<i>Berufsbildungsbericht, Vocational training report, p. 48</i>).
Italy	In the context of its "Industry 4.0" strategy, the government is developing a plan to increase the provision of skills related to changes in technology and to the digitization processes. This plan aims to provide skills that match the technological upgrading of infrastructure and work organization.
Mexico	New occupational profiles are designed on the basis of the requirements of the productive sectors according to their needs. There has been active participation on the basis of the recommendations derived from <i>OECD Skills Strategy Diagnostic Report: Mexico 2017</i> . ⁹ Similarly, studies have been undertaken to identify training and training needs in the energy, automotive, and water sectors. Studies on the manufacturing, tourism, construction, and chemical industries, as well as the food industry, will be disseminated.
South Africa	By focused recruitment and funding in scarce and priority skills, based on the published list for scarce skills.

⁹ <http://www.oecd.org/about/sgo/occd-skills-strategy-diagnostic-report-mexico-2017-9789264287679-en.htm>

Action 4. *Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/appropriate sharing of costs among employers, providers, and public authorities.*

Summary: Most countries use financial measures and also other communications strategies to incentivize SMEs and other employers to take on apprentices. Almost half of the countries identify skill needs through skills councils, while the others identify needs via government bodies or committees. Only two countries have specific mechanisms to communicate SME skills needs. Over half have recently passed legal or regulatory reforms to incentivize employers to offer apprenticeships, either by making provisions for financial assistance or by providing mechanisms to support or network employers.

A general question asked about how countries fostered the engagement of small and medium enterprises (SMEs) in apprenticeship; for example, was there a dedicated unit or hotline?

Over half of the countries identified financial measures, including tax credits, subsidies, and grants (Argentina, Canada, China, Germany, India, Italy, South Africa, Republic of Korea, and the United States). Other measures identified were the use of websites (France and Mexico), an SME campaign (United Kingdom) and through improving the training environment (Saudi Arabia). One country (Canada) is piloting an innovative approach to test consortia models with employers (particularly SMEs) to pool resources and support apprentices.

Financial measures

- Argentina, Canada, Italy and the United States: Tax credit programmes
- Canada: Federal support for apprenticeships include grants, loans, tax credits, and Employment Insurance benefits during in-school training
- China: Subsidies for apprenticeships in enterprises
- Germany: Funding programmes to support SMEs to find suitable trainees
- India: National Apprenticeship Promotion Scheme, including employer incentives and State Apprenticeship Advisors
- South Africa: Sectoral Education and Training Authority grants
- Republic of Korea: Promotion of apprenticeships and financial aid for SMEs
- United States: Tax credits for employers and tuition financial aid for apprentices

Other activities

- Canada: Employer consortia pilots to help employers, particularly small- to medium-sized enterprises, to pool resources and support apprentices
- France: Websites dedicated to apprenticeships
- Mexico: General Directorate of Training, Training and Labor Productivity website

- Saudi Arabia: Improved training environment to foster engagement in apprenticeships
- United Kingdom: Communications and engagement activity for all employers and an SME “Summer Campaign” targeting existing apprenticeship employers.

Country	Governments' examples of good practice to foster engagement in apprenticeships by SMEs
Canada	<p>In 2016, the Forum of Labour Market Ministers (FLMM) committed to exploring innovative approaches to increase employer engagement for improved job opportunities and outcomes for apprentices. Employer consortia are intended to help employers, particularly SMEs, to pool resources and support apprentices at different stages of their training. Work is underway to test consortia pilots in different trades (e.g., bakers and plumbers) with different groups (e.g., women and Indigenous people) and to work with different partner organizations, and incorporate various supports (e.g., mentorship). In addition, the federal Apprenticeship Job Creation Tax Credit (AJCTC) encourages employers to hire new apprentices in eligible trades by providing a tax credit of 10 per cent of the wages payable to eligible apprentices in the first two years of their apprenticeship programme (up to a maximum credit of \$2,000 per apprentice, per year).</p>
Germany	<p>The Federal Ministry for Economic Affairs and Energy (BMWi) funds programmes that are designed to support small- and medium-sized enterprises in finding suitable trainees. Thus, together with the European Social Fund (ESF) BMWi co-finances the “VET recruitment advisors” who are employed by the regional chambers with a view to helping SMEs find suitable candidates for their open VET positions. The Federal Employment Agency (BA) offers services especially for employers, e.g. labour market counselling. It includes information and advice in the process of staffing, including for apprenticeship places. Employers can also decide to use the employment agency’s placement service.</p>
Italy	<p>Incentives are fully operational for SMEs hiring apprentices. In particular, the law n. 183 (2011) provided tax breaks and reliefs for employers that employ up to nine employees. In 2017 employers who hire under the apprenticeship contract for qualification and vocational diploma will benefit from a reduced contribution rate, as well as fiscal benefit towards training costs. The 2018 draft bill of the state budget and finance -- currently being discussed by the Parliament -- foresees benefits and tax reliefs for employers who recruit those with an apprenticeship contract, for example: former students who have participated in work experience learning, and have the achieved the final qualification. Under these terms, employers will benefit from a total tax exemption up to 12 months.</p>
US	<p>The growth and development in apprenticeships among SMEs was incentivized through the innovative use of Federal and State funds and tax credits to support apprenticeship. In some cases, employers receive state tax credits for use toward apprenticeship programs. Apprentices also receive tuition support that is used at community colleges that provide related instruction. By having the technical colleges provide the related supplemental instruction for apprenticeship programs within their certificate and degree programs, the students are eligible for federal student aid for the coursework. Qualifying apprentices enrolled in these programs are able to use federal student aid to help pay for tuition, fees, and supplies at their technical college.</p>

Fourteen of the 15 countries replied that they had mechanisms to identify SME skills needs and communicate them to training providers. Only two countries described mechanisms specific to SMEs: India and the United Kingdom. Others described more general systems which would cater for SMEs along with larger businesses. These were either via skills councils or similar; or other mechanisms.

Identifying SME skills needs

- India: Industry Apprenticeship Initiative (IAI) to identify and communicate SMEs' skills needs
- United Kingdom: Stakeholder relationships with small businesses and SME organizations, and SME representatives on Apprenticeship Stakeholder Board.

Sectoral skills councils or similar

- Argentina: Sectoral councils
- Australia: Training packages are reviewed by over 60 Industry Reference Committees, supported by the six Skills Service Organizations
- Canada: The federal Sectoral Initiatives Program (SIP) provides funding to industry-led groups to support projects that address current and future skills shortages
- Saudi Arabia: Sectoral councils
- Republic of Korea: Each vocational association identifies skills needs to regulators and participates in developing apprenticeship programmes.

Other skills needs planning

- Canada: The federal, provincial and territorial governments collaborate with industry through the Red Seal Program to develop national standards and examinations
- China: Local governments collect, analyse and publicize the labour supply and demand data and the requirements for training, and provide guidance to enterprises on apprenticeship
- France: Studies of prospective skills needs are conducted
- Germany: The push for new professions to be introduced or existing ones to be modified usually comes from the employers' associations
- Italy: SMEs' skills needs can be identified through the analysis of the National Register for Work School Alternation
- Mexico: The National Productivity Committee Subcommittee of Workers deals with the problems of training, recruitment, and skills needs
- South Africa: There is a framework for identifying skills needs
- United States: Labour market information is made available for the identification of specific skills needs.

Country	Government good practice examples of mechanisms to identify SME skills needs and communicate them to training providers
Argentina	The sectoral councils are the forum where employers' representatives (along with workers' representatives, and representatives of relevant ministries) share the needs that they face in terms of training.
Italy	SMEs skills needs can be identified through the analysis of posts/positions they allow within the National Register for Work School Alternation (established in 2015). Within the Register -- available online and maintained by the Unioncamere, the national representative body of the network of the chamber of commerce -- all employers who have students in Work-based Learning (WBL) or apprenticeships can be located and offered training opportunities.

Seven countries have introduced legal or regulatory reforms, which were designed to incentivize or facilitate employers, especially SMEs, to offer apprenticeships.¹⁰ Good practice examples are provided below, with other countries offering similar provisions. The provisions generally involved:

- Offering assistance or “banding together” for SMEs to offer training; and
- Assistance with training costs, especially for small employers and/or younger apprentices.

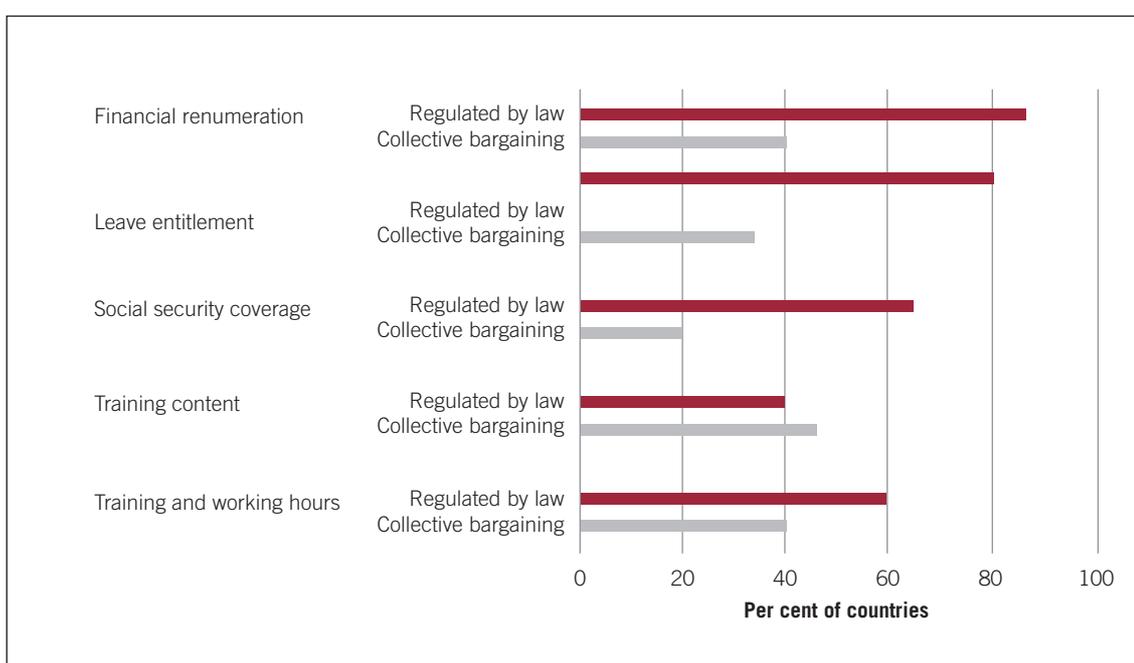
Country	Government good practice examples of legal/regulatory reforms to require or encourage more employers to offer apprenticeships
Germany	Inter-company training centres (Überbetriebliche Berufsbildungsstätten, (ÜBS)) supplement training provided in companies and vocational schools with practice-based education and training courses. They help SMEs to teach all the necessary training content and to offer training places. Inter-company training centres also have an essential position in furthering and continuing training in SMEs, especially in the commercial and technical sectors.
India	New legal reforms in the form of amendments in the Apprentices Act of 1961 have been carried out to incentivize and facilitate the employers. A brief synopsis: <ul style="list-style-type: none"> – Engagement of apprentices in a band of 2.5 per cent to 10 per cent of total strength of establishment – Introduction of optional trades – Extension of scope to include non-engineering pass outs – Permission for establishments to outsource basic training in an institute of their choice – Aggregation of apprentices through third-party agency – Submission of returns, other information, and apprenticeship contracts via a portal and regarding time-sensitive approval.
South Africa	A new policy in the Generic National Artisan Learner Grant Funding and Administration System was established in 2013; the amount of a grant is revised annually.
UK	New funding rules -- with the provision of 100 per cent of the cost of training -- is paid for small employers (fewer than 50 employees) who take on apprentices who are: 16 to 18 years old; 19 to 24-year-old care leavers; or 19 to 24 year olds with an Education, Health and Care (EHC) plan. Employers who do not pay the levy are encouraged to take advantage of support available including the co-investment of 90 per cent of training and assessment costs for apprenticeships provided by the government. Funding guidance may be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/562401/Apprenticeship_funding_from_May_2017.pdf .

¹⁰ Australia and Canada said this was a matter for State/Provincial governments

Action 5. Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.

Summary: Countries are more likely to have legal provisions relating to the employment of apprentices rather than for training matters. The latter could be a useful area for improvement. Provision of social security benefits appears to depend on whether apprentices are employed as workers or not, rather than there being specific provisions for apprentices.

Figure 2.7. Regulation and negotiation of apprentices' working and training conditions



A series of questions asked how working and training conditions were determined, about the types of contracts provided to apprentices, and about social security coverage.

A total of 14 countries responded to the question about how working and training conditions were determined. In some countries, the items were subject both to regulation and to collective bargaining (see figure 2.7).

All matters (except training contents) were regulated by law in 60 per cent or more of countries. Wages and leave entitlements were the most regulated. “Training contents” was the only area in which collective bargaining outstripped legal regulation. The question about training and working hours -- in conflating the two matters -- did not permit analysis about whether there was any stipulation about the proportion of time spent training, which

In the United Kingdom, apprentices are employed either under an Apprenticeship Framework or an Apprenticeship Standard, both of which are employer-led. The definition of off-the-job training is set out in the Funding Rules, and is deliberately broad as it has to apply to all sectors and, if it were being too prescriptive, could stifle innovation in meeting the employer's needs. Further guidance was published in June 2017 to: complement the Funding Rules; showcase the flexibility of the rules as they stand; and help providers and employers structure their apprenticeship programmes accordingly. Link to the guidance: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621565/OTJ_training_guidance.pdf

would have been interesting to know. However, the United Kingdom explained its position on training hours:

According to the survey responses, six countries provided an employment contract to apprentices, and the equal number of countries provided a training contract. In three countries apprentices received both types of contract.

Table 2.4. Types of contract provided to apprentices based on government survey responses, by country

Employment contract only	Training contract only	Both an employment and a training contract
France	Argentina	Australia
Italy	Canada	China
Japan	Germany	United States
South Africa	India	
Republic of Korea	Mexico	
United Kingdom	Saudi Arabia	

Finally, governments were asked if they had targeted measures to ensure that employers respected apprentices' labour rights and occupational safety and health. The question was not intended to capture measures that applied to workers in general. Nine of the 14 countries which responded reported targeted measures¹¹.

¹¹ In fact, 11 reported such measures, but inspection of the qualitative responses showed that two countries were in fact reporting general measures.

Action 6. Implementing the initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.

Summary: All countries except one (Argentina, which has plans in place) currently have promotion initiatives for apprenticeships. Countries generally report differentiated approaches for the four target groups -- enterprises, guidance counsellors, jobseekers and the general public -- but in some cases single websites provide access for all parties. Typically, all forms of media are utilized, and personal visits and approaches do not seem to be prevalent.

A total of 14 countries reported that they implemented initiatives to promote apprenticeship (Q 6.1). The one country (Argentina) answering “no” said that there were plans for such measures in a future labour reform. Countries had differing approaches/specific initiatives for the various target groups, commonly through websites/portals, media/social media and various campaigns. Four countries (China, India, Italy and the Republic of Korea) provided more general details of the types of activities undertaken to raise awareness, which were non-specific to the four target groups. One country had an integrated approach to raising awareness through dedicated apprenticeship websites (Australia) and one country (Japan) identified a dedicated website for enterprises. The United States discussed funding programmes which presumably would raise awareness among would-be apprentices and employers. Only South Africa mentioned personal visits to employers.

The descriptions of the initiatives undertaken for enterprises, career guidance counsellors, jobseekers and the public are summarized in table 2.5. The United Kingdom is featured separately, as an example of intensive activity.

Table 2.5. Measures to promote apprenticeships, for four separate target groups

Country	Enterprises	Career and vocational guidance counsellors	Job seekers	General public/potential apprentices
Australia	'Australian Apprenticeship', 'My Skills' and 'Australian Pathways' websites			
Canada		'CCDA's Red Seal' website	Job bank website	'Skills Canada' and 'Canadian Apprenticeship forum'
China	Newspaper, television, radio and the internet			
France	'Alternation portal'	Future Path ('Parcours Avenir') for final year students, 'Future Course' guide for teachers and 'ONISEP' website	Public guidance service and career development advisors (Employment centre, local missions, APEC, AGEFIPH and OPACIF/FONGECIF)	'Alternation portal', 'Apprentice portal' and Awareness campaign 'Apprenticeship is your Future' (<i>l'apprentissage c'est votre avenir</i>): Internet, TV, radio

Table 2.5. Measures to promote apprenticeships, for four separate target groups

Country	Enterprises	Career and vocational guidance counsellors	Job seekers	General public/ potential apprentices
Germany	Federal government initiative 'In-company training has priority' (<i>Betriebliche Ausbildung hat Vorfahrt</i>)	BMBF's Vocational orientation in inter-company vocational training centres programme (BOP). The 'You and your career – practically unbeatable!' information campaign (IKBB) BMBF 'Continuing training consultancy telephone information service'.	Initiative to attract university drop-outs into vocational training (launched 2014)	
India	Dedicated apprenticeship website, seminars and workshops, leaflets and newspaper advertising			
Italy	National website 'Sistema Duale' http://www.sistemaduale.anpal.gov.it/Pagine/default.aspx media campaigns (TV and newspaper)			
Japan	Dedicated website for enterprises			
Mexico	'Employment portal', 'Multiplier agent training program' – national service to trainers, and distribution of sectoral studies to help enterprises identify training/training needs.	Careers website	'Employment portal'	Distribution of sectoral studies to identify training/training needs
Saudi Arabia	Information campaign including Twitter	Social media		'Trainer and Trainees' portal
South Africa	'Artisan Campaign' – regular in person visits to employers	Quarterly training by 'Artisan Ambassadors'	Assisted through 'learnerships'	Public campaigns targeting schools and communities
South Korea	Dedicated website, leaflets and media campaign			
UK	UK approach is featured as an example of intensive activity below			
USA	\$175 million in Grants (2015) to 46 public-private partner-ships to facilitate the efforts of employers, organised labour, non-profits, local governments, and to educational institutes to expand high quality apprenticeships; current American Apprenticeship grants expanding into growing industries.		Funds to support opportunities for jobseekers to find apprenticeship.s	

The United Kingdom is highlighted here as an example of intensive activity.

The United Kingdom's initiatives to raise awareness of and advocate for apprenticeships; across the four types of target audience

For Enterprises

National Apprenticeship Service (NAS) Business Support Team.

Outbound Support:

- Raising awareness and promoting the benefits of employing new apprentices and/or upskilling existing staff to small- and medium-sized employers who have not previously engaged with apprenticeships through outbound telephone campaigns. Including: directing employers to digital apprenticeship support (gov.uk), and promoting the free apprenticeship service helpline number.
- Re-engaging small- and medium-sized employers who have previously employed apprenticeships - -
- Encouraging existing apprentice employers to continue to engage with the apprenticeship programme.
- Supporting and building relationships with smaller Levy paying employers

Inbound Support:

- Supporting both levy-paying and SMEs who have contacted the National Apprenticeship service.
- Providing a digital apprenticeship service support triage service.

National Apprenticeship Service -- Account Management for Levy Payers:

There are approximately 1,150 employers with an estimated annual levy in excess of £450k. We provide a dedicated account manager for each. Account management provides regular contact with large employers to assist them in establishing and developing apprenticeship programmes that meet their business needs and achieve government policy goals. Account Managers have been specifically directed into readiness activity over the last 12 months working with employers that were due to have large levy accounts, but may have had no previous experience of apprenticeships. Similarly, they have been working with existing apprentice employers to help them reconfigure their apprenticeship programme to accommodate levy payment and employer management of levy accounts.

Currently, there are approximately 20 Account Managers who provide dedicated one-to-one account management services to the largest levy paying employers, of which comprises of:

- Support for preparation and readiness for the introduction of the levy and the apprentice service;
- Support to establish and develop the internal systems and processes to run a successful apprenticeship programme that require less support;
- Assistance as required with interfacing with the apprenticeship system -- choosing standards, selecting providers, recruiting apprentices;
- Focus support on public sector bodies, employers of "importance/influence";
- Encourage businesses to establish programmes that achieve benefits for employer and apprentice, and raise the prestige and profile of apprenticeships;
- Advice on the achievement of policy goals: standards, diversity, etc.

Account Managers also collect and collate employer data on apprenticeship provision and recruitment, and conduct research and analysis to assist with forward planning, financial forecasting, behavioural insights, and recruitment and starts projections. The team also operates a series of large Employer Roadshows focusing on achieving benefits from apprenticeships: public sector, readiness for reform, growth, diversity, and social mobility.

National Apprenticeship Service (NAS) -- Intermediary Engagement:

We are aware that the most effective way to engage employers is through trusted relationships. Businesses will trust and act upon advice and guidance received from their fee-paying membership to associations. In response, the NAS has developed relationships with key intermediaries to enable the engagement of large numbers of employers. Such intermediaries include professional bodies, trade associations, National Skills Academies (NSA) and the Federation of Small Businesses (FSB) along with more geographically-based organizations such as Local Enterprise Partnerships (LEPs). The NAS has developed an offer to intermediaries that enables them to support their membership more effectively and push them towards the apprenticeship market.

Intermediaries develop an approach that suits their members, utilizing the support offered through the intermediary team. This includes:

- Hosting engagement events
- Hosting apprenticeship content on their website
- Producing and promoting apprenticeship case studies
- Promoting apprenticeship collateral and messaging

- Developing their own collateral specific to their sector
- Including information about apprenticeships in their newsletters
- Creating their own articles/infographics
- Promoting the business support service 08000 150 600 or their own support service
- Proactively using social media to inform and call to action
- Providing webinar training advisors or employers to access apprenticeships.

For Careers counsellors

A media campaign via the Career Development Institute (CDI) communicates directly to all schools, colleges, apprenticeship representative bodies to ensure career professionals have up-to-date information, and that schools are aware of their duty to allow apprenticeships providers to discuss the merits of apprenticeships with young people in schools.

The Technical and Further Education Act 2017 requires schools to give education and training providers the opportunity to talk directly to pupils in years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This will ensure that young people hear much more consistently about the merits of alternatives to academic and school-based routes and are aware of all the routes to higher skills and into the workplace. This comes into force in January 2018.

For Jobseekers

All apprenticeship vacancies on the Find an Apprenticeship site are available on the Department for Work and Pensions' (DWP) Universal Jobmatch site, through an application programming interface which links the two websites/databases, eliminating the need for Jobcentre Plus work coaches to search multiple sites for apprenticeships. In addition, a live apprenticeship vacancy report is produced by the apprenticeship service and sent to DWP to be disseminated to work coaches in local jobcentres – this report lists all current vacancies, by local authority, with details of pay and level, giving Jobcentre Plus colleagues a snapshot of all apprenticeship vacancies available in their local area. Having this information to hand, often in hard copy, is a useful tool for discussion with claimants, leading to better-quality referrals.

The apprenticeship service has hosted webinar group sessions with Jobcentre Plus work coaches on promoting apprenticeships. Jobcentre Plus is working closely with NAS delivery partners on the Apprenticeship Support and Knowledge in Schools Project (ASK). For example, they are collaborating on engagement with particular schools who have asked for information sessions on local labour market demand and apprenticeships. This helps to prevent duplication for schools, presenting a coherent approach across government agencies. Jobcentre Plus is looking through its engagement with schools to focus on NEETs, so the service will provide information and work with them to promote traineeships more, alongside apprenticeships. Jobcentres promote apprenticeships to young claimants on its youth programme for those aged 18-21 years, particularly during the programme's initial three-week Intensive Activity Programme (IAP), where claimants are encouraged to plan their training and work options.

NAS - Individual support: Citizens contacting the NAS helpdesk regarding unsuccessful apprenticeship applications and requiring support are referred to the National Careers Service (NCS). Unsuccessful candidates registered on Find an apprenticeship website are sent a text message by the NCS to see if they want additional support with their apprenticeship applications.

For the general public

The aim is to improve the perception and increase the prestige of apprenticeships for potential apprentices and encourage more people to apply, including those from disadvantage backgrounds; to ensure that key influencers (such as teachers and parents) are positive about the benefits of apprenticeships and recognize them as a valued option, using this to promote apprenticeships to individuals.

The National Apprenticeship Service (ESFA) have developed the "Amazing Apprenticeships" website which provides free apprenticeship resources for schools and those providing careers and job opportunity advice to individuals <http://amazingapprenticeships.com/>. The ESFA have developed the ASK project for over 2,000 schools to support them in delivering their statutory careers guidance responsibilities and provide advice to their students.

The "Get in Go Far" communications campaign was launched to inspire more young people to take on an apprenticeship, and more employers to offer them. In 2016-17, the campaign generated more than 2 million visits to the website and in turn more than 120,000 applications for apprenticeship places: <https://www.getingofar.gov.uk/>. Full range of guidance on Gov.uk: <https://www.gov.uk/education/apprenticeships-traineeships-and-internships>

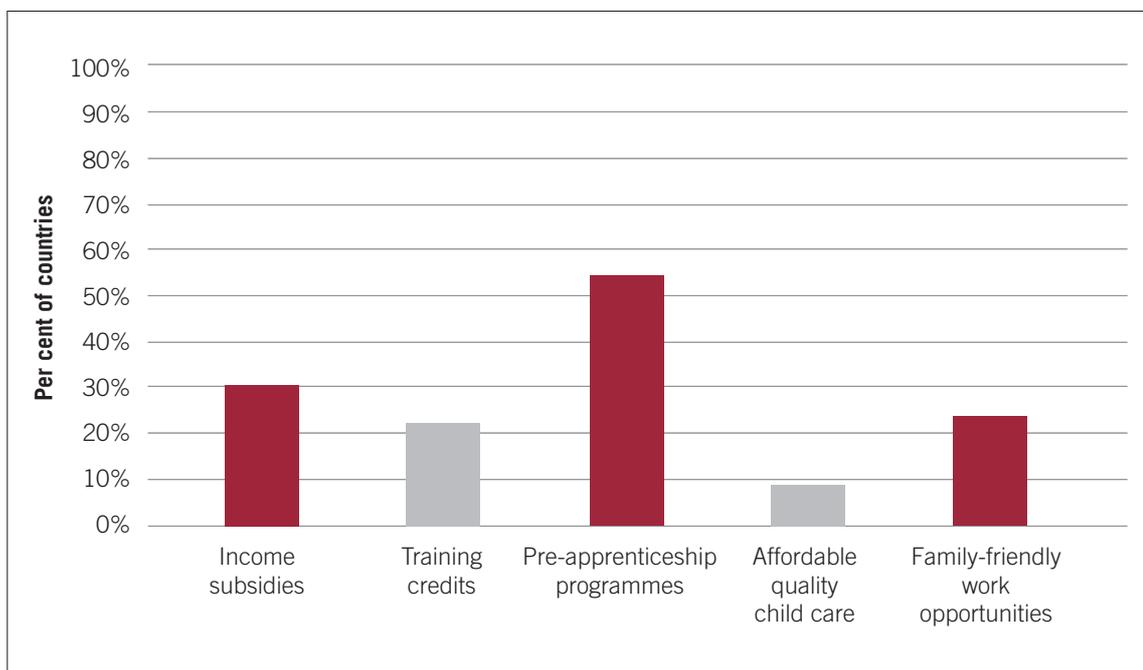
Find an apprenticeship service: <https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

Publication of Apprenticeship Benefits Realisation Strategy: <https://www.gov.uk/government/publications/apprenticeship-reform-programme-benefits-realisation-strategy>

Action 7. Improving access to quality apprenticeships for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.

Summary: Nearly all countries have measures to improve access to quality apprenticeships for disadvantaged groups. There is a wide range of disadvantaged groups who benefit from these measures, with the most commonly reported being women, indigenous people, the unemployed, and those with disabilities. Over half of the countries surveyed have pre-apprenticeship programmes as one form of access. Some countries provide financial assistance and/or offer mentoring to people from disadvantaged social backgrounds, and support apprentices with family responsibilities.

Figure 2.8. Methods used to improve access to quality apprenticeships for disadvantaged groups



A total of 13 countries reported having taken steps to improve access to apprenticeships for disadvantaged groups (Q 7.1). The types of disadvantaged groups that were addressed were, according to the respondents: women, migrants (e.g. Germany), “dreamers” (those returning from the United States where they had been “undocumented” child migrants) (Mexico), people from particular ethnic minorities, people with disabilities, the long-term unemployed, mature-aged people, young people especially, NEETs (not in employment, education and training), LGBT people, prisoners, victims of domestic violence, rural dwellers, and people from deprived neighbourhoods.

Governments were asked to state if they had made available any of the provided list of methods (Q 7.4) to assist in participation (see figure 2.8). Pre-apprenticeship programmes were by far the most common method from this list.

Four countries reported “other” measures; three provided details:

- Income support for particular target groups such as indigenous people (Australia);
- Support in looking for an apprenticeship (France);
- Extra financial incentives for employers recruiting a young apprentice with various prescribed measures of deprivation (United Kingdom); and
- The foundation of an Apprenticeships Diversity Champions Network (ADCN) (United Kingdom).

Country	Good practice examples from governments
Australia	<p>Incentives payments are provided as part of the AAIP, and Trade Support Loan programme loans may be available. Apprentices may also be eligible to access fortnightly payments delivered by Centrelink including:</p> <ul style="list-style-type: none"> ● A Youth Allowance for Australian Apprentices aged 16-24; ● Austudy for Australian Apprentices aged 25 and over; and ● Aboriginal Study Assistance Scheme (ABSTUDY) for Australian Apprentices of any age and who are Indigenous Australians.
Germany	<p>The career entry support by mentoring (Berufseinstiegsbegleitung) offers individual and continuous assistance for young people likely to have difficulties in completing secondary school and coping with the transition to vocational training. It starts two years before they leave school and ends about six months after the beginning of a vocational training. If an immediate integration into vocational training is not successful, the support can last up to two years while the pupil is in the transition period. Transition periods can be used to prepare for an apprenticeship. Pre-vocational training measures (Berufsvorbereitende Bildungsmaßnahmen (BVB)) support the choice of occupation; the preparation for the acquisition of a lower secondary school-leaving certificate (for people without school-leaving certificate); offer flexible measures in line with individual abilities; and enable internships in companies. Another possibility to bridge a transition period is an introductory training (Einstiegsqualifizierung), a subsidized internship that takes between six and 12 months.</p>
United Kingdom	<p>Traineeships education and training programme is focused on giving young people the skills and experience needed to gain an apprenticeship or other sustainable employment. They are open to those aged 16-24 and consist of a high-quality work placement with an employer, work preparation training, and English and maths for those who have not achieved a GCSE Grade A* - C or equivalent.</p> <p>Our funding policy recognizes where additional support is necessary: through extra funding where the costs of supporting an apprentice are higher, and making sure these costs are met by government, not by the employer. For instance, providers receive an additional: £600 for training an apprentice who lives in one of the top 10 per cent of deprived areas (as per the Index of Multiple Deprivation); £300 for any apprentice who lives in the next 10 per cent of deprived areas (the 11-20 per cent range); £200 for those in the next 7 per cent (the 21-27 per cent range).</p> <p>We are improving our guidance to employers, including developing an employer toolkit to support their recruitment of a more diverse apprentice workforce. We have launched the ADCN to engage and inspire employers and communities to ensure apprenticeships are represented by people from a diverse range of backgrounds. See: https://www.gov.uk/government/groups/apprenticeship-diversity-champions-network</p> <p>Specifically, to support apprentices with learning difficulties and/or disabilities, we have introduced legislation to allow greater flexibility around minimum English and maths requirements for a defined group. We have also announced that British Sign Language (BSL) can now be an alternative to Functional Skills qualifications for those who have BSL as their first language.</p>

Action 8. Strengthening partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.

Summary: Linkages between business and vocational schools take place through national and sectoral peak bodies and also at local level, between individual business and vocational schools. The closest involvement is around development or customization of curricula, and work placements.

A total of 13 countries (all except Australia and Canada) said that they had strengthened partnerships between businesses and vocational schools. While some countries (e.g. Argentina, India, and Saudi Arabia) mentioned general structures such as skills councils or centralized curriculum development initiatives; others provided accounts of local partnerships. Typical examples of the latter are provided below:

- Curriculum implementation including work placements (2), local curriculum design (2) and monitoring of apprentices' performance (1)
- Collaborations on projects and research (1)
- Businesses sit on governing boards of colleges (1)
- Articulation agreements with colleges for credit from an apprenticeship programme with an employer (1).

Country	Good practice examples from governments
China	The enterprises will assign two tutors to one apprentice who will receives a proper education and technical training at the same time. The enterprises will lead the process of deciding the specific training items, and the training is undertaken by the enterprises and training institutions.
Germany	Whenever a qualification is modernized or created, the curriculum taught at the vocational schools is revised accordingly. The theoretical elements to be taught are selected so that they match the practical content that is being taught at any particular stage of the training. This ensures that the practical and educational training dovetail. Local companies cooperate with the vocational school responsible for their apprentices, thereby ensuring that the training programme works in the best way possible for them and the region (e.g. they coordinate on whether the classroom-based training is to take place two days a week or on alternating weeks).
Italy	Accompanying measures have been defined at the national level since the launch of the reform on WBL and apprenticeship. The national programme "Fixo" was established in order to strengthen the VET providers' and other relevant training institutions' ability to find early placements for their students, and also to raise awareness about them within local communities. As part of this general goal, actions to increase of placement services and outreach have been put in place with the support of the Regions that implement Initial Vocational Education and Training (IVET) regional pathways.
Mexico	Colleges can collaborate with enterprises on their own initiative. As such, they implement lifelong learning projects, technical assistance and research, and they also receive feedback of the trainings; they provide facilities for students and apprentices within the companies.
Republic of Korea	Business and vocational schools co-design apprenticeship programmes.
South Africa	There is a promotion of business presence in the academic boards and governing structures of TVET colleges.
United States	In 2014, the U.S. Departments of Labor and Education launched the Registered Apprenticeship-College Consortium (RACC). Participating two- and four-year post-secondary institutions agree (through the vehicle of an articulation agreement) to accept the college credit value of a Registered Apprenticeship Program completion certificate.

Action 9. Supporting programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.

Summary: Informal apprenticeships only operate in eight of the 15 countries. Only half of these are currently making plans to incorporate them in the formal economy. This is already a matter on the international radar in many countries, and there is clearly room for more action and greater consistency of action among countries.

For this Action, the term “informal apprenticeship” was defined in the questionnaire. The definition was:

Informal apprenticeship refers to the system by which a young apprentice acquires the skills for a trade or craft in a micro or small enterprise learning and working side by side with an experienced practitioner. Apprentice and master craftsman conclude a training agreement that is embedded in local norms and traditions of a society. Apprentices learn technical skills and are inducted into a business culture and network which makes it easier for them to find jobs or start businesses when finishing their apprenticeship. (http://www.ilo.org/skills/projects/WCMS_158771/lang--en/index.htm)

Eight governments reported (Q 9.1) that informal apprenticeships operated in their countries: Argentina, China, India, Japan, the Republic of Korea, Mexico, Saudi Arabia and the United States. Five of these (Argentina, China, India, Japan, and Mexico) reported (Q 9.2) that they supported programmes to incorporate informal apprenticeships, and Saudi Arabia reported that it was making plans in this area. The following activities were reported:

- Certification through accreditation centres (Argentina and Mexico);
- Supplementary training through continuing education courses (Mexico);
- Encouragement of enterprises to move into the formal system; and of industry associations to provide centralized apprenticeships for small and micro business (China);
- Provision of a pathway and credit into the “basic training” component of an apprenticeship (India).
- Support for small enterprises with new workers to develop their training plan or provide supplementary training in addition to the subsidy on their wages (Japan).

Action 10. Expanding quality apprenticeships globally, including through technical cooperation and regional initiatives.

Summary: Half of the countries are active globally, but some are participants rather than instigators. The countries participate in international networks and programmes. Germany is a prime example of a country with a coordinated approach, both in its cooperation with other countries with highly developed apprenticeships systems, and in its assistance to countries which have less developed systems.

Governments were asked if they promoted apprenticeship in other countries. Seven reported that they did, although their answers related more to participation than promotion elsewhere. Typical reported activities were:

Participation in:

- International initiatives and meetings (G20 meetings (several); UNESCO (France), EU forums (Mexico, the “Alianza del Pacífico”)
- Active participation in the Global Apprenticeship Network (GAN) (France, United States)
- Student study abroad programmes (E.g. Mexico with “Proyecto 100,000”, with the United States; Italy with “Erasmus+”, in Europe)

Hosting:

- Hosting internal conferences and forums (China, Republic of Korea)
- Funding or sponsoring others:
- Sponsorship of international capacity-building programmes (in Italy, one example is the International Training Centre of the ILO (ITCILO), based in Turin)
- Funding technical assistance projects (The United States’ Department of Labor’s Bureau of International Labor Affairs (ILAB))

Bilateral and multilateral cooperations:

- Joint declaration of intent between the United States, Germany, and Switzerland to cooperate in apprenticeships and education more generally
- Bilateral consultations on apprenticeship annually between France and Germany.

Italy initiated several activities when it held the Presidency of the G7, e.g. a Future of Work forum and a Network of National Employment Agencies.

Germany is the most active country in the promotion of apprenticeship in other countries, and referred to its specialist office for international co-operation on TVET – GOVET (German Office for International Cooperation in Vocational Education and Training).

Germany’s promotion of apprenticeships in other countries through GOVET

GOVET’s activities:

Five success factors of the German VET

These are the core principles of German vocational training. In order to attain coherent action, German international VET cooperation should be based on these success factors.

The “Round Table International Vocational Training Cooperation”

This is where German international VET cooperation stakeholders exchange information and coordinate their activities regarding topics and countries.

GOVET is the one-stop shop for international VET cooperation for interested parties from all over the world. In this sense, GOVET provides guidance regarding the German Dual VET-System and links up to competent cooperation partners. GOVET collects information regarding new and ongoing vocational training cooperation activities of the Federal Government and makes them available. For that purpose GOVET is combining the competences and experiences in particular of the German Federal Ministry of Education and Research, the Federal Ministry for Economic Cooperation and Development and of the Federal Foreign Office in one institution. GOVET furthermore acts as secretariat of the Round Table and supports bilateral cooperation of the Federal Ministry of Education and Research in the field of VET. See: <https://www.bibb.de/govet/en/index.php>

Conclusion

The governments' replies show a great deal of activity around the Ten Actions, some of which reflect long-term initiatives while others are more recent.

Numerical targets for apprenticeship expansion exist in almost all countries. Non-quantitative targets include the development of new systems, frameworks, and legislation. Higher level apprenticeships are becoming popular in policy development.

The social partners are heavily engaged in the design, development, and delivery of apprenticeships. Nearly all governments plan to increase that commitment. Currently, they are more engaged with employer bodies than with trade union organizations. Several types of measures have been implemented to improve the quality of workplace training, including regulation, incentives, and standardized assessment of graduating apprentices. A number of countries are piloting new types of apprenticeship programmes. Apprenticeships are only moderately integrated with formal schooling systems, with only around half of the countries providing part-time apprenticeships to young people still at school, and only two-thirds of the countries offering an educational credential associated with an apprenticeship.

While collectively, apprenticeships are offered in some occupations in all nine ISCO occupational classifications, the coverage is patchy both within groups and among countries -- some groupings contain occupations which are generally not apprenticed. Only a few occupations are apprenticed in nearly all countries, and these are typically in heavy industry and construction (with concomitant gender implications), as well as hairdressing, but also including retail and care workers. Elementary occupations need particular attention. Countries are actively looking at expanding the number of apprenticed occupations, particularly in skills shortage areas. Countries have systems in place for adding new occupations, which may be industry-led or may be led by government-appointed bodies.

Most countries use financial measures and other communication strategies to incentivize SMEs and other employers to take on apprentices. Almost half of the countries identify skills needs through skills councils, and others identify these via government bodies or committees. Only two countries have specific mechanisms to communicate SME skill needs. Over half have recently passed legal or regulatory reforms to incentivize employers to offer apprenticeships, either by making provisions for financial assistance or by providing mechanisms to support or network employers.

Countries are more likely to have legal provisions relating to the employment of apprentices rather than for training matters. The latter could be a useful area for improvement. The provision of social security benefits appears to depend on whether apprentices are employed as workers or not, rather than there being any specific provisions for apprentices.

All countries except one (Argentina, which has plans in place) currently have promotion initiatives for apprenticeships. Countries generally report different approaches for the four target groups -- enterprises, guidance counsellors, jobseekers and the general public -- but in some cases, one website can provide access for all parties. Typically, all forms of media are utilized, and personal visits and approaches do not seem to be prevalent.

Nearly all countries have measures in place to improve access to disadvantaged groups. There is a wide range of disadvantaged groups who benefit from these, with the most commonly reported being women, indigenous people, the unemployed, and those with disabilities. Over half of the countries have pre-apprenticeship programmes as one form of access. The survey did not provide much scope to describe the full range of available programmes.

Linkages between business and vocation schools take place through national and sectoral peak body-developed systems.

A "showcase" of government good practices, with three examples selected for each Action, follows:

Showcase of government good practices for each Action in the G20 Initiative to Promote Quality Apprenticeships

This showcase uses selected descriptions provided by the relevant countries in answer to questions about the Actions, providing three examples for each

	Good practice 1	Good practice 2	Good practice 3	
1	<p>G20 Actions (abbreviated titles)</p> <p>Establish national goals to expand and improve apprenticeships</p>	<p>Key target: To reach three million new apprenticeship placements in the United Kingdom by 2020 (from May 2015). Additional targets:</p> <ul style="list-style-type: none"> To increase the proportion of apprenticeships taken on by people of Black, Asian and Minority Ethnic (BAME) backgrounds by 20 per cent by 2020. To increase the proportion of apprenticeships taken on by people with a learning difficulty and/or disabilities by 20 per cent by 2020. <p>To maintain the proportion of placements by people in disadvantaged groups, 25 per cent in 2015/16. (United Kingdom)</p>	<p>In Saudi Arabia, the national goals of the National Transformation Program 2020 related to the apprenticeships. The programme was developed to help fulfil the Saudi Arabia Vision 2030 and to identify the challenges faced by government bodies in the economic and development sectors. The programme establishes strategic objectives that are based on the Vision and addresses its challenges through 2020 in accordance with specific targets. The programme identifies, each year, the initiatives necessary for achieving such goals and devises detailed plans on the basis of interim indicators that measure and monitor performance. (Saudi Arabia)</p>	<p>In France, the previous apprenticeship plan set the target of 500,000 apprentices for the years 2012-2017. The opening of apprenticeships to the State Public Service has set a target of 10,000 apprentices in 2016. This last objective has been achieved and the recruitment trends in the public sector (non-industrial and commercial) are ongoing. (France)</p>
2	<p>Raise the quality of apprenticeships</p>	<p>The dual vocational training system in Germany has a long-standing history. It is based upon a combination of on-the-job training within a specific company, and classroom-based training provided by a vocational school. Initiatives that have been taken in the past five years are:</p> <ul style="list-style-type: none"> – The “welcome mentors” programme: This pursues the economic policy goal of supporting SMEs in securing a supply of skilled workers. At the same time, welcome mentors support the wider social task of integrating refugees into the German employment market. – Transfer Initiative Local Education Management System (<i>Transferinitiative Kommunales Bildungsmanagement</i>): This is a structural funding programme, building on the results of a previous “local learning” funding programme. The fundamental idea is to optimize local government coordination of education and training by interconnecting three fields of activity. A 2016 funding directive on “local government coordination of education and training services for recently-arrived immigrants and refugees” is embedded in this programme and aims to improve management in and around the area of integration through education and training. (Germany) 	<p>The aim of the Mexican Government is to: establish collaboration with enterprises -- dual training and work-training schemes agreements, certification and update of study plans and programmes; and to increase national participation in the Subcommittee on Training and Certification of Workers, of the National Productivity Committee. This committee is a consultative body of the Federal Executive, which sets out to recommend policies and concrete projects that allow to increase and democratize productivity in Mexico. It is formed by the public and private sectors, workers and academia; the participation of social partners is equally foreseen. (Mexico)</p>	

G20 Actions (abbreviated titles)	Good practice 1	Good practice 2	Good practice 3
<p>3</p> <p>Provide apprenticeships across the economy</p>	<p>The United Kingdom has established the Institute for Apprenticeships (IFA) to support employers develop new apprenticeship standards, including standards in occupations where there were no apprenticeships before. The occupations and sectors available will depend largely on employer demand. Groups of employers are able to come together in “Trailblazer” groups, supported by the IFA, to develop new apprenticeship standards in line with the needs of their sector’s needs. The IFA considers the fit with the current, relevant occupational map to avoid a proliferation of overlapping standards, as well as looking forward to future skills needs. There is a public sector apprenticeship target (2.3 per cent) from April 2017 for public sector bodies with 250 or more employees in England. (United Kingdom).</p>	<p>The Italian system of apprenticeships -- as developed in the related legislation -- covers a great deal of occupations. At present, national programmes are aimed at expanding apprenticeships, and are not focused on increasing the numbers of specific sectors or occupations. Nevertheless, some sectors show more interest in having the opportunity to expand the number and coverage of apprenticeships, due to their specificities and to their traditional involvement in apprenticeship (handcraft, arts, and mechanics). (Italy)</p>	<p>In India, apprenticeship training can be extended to any occupation through the introduction of “optional courses” whereby the employers can design and run the courses as per their specific requirements. (India)</p>
<p>4</p> <p>Foster employer engagement</p>	<p>In Germany, the welcome mentors’ range of tasks provide the following counselling and support services for SMEs:</p> <ol style="list-style-type: none"> 1. Welcome mentors advise enterprises on ways in which employing and training refugees can help to secure a supply of skilled staff and inform companies about regional and national funding and support programmes. 2. They also offer support to enterprises on all issues involving employing and training refugees, such as the necessary legal framework and administrative processes. 3. Welcome mentors also support SMEs to develop an open door culture in their company as required. 4. The welcome mentors network with relevant local actors to secure synergies, especially in the areas of building up a pool of potential applicants and providing support for companies after refugees have been placed in training with them. (Germany) 	<p>The Government of India has launched the ambitious NAPS to promote apprenticeship training. There is a set target to train 5,000,000 youth by 2020. The scheme supports apprenticeship training by:</p> <ul style="list-style-type: none"> • Reimbursing 25 per cent of prescribed stipend subject to a maximum figure. • Reimbursing the “basic training cost” in respect to apprentices who come directly from school without any formal training; this is up to a maximum of 500 hours/ three months. • Some provincial governments provide extra financial support to employers who in turn promote apprenticeship training • Amendments to the Apprentices Act 1961 have been carried out to incentivize and facilitate the employers. A brief synopsis follows: <ul style="list-style-type: none"> – Engagement of apprentices in a band of 2.5 per cent to 10 per cent of total strength of establishment. – Introduction of optional trades. – Establishments have been permitted to outsource “basic training” in an institute of their choice. – Aggregation of apprentices through a third party agency. – Submission of returns, other information and contract of apprenticeship through a portal and its time-bound approval. (India) 	<p>The tax credit programme is for occupational training; its main objective is to reinforce the work skills of employed workers and those of the unemployed workers who could be part of enterprises or cooperatives. It is an instrument that aims to acknowledge the expenditures that enterprises and cooperatives invest in training. It is implemented through proposals that integrate productivity gains, competitiveness, and the creation of quality jobs (Argentina).</p>

	G20 Actions (abbreviated titles)	Good practice 1	Good practice 2	Good practice 3
5	Safeguard worker rights and health	<p>In the United Kingdom, the ESFA carry out rigorous quality checks on new apprenticeship vacancies that are advertised; one of the checks its digital system makes is to ensure that all apprenticeship vacancies from employers are paying at least the National Minimum Wage. The government takes the enforcement of the National Minimum Wage very seriously; the naming scheme means that more employers have been and will continue to be named for making underpayments.</p> <p>The government will also provide additional support targeted at small businesses to help them to comply; including a campaign aimed at raising awareness amongst workers and employers of their rights and responsibilities. (United Kingdom)</p>	<p>Saudi Arabia are involved in: monitoring the implementation of the occupational safety standards at all the Technical and Vocational Training Corporation (TVTC) administrative and training premises where work is ongoing; evaluating the occupational safety requirements in the buildings, workshops, and laboratories; preparing and implementing a number of specialized training programmes for the occupational safety of male and female supervisors; and coordinating and continuously following the process of combating any contagious disease at all TVTC training units in collaboration with the related health affairs departments.</p> <p>The working environment also matches the global occupational safety and health standards. (Saudi Arabia)</p>	<p>The United States Department of Labor has quantified the number of Registered Apprenticeship programs to ensure that apprentices are afforded a safe work environment. The Department has a targeted number of Equal Employment Opportunity reviews of Registered Apprenticeship programs to ensure apprentices' and applicants' rights to non-discrimination and workplaces that are free from harassment. (United States)</p>
6	Raise awareness of apprenticeships	<p>In the United Kingdom, the National Apprenticeship Service (NAS) Business Support Team. Outbound Support is involved in:</p> <ul style="list-style-type: none"> - Raising awareness and promoting the benefits of employing new apprentices and/or upskilling existing staff to small- and medium-sized employers who have not previously engaged with apprenticeships through outbound telephone campaigns. This also includes signposting employers to digital apprenticeship support available through gov.uk, and promoting the free apprenticeship service helpline number. - Conducting a media campaign via the CDI communicates to all schools, colleges, and apprenticeship representative bodies to ensure career professionals have up-to-date information and that schools are aware of their duty to allow apprenticeship providers to discuss the merits of apprenticeships with young people in schools. (United Kingdom) 	<p>In France, there is an "alternation portal" for companies, apprentices and training organizations. See: https://www.alternance.emploi.gouv.fr. The chambers of commerce and industry are also providing information and support for businesses (website, information week, one-off support). There are also regular communication campaigns and public fairs on apprenticeships. (France)</p>	<p>The Government of China has promoted the apprenticeship policy through newspapers, television, radio, and the Internet, so as to make the policy known by the enterprises, jobseekers, and people from all walks of life. (China)</p>

	G20 Actions (abbreviated titles)	Good practice 1	Good practice 2	Good practice 3
7	Improve access for disadvantaged people	In Australia, incentive payments are provided as part of the AAIP, and Trade Support Loan, and programme loans may be available. Apprentices may also be eligible to access fortnightly payments delivered by Centrelink including: <ul style="list-style-type: none"> • Youth Allowance for Australian Apprentices aged 16-24 years • Austudy for Australian Apprentices aged 25 and over, • ABSTUDY for Australian Apprentices of any age and who are Indigenous Australians. (Australia) 	In Germany, the “career entry support by mentoring” (<i>Berufseinstiegsbegleitung</i>) offers individual and continuous assistance for young people likely to have difficulties in completing secondary school and coping with the transition to vocational training. It starts two years before they leave school and ends about six months after the beginning of a vocational training. If successful, the support can last up to two years while the pupil is in the transition period. Transition periods can be used to prepare for an apprenticeship. BvB pre-vocational training measures support: the choice of occupation; the preparation for the acquisition of a lower secondary school-leaving certificate (for people without school-leaving certificate); offer flexible measures in line with individual abilities; and enable internships in companies. Another possibility to bridge a transition period is an introductory training (<i>Einstiegsqualifizierung</i>), a subsidized internship that lasts between six and 12 months. During an apprenticeship, there are also additional instruments to support young people (Germany).	In the United Kingdom, the Traineeships education and training programme is focussed on giving young people the skills and experience needed to gain an apprenticeship or other sustainable employment. They are open to those aged 16-24 years and consist of a high quality work placement with an employer, work preparation training and English and maths for young people who do reach a minimum standard. (United Kingdom)
8	Strengthen partnerships between employers and training providers	In the Republic of Korea, business and vocational schools co-design apprenticeship programmes. (Republic of Korea)	In China, the enterprises will assign two tutors to one apprentice who receives a proper education and technical training at the same time. The enterprises determine the specific training items, and the training is undertaken by the enterprises and training institutions. The enterprises and partner schools can both decide the evaluation measures, organize tests for apprentices, and issue training certificates to those who pass. (China)	South Africa promotes business presence in the academic boards and governing structures of TVET colleges. (South Africa)
9	Upgrade informal apprenticeships	In Mexico, certification through the accreditation centres is recognized by the National Council for the Standardization and Certification of Labour (CONOCER). (Mexico)	In India, candidates who have completed courses at informal training like courses under <i>Pradhan Mantri Kaushal Vikas Yojana</i> (PMKVY) or MES are provided a route for and given a rebate in the basic training component of apprenticeship. (India)	

10	G20 Actions (abbreviated titles)	<p>Expand apprenticeships globally</p>	<p>Good practice 1</p> <p>At the European level, France is actively represented in EU bodies by dealing, in particular, with the issue of apprenticeship. Based on subsidiarity and the “open method of coordination”, the EU’s action is based on shared guidelines on education and training. (<i>listed a number of EU activities</i>).</p> <p>Moreover, at the bilateral level, France and Germany consult each year on developments in their respective apprenticeship systems in the Franco-German Commission of Experts for Technological Education and Vocational Training. They also have, with the Franco-German Office for Youth (OFAJ) and the Franco-German Secretariat for Trade in Vocational Training (SFA), several specific exchange and mobility programmes for young people engaged in vocational education and training. The border academies conduct, thanks to the support of the regions and their partners from the Rhine, many cooperation and exchange actions for these young people, such as the Azubi-Bacpro scheme developed between the Strasbourg Academy and Baden-Württemberg.</p> <p>France also supports the GAN, which was founded in 2013 by the International Organisation of Employers (IOE) and the Business and Industry Advisory Committee (BIAC) with the support of the ILO and the OECD. Based in Geneva, the GAN is a network where private sector companies, federations and employers’ associations come together to share best practices, promote and engage in youth employability and skills development. The initiative is led by business leaders who use this international platform to promote apprenticeship and internship programmes around the world. GAN has a large number of French companies among its members. On 5 September, the first national network, GAN France, was launched. See: (https://www.gan-france.org/). (France)</p>	<p>Good practice 2</p> <p>In Germany, GOVET’s activities comprise:</p> <p>Five success factors of the German VET These are the core principles of German vocational training. In order to attain coherent action, German international VET cooperation has to be based on these success factors. The “Round Table International Vocational Training Cooperation” This is where German international VET cooperation stakeholders exchange information and coordinate their activities regarding topics and countries. GOVET is the one-stop shop for international VET cooperation for interested parties from all over the world. In this sense, GOVET provides guidance regarding the German Dual VET-System and links up to competent cooperation partners. GOVET collects information regarding new and ongoing vocational training cooperation activities of the Federal Government and makes them available. For that purpose, GOVET is combining the competences and experiences in particular of the BMBF, the Federal Ministry for Economic Cooperation and Development (BMZ) and of the Federal Foreign Office in one institution. GOVET furthermore acts as secretariat of the Round Table and supports bilateral cooperation of the BMZ and research in the field of VET. See: https://www.bibb.de/govet/en/index.php (Germany)</p>	<p>Good practice 3</p> <p>Italy is also sponsoring several international capacity-building programmes on career guidance, youth employment, and skills development that include the area of quality apprenticeships. The development and implementation of these international cooperation programmes for capacity development is carried out by the ITCILO with Italian funding; see for instance the Academy on Skills Development at: http://www.itcilo.org/academies/skillsdevelopment. (Italy)</p>
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3. Findings and good practices

B: Social partners' actions

3. Findings and good practices: Social partners' actions

In apprenticeship systems, the contribution of all the social partners is essential. Country responses for the Ten Actions under the G20 Initiative to Promote Quality Apprenticeships may require active cooperation from both employers' and workers' organizations. This section describes and analyses the reported actions of these two groups. There were 15 responses from trade union organizations and 11 from employers' organizations.¹ There were ten countries with responses both from trade unions and from employers; while 5 had responses from trade unions but not employers, and one from employers and not trade unions.² Hence, it should be noted that not all the responses can be directly compared. The questionnaires³ provided to employers' and workers organizations were similar and focused on five themes (i.e. awareness raising, social dialogue, roles and responsibilities, financing quality apprenticeships and inclusiveness). This section is organized around four of these themes; awareness raising, social dialogue, roles and responsibilities, and inclusiveness. The fifth theme, financing of quality apprenticeships, is included in section 4 of this report. Tables of good initiatives to promote quality apprenticeships are presented at the end of this section.⁴

Overall survey findings

While there were variations between the two groups of respondents and among countries, there was a considerable activity in relation to quality apprenticeships (table 3.1).

Table 3.1: Scorecard for activity against the four themes⁵

Themes	Activity of employer bodies	Activity of trade union organizations
Awareness raising	High	High
Social dialogue	Medium to high	Medium to high
Roles and responsibilities	Medium	High
Inclusiveness	Low to medium	Medium to high

In this section, findings are presented for each theme,⁶ and the responses from the employers and trade unions are generally provided alongside each other. This format is used because many of the questions were identical -- but it is important to remember that responses cannot be directly compared.

¹ As noted in the Introduction, there was some variation in the nature of the respondents, with two of the trade unions covering only one industry sector (the construction industry, in both instances) and one employer response being from an individual employer.

² The Introduction shows patterns of responses by country. Because of the differences in numbers, the responses of the two groups cannot be directly compared, as six respondents did not have an 'opposite party'. Also, in a few instances, respondents did not complete every question.

³ The survey questions for each type of respondent may be found in Appendix 1.

⁴ The survey questionnaire asked workers' and employers' organizations to select three initiatives that they had undertaken in the past three years, which they thought might be of interest to workers' and employers' organizations, respectively, in other countries.

⁵ Questions on the fourth theme, 'financing quality apprenticeship', concerned available financial incentives to apprentices and enterprises, not actions taken by workers' and employers' organizations.

⁶ For more information, see the detailed tables in Appendices 5 and 6, for employer bodies and trade union organizations respectively. Appendix 7 provides the replies by country, giving a succinct picture of the current activities of these particular bodies at the time of the survey (as reported by those who responded).

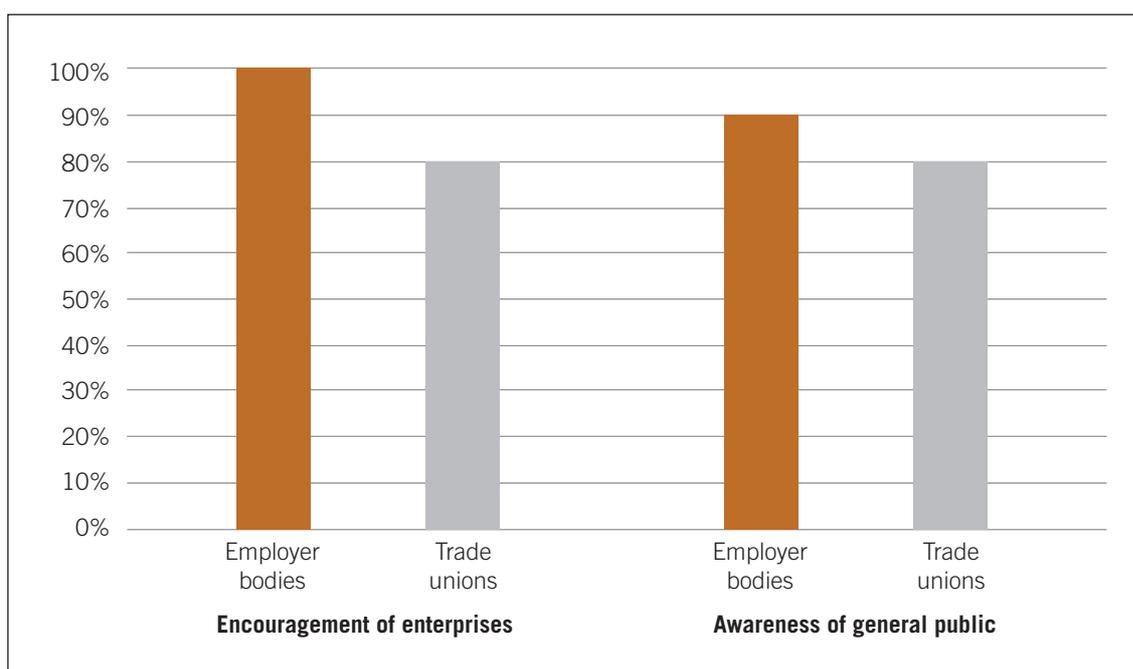
Theme 1: Awareness raising

Summary: Over 80 per cent of the workers' and employers' organizations that responded to the survey are active in raising awareness of apprenticeships, both among enterprises -- and also among the general public. They reported various actions to encourage enterprises to offer apprenticeship training. Employers' organizations inform their members about apprenticeships by means of workshops and websites. Workers' organizations negotiate with enterprises to increase apprenticeship training positions through, for instance, collective bargaining and other channels of social dialogue.

Importantly, a lack of information and awareness about apprenticeships might constitute a barrier to enterprises providing apprenticeship training. In addition, young people are often deterred by negative perceptions about apprenticeships and poor images of skilled trades in general, as well as by a lack of information about career and future earning opportunities. In this respect, the survey outcomes are encouraging in that the social partners are active in addressing these issues.

In fact, as figure 3.1 shows, over 80 per cent of the workers' and employers' organizations that participated in the survey are actively engaged in raising the awareness of enterprises and the general public, especially young people and parents, about apprenticeships. All the employers' organizations reported that they encouraged their members to offer apprenticeship training; and four out of five of the workers' organizations encourage enterprises to offer more apprenticeship positions. According to the survey results, the social partners are also actively working on influencing the general public's perceptions of apprenticeships.

Figure 3.1. Percentage of responding organizations that encouraging enterprises to take on more apprentices, and raise awareness among the general public



Raising awareness among enterprises

All the employers' organizations that responded to the survey reported on the actions taken to encourage their members to offer apprenticeship training. These typically include information workshops, capacity-building activities (e.g. India), and helpful information online for companies (e.g. France). In some countries a network of companies has been formed to share information and good practices on apprenticeships. Examples of the actions are:

- France: Established an online platform that connects young people, training centres, and businesses.
- India: Training workshops are conducted for member enterprises to promote apprenticeships.
- Indonesia: Apprenticeship workshops are conducted in major cities. The Indonesian National Apprenticeship Network (INAN) has been established.
- Mexico: Enterprises are motivated through two projects, the Dual Education Programme and the Global Apprenticeship Network.
- South Africa: Apprenticeship workshops are conducted for member enterprises.
- Turkey: Has established the GAN Turkey Network.
- United Kingdom: Hosts business network events on hiring apprentices.
- United States: Organizes roundtables/workshops to bring together member companies, government and the Global Apprenticeship Network (GAN) to discuss apprenticeships, initiatives, best practice and challenges.

Country	Employer bodies good practice examples
France: MEDEF1	MEDEF is launched a mobilization campaign on 12 April 2018, in close connection with its members (sectoral federations), on apprenticeships, "l'apprentissage, notre plan A" (Apprenticeship: Our Plan A), to change the image of this type of learning system, often considered as a way of failure. It is articulated around: <ul style="list-style-type: none"> • a campaign mobilize member, organizing companies' awareness campaigns on work- study programmes with appropriate communication tools; • a digital communication campaign on social networks, "taffeurs" addressed to the younger generation using their language and codes. Its aim is to change the public image – often negative - of apprenticeships.
South Africa: BUSA	BUSA has an active Sub-Committee Education and Training, which participates and influences policy-makers, specifically focussing on job creation and inclusive growth. The Committee has funding for a series of workshops to enable members to identify opportunities and encourage them to participate in education and training opportunities.
United Kingdom: CBI	<ul style="list-style-type: none"> – Hosts B2B events on hiring apprentices; – Suggests policy reforms to government to make hiring apprentices easier for employers; – Promotes apprenticeships as a development route to employers.

⁷ Note: In this and all subsequent tables, the organizations are referred to by their commonly-known acronym. See Appendix 2 for the full names of the organizations.

Workers' organizations are also actively encouraging enterprises to offer more apprenticeship positions. Trade union actions to promote apprenticeships formed three main types: collective bargaining, collaboration with other bodies, and the engagement of mentors to support training programmes. Examples for each type of action are:

Collective bargaining

- Australia: In negotiations for collective agreements the unions seek to include clauses that either require employers to have a certain ratio of apprentices to tradespeople or which commit the employer to engage apprentices through group training arrangements.
- Canada: New apprenticeships are created through collective bargaining with employers.
- Russian Federation: Union branches bargain with employers about apprenticeships.
- South Africa: Bargaining takes place for an increased intake of apprentices in the agreements, and it explains the benefits of, and support available for, apprenticeships.
- United Kingdom: The unions promote apprenticeships in workplaces through the collective bargaining process.

Promotion of apprenticeships in conjunction with other bodies/organisations

- Argentina: A tripartite body established in 2004 within the Ministry of Labour to promote apprenticeships.
- Canada: Working with the Canadian Apprenticeship Forum and, the Skilled Trades network (national hub for employers), pressing governments to implement legislation requiring employers to offer apprenticeships in publicly funded infrastructure projects; negotiating Joint Training Trust Funds in the construction sector for apprentices, and apprenticeship training programmes in the public sector.
- France: Involved in social dialogue at the national and sectoral level, and in enterprises to encourage more apprenticeships.
- Germany: Active member of the National Alliance of Vocational and Further Employment; it works through various national and state bodies to encourage enterprises to offer more apprenticeships.
- Mexico: Promoting apprenticeships through Dual-Certification Centres (Mexico/Germany).
- United Kingdom: Promotes apprenticeships through engagement with government and a range of organisations (national, sectoral, and regional) and regular apprenticeship campaigns.

Mentoring

- Australia: Employs mentors to negotiate apprenticeships for workers with employers.
- China: The 'many-to-many' initiative encourages enterprises to use experienced workers to mentor apprentices.

Country	Trade union organizations' good practice examples
Australia: CFMEU	In negotiations for collective agreements we seek to include clauses that either require employers to take on apprentices based on a ratio to tradespersons (e.g. one apprentice for each five tradespersons employed), or which commit the employer to engage apprentices through group training arrangements. We also employ mentors who help obtain apprenticeships for workers with employers.
France: CFDT	Through social dialogue at the national level, in the professional sectors and in companies, the CFDT supports the development of quality apprenticeship and the alternation between work situations and apprentice training centres (CFA) or training organizations: <ul style="list-style-type: none"> – At branch level -- in the compulsory negotiations for continuous training -- apprenticeships feature in the agreements of apprenticeship masters' (tutors) training; they also incorporate quantitative objectives for the supply and quality of training; – Through the Accredited Collection Organism (OPCA), the social partners, including the CFDT, manages the training contracts schemes and, since 2014, intervene on the allocation of a share of apprenticeship funding; – Member of the National Committee for Employment, Training and Vocational Guidance (CNEFOP).
India: HMS	At enterprise level our activists are demanding an increasing number of apprenticeship positions with their legitimate rights. We also demand 'on-job training' so that they can have "need-based training" which helps them obtain training in accordance with the enterprises' needs, as well as other regular training and other benefits.
Russian Federation: FNPR	FNPR promotes the inclusion of relevant policies in general agreements between the government, employers' and trade unions (signed every three years). Our branch-level unions bargain on the issue with the employers.
Turkey: HAK-IS	As the second largest workers' unions confederation in Turkey, with around 550,000 members in 20 sectors, HAK-IS Trade Union Confederation has been encouraging enterprises, as well as education and training institutions, to offer more apprenticeship positions, by underlining that apprenticeships enables the organisations to find and recruit the most qualified workers.

Raising public awareness

In addition to influencing member companies, almost all the employers' organizations reported raising the awareness of the general public, especially young people and parents, about apprenticeships. To reach a wide audience, their public campaigns used social media, online information portals, and publications. They also utilized existing networks or partnered with a major sports event organizer (e.g. France – *Tour de France*) to raise awareness of apprenticeships. Examples of these actions include:

Public campaigns

- Online campaigns/web pages (South Africa, Turkey, United Kingdom, United States)
- Media/TV/social networks (France, Indonesia, United States)
- Publications (Russian Federation – compilation of companies' best practice, including apprenticeships)

Networks

- School-business network (Germany)
- Partners in GAN initiative (Mexico)
- Awareness-raising activities with businesses (France)
- Active partnership with *Tour de France* (France)

Country	Employer bodies good practice examples
Germany: BDA	The BDA supports the network “SCHULEWIRTSCHAFT” (School-Business), a network which brings schools and business together, so that young people can successfully navigate their transition from school to career; it also helps businesses to hire graduates. SCHULEWIRTSCHAFT experts initiate and shape cooperation between schools and businesses nationwide in over 400 working groups. The thematic focuses are career guidance, economic education, and STEM promotion. The portfolio includes: company visits and internships; collaborations and training; informational materials for schools, businesses, and parents (brochures, checklists, job aids...), and simulation games and contests. See: http://www.schulewirtschaft.de/www/schulewirtschaft.nsf/ID/EN_Home
Russian Federation: RSPP	The RSPP publishes biannually a compilation of company best practices, including those related to apprenticeships http://www.rspp.ru/simplepage/476 (in Russian)

The trade union organizations reported a range of activities undertaken to raise public awareness:

- Australia: Leaflets, advertisements and school visits
- Canada: School information sessions, careers fairs, public information sessions, public campaigns such as ‘Careers in Trades Campaign’ (marketing materials, websites, social media and paid advertisements), Skills Canada Competitions, pre-apprenticeship programmes and schools to work programmes.
- Germany: Campaigns, seminars and working in schools
- India: Public meetings and social media
- Mexico: Word of mouth
- Russian Federation: Trade union newspapers and websites
- Turkey: Conferences, workshops, seminars and panels
- United Kingdom: The campaigning work of unions, school visits and skills exhibitions (e.g. ‘Skills Show’ and ‘Big Bang’.)

Country	Trade union organizations’ good practice examples
Germany: DGB	The DGB promotes the importance of good VET training in various campaigns, seminars, and lessons at schools. It spreads the message that a good qualification is the best entry to the labour market and for lifelong learning.
India: HMS	The HMS discusses the issues in public meetings during various actions. It also makes optimum use of social media.
United Kingdom: TUC	Campaigning work is carried out by the TUC and individual unions. Some trade unions also support visits to schools to encourage young people to become apprentices and a number of unions also take part in skills exhibitions attended by parents and young people (e.g. the ‘Skills Show’ and ‘Big Bang’ are examples of these exhibitions). The TUC and its learning and skills organization, “unionlearn”, also produce a range of printed guides and online resources aimed at individual apprenticeships (e.g. guides setting out their employment and training rights), as do individual unions.

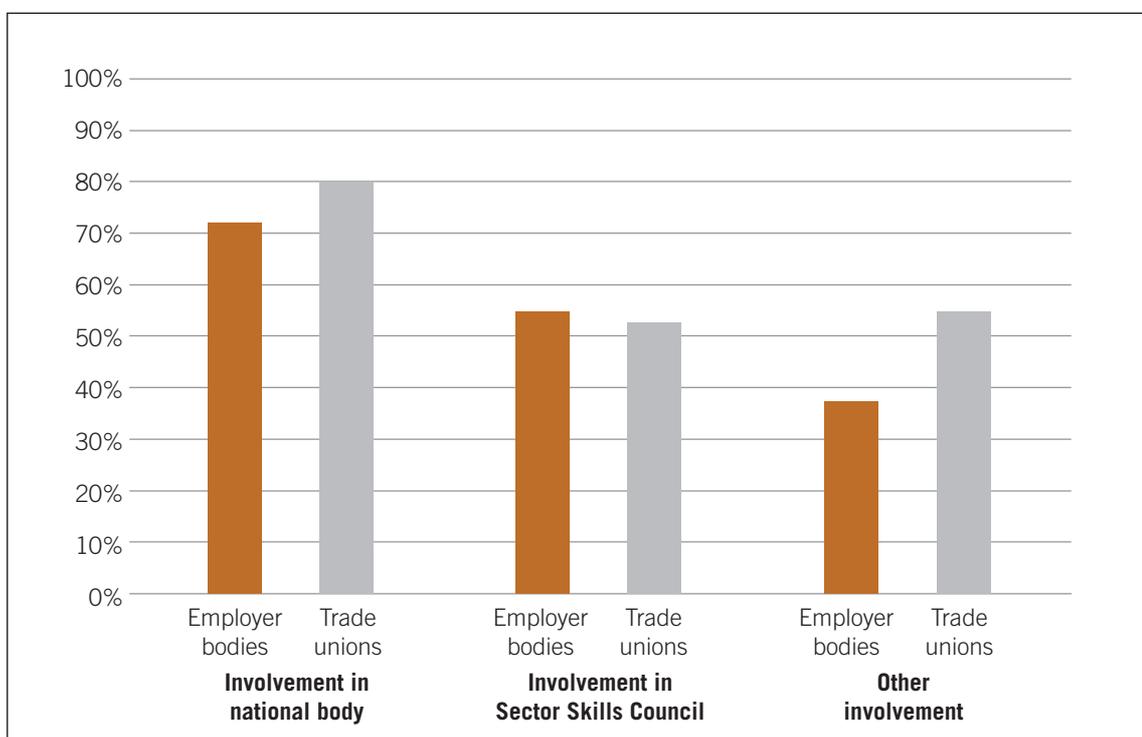
Theme 2: Social dialogue

Summary: Over half of the employers' and workers' organizations are involved in sector skills councils or similar bodies, and around three-quarters are involved in other types of national bodies relating to apprenticeship. Employer bodies have higher levels of dialogue with government than with trade unions, on almost all matters. Trade unions also have slightly more dialogue with government than with employer bodies.

Apprenticeships involve multiple-stakeholders, and effective coordination among them is a key factor for successful skills development through apprenticeships. Therefore, social dialogue, be it information sharing, consultation or negotiation between, or among, representatives of governments, employers and workers, is vital for the success of apprenticeship systems. Institutional involvement of workers' and employers' organisations in decision-making, through national or sectoral bodies, is important to assure social dialogue takes place in a systematic manner. Equally important is the quality of social dialogue, as it determines the extent to which social partners are able to influence key decisions regarding apprenticeships. The survey results reveal that there is room to strengthen the involvement of social partners in key decision-making regarding apprenticeships through constructive social dialogue.

Figure 3.2 presents the institutional involvement of workers' and employers' organisations in social dialogue through their formal participation in a national body that discusses topics

Figure 3.2. Percentage of responding organizations reporting involvement in national bodies relating to apprenticeships, in sector skills councils or similar, or other forms of social dialogue relating to apprenticeship



relating to quality apprenticeships, sector skills council or other bodies that play a similar role. Over half of the organizations were involved in social dialogue on apprenticeships at the sectoral level, and around three-quarters were involved at the national level. While the governance of apprenticeship systems differ by countries and key decisions on apprenticeships may take place at the national and/or sectoral level, it appears that there are missed opportunities in some countries for workers' and employers' organizations to be involved in decision-making regarding apprenticeships and skills development in general.

The following tables (3.2) give a list of the national bodies with which employers' organizations and trade unions engage, respectively.

Table 3.2a. National bodies with which the employers' organizations engaged

Country	Names of national bodies
France	CNCP; CNEFOP; COPANEF;
Germany	Alliance for Initial and Further Training; Board of BIBB (Federal Institute of VET).
Indonesia	Communication Forum for Apprenticeships Network and Committee of Vocational Education (FKJP)
Republic of Korea	HRD Korea
Russian Federation	Russian Tripartite Commission
South Africa	NEDLAC & NAMB National Artisan Moderating Body
Turkey	Vocational Education Board
UK	Apprenticeship Stakeholder Board

Table 3.2b. National bodies with which the trade union organizations engage

Country	Names of national bodies
Argentina	CSFC (Sectoral Council for Continuing Education)
Canada	Canadian Apprenticeship Forum and Canadian Council of Directors of Apprenticeship
China	State Council's employment and jobs ministerial meeting
France	CNCP; CNEFOP; COPANEF; FPSPP (Parity Fund for Securing Career Paths)
Germany	Board of BIBB (Federal Institute of VET); Alliance of Vocational and Further Training.
India	Standing Labour Committee, Indian Labour Conference; Tripartite Consultation
Russian Federation	Russian Tripartite Commission for the Regulation of Social and Labour Relations
South Africa	Human Resources Development Council (HRDC) and National Economic and Development Council (NEDLAC)

In their responses to this survey, half of the workers' organizations and a third of the employer bodies mentioned in their survey responses other mechanisms through which they communicate with regulators and other stakeholders. One example is the ongoing but non-institutional employer-government or tripartite discussions on apprenticeships. Another example is their involvement in specific national bodies relating to apprenticeships, such as qualifications- or standards-setting agencies. Replying to government inquiries was also mentioned as a means of dialogue.

The workers' and employers' organizations that participated in the survey indicated their involvement in social dialogue on a set of 13 specific topics. For each of these topics they specified the nature of social dialogue: negotiation and agreement; consultation; and exchange of information. The social partners were first asked about their social dialogue with the government; and then about their dialogue with the other social partners.⁸ Tables 3.2 and 3.3 provide an overview of the replies in a simplified format. Where the involvement of workers' or employers' organizations in a category of social dialogue on a specific topic is below 24 per cent, the corresponding cell in the tables indicates "L" – low. Where 25-49 per cent of organizations are involved, the tables record this as "M"- medium. Similarly, where the social partners' involvement in social dialogue is over 50 per cent, the tables indicate "H", and corresponding cells are shaded.

The tables indicate that employer bodies have higher levels of dialogue with government than with trade unions, on almost all matters, with only one topic -- 'employment after completion of training' -- being discussed to the same extent with both parties. The type of dialogue is mainly confined to consultation or to information being shared by the governments. The trade unions' involvement in negotiations with the government is even less common in matters pertaining to regulations on apprenticeships. The degree to which employers' organizations are involved in social dialogue varies significantly by country. For instance, the German employers' organization reported that they negotiated and agreed with the government on almost all the topics (table 3.3).

A similar pattern of social dialogue is observed in relation to workers' organizations: more dialogue with the government than with the employer bodies, but the differences are nuanced (table 3.4). They engage in social dialogue with both governments and employers more or less equally. Generally speaking, responses from workers' organizations demonstrate their active involvement in social dialogue. The gaps between the employers' report on their social dialogue with workers and that of workers with employers makes a stark contrast. The tables present a summary of survey responses as reported by the social partners.

Appendix 7 shows responses for individual countries for these two questions. It should be noted that in Appendix 7, reporting on questions 2.2 and 2.3 is for any type of social dialogue – negotiation, consultation or information sharing.

⁸ Full details may be seen in Appendices 3 and 4.

Table 3.3. Employers' organizations' reported involvement in social dialogue on various topics

	Dialogue with government			Dialogue with trade unions		
	Negotiation	Consultation	Information exchange	Negotiation	Consultation	Information exchange
1. Apprentices' wages	L	H	M	L	M	M
2. Non-working/training conditions	M	M	M	L	L	M
3. Availability of apprenticeship positions	L	L	H	L	L	L
4. Access of disadvantaged groups	L	M	M	L	L	L
5. Match between apprenticeship & enterprise skills needs	M	H	H	L	M	M
6. Employment after completion of training	L	M	M	L	M	M
7. High dropout rates	L	L	M	L	L	L
8. Quality of teachers and in-company trainers	L	M	M	L	L	M
9. Coordination among stakeholders	M	M	M	L	L	M
10. Regulatory and governance arrangements	M		H	L	L	M
11. Financial incentives for apprenticeships	M		H	L	L	L
12. Apprenticeship operation policies	M	H		L	M	L
13. Public perceptions about apprenticeships	L	L	M	L	L	L

Note: 0-24% = Low (L); 25-49% = Medium (M); 50%+ = High (H). Shaded boxes are 'high'.

Table 3.4. Trade union organizations' reported involvement in social dialogue on various topics

	Dialogue with government			Dialogue with employers' organizations		
	Negotiation	Consultation	Information exchange	Negotiation	Consultation	Information exchange
1. Apprentices' wages	M	M	M	M	M	L
2. Nonworking/ training conditions	M	H	M	M	M	M
3. Availability of apprenticeship positions	M	H	M	L	M	M
4. Access of disadvantaged groups	M	H	H	M	H	M
5. Match between apprenticeships & enterprise skills needs	L	H	H	M	H	M
6. Employment after completion of training	L	H	M	L	M	M
7. High dropout rates	L	M	M	L	M	M
8. Quality of teachers and in-company trainers	M	M	M	L	M	M
9. Coordination among stakeholders	M	H	M	M	H	M
10. Regulatory and governance arrangements	L	H	M	L	H	M
11. Financial incentives for apprenticeships	L	H	M	L	H	M
12. Apprenticeship operation policies	M	H	M	M	H	M
13. Public perceptions about apprenticeships	L	M	M	L	M	H

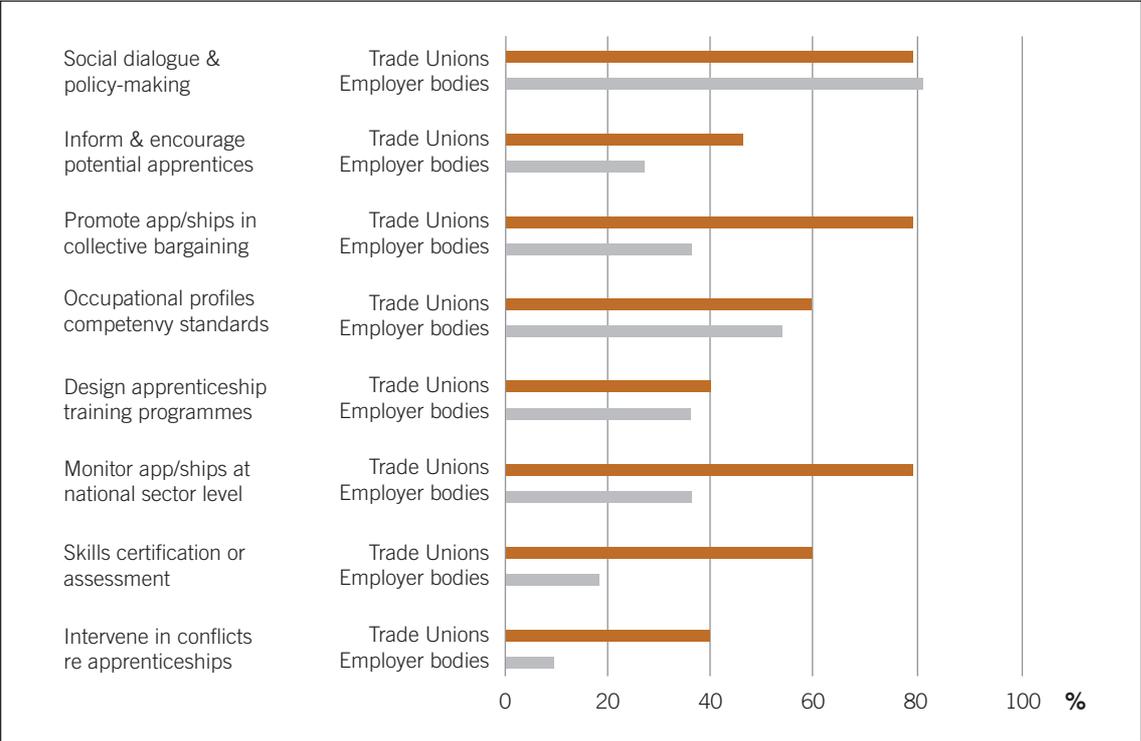
Note: 0-24 per cent = Low (L); 25-49 per cent = Medium (M); 50 per cent+ = High (H). Shaded boxes are 'high'.

Theme 3: Roles and responsibilities

Summary: Employers’ associations and trade union organizations see themselves as having many responsibilities in apprenticeship policy and practice. More than half of both employers’ associations and trade union organizations are active in policy-making and the development of occupational standards. There is moderate involvement in encouraging potential apprentices and designing apprenticeships. Employer bodies are active in advising their members; and trade union organizations are much more involved in operational activities related to apprenticeship programmes. Both types of organizations are keen to share good practices with bodies in other countries, and each provided a number of examples. Examples of these are showcased at the end of this section of the report.

In all countries, apprenticeships are dependent on the active participation of employers’ associations and trade union organizations in developing, maintaining, and implementing apprenticeship systems. These groups, through their day-to-day interactions with their members, have expert knowledge about the operation of apprenticeships. They have particular views of apprenticeships as a useful means of skills development for companies and for individuals. Theme 3 investigated what the organizations saw as their roles and responsibilities in apprenticeship systems. Figure 3.3 shows the extent of employers’ and workers’ organizations roles and responsibilities.

Figure 3.3. Roles and responsibilities of the organizations at a national level, in relation to quality apprenticeships (questions common to both groups)



It may be seen from figure 3.3 that the two types of organization, although both active in this area, had different priorities. While both were very involved in social dialogue and policy-making, and also in developing occupational profiles/competency standards, the trade union organizations were more active in monitoring apprenticeships and promoting apprenticeships in collective bargaining. They were also more active in operational matters such as skills assessment and solving disputes in apprenticeships⁹.

Each type of organization was asked about certain specific roles and responsibilities. A summary of the most common activities is provided below.

Roles and responsibilities undertaken by more than 70 per cent of employer bodies, in order of prevalence

- Inform and encourage enterprises to offer apprenticeship training
- Provide advice to member enterprises on apprenticeships

Roles and responsibilities undertaken by more than 80 per cent of trade union organizations, in order of prevalence

- Encourage workers' representatives to monitor working and training conditions for apprentices at the workplace
- Provide advice to workers' representatives on apprenticeships
- Negotiate working and training conditions on apprentices
- Build capacity of workers' representatives for apprenticeships
- Raise awareness of workers about apprenticeships

Employers' and workers' organizations were also asked to select and describe three initiatives undertaken during the last three years to promote quality apprenticeships, which they considered would be of interest to similar organizations in other countries. Their responses are presented in the 'Showcase of good practice by employers' and workers' organizations' at the end of this section. Many of the employers' organizations initiatives involved promoting apprenticeships to enterprises -- or more generally to potential apprentices and the social partners. While trade unions were also involved in such activities, the trade union organizations tended to be more active in advocating or working with government to strengthen dialogue to promote quality apprenticeship, and in negotiating with employers, monitoring implementation or addressing challenges. The employer bodies also suggested specific initiatives including: an on-line learning platform, residential accommodation for apprentices, and the monitoring and evaluation of the apprenticeship system. A number of the trade union organizations identified specific initiatives focusing on building the capacity of union representatives, whilst others identified initiatives around the conditions for, and remuneration of, apprentices.

⁹ Trade union responses to this and other questions of this nature might have been affected by the fact that two of the responding organizations, in Argentina and Australia, were sectoral rather than peak body organizations.

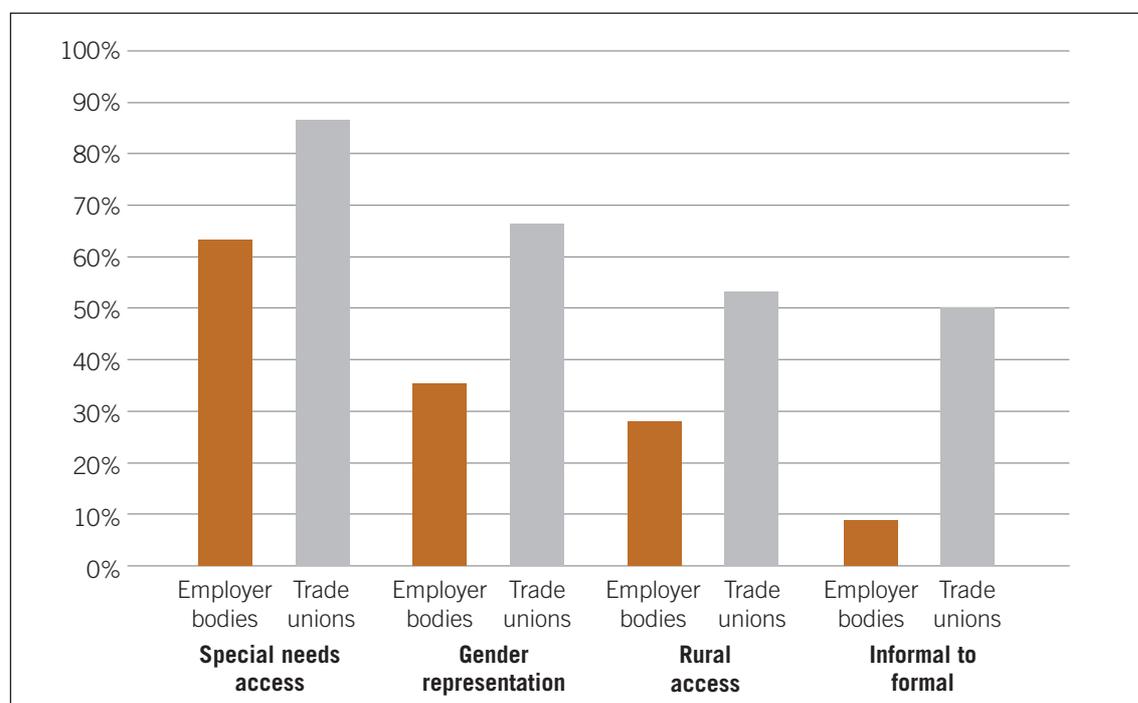
Theme 4: Inclusiveness

Theme 4 summary: For employers' and workers' organizations, activities to promote inclusiveness in apprenticeships are most common for identified special needs group, slightly less common for gender representation, and least common for access by rural people. Trade unions reported a higher degree of involvement than employers' organizations, being twice as active around gender and rural issues. The Canadian trade unions are particularly active in recruiting underrepresented groups such as women and Indigenous peoples, and improving access in rural and remote areas. Compared to other activities to promote inclusiveness, there is less activity in the conversion of informal to formal apprenticeships, which might be expected given that informal apprenticeships are not present in some countries.

Apprenticeships may help groups experiencing labour market disadvantage to find jobs, access training and forge career paths. They provide a structured and well-recognized path into permanent employment in quality jobs. For this reason it is important that apprenticeships are as open as possible to all groups in society. Moreover, employers benefit from a wider pool of applicants if apprenticeships are more accessible, helping with recruitment for hard-to-fill vacancies.

Question 5 in the survey contained a set of questions about respondents' actions to make apprenticeships more accessible and appealing to all social groups. The replies showed that very positive action was being taken to enable nationally-defined special needs groups to access apprenticeships.¹⁰ Both employers' and workers' organizations were very active generally in special needs access (figure 3.4, first set of columns).

Figure 3.4. Promotion/encouragement of access to apprenticeships for different social groups



¹⁰ A possible list of special needs groups was provided in the survey.

In the case of other types of special needs groups, over half of the trade union organizations make efforts to promote gender equality in occupations where one gender is under-represented, and to improve access for rural populations to apprenticeships. The social partners are less active in transforming informal apprenticeships into formal ones.

Special needs access for identified groups

The employer bodies identified a number of initiatives for special needs groups, some for specific groups and others that were more general. Migrants, refugees and people with disabilities were mentioned specifically. Employers' organizations have mounted campaigns (in the media and via events) to raise awareness more generally among employers, and have also worked in conjunction with governments.

Assistance for specific groups

- Germany: One initiative is 'TQ Plus' through which migrants and refugees participate in a partial qualification with additional modules that focus on learning the German language and integration.
- South Africa: Tax breaks and incentives are focused on youth and people with disabilities.
- Indonesia: Actions focusing on the youth and the disabled are taken by member companies and through the Indonesian National Apprenticeships Network.

General actions

- France: Actions are taken by members of trade and industry associations and regional MEDEFs
- United Kingdom: The employer organizations promotes awareness through online campaigns, advise the government on social mobility and hosting events focussing on apprenticeships for people with special needs.
- United States: Promotes apprenticeships broadly for workers of all categories; and member companies have targeted apprenticeships for specific groups, including youth and veterans.

Country	Good practice examples from employer bodies
Germany: BDA	One of the goals of the Alliance for Initial and Further Training, is to make it possible for more young people with less favourable initial prospects, young people with migration-related problems, and people with disabilities to enter vocational training. An example of this integration is the initiative "TQ Plus", enabling migrants and refugees to participate in a partial qualification. In addition to the basic partial qualification programmes, the first modules focus on learning the German language and integration.
Indonesia: APINDO	Through our member companies and in its capacity as a member of INAN, APINDO is a pioneer in a number of sectors such as the retail (youth and disabled) and automotive (youth and disabled) sectors.
UK: CBI	Promote awareness through online campaigns, give advice to Government officials on social mobility and host events with this direct focus.

Some trade union organizations reported that they made access to special needs groups a feature of their negotiations with employers. Also, like employers, workers' organizations provide assistance for specific groups: people with disabilities, migrants and indigenous people.

Assistance for specific groups

- France: The trade unions provide support for disabled apprentices.
- Canada: A major priority for the unions is to promote access to apprenticeship training for key groups that are marginalized from the labour force; the 11 examples of initiatives provided highlight the efforts to improve the participation of underrepresented groups, particularly indigenous peoples.
- South Africa: The workers' organizations undertake actions to improve national policies on apprenticeships for migrants.

Access is part of negotiations

- Germany: Special needs groups and apprenticeships are a central theme in negotiations and consultations.
- India: The trade unions promote this theme through wide publicity, and negotiation and consultation with the employers.
- Russian Federation: The trade unions promote the inclusion of apprenticeship policies in the General Agreement, and in regional-, branch- and enterprise-level agreements.

The following good practice examples show how structures within unions, or information provided to union representatives, can help improve access for special needs groups.

Country	Good practice examples from trade union organizations
Mexico: CTM	The Confederation of Workers of Mexico has a Secretariat to support vulnerable groups, which is responsible for providing all kinds of support for our colleagues, including their families.
United Kingdom: TUC	The TUC prioritizes widening access to high quality apprenticeships and publishes a number of guides for union representatives to support them to negotiate with employers, especially with regard to women, ethnic minority groups, disabled people and low-skilled people (including adult employees).

The Canadian Labor Congress was particularly active in this area, as shown in the box below.

Canadian Trade Union activities to promote inclusiveness in apprenticeships

It is a major priority for Canada's unions to promote access to apprenticeship training for key groups that are marginalized from the labour force. Here are a few examples of what Canada's unions are doing:

- Trade Winds to Success Training Society – This initiative involves nine construction unions in Alberta that recruit Indigenous adult learners for pre-apprenticeship training. See: <http://www.tradewindstosuccess.ca/>
- Hammer Heads – This initiative involves 28 construction unions affiliated to the Central Ontario Building Trades to recruit young women and men from under-resourced communities and under-represented groups for apprenticeships in construction. See: <http://hammerheadsprogram.com/>
- “Pathways to Shipbuilding” Indigenous Education and Apprenticeship Program – Canada's largest private sector union, Unifor, has partnered with the Irving Shipbuilding Inc. to recruit 20 Indigenous students for apprenticeships in metal fabrication. See: <http://www.unifor.org/en/whats-new/news/unifor-a-proud-partner-pathways-shipbuilding-pilot-program-aboriginal-trades-training>
- Helmets to Hardhats – This initiative involves 14 construction unions and recruits former members of the Canadian Armed Forces for apprenticeships in the construction industry. See: <http://www.helmetstohardhats.ca/en/home.htm>
- BladeRunners – Construction unions in British Columbia (BC) support the BladeRunners Program, which operates in 18 cities throughout the province. This programme helps at-risk youth gain the training and job skills needed to work in the construction industry. It also offers wrap-around services and ongoing support so at-risk youth gain the life skills they need to succeed. The program has a 66 per cent indigenous participation rate: <http://www.aadnc-aandc.gc.ca/eng/1100100021432/1100100021436>
- The Operating Engineers Training Institute of Ontario – This union has recruited and trained about 800 Indigenous people in the province of Ontario over the last eight years for the crane and heavy equipment sectors, including pre-apprentices and apprentices. See: <http://blog.ifebp.org/index.php/filling-skill-gaps-with-aboriginal-apprenticeship-program>
- The Alternate Pathways to Electrical Careers – The International Brotherhood of Electrical Workers (IBEW) Canada collaborates with the Aboriginal community in BC on this program to recruit Aboriginal youth interested in pursuing a career as an electrician. In many cases, Aboriginal students are not offered high enough levels of maths, science and English to qualify for an apprenticeship. This programme is designed to bridge that gap. See: <http://www.ibewcanada.ca/news/vancouver-pre-apprentice-program-expands-access/>
- IBEW Collective Agreement at Muskrat Falls – Many unions negotiate diversity provisions in collective agreements on major projects. This is one example from an IBEW collective agreement for the large Muskrat Falls project in the province of Newfoundland and Labrador, which includes clauses for creating apprenticeship opportunities for Indigenous peoples and women. See: <http://muskratfallsjobs.com/wp-content/uploads/2013/09/Transmission-TCEA-IBEW-1620-Collective-Agreement-2014-04-14.pdf> (pp. 14 and 35)
- The Labourers' International Union of North America (LiUNA!) Local 837 Aboriginal Training-to-Employment Program: over six weeks, this union programme offers skills training and union membership for 16 members of the nearby Six Nations of the Grand River and the Mississaugas of the New Credit First Nation (MNCFN) communities in Hamilton, Ontario. See: http://www.liuna.ca/index.php?option=com_content&view=article&id=35:liuna-leads-aboriginal-training-to-employment-program-spring-2016&catid=8&Itemid=106
- LiUNA! Partnership with the Assembly of First Nations (AFN): LiUNA! and the AFN have formed a partnership to assist and develop accessible initiatives for indigenous youth to participate in apprenticeship programmes and learn new skills and trades. See: http://www.liuna.ca/index.php?option=com_content&view=article&id=42:liuna-indigenous-committee-co-chairs-joseph-mancinelli-and-phil-fontaine-2016-interview-2&catid=8&Itemid=106

Gender representation

Four employer bodies and ten trade union organizations have taken action to promote gender equality in apprenticeships.

Examples given by employers' organizations in their replies were not specifically geared to apprenticeships. They included Germany's *MINT Zukunft schaffen* (MINT Create the Future), which focuses on science, technology, engineering and mathematics (STEM); and 'Girls Days' and 'Boys Days' in Germany where girls and boys learn about areas in which they are underrepresented; and 'Women In STEM' in the United Kingdom. South Africa mentioned that a policy on gender participation was currently being drafted. Although it is not targeted specially at apprenticeships, it would nonetheless help to attract women into apprenticeships.

The trade union organizations were more specific in their actions to promote gender equality in apprenticeships. They described specific institutional responses or programmes, such as the establishment of departments to promote women's participation, or initiatives with specific companies or sectors. Several reported that they have undertaken general campaigning on gender participation, with the United Kingdom mentioning specific activity in the engineering sector.

Specific institutional responses or programmes

- Argentina: The construction union (UOCRA) has a Department of Women.
- Canada: The unions have a strong focus on breaking down the barriers that prevent women from pursuing and succeeding in apprenticeships. Eight examples of specific initiatives were provided, some with individual companies and some at the national or provincial level, e.g. Build Together: Women of the Building Trades (national); Sisters in the Trades (Ontario); and the Unifor Women in Skilled Trades and Technology Awareness Program.
- China: Has established a gender department to protect the labour rights of women.

General

- The trade unions in the following countries refer to general 'promotion' or 'encouragement' by trade unions: Australia, France, Germany, India, Mexico, and South Africa.
- United Kingdom: The TUC campaigns to support women in key sectors, such as engineering where only 4 per cent of apprentices are women

Good practice examples of the trade union organizations follow here. In Canada, construction workers' unions have a number of programmes to involve women in apprenticeships. In South Africa, COSATSU is actively following the implementation of a government policy in this area, and has trained workplace representatives to monitor it.

Country	Good practice examples from trade union organizations
Argentina: UOCRA	The Department of Women of the Construction Workers Union of the Argentine Republic - UOCRA, has as its objective: to assist Construction Workers, Delegates and the Workers of the UOCRA Social Network, in different topics related to the defence of their labour rights, with their professional training and with their rights and those of their children and their family. In this framework, different training actions are being developed, such as: - "UOCRA Training Program - Women": The objective of the Program is union training for delegates, construction workers, and workers of the UOCRA Social Network; for the purpose of strengthening our Institution and improving union action for the benefit of the workers and their families. Workshops are held annually on the following subjects: Social protection for workers from a gender perspective; risks associated with gender roles; discrimination -- double working hours and sexual harassment; risks in construction from a gender perspective; ergonomic risk, physical risk, and chemical hazards.
South Africa: COSATU	<p>The current National Skills Development Program provides for very clear philosophies on the equity targets. It also specifies gender as a critical component, after race, in this respect. It stipulates that 50 per cent of learners should be satisfying the gender component, and that the skills legislation is incomplete if not evaluated in the light of the gender transformation Employment Equity Act. This Act emphasizes the development through the training of women. Our Federation training programmes equip shop stewards with the mechanisms to evaluate such movements.</p> <p>So far, both the public and private sectors of the economy are not doing well in terms of their overall scores with regards to gender transformation. The public sector is largely good in respect of racial transformation, but it is failing, overall, to take large numbers of women into apprenticeships programmes. Women therefore bear the brunt of the apartheid-colonial legacy, and are also not a priority of practical steps in apprenticeships and overall transformation. The practice in terms of data contradicts the noble policies of the country.</p>

Access to apprenticeships in rural areas

Both employers' and workers' organizations reported actions to promote apprenticeships in rural areas. However, trade unions presented more specific activities. Three employer bodies and eight trade union organizations had taken action on rural access. One trade union organization (South Africa) described it as a challenge as their membership was mainly urban-based. Two **employer bodies** identified that they had taken action in the past three years to improve access for people residing in rural areas to quality apprenticeships. These related to the provision of services or financial support.

- Germany: The Alliance for Initial and Further Training explores the mobility of apprentices in rural areas, through initiatives related to student exchanges and mobility assistance.
- The Republic of Korea: Accommodation is provided for apprentices.

Trade union organization actions on rural access to apprenticeships are generally related to advocating or working with governments to improve rural access; or to the exploration of e-technology solutions to the provision of training, to make it more accessible in rural areas. Canada was the only country that mentioned the provision of some financial support by trade unions.

Advocating for more provision of training in rural areas

- Russian Federation: The unions advocated an increase in spending on apprenticeships in rural areas

- China: In conjunction with the Ministry of Education, there is a ‘Learning Action’ project aimed at increasing the education, and technical and vocational skills, of rural migrant workers.

Alternative delivery methods

- Canada: Many unions are using e-learning, virtual classrooms and mobile training centres for people in rural and remote communities
- France: The CFDT supported (2017) a recent decree in favour of distance learning for apprenticeship schemes

Some more detailed good practice provisions are presented here.

Country	Good practice examples from trade union organizations
Canada: CLC	Many of Canada’s unions in the construction sector offer financial assistance and accommodation for apprentices from rural and remote areas to travel to their union training centres, which are located mainly in cities. Many of Canada’s unions are also using e-learning modules, virtual classrooms and simulators, and mobile training centres to deliver apprenticeship training for people living in rural and remote communities.
Russian Federation: FNPR	We lobbied (held consultations and negotiations with the government) the increase of budget spending on apprenticeships in rural areas.
South Africa: COSATU	We are now in the middle of the review period of our national spatial development planning (NSDP). One of the points in the database and assessment is the location or ‘sending area’ of the learners. Our strategy talks also about a bias to the poor (township) and rural areas. However, in a practical terms, this is a difficult issue to resolve, on account of the migration of both job seekers and learners from the rural areas to the urban ones.

Transformation of informal apprenticeships to formal apprenticeships

Only one employer body (Mexico) and six trade union organizations reported that action had been taken during the past three years on transforming informal apprenticeships into formal ones. As many of the responding countries do not have informal apprenticeships, this lower level of activity might be expected.

Good practices from each type of organization are described below. In Mexico, the topic is clearly of great importance to both employers’ and workers’ organizations. Indonesia’s response is not strictly referring to about formalizing informal apprenticeships, but is an interesting example of some benefits of formal apprenticeship being transferred to informal workers.

Employers' responses – only one reply	
Mexico: COPARMEX	Through the Global Apprenticeship Network we have encouraged the creation of a legal framework that aligns and standardizes the operability and guidelines to carry on these practices in the enterprises, generating more and better benefits to the enterprises and apprentices.
Trade union responses -- examples	
Argentina: UOCRA	UOCRA has promoted in the sector, and with the government, processes of evaluating and certifying workers' labour competencies. This mechanism allows to recognize knowledge that may have been acquired in non-formal or informal learning processes, and to provide formal recognition.
Indonesia: KSBSI	KSBSI has conducted training on negotiations and rights of workers at work, and advocates for informal workers, so that they are able to engage in collective bargaining with the employers. KSBSI is also promoting the social protection for workers in the informal sector.
Mexico: CTM	In Mexico, the two systems coexist and both are certified, since on-the-job learning is certified through competency standards and formally through certificates, diplomas and degrees. The informal system exists for example in companies, which send their workers to our centres, where they stay for three months, and obtain certificates in one or several processes. These are qualifications that are examined on the basis of competency standards, which are evaluated by professionals for a specific process. The formal part of the system consists on careers of several years of studies, diplomas, and masters. In the case of training for adults -- elementary or high school -- this may be undertaken in the company, trade union or at home. The examinations are implemented by the relevant educational authorities, which are also in charge of their certification.

While Australia, France and Canada do not have informal apprenticeships, their replies showed that they actively moved occupations into the apprenticeship system, or they awarded credit for prior learning or experience. These are both mechanisms which can formalize and extend apprenticeship systems.

Conclusion

It is evident that, for the most part, employers' and workers' organizations are very proactive in contributing to the growth and quality of apprenticeship systems in their countries.

Over 80 per cent of the workers' and employers' organizations that responded to the survey are active in raising awareness of apprenticeships, both among enterprises and also among the general public. They reported various actions they take to encourage enterprises to offer apprenticeship training. Employers' organisations inform their member companies about apprenticeships through workshops and websites. Workers' organizations negotiate with enterprises to increase the number of apprenticeship training positions through, for instance, collective bargaining and other channels of social dialogue.

Over half of the organizations are involved in sector skills councils or similar bodies, and around three-quarters are involved in other types of national bodies relating to apprenticeship.

Employer bodies have higher levels of dialogue with government than with trade unions, on almost all matters. Trade unions also have slightly more dialogue with government than with employer bodies.

Both employer associations and trade union organizations feel that they have many responsibilities in apprenticeship policy and practice. More than half of the employers' and trade union organizations are active in policy-making and the development of occupational standards. They are moderately involved in encouraging potential apprentices and designing apprenticeships. Employer bodies are active in advising their members; and trade union organizations are much more active in operational activities related to apprenticeship programmes. Both types of organizations are keen to share good practices with bodies in other countries, and each provided a number of examples – some of which are showcased at the end of this section.

In the case of both employers' and workers' organizations, activities to promote inclusiveness in apprenticeships are most common for identified special needs group, slightly less common for gender representation and least common for access to people living in rural areas. Trade unions have a higher degree of involvement than employers' organizations, being twice as active in the areas of gender and rurality. Compared to the other activities to promote inclusiveness, there is less activity in the conversion of informal to formal apprenticeships, which might be expected given that informal apprenticeships do not exist in some countries.

The examples of good practices, mentioned earlier in this section, follows here. The organizations wished to share this with the other countries.

Examples of good practices from employers' and workers' organizations

These initiatives were self-selected by the organizations, as those which might be of interest to other similar bodies overseas.

Country	Employer bodies		
France: MEDEF	'Beau Travail' (Good work) campaign – promoting trades	Support for WorldSkills, an international competition for young professionals under the age of 23 to promote, recognize and value the young persons' choice of vocational training .	Mobilization campaign on apprenticeship, in close connection with its members (sectoral federations), to change the image of this type of learning system, often considered as being a sign of failure
Germany: BDA	Partner in the Alliance for Initial and Further Training (formed 2014)	Participation in Federal Institute for VET (BIBB)	Principle of consensus: the initiative to develop or revise an occupational profile is usually taken by the social partners. The process itself is led by the BIBB which is made up of representatives of employers, trade unions, state governments and the federal government.
*India: AIOE	Organizes training workshops – to encourage members to promote apprenticeship training		
Indonesia: APINDO	Has produced a book – Best Practices of Apprenticeships in Indonesia (co-financed by ILO). It is uploaded to the APINDO website	Guide for the implementation of apprenticeships (co-financed by the ILO). Guide uploaded to APINDO website	Workshop – importance of apprenticeships and sharing best practice at APINDO branches
Mexico: COPARMEX	Mexican model of Dual Education (MMFD) professional training strategy, linking enterprises with the national technology education system	Global Apprenticeship Network (GAN)	
Republic of Korea: Hyundai	Periodic checking and monitoring of the operation of apprenticeship	Provision of residential accommodation for apprentices	
Russian Federation: RSPP	National Council for Professional Qualifications	National Agency for Qualifications Development	Federal Law (2016) – Independent appraisal of qualifications
South Africa: BUSA	GAN workshop (2017)	National Artisan Development Strategy Conference (2017)	ILO Future of work dialogue (2017)
Turkey: TISK	GAN Turkey Network		
United Kingdom: CBI	Social dialogue and policy-making on quality apprenticeships	B2B events to encourage enterprises to offer apprenticeships	Monitors and evaluates quality apprenticeship system following recent introduction of the apprenticeship levy in the United Kingdom
United States: USCIB	Roundtable (2017) on apprenticeships, involving employers, US Department of Labor, GAN and New York City (NYC) Mayor's office	Discussions (2017) about apprenticeship challenges in NYC and the potential for hospitality apprenticeships	USCIB's CEO is the Vice Chair of the Employment and Education task force at B20

Notes: * India and the Republic of Korea did not provide responses to the relevant questions, but Initiatives have been included derived from their responses to other questions.

Country	Trade union organizations		
Argentina: UOCRA	The UOCRA assesses the of health and safety conditions of proposed training spaces	It assesses for proposed training modules: school completions; the development of vocational training; and certifies instances of formal education with knowledge and skills development	Incorporate modules into all training covering health, security and rights, and labour obligations
Australia: CFMEU	The CFMEU successfully fought for increased wage rates for apprentices	It includes clauses on apprenticeships and training in all collective agreements	
Canada: CLC	The CLC has worked with the government to strengthen union-based apprenticeship training – New 'Union and Training Innovation Program'	Has collaborated in to negotiating 'Community Benefits Agreements' (publicly funded infrastructure projects) to maximize apprenticeship opportunities	Worked with government – new national programme 'Flexibility and Innovation in Technical training'
China: ACFTU	Innovative workshops	Master craftspeople mentoring apprentices	Subsidies
France: FO	Strengthened dialogue with government – promotion of companies' new form of apprenticeship	Gathering of social partners (2014) to lift barriers to apprenticeships	Successfully campaigned (2016) for improvements in remuneration and rights of apprentices
Germany: DGB	Report to improve apprenticeship conditions 'EETUC-Quality Framework of apprenticeships'	Framework encourages decent conditions, identifies need for regulatory frameworks and calls for involvement in shaping policies	Involved in European project - 'Unions4VET'
India: HMS	Contact with workers and social partners to gain support	Ongoing dialogue with management for better quality apprenticeships	Raises the issue of better quality apprenticeships in tripartite forums
Indonesia: KSBSI	Advocates that apprenticeships should meet labour market demand	Advocates improvement of the quality of public training centres needs to be improved	Stresses that unions should be involved in monitoring apprenticeship programmes
Mexico: CTM	Vocational training, where children of workers study professional careers, such as law, administration, psychology, economics, with a student boarding system, and scholarships	Certification through a national education centre – mirroring the German system and standards	Proposed creation of tripartite Industrial Innovation Centres
Russian Federation: FNPR	Advocates for government to pay for internships	Proposes that in the next General Agreement, there should be a binding commitment for employers to fund employees' skills improvement	Advocates for government to increase capacity of public VET facilities
South Africa: COSATU	Intervention in conflicts concerning apprentices	Builds capacity of workers' representatives to deal with apprenticeship issues	Engages in policy dialogue about quality apprenticeships
Turkey: HAK-IS	Encourages enterprises and training institutes to take on more apprentices	Has close cooperation with universities regarding work-based training	Provides information to university students about industrial relations and business life
United Kingdom: TUC	Development of the role of union learning representatives to extend support to apprentices	Development of union charters setting out quality standards and guides for union representatives	Development of online resources aimed at apprentices

4. Summary and conclusion

4. Summary and conclusion

The report sets out to analyse activity in the G20 countries in relation to the G20 Actions on Quality Apprenticeships, as described by the participating governments, employers', and workers' organizations; and to highlight examples of good practice. The high response rates to the surveys, particularly from governments and workers' organizations, indicate a strong level of interest around apprenticeship; the survey results show a great deals of activity relating to the Ten Actions. This confirms that apprenticeships are a major component of skill development policies.

This concluding section provides a “progress report” on activity around the Ten Actions, analyses factors that appear to help or hinder the development and operation of apprenticeship systems, and proposes policy recommendations.

As a reminder: the surveys were not intended to create a comprehensive picture of apprenticeships in the G20 countries, nor to evaluate the systems, but simply to record activities in light of the Ten Actions. Also, there are significant differences among countries in their respective apprenticeship systems, which have evolved according to social, cultural, economic, and historical circumstances. It should therefore be understood that the conclusions and that the policy recommendations in this section of the report may not all be relevant in all countries.

Levels of activity

Table 4.1 provides a summary of the proportions of government, employers' organizations, and workers' organizations reporting activity in each of the G20 agreed Ten Actions to promote Quality Apprenticeships¹. It should be noted that employers' and workers' organizations were not asked specifically about the Ten Actions, as their survey was organized around themes; however, some of the activities that they reported could be readily allocated to the Actions. This allocation did not prove possible for Actions 3, 8, and 10.

Table 4.1. Proportion of countries reporting activity, by each type of organization, for each of the Ten Actions

	The Ten Actions (summarized)	Proportion of governments (15 responded)	Proportion of employers' organizations (11 responded)	Proportion of workers' organizations (15 responded)
1	Establish national goals to expand and improve apprenticeships	High	High	Low
2	Raise the quality of apprenticeships by engaging social partners in a [listed] range of activities	Medium to high	High	High
3	Provide apprenticeships in more occupations, emerging sectors, and skill shortage areas	Medium	-	-
4	Foster businesses' engagement in apprenticeships, esp. SMEs	High	Medium to high	Low to medium

¹ The table takes into account the qualitative comments provided, as well as the responses to quantitative questions. The proportions relate to the numbers of responding organizations in each relevant category.

	The Ten Actions (summarized)	Proportion of governments (15 responded)	Proportion of employers' organizations (11 responded)	Proportion of workers' organizations (15 responded)
5	Safeguard workers' labour rights and occupational safety	Medium to high	Medium	High
6	Raise awareness of apprenticeships among all parties and the public	High	High	High
7	Improve access to apprenticeships for disadvantaged people	Medium to high	Low to medium	Medium to high
8	Strengthen partnerships between employers and vocational schools	Medium to high	-	-
9	Measures to upgrade and convert informal apprenticeships	Medium amongst relevant countries	Low	Medium
10	Expand apprenticeships globally through co-operation	Medium	-	-

Table 4.2 provides an at-a-glance indication of the most frequently reported actions, based on the government responses only.

Table 4.2. Total level of government activity across the G20 countries for the Ten Actions

Ten Actions on Quality Apprenticeship (summarized)	Level of activity across G20 (governments only)
Action 1. Establish national goals to expand and improve apprenticeships. Action 6. Raise awareness of apprenticeships among all parties and the public. Action 4. Foster businesses' engagement in apprenticeships, especially SMEs.	High
Action 2. Raise quality of apprenticeships by engaging social partners in a [listed] range of activities. Action 5. Safeguard worker labour rights and occupational safety. Action 7. Improve access to apprenticeships for disadvantaged people. Action 8. Strengthen partnerships between employers and vocational schools.	Medium to high
Action 3. Provide apprenticeships in more occupations, emerging sectors and skill shortage areas. Action 10. Expand apprenticeships globally through co-operation.	Medium
Action 9. Measures to upgrade and convert informal apprenticeships.	Medium amongst relevant countries

Note: Proportions relate to the numbers of governments providing responses.

When responses by workers' and employers' organizations are factored in (see table 4.3), the order shown in table 4.2 changes somewhat. In table 4.3, 'scores' are allocated to levels of activity by each type of organization (1= low, 5 =high), and averaged across the type of organization. The score in the second column reflects the average level of activity by all social partners.

Table 4.3. Total level of activity across the G20 countries for the Ten Actions – all social partners

The Ten Actions (summarized), in descending order of activity	'Score' averaged across all three types of organization*
Action 6. Raise awareness of apprenticeships among all parties and the public	5.00
Action 2. Raise quality of apprenticeships by engaging social partners in a [listed] range of activities	4.67
Action 5. Safeguard workers' labour rights and occupational safety	4.00
Action 8. Strengthen partnerships between employers and vocational schools (Government responses only)	4.00
Action 1. Establish national goals to expand and improve apprenticeships	3.67
Action 4. Foster businesses' engagement in apprenticeships, especially SMEs	3.67
Action 7. Improve access to apprenticeships for disadvantaged people	3.33
Action 3. Provide apprenticeships in more occupations, emerging sectors and skill shortage areas. (Government responses only)	3.00
Action 10. Expand apprenticeships globally through co-operation. (Government responses only)	3.00
Action 9. Measures to upgrade and convert informal apprenticeships	2.33

Actions 3, 8, and 10 are included in the table, but are shaded to indicate that no employer/worker levels were allocated for these Actions, because data were not gathered.

An analysis of table 4.2 shows that governments have prioritized: **Action 1** - Establish national goals to expand and improve apprenticeships; **Action 6** - Raise awareness of apprenticeships among all parties and the public; and **Action 4** - Foster businesses' engagement in apprenticeships, especially SMEs. Table 4.3 shows a more nuanced picture of activity, with variations as a result of one or other of the social partners having particularly high or low levels of activity in certain Actions. For example, workers' organizations play a leading role in workers' rights and occupational health and safety (Action 5); but they did not report activity around national goals. **Action 9** (conversion of informal to formal apprenticeships) shows a particularly low level of activity, and the most obvious explanation for the lower level of activity is that fewer countries have informal apprenticeships.

When considering these tables and the discussion, it should be remembered that even though some Actions were less prevalent across countries, there were nevertheless always countries where there was activity, and where good practice examples were provided. The good practices

may be seen at a glance in the Showcases of government, employer and trade union good practices earlier in the report.

Policy directions

What are the major policy directions?

The information collected shows that very clear policy directions are developing. Countries are actively engaged in promoting and expanding their apprenticeship systems in what appears to be a new “gearing up” for apprenticeship systems. All the social partners are active in promoting and marketing apprenticeships to all relevant parties -- employers, potential apprentices, parents -- through the various means of negotiation and influence that they have. They are all making efforts, for example, to rectify the poor image of VET, and widening apprenticeships’ reach, including establishing higher apprenticeships. In recent times, the introduction of financial incentives for apprentices has increased, as have programmes to incorporate disadvantaged groups, although the inclusion of rural people remains a problem.

The main policy thrust seems to be around employment rather than training matters, with apprenticeship conceived as a major labour market instrument.

What are the major gaps?

While there has been a great deal of activity, the following gaps can be identified. While countries are seeking to expand apprenticeships, there is still an uneven spread across industry areas, with some countries’ provision being confined to just a few industry areas. Countries spend a great deal of funds on advertising (in all types of media), but only a few mention personal visits to schools by employers or apprentices, which could be just as, or even more, effective.

The engagement of the social partners in some aspects of apprenticeships could be improved. Some survey responses showed distrust of the other parties or dissatisfaction with specific policy directions; also, some government responses indicate that different levels of government do not always collaborate or communicate closely with each other.

Finally, the “problem” of informal apprenticeships (Action 9) remains a matter without much reported policy attention, probably because most G20 countries have more developed economies. For the countries which do have identified informal apprenticeship systems, other studies have identified potential actions including ways in which informal apprenticeships can adopt some features of formal systems (e.g. ILO 2012; Smith and Brennan Kemmis, 2013b).

What helps to develop apprenticeship systems?

Table 4.1 has shown that some Actions have been adopted to a lesser extent than others. Two enabling factors seem to assist in progressing quality apprenticeships. These are *social partner engagement* and *national structures and forums*.

Engagement of the social partners

The report has shown (e.g. Figure 2.3) high levels of dialogue between governments and employers’ and workers’ organizations. Such dialogue is clearly accepted as a normal part of apprenticeship systems. Despite current high levels, nearly all governments were also seeking to improve the engagement. There is a clear recognition that all parties need to work together to make apprenticeships work; and this indicates the current health and future sustainability

of apprenticeship systems. Without such engagement, the G20 Actions could not be implemented. Governments report a slightly more intense involvement of employers' than of workers' organizations, with employers more likely to be involved in government decision-making.

However, employers' and workers' responses show that both types of organizations are more likely to have dialogue with governments than with each other. The reported level of engagement (low or moderate) on operational matters such as drop-out rates and the quality of training merits social partners' attention.

National structures to develop and maintain apprenticeship systems

The survey gathered a great deal of information about structures and forums involved in the governance and management of apprenticeship systems. Reference was frequently made to national structures within which apprenticeships were discussed, policies formulated, and marketing campaigns created. These structures exist at industry level or at peak body level; or consist of national forums and committees where stakeholder groups each have a voice. Sectoral skills councils are common, usually to gather information about industry needs and advise on curriculum; in some cases, the relevant industry associations take on that role. In addition, all three social partners mobilize around specific initiatives. These seem to be most successful; resentment may occur (and was reported via the survey), where one of the social partners is excluded.

As well as these national structures, trade unions and employers have their own groups or departments, which work to promote and encourage apprenticeships. Trade union organizations are more likely to have special sections working on inclusivity initiatives. Several employers' organizations made reference to their country branches of the Global Apprenticeship Network (GAN).

All countries mentioned different levels of government involvement in apprenticeships. These are typically national, state/provincial, and sometimes local. Coordination among these various levels of government was not a topic addressed by the Ten Actions, but some survey responses indicated that coordination is not always strong.

What impedes the ongoing development of apprenticeship systems?

The employers' and workers' organizations were asked a specific question about challenges encountered when trying to implement a specific quality apprenticeship initiative. Challenges identified by employers' organizations were:

- Difficulties with monitoring rapidly expanding apprenticeship systems;
- Difficulties in encouraging employers to participate in the system, sometimes due to the complexity of the system;
- Insufficiently robust legal framework;
- Low status of apprenticeships;
- Narrow occupational coverage;
- Perceived unfairness in distribution of financial incentives.

One specific and detailed example was provided by an employers' association. The association had collaborated with the government and other employers' organization to recruit a large number of companies who pledged to employ apprentices. The challenges encountered were: the process of engaging local governments; resistance from trade unions who feared that

apprentices would be used as cheap labour; and the economic situation which was not favourable to retention after completion.

The trade unions reported some of the same issues and also added the following:

- Over-emphasis by the government on specific groups of people (e.g. young people);
- Lack of specificity in requirements relating to the proportion of apprentices in companies obtaining government contracts;
- Graduation “bottlenecks” into permanent employment, in one case due to a waiting list for centralized trade testing and in other instances due to the economic situation;
- Low quality training by private providers.

The responses show that some inhibitors are legislative or structural; others relate to the ways in which funding is available or is allocated; and others relate to specific blockages in the operational systems. It is likely that a more general question about issues and challenges in countries’ apprenticeship systems (as opposed to a question about a specific initiative) would elicit a longer list of issues.

What is needed to assist policy-makers?

The activities reported by governments and by the social partners build upon the existing nature of their apprenticeship systems and the social and economic contexts in their countries. As previously seen, this sometimes made it difficult to interpret the comments of those who responded, who often “took for granted” but did not explain the existing situation. For countries seeking to learn from others, such information would have been helpful.

The surveys did not, of course, set out to map all existing practices in apprenticeships; but future surveys of activities could also update some basic information on each national system to make analysis easier. This could include matters such as: proportion of the workforce involved in apprenticeships; apprentice employment status; levels of remuneration; regulatory requirements for on-the-job and off-the-job training; and so on. Despite many international studies (e.g. Smith & Brennan Kemmis, 2013a; Chankseliani et al, 2017; Fazio *et al*, 2017) an internationally agreed framework of data to describe and measure apprenticeship systems does not yet exist. This would be an extremely useful tool for the future.

This report shows that the G20 Initiative to Promote Quality Apprenticeships, based on the Ten Actions, is helping to guide the activities not only of governments but also of many other constituents in apprenticeship systems. The framework is clearly of great value. As societies and economies continue to evolve, there is an opportunity to add additional Actions. For example, since these Actions were set in 2016, there have been rapid developments affecting the “future of work” including the “gig economy” (Gershon, 2017; Healy, Nicholson, & Pekararak, 2017) and “Industry 4.0” (Loveder, 2017) impacting many sectors of the economy, as well as large migration flows. These are already being discussed around the world. For example, these issues were discussed at a six-nation forum convened by the ILO’s Bangkok Office on “Skills and the Future of Work”² in 2017. Over time, consideration could be given to the progressive addition of extra Actions, to address evolving matters of this nature. This would facilitate the sharing of good practices into the future.

² ILO: *Regional meeting on skills and the future of work: Strategies for an inclusive growth in Asia and the Pacific* (Bangkok, 12-13 October 2017).

Potential areas of policy actions

The findings of the survey point to a wide range of policy actions to promote Quality Apprenticeships, potentially including:

Stronger vertical coordination: Most countries have various levels of governance for apprenticeship systems -- e.g. national, provincial, regional, local. Some countries appear to have less effective methods than others for coordinating and communicating among the layers of government. There is a need for countries to have strong vertical and horizontal coordination, enabling the different levels of government to talk and plan together. This calls for strong leadership from national governments.

More consistency in the involvement of the social partners: While there are reported high levels of dialogue between governments, employers' organizations, and trade unions, the information gathered through the surveys suggest that there may be a need to involve more fully all parties in initiatives such as pilot programmes and also in the direct formulation of policy. It is recognized that whilst this would not be straightforward, the potential benefits of increased ownership and engagements would more than compensate.

More attention to operational matters: The findings indicate problems in the actual quality of training and of trainers, and of linkages to qualification systems. More attention should be given to attrition rates and conversion into permanent jobs. In general, the monitoring systems need to be improved.

The addition of occupations to the apprenticeship "list": The simplest way to provide the benefits of apprenticeship to more companies, more workers and to economies is to "apprenticize" more occupations. While some countries are very active in this area, others are not. Systems to add occupations will become increasingly important with rapid advances in technology and new forms of employment.

It is hoped that, when evaluating and developing policy actions, the various countries will use this report as a comprehensive repository of systems and practices in apprenticeship. The information about practices in other countries may provide an impetus to consider these matters anew; and the good practice examples will assist in identifying the appropriate actions to take.

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APPENDIX 1: The three survey instruments

This appendix includes the three surveys used for the government, employer, and trade union respondents. Each survey had an introductory section. To save space, the introduction has been extracted and presented here first. Consequently, the introductory section has been removed from each of the three survey instruments presented here.

Introduction to all surveys

This version that follows is from the government survey. There were some slight variations in wording among the surveys for the three respondent groups, but they were all essentially the same.

1. Background

In order to support implementation of the G20 Initiative (see box below), the ILO offers its support to promote knowledge sharing of good practices and peer learning among policy-makers and social partners from the G20 members. This survey, survey report and a peer-learning workshop, are planned under this initiative.

G20 Initiative to Promote Quality Apprenticeships.

G20 countries have focused significantly on promoting Quality Apprenticeships across the globe. At the G20 Labour and Employment Ministers' Meeting in Beijing, 2016, the ministers agreed to take action and improve apprenticeships in the member states on a voluntary basis and as appropriate to national circumstances. The Meeting was followed by the G20 2016 Summit in Hangzhou, where world leaders notably endorsed the G20 Initiative to Promote Quality Apprenticeships¹ with policy priorities of increasing the quantity, quality, and diversity of apprenticeships.¹ They also agreed to further develop the G20 employment plans to address these commitments and monitor progress in a systemic and transparent manner.²

The G20 Labour and Employment Ministerial Meeting Declaration, *Innovative and inclusive growth: Decent work, enhanced employability, and adequate job opportunities*, launched the G20 Initiative to Promote Quality Apprenticeship which is composed of ten actions:

1. Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.
2. Raising the quality of apprenticeships by fully engaging social partners in the design, development and delivery of apprenticeship and ensuring a strong work-based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems).
3. Promoting apprenticeship programmes in a broad array of occupations and sectors, particularly emerging sectors and those with skill shortages.
4. Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/ appropriate sharing of costs among employers, providers and public authorities.

¹ G20 Leaders' Communique Hangzhou Summit, 4-5 September 2016, (G20, 2016) China, available at: http://www.g20chn.org/English/Dynamic/201609/t20160906_3396.html [accessed 30 March 2017].

² Ibid.

5. Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.
6. Implementing the initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.
7. Improving access to quality apprenticeship for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.
8. Strengthening partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.
9. Supporting programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.
10. Expanding quality apprenticeship globally, including through technical cooperation and regional initiatives.

Source: The G20 Labour and Employment Ministerial Meeting Declaration, available at: https://www.bmas.de/SharedDocs/Downloads/DE/Thema-Internationales/g20_labour-and_employment-ministerial_declaration_peking.pdf?__blob=publicationFile&v=4

2. Objectives of the survey

This survey has the following three objectives:

- To systematically gather knowledge on national initiatives to promote quality apprenticeships according to the G20's 2016 ten agreed actions, and to make it available for policy-makers and the social partners;
- To map the reported initiatives against these ten action points of the G20; and
- To identify a base line against which progress of the G20 Initiative can be monitored in the future.

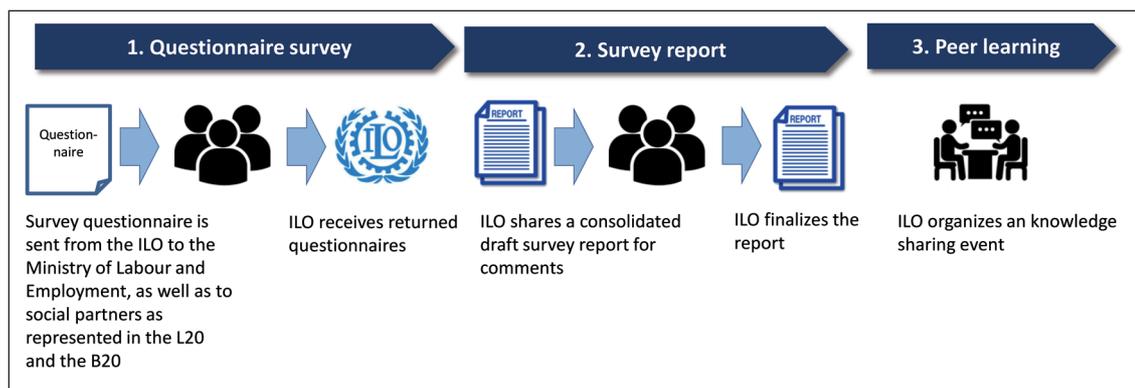
3. Use of information: The survey report

Information collected from this survey questionnaire will be used to compile a survey report. The report will be structured using separate sections for each of the ten actions. Each country's response will be collated in the draft report and used to identify potential good practices and exemplars under each action point for future consideration by G20 members. The draft report will be shared with you for your comments and validation. Once finalized, the report will be shared with G20 members and disseminated if required as agreed.

4. Promotion of peer learning

The ILO will organize a peer-learning workshop where policy makers and social partners from the G20 member states will share good practices and discuss what works to promote and improve apprenticeships. The details of the workshop will be communicated to you later this year.

5. Survey implementation process



6. Definition of quality apprenticeships

For the purpose of this survey, quality apprenticeships are described as:

Quality Apprenticeships are a unique form of technical vocational education and training, combining on-the-job training and off-the-job learning, which enable learners from all walks of life to acquire the knowledge, skills and competencies required to carry out a specific occupation. They are regulated and financed by laws and collective agreements and policy decisions arising from social dialogue and require a written contract that details the roles and responsibilities of the apprentice and the employer and provides the apprentice with remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification.

ILO SURVEY ON INITIATIVES TO PROMOTE QUALITY APPRENTICESHIPS**- GOVERNMENT-**

Action 1. Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.

1.1. Are there national goals or targets to develop, expand and improve apprenticeship programmes?

Yes No

If “Yes” please go to question 1.3.

If “No”, please go to question 1.2. and then proceed to Section 2.

1.2. Are there any discussions/plans to set national goals or targets? If yes, what type of goals and targets?

Yes No

1.3. Do you have quantitative national goals or targets to develop and/or expand apprenticeship programmes (e.g. increase the number apprentices to x by year yyyy; increase the occupation coverage by 10%)? If “Yes”, please describe them. If “No”, do you have any plans to introduce numerical goals and targets?

Yes No

1.4. Do you have other national goals or targets to improve apprenticeships programmes (e.g. introduce new assessment systems to allow issuance of NQF qualifications)? If “Yes”, please describe them.

Yes No

1.5. Do you have any goals or targets to introduce higher level apprenticeships? If “Yes”, please describe them.

Yes No

Action 2. Raising the quality of apprenticeships by fully engaging social partners (governments, employers’ and workers’ organizations) in the design, development and delivery of apprenticeship and ensuring a strong work-based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems).

2.1 To what extent do you engage social partners (e.g. employers’ and workers’ organizations) in the design, development and delivery of apprenticeships? Please indicate with the following 0-4 scale:

- 4: Actively involved in implementation
- 3: Involved in decision-making
- 2: Consulted for opinions but not involved in decision-making
- 1: Informed
- 0: Not involved

- Apprentices may receive an apprenticeship certificate, but it is not a formal educational credential
- Other. Please describe: (_____)

Action 3. Promoting apprenticeship programmes in a broad range of occupations and sectors, particularly emerging sectors and those with skill shortages.

3.1. For which occupations¹ is apprenticeship training available? Please mark "X" to all that apply.

1 Managers

- Chief Executives, Senior Officials and Legislators
- Administrative and Commercial Managers
- Production and Specialized Services Managers
- Hospitality, Retail, and Other Services Managers

2 Professionals

- Science and Engineering Professionals
- Health Professionals
- Teaching Professionals
- Business and Administration Professionals
- Information and Communications Technology Professionals
- Legal, Social and Cultural Professionals

3 Technicians and Associate Professionals

- Science and Engineering Associate Professionals
- Health Associate Professionals
- Business and Administration Associate Professionals
- Legal, Social, Cultural and Related Associate Professionals
- Information and Communications Technicians

4 Clerical Support Workers

- General and Keyboard Clerks
- Customer Services Clerks
- Numerical and Material Recording Clerks
- Other Clerical Support Workers

¹ The list of occupations follows the 2008 International Standard Classification of Occupations. For details see: <http://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm>

5 Services and Sales Workers

- Personal Services Workers
- Sales Workers
- Personal Care Workers
- Protective Services Workers

6 Skilled Agricultural, Forestry, and Fishery Workers

- Market-oriented Skilled Agricultural Workers
- Market-oriented Skilled Forestry, Fishery, and Hunting Workers
- Subsistence Farmers, Fishers, Hunters and Gatherers

7 Craft and Related Trades Workers

- Building and Related Trades Workers (excluding Electricians)
- V Metal, Machinery, and Related Trades Workers
- Handicraft and Printing Workers
- Electrical and Electronic Trades Workers
- Food Processing, Woodworking, Garment, and Other Craft and Related Trades Workers

8 Plant and Machine Operators and Assemblers

- Stationary Plant and Machine Operators
- Assemblers
- Drivers and Mobile Plant Operators

9 Elementary Occupations

- Cleaners and Helpers
- Agricultural, Forestry, and Fishery Labourers
- Labourers in Mining, Construction, Manufacturing and Transport
- Food Preparation Assistants
- Street and Related Sales and Services Workers
- Refuse Workers and Other Elementary Workers

3.2. Do you have any plans to expand the occupations for which apprenticeships are available? If so, which sectors or occupations?

- Yes No

3.3. Do you identify or anticipate skills shortages, especially in emerging sectors?

- Yes No

If “Yes”, do you promote apprenticeships to address the identified skills shortages? If “Yes”, what specific initiatives or strategies have been taken in the past three years in order to promote apprenticeships to alleviate skills shortages (e.g. providing financial incentives to companies who train apprentices for the occupations that face skills shortages)?

Yes No

Action 4. Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/ appropriate sharing of costs among employers, providers and public authorities.

4.1. What measures are implemented to foster the engagement of small- and medium-sized enterprises (SMEs) in apprentices (e.g. a dedicated unit/hotline is established to provide guidance to employers regarding apprenticeships)?

4.2. Are there mechanisms through which SMEs’ skills needs are identified and communicated to training regulators and providers?

Yes No

If “Yes” please briefly describe the mechanisms.

4.3. Have you carried out legal or regulatory reforms on apprenticeships in the past five years which incentivized or facilitated employers, especially SMEs to offer apprenticeship training (e.g. social security premium is partly covered by the government for SMEs)?

Yes No

If “Yes” please briefly describe the reform.

4.4. How are the costs of providing apprenticeship training shared among employers, providers, public authorities, and apprentices?

Action 5. Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.

How are working and training conditions determined? Please mark “X” where it applies.

	Regulated by law	Determined by collective bargaining	At employers’ discretion	Not applicable	Other (please describe)
Financial remuneration (wages, allowances)					
Leave entitlement					
Social security coverage					
Training contents					
Training and working hours					

5.2 For training at workplaces, which type of contracts do apprentices receive?

- Employment contract
- Training contract
- Other. Please describe: (_____)

5.3 What social security coverage is provided by employers to apprentices as part of their contract of employment or training? Please mark “X” to all that applies.

- Health insurance
- Insurance against occupational injury
- Unemployment insurance
- Retirement pension
- Other. Please describe: (_____)

Additional question²:

Please mark “X” where it applies.

	Covered by virtue of apprenticeship contract (insurance premium paid by employer, VET institution, or by the government)	Covered by virtue of citizenship, irrespective of apprenticeship training	Not covered, unless apprentices insure themselves
Health insurance			
Insurance against occupational injury			
Unemployment insurance			
Retirement pension			

5.4 Do you have targeted measures to ensure that employers who take on apprentices respect labour rights and occupational safety and health?

- Yes No

If “Yes” please briefly describe them.

² This question was added to distinguish social security coverage by virtue of apprenticeship contracts and by citizenship. It was sent to government survey respondents in April 2018.

Action 6. Implementing initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.

6.1. Have any initiatives been implemented to raise awareness and highlight the benefits of apprenticeships?

Yes No

If “Yes” please go to question 6.3.

If “No”, please go to question 6.2. and then proceed to section 8.

6.2. Are there any discussions/plans to raise awareness and advocate apprenticeships? If “Yes”, what initiatives are being considered?

Yes No

6.3. Please describe the initiatives for the target audience (e.g. dedicated website, leaflet, media campaign).

a. Enterprises

b. Career and vocational guidance counsellors

c. Jobseekers

d. General population/potential apprentices

Action 7. Improving access to quality apprenticeship for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.

Have you taken any steps to improve the access to quality apprenticeship for disadvantaged groups?

Yes No

If “Yes” please go to question 7.3.

If “No”, please go to 7.2. and then proceed to section 8.

7.2. Are there any discussions/plans to improve access to quality apprenticeships for disadvantaged groups? If “yes”, what initiatives are being considered?

Yes No

7.3. What disadvantaged groups (e.g. women, single parent, NEET, long-term unemployed, people with disabilities, migrant workers, ethnic minorities) are subject to various public support to improve their access to apprenticeships?

7.4. If you have improved access to quality apprenticeships for disadvantaged groups, what method(s) were used? Please mark “X” in the corresponding boxes.

- Income subsidies
- Training credits:
- Pre-apprenticeship programmes:
- Affordable quality child care:
- Family-friendly work opportunities:

If there are other methods, please briefly describe them.

Action 8. Strengthening partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.

Have any initiatives been taken to strengthen partnerships between enterprises and vocational schools in apprenticeship programme design, delivery and certification?

- Yes No

If “Yes” please go to question 8.3.

If “No”, please go to 8.2 and then proceed to section 9.

8.2. Are there any discussions/plans to strengthen partnerships between businesses and vocational schools? If “yes”, what initiatives are being considered?

- Yes No

How do you strengthen partnerships between businesses and vocational schools in terms of apprenticeship programme design, delivery and skills certification (e.g. Apprenticeship programmes are proposed/revised by the sector skills council which involves sector business and school representatives; skills exams are jointly implemented by the school and the company)?

Action 9. Supporting programmes to upgrade informal apprenticeship³ and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.

9.1. Do informal apprenticeships operate in your country?

Yes No

If “no”, proceed to section 10.

9.2 Have you supported programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy?

Yes No N/A

If “Yes” please go to question 9.4.

If “No”, please go to 9.3. and then proceed to section 10.

9.3. Are there any discussions/plans to assist in upgrading informal apprenticeships into the formal economy?

Yes No

9.4. Please provide supporting examples for the following methods used to upgrade informal apprenticeships (if applicable).

Certification and recognition of prior learning:
Supplementary training:
Other:

Action 10. Expanding quality apprenticeship globally, including through technical cooperation and regional initiatives.

10.1. Are apprenticeships promoted by your government in other countries? (e.g. technical cooperation projects abroad, conferences for knowledge sharing, financing)

Yes No

If “Yes”, please share good examples of such initiatives and/or weblink.

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Thank you for your cooperation with the survey.

ILO SURVEY ON INITIATIVES TO PROMOTE QUALITY APPRENTICESHIPS

- EMPLOYERS-

1. Awareness raising

1.1. Does your organization encourage your member enterprises to offer apprenticeship positions? If “Yes”, please briefly describe what you do.

Yes No

1.2. Does your organization raise awareness of apprentices among the general public, especially young people and parents about apprenticeships? If “Yes”, please briefly describe what you do.

Yes No

2. Social dialogue

Social dialogue includes all types of negotiation, consultation or simply exchange of information between, or among, representatives of governments, employers and workers.

2.1. In what ways is your organization involved in formal/institutionalised social dialogue regarding quality apprenticeships? Please mark “X” to all that apply.

Formal involvement in a national body that discusses topics related to quality apprenticeships.

If “Yes”, what is the name of this body? (_____)

Formal involvement in a sector skills council or other sector-level bodies.

Other (please describe: _____)

2.2 During the past one year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with the GOVERNMENT? Please mark “X” to all that apply. If the topic was not discussed, please select “N/A”.

Social dialogue with the GOVERNMENT	Negotiation and agreement	Consultation	exchange of information	N/A
Wages/allowances of apprentices				
Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)				
Availability of apprenticeship positions				
Access of disadvantaged groups of workers to apprenticeship training				
Match between apprenticeship training and skills needs of enterprises				
Employment of apprentices in the occupations they are trained for after completion of training				
High dropout rates of apprentices				
Quality of VET teachers and/or in-company trainers				
Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)				
Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)				
Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)				
Policies specific to apprenticeships (e.g. assessment, certification, pathways)				
Perceptions of the youth and parents about apprenticeships (e.g. social marketing)				
Other (please describe: _____)				

2.3 During the past one year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with TRADE UNIONS? If the topic was not discussed, please select "N/A". Please mark "X" to all that apply.

Social dialogue with the TRADE UNIONS	Negotiation and agreement	Consultation	exchange of information	
Wages/allowances of apprentices				
Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)				
Availability of apprenticeship positions				

Access of disadvantaged groups of workers to apprenticeship training				
Match between apprenticeship training and skill needs of enterprises				
Employment of apprentices in the occupations they are trained for after completion of training				
High dropout rates of apprentices				
Quality of VET teachers and/or in-company trainers				
Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)				
Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)				
Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)				
Policies specific to apprenticeships (e.g. assessment, certification, pathways)				
Perceptions of the youth and parents about apprenticeships (e.g. social marketing)				
Other (please describe: _____)				

3. Roles and responsibilities

3.1. What are roles and responsibilities of your organization (employers' organization at the national level) regarding quality apprenticeships? Please mark "X" to all that apply.

- Engage in social dialogue and policy-making on quality apprenticeships
- Inform and encourage enterprises to offer apprenticeship training
- Inform and encourage potential apprentices to undergo apprenticeship training
- Provide advice to member enterprises for quality apprenticeships
- Promote inclusion of quality apprenticeships in collective bargaining arrangements
- Develop and/or revise occupational profiles, competency standards and/or qualification standards relevant to apprenticeships
- Design apprenticeship training programmes
- Match enterprises with VET institutions
- Accredite enterprises and/or workplace trainers that are responsible for apprentices
- Accredite training providers
- Help recruit apprentices as an intermediary
- Coordinate apprenticeship training when more than one enterprise is involved in training
- Provide training to in-company trainers/mentors and certify their skills
- Assist enterprises in the implementation of quality apprenticeships programmes

- Monitor and evaluate the quality apprenticeship system at the national and/or sector level(s)
- Participate in skills certification (e.g. assessment)
- Intervene in conflicts concerning apprenticeship training if they cannot be resolved at the company level
- Other than above (please describe: _____)

3.2. Of the initiatives that your organization undertook in the past three years to promote quality apprenticeships, choose three initiatives that you think would be of interest to employers' organizations in other countries. Please provide a brief description for each of them.

3.3 Of the initiatives that your organization undertook in the past three years to promote quality apprenticeships, choose one initiative where you faced particular challenges with implementation. Please provide a brief description of the initiative and the challenges.

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4. Inclusiveness

4.1. Does your organization promote access to quality apprenticeships for people with nationally identified special needs (e.g. youth, women, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded)? If "Yes", please briefly describe what you do.

- Yes No

--

4.2 Does your organization encourage women/men to undertake apprenticeships for occupations in which women/men are under-represented? If “Yes”, please briefly describe what you do.

Yes No

4.3. In the past three years has your organization taken any action to improve the access for people residing in rural areas to quality apprenticeships? If “Yes”, please briefly describe the action.

Yes No

4.4. In the past three years has your organization taken any action to transform informal apprenticeship into formal ones? If “Yes”, please briefly describe the action.

Yes No

Thank you for your cooperation with the survey.

ILO SURVEY ON INITIATIVES TO PROMOTE QUALITY APPRENTICESHIPS

- TRADE UNIONS-

1. Awareness raising

Does your organization encourage enterprises to offer more apprenticeship positions? If “Yes”, please briefly describe what you do.

() Yes () No

Does your organization raise awareness of apprenticeships among the general public, especially young people and parents about apprenticeships? If “Yes”, please briefly describe what you do.

Yes No

2. Social dialogue

Social dialogue includes all types of negotiation, consultation, or simply exchange of information between, or among, representatives of governments, employers and workers.

2.1 In what ways is your organization involved in formal/institutionalised social dialogue regarding quality apprenticeships? Please mark “X” to all that apply.

Formal involvement in a national body that discusses topics related to quality apprenticeships

If “Yes”, what is the name of this body? (_____)

Formal involvement in a sector skills council or other sector-level bodies

Other (please describe: _____)

2.2 During the past one year, in what ways (i.e. negotiation and agreement, consultation, or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with the GOVERNMENT? Please mark “X” to all that apply. If the topic was not discussed, please select “N/A”.

Social dialogue with the GOVERNMENT	Negotiation and agreement	Consultation	exchange of information	N/A
Wages/allowances of apprentices				
Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)				
Availability of apprenticeship positions				
Access of disadvantaged groups of workers to apprenticeship training				
Match between apprenticeship training and skills needs of enterprises				
Employment of apprentices in the occupations they are trained for after completion of training				
High dropout rates of apprentices				
Quality of VET teachers and/or in-company trainers				
Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)				
Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)				
Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)				
Policies specific to apprenticeships (e.g. assessment, certification, pathways)				
Perceptions of the youth and parents about apprenticeships (e.g. social marketing)				
Other (please describe: _____)				

2.3 During the past one year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with EMPLOYERS' ORGANIZATIONS? If the topic was not discussed, please select "N/A". Please mark "X" to all that apply.

Social dialogue with the EMPLOYER ORGANIZATIONS	Negotiation and agreement	Consultation	exchange of information	N/A
Wages/allowances of apprentices				
Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)				
Availability of apprenticeship positions				

Access of disadvantaged groups of workers to apprenticeship training				
Match between apprenticeship training and skill needs of enterprises				
Employment of apprentices in the occupations they are trained for after completion of training				
High dropout rates of apprentices				
Quality of VET teachers and/or in-company trainers				
Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)				
Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)				
Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)				
Policies specific to apprenticeships (e.g. assessment, certification, pathways)				
Perceptions of the youth and parents about apprenticeships (e.g. social marketing)				
Other (please describe: _____)				

3. Roles and responsibilities

3.1. What are roles and responsibilities of your organization (e.g. trade union confederation at the national level) regarding quality apprenticeships? Please mark "X" to all that apply.

- Engage in social dialogue and policy-making on quality apprenticeships
- Inform and encourage enterprises to offer apprenticeship training
- Inform and encourage potential apprentices to undergo apprenticeship training
- Provide advice to member enterprises for quality apprenticeships
- Promote inclusion of quality apprenticeships in collective bargaining arrangements
- Develop and/or revise occupational profiles, competency standards and/or qualification standards relevant to apprenticeships
- Design apprenticeship training programmes
- Match enterprises with VET institutions
- Accredite enterprises and/or workplace trainers that are responsible for apprentices
- Accredite training providers
- Help recruit apprentices as an intermediary
- Coordinate apprenticeship training when more than one enterprise is involved in training
- Provide training to in-company trainers/mentors and certify their skills
- Assist enterprises in the implementation of quality apprenticeships programmes

- Monitor and evaluate the quality apprenticeship system at the national and/or sector level(s)
- Participate in skills certification (e.g. assessment)
- Intervene in conflicts concerning apprenticeship training if they cannot be resolved at the company level
- Other than above (please describe: _____)

3.2. Of the initiatives that your organization undertook in the past three years to promote quality apprenticeships, choose three initiatives that you think would be of interest to employers' organizations in other countries. Please provide a brief description for each of them.

3.3 Of the initiatives that your organization undertook in the past three years to promote quality apprenticeships, choose one initiative where you faced particular challenges with implementation. Please provide a brief description of the initiative and the challenges.

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4. Inclusiveness

4.1. Does your organization promote access to quality apprenticeships for people with nationally identified special needs (e.g. youth, women, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded)? If "Yes", please briefly describe what you do.

- Yes No

--

4.2 Does your organization encourage women/men to undertake apprenticeships for occupations in which women/men are under-represented? If “Yes”, please briefly describe what you do.

Yes No

4.3. In the past three years has your organization taken any action to improve the access for people residing in rural areas to quality apprenticeships? If “Yes”, please briefly describe the action.

Yes No

4.4. In the past three years has your organization taken any action to transform informal apprenticeship into formal ones? If “Yes”, please briefly describe the action.

Yes No

Thank you for your cooperation with the survey.

APPENDIX 2: Organizations responding for each category in each country

The following table shows the government departments, as well as the employers' and workers' organizations, which responded to the ILO survey. In some categories, more than one response was received; in these cases, it is indicated. There were five example of this -- two among the government responses and three among the workers' organizations' responses. In all cases, the responses were collated for the analysis in a way that reflected the respondents' intentions. In other cases, the central organizations consolidated replies from their constituent organizations.

Country	Government	Employers	Workers
Argentina	Ministry of Labour, Employment and Social Security of Argentina	-	UOCRA (<i>Unión Obrera de la Construcción de la República Argentina</i>) - Union of Construction Workers of Argentina
Australia	Department of Education and Training	-	CFMEU (Construction, Forestry, Mining and Energy Union)
Brazil	-	-	-
Canada	Employment and Social Development Canada, Trades and Apprenticeship Division	-	CLC (Canadian Labour Congress)
China	Ministry of Human Resources and Social Security	-	ACFTU (All-China Federation of Trade Unions), Labour and Economic Rights Department (China 1), ACFTU, Rights Protection Department (China 2)
France	MEN-MESRI, <i>Délégation aux relations européennes et internationales et à la coopération</i> – Ministry of National Education, Ministry of Higher Education, Research and Innovation, Delegation for European and International relations and cooperation Ministère du travail, DGEFP – Ministry of Labour, delegation for employment and vocational training (one survey submitted on behalf of both organisations)	MEDEF (<i>Mouvement des Entreprises de France</i> - Movement of Enterprises of France)	<i>Force Ouvrière</i> – Workers' Force (France 1), CFDT (<i>La Confédération Française Démocratique du Travail</i> - French Democratic Confederation of Labour) (France 2)

Country	Government	Employers	Workers
Germany	BMAS (<i>Bundesministerium für Arbeit und Soziales</i> – Federal Ministry of Labour and Social Affairs)	BDA (<i>Bundesvereinigung der Deutschen Arbeitgeberverbände</i> Confederation of German Employers' Associations)	DGB (<i>Deutscher Gewerkschaftsbund Bundesvorstand</i>) - German Trade Union Confederation
India	Ministry of Skill Development and Entrepreneurship	All India Organization of Employers	HMS (<i>Hind Mazdoor Sabha</i>) - Workers' Assembly of India
Indonesia	-	APINDO (The Employers' Association of Indonesia)	KSBSI (Confederation of Indonesia Prosperity Trade Union)
Italy	<i>Ministero del Lavoro e delle Politiche Sociali</i> – Ministry of Labour and Social Policies	-	-
Japan	Ministry of Health, Labour and Welfare	-	-
Mexicoⁱ	<i>Secretaría del Trabajo y Previsión Social</i> – Secretariat of Labour and Social Welfare (Mexico 1) <i>Coordinación General de Universidades Tecnológicas y Politécnicas</i> - General Coordination of Technological and Poly-technic Universities (Mexico 2)	Employers' Confederation of the Mexican Republic	<i>Confederación de Trabajadores de México</i> - Confederation of Mexican Workers
Republic of Korea	Human Resource Development Service of Korea (Republic of Korea 1, 2)	Hyundai Heavy Industries	FKPTU (Federation of Korea Public Trade Union)
Russian Federation	-	RSPP (Russian Union of Industrialists and Entrepreneurs)	FNPR (Federation of Independent Trade Unions of Russia)
Saudi Arabia	Ministry of Labour and Social Development	-	Saudi Workers Committee
South Africa	Department of Higher Education and Training	Business Unity South Africa	COSATU (Congress of South African Trade Unions)
Turkey	-	Turkish Confederation of Employer Associations	Confederation of Turkish Real Trade Unions (Turkey 1) Confederation of Turkish Trade Unions (Turkey 2)
United Kingdom	Department of Work and Pensions	Confederation of British Industry	TUC (Trade Union Congress)
United States	Department of Labor, Bureau of International Labor Affairs	United States Council for International Business	-
European Unionⁱⁱ	-	-	-

(i) Three reports were received from Mexican government organizations; one of these was discarded as not being in scope.

(ii) The European Union was not asked to respond

APPENDIX 3: Tables of the governments' quantitative responses

The governments of the following countries responded: Argentina, Australia, Canada, China, France, Germany, India, Italy, Japan, Mexico, Republic of Korea, Saudi Arabia, South Africa, the United Kingdom and the United States (Countries n=15)¹.

Action 1. Establishing national goals or targets to develop, expand and improve apprenticeship programmes, including for higher education levels.

1.1. Are there national goals or targets to develop, expand and improve apprenticeship programmes? If 'Yes' please go to question 1.3. If 'No', please go to question 1.2. and then proceed to Section 2. (n=15)

Answer choices	Number of countries
Yes	15
No	0

1.3. Do you have quantitative national goals or targets to develop and/or expand apprenticeship programmes (e.g. increase the number apprentices to x by year yyyy; increase the occupation coverage by 10%)? If 'Yes', please describe them. If 'No', do you have any plans to introduce numerical goals and targets? ('Yes' in Q.1.1 n=15)

Answer choices	Number of countries
Yes	12
No	3

1.4. Do you have other national goals or targets to improve apprenticeships programmes (e.g. introduce new assessment systems to allow issuance of NQF qualifications)? If 'Yes', please describe them. ('Yes' in Q.1.1 n=14)

Answer choices	Number of countries
Yes	12
No	3

¹ Multiple responses were received from two of these countries, Mexico and the Republic of Korea; in each instance, two organizations replied separately to the survey. Combined quantitative responses are provided in this document for each of these countries.

Multiple responses were combined for each question as follows:

- If both organizations responded 'Yes' – combined response 'Yes'
- If one organization responded 'Yes' and one responded 'No' – combined response 'Yes'
- If both organizations responded 'No' – combined response 'No'

(Note: For N/A responses – 'N/A' only if both organizations responded 'N/A')

1.5. Do you have any goals or targets to introduce higher level apprenticeships? If 'Yes', please describe them. ('Yes' in Q.1.1 n=14)

Answer choices	Number of countries
Yes	11
No*	2 + 2 already in place

Notes:

* Germany and the United Kingdom replied 'No', however they provided comments:

Germany: *The system of higher level apprenticeships in Germany includes, e.g. the degrees of master craftsman or -woman or certified specialists. It is therefore already in place.*

United Kingdom: *No specific goal or target in relation to the introduction of higher level apprenticeships. Growth of apprenticeships at all levels, including higher and degree, is being encouraged. Employers are designing new apprenticeship standards to meet their skills needs. Apprenticeships are currently available at intermediate to post-graduate level – National Qualification Framework Levels 2 to 7. The development of degree apprenticeships is being supported by the Degree Development Fund, administered by the Higher Education Funding Council for England. Further information about the Fund can be found at: <http://www.hefce.ac.uk/skills/apprentice/#institutions><http://www.hefce.ac.uk/skills/apprentice/dadf/> - institutions*

Action 2. Raising the quality of apprenticeships by fully engaging social partners (governments, employers' and workers' organizations) in the design, development and delivery of apprenticeship and ensuring a strong work-based training component (i.e. dual training systems, effective career guidance, and integration with formal schooling and skills recognition systems).

2.1 To what extent do you engage social partners (e.g. employers' and workers' organizations) in the design, development and delivery of apprenticeships? Please indicate with the following 0-4 scale:

4: Actively involved in implementation

3: Involved in decision-making

2: Consulted for opinions but not involved in decision making

1: Informed

0: Not involved

Types of Involvement	Number of countries											
	With Employers						With Workers					
Level of involvement	0	1	2	3	4	Total	0	1	2	3	4	Total
Improvement of apprenticeship systems, including formulation of regulations on apprenticeships	-	-	4	5	5	14	1	-	4	4	4	13
Development of new apprenticeship programmes, or occupational profiles and skills/ competency standards	-	-	2	3	9	14	1	1	1	3	7	13

	Number of countries											
Types of Involvement	With Employers						With Workers					
Level of involvement	0	1	2	3	4	Total	0	1	2	3	4	Total
Implementation of apprenticeship training (i.e. training of apprentices)	-	-	1	4	10	15	1	-	2	5	6	14
Assessment of apprentices' skills	-	-	1	3	10	14	1	-	1	4	7	13
Monitoring and evaluation of apprenticeship training	-	-	4	2	8	14	1	1	3	2	6	13
Awareness raising, marketing and promotion of apprenticeships.	-	-	4	3	7	14	1	1	3	3	5	13

Australia responded to all components of Q 2.1 and also provided a general comment: *Australian Industry and Skills Committee. The Australian Industry and Skills Committee (AISC) gives industry a formal role in policy direction and decision-making for the vocational education and training sector. AISC members include industry leaders nominated by Commonwealth and state and territory ministers responsible for skills and training; a peak body representative (rotating between the Australian Chamber of Commerce and Industry, the Business Council of Australia and the Australian Industry Group); and two ex-officio members (senior government officials). Industry Reference Committees (IRCs) advise the AISC about the skills needs of their industry sector. IRCs ensure training packages meet the needs and concerns of employers, employees, training providers, and people seeking training qualifications. IRCs comprise employee representatives/unions and employer representatives who actively participate in developing competency standards (training packages).*

2.2. Are secondary school students able to undertake part-time apprenticeships as part of their schooling? (n=15)

Answer choices	Number of countries
Yes	7*
No	8

Note: * Australia and Canada provided additional comments:

Australia: Australian School-based Apprenticeships (ASbAs). An Australian School-based Apprenticeship is an Australian Apprenticeship which is undertaken part-time while the Australian Apprentice is at school. An Australian School-based Apprenticeship arrangement combines paid employment as an apprentice or a trainee, off-the-job vocational training and senior secondary school studies. An ASbA provides senior secondary school students with hands-on industry experience, and the ability to work towards or complete a nationally recognized qualification, while they complete their senior school certificate.

Canada: Education and apprenticeship in Canada falls under provincial or territorial jurisdiction.

2.3. Do you have any plans to strengthen the involvement of social partners? If 'Yes', please describe. (n=15)

Answer choices	Number of countries
Yes	13
No	1 + 1 already very active*

Note:

* Germany, although responding 'No' to Q2.4, provided a comment: *The social partners are already deeply involved in monitoring, supervising and supporting vocational education and training (VET).*

2.4. Is career guidance available to apprentices? Please mark 'X' to all that apply.

	Number of countries		
	Yes	No	No response
Public employment services provide career guidance if requested	10	5	0
There is a website dedicated to career guidance	7	8	0
Vocational schools and training centres usually have dedicated staff for career guidance	11	4	0

'Other' responses:

- Canada: *Apprenticeship training and education in Canada falls under provincial or territorial jurisdiction.*
- China: *The training of apprentices is determined by the requirements of the post. Attempts are made to train them to become senior technicians.*
- France: *The public service devoted to career guidance (le service public de l'orientation); the Information and guidance centres, the national public website "monorientationenligne.fr" (personalized help service for career guidance); the regional public devoted to career guidance.*
- United Kingdom: *Schools, further education colleges and sixth form colleges are responsible for young people's careers guidance. They are legally required to secure independent careers guidance on the full range of education and training options, including apprenticeships. The National Careers Service provides free, up to date, impartial information, advice and guidance on careers, skills and the labour market in England. It is delivered by around 1,200 careers advisers. Adults 19 years and over (or 18 and over if in custody or out of work and on benefits) can access the service via all three channels of delivery (face to face, phone and via the web). Young people aged 13 to 18 can access ongoing in-depth information, advice and guidance from the service via telephone-based advisers, or they can use web chat or the National Careers Service website. The National Careers Service helps customers make informed choices about their career options, whatever their age, ethnic group and background. Discussions are tailored to meet the individual needs and circumstances of each customer.*

2.5. Are apprenticeships part of the formal education system? Please mark 'X' to all that apply.

	Number of countries		
	Yes	No	No response
Apprentices receive a nationally recognized educational credential ² upon successful completion of apprenticeship training	10	5	0
Apprentices may receive an apprenticeship certificate, but it is not a formal educational credential	10	5	0

Note: Canada's response to the second option has been changed from 'Other' to 'Yes' as their comment indicated that provinces and territories issued certificates.

'Other' responses:

- Saudi Arabia: *As the Kingdom is witnessing developmental projects in different areas that require skilled technical labour, the Technical and Vocational Training Corporation (TVTC) is making continuous endeavours to provide and develop its training programmes, and it has established colleges of technology for both males and females, in order to cover the needs of all areas across the Kingdom. These colleges aim to accommodate the high-school graduates (male and female) in their various programmes. The male and female graduates of the colleges of technology are qualified in different areas of technical and vocational specializations; they will receive, upon graduation, an intermediate Diploma in a technical, vocational or management field. The female trainees will receive a special training programme based on the needs of the labour market. The TVTC expanded its Bachelors' degree programmes at the colleges of technology, where the graduates may obtain a technical Bachelors' Degree. Also, in its endeavours to develop the current colleges, the TVTC has expanded the Bachelors' degree programme and other training programmes to include the handicapped.*

² Academic or educational qualifications such as degrees or diplomas.

Action 3. Promoting apprenticeship programmes in a broad range of occupations and sectors, particularly emerging sectors and those with skills shortages.

3.1. For which occupations³ is apprenticeship training available? Please mark 'X' to all that apply.

	*Number of countries (n=14)		
	Yes	No	No response- UK
1 Managers			
Chief Executives, Senior Officials and Legislators	0	14**	1
Administrative and Commercial Managers	6	8	1
Production and Specialized Services Managers	6	8	1
Hospitality, Retail and Other Services Managers	8	6	1
2 Professionals			
Science and Engineering Professionals	8	6	1
Health Professionals	5	9	1
Teaching Professionals	3	11	1
Business and Administration Professionals	7	7	1
Information and Communications Technology Professionals	8	6	1
Legal, Social and Cultural Professionals	3	11	1
3 Technicians and Associate Professionals			
Science and Engineering Associate Professionals	8	6	1
Health Associate Professionals	8	6	1
Business and Administration Associate Professionals	7	7	1
Legal, Social, Cultural and Related Associate Professionals	6	8	1
Information and Communications Technicians	10	4	1
4 Clerical Support Workers			
General and Keyboard Clerks	9	5	1
Customer Services Clerks	12	2	1
Numerical and Material Recording Clerks	10	4	1
Other Clerical Support Workers	7	7	1
5 Services and Sales Workers			
Personal Services Workers	12	2	1
Sales Workers	11	3	1

³ The list of occupations follows the 2008 *International Standard Classification of Occupations (ISCO)*. For details see: <http://www.ilo.org/public/english/bureau/stat/isco/isco08/index.htm>

	*Number of countries (n=14)		
	Yes	No	No response- UK
Personal Care Workers	10	4	1
Protective Services Workers	8	6	1
6 Skilled Agricultural, Forestry and Fishery Workers			
Market-oriented Skilled Agricultural Workers	9	5	1
Market-oriented Skilled Forestry, Fishery, and Hunting Workers	7	7	1
Subsistence Farmers, Fishers, Hunters, and Gatherers	6	8	1
7 Craft and Related Trades Workers			
Building and Related Trades Workers (excluding Electricians)	13	1	1
Metal, Machinery and Related Trades Workers	13	1	1
Handicraft and Printing Workers	11	3	1
Electrical and Electronic Trades Workers	9	2	1
Food Processing, Woodworking, Garment, and Other Craft and Related Trades Workers	11	3	1
8 Plant and Machine Operators and Assemblers			
Stationary Plant and Machine Operators	11	3	1
Assemblers	11	3	1
Drivers and Mobile Plant Operators	12	2	1
9 Elementary Occupations			
Cleaners and Helpers	7	7	1
Agricultural, Forestry, and Fishery Labourers	10	4	1
Labourers in Mining, Construction, Manufacturing, and Transport	12	2	1
Food Preparation Assistants	11	3	1
Street and Related Sales and Services Workers	8	6	1
Refuse Workers and Other Elementary Workers	4	10	1

Notes:

* The United Kingdom did not respond to any components of Q 3.1; however a general comment was provided: *The Institute for Apprenticeships has been established as an independent, employer-led body to support the integrity of the reformed apprenticeships system in England with a mandate to assure apprenticeships' quality. As part of its role the Institute is responsible for setting the quality criteria for the development of apprenticeship standards and assessment plans; and for reviewing, approving or rejecting them.*

** Canada provided an explanation for why apprenticeships are not provided for 'Chief Executives, Senior Officials and Legislators': *It indicates Red Seal trades only. Many provinces and territories (P/Ts) have designated non-Red Seal trades, which cover other occupational groups. Non-Red Seal trades are generally designated in only one or two P/Ts and typically have small numbers of registered apprentices.*

3.2. Do you have any plans to expand the occupations for which apprenticeships are available? If so, which sectors or occupations? (n=15)

Answer choices	Number of countries
Yes	9
No	6*

Note:

* Canada, Germany and South Africa answered 'No' and provided comments.

Canada: *Since apprenticeship is industry-driven, requests for new trades to be added to the Red Seal Program or to the list of trades designated by provinces and territories for apprenticeship training must come from industry. Industry representatives work with their P/T apprenticeship authority to designate new trades and determine their training and certification requirements, including in-school curriculum. There are no current industry requests to add trades to the Red Seal Program. The Government of Canada cannot comment on P/T plans to designate new trades.*

Germany: *Vocational education and training (VET) is available in 326 professions that cover nearly all occupational sectors of German economy.*

South Africa: *They are already expanded and are defined in 125 listed trades covering all economic sectors.*

3.3. Do you identify or anticipate skills shortages, especially in emerging sectors? (n=15)

Answer choices	Number of countries
Yes	14
No	0

If 'Yes', do you promote apprenticeships to address the identified skills shortages? If 'Yes', what specific initiatives or strategies have been taken in the past three years in order to promote apprenticeships to alleviate skills shortages (e.g. providing financial incentives to companies who train apprentices for the occupations that face skills shortages)? ('Yes' n=14)

Answer choices	Number of countries
Yes	14
No	0

Action 4. Fostering the engagement of businesses in the apprentice systems, making apprenticeships more attractive to employers, in particular SMEs, by reflecting their skills needs in training programmes, addressing legal and regulatory disincentives, and promoting an adequate/ appropriate sharing of costs among employers, providers and public authorities.

4.2. Are there mechanisms through which SMEs' skills needs are identified and communicated to training regulators and providers? If 'Yes' please briefly describe the mechanisms. (n=15)

Answer choices	Number of countries
Yes	14
No	1

4.3. Have you carried out legal or regulatory reforms on apprenticeships in the past five years which incentivized or facilitated employers, especially SMEs to offer apprenticeship training (e.g. social security premium is partly covered by the government for SMEs)? (n=15)

Answer choices	Number of countries
Yes	7
No	8*

Note:

* Argentina, Australia and Canada answered 'No' and provided an explanation:

Argentina: Law No. 26, 427 on educational internships was adopted in November 2008. The labour reform that is currently being discussed in Congress is attempting to solve the difficulties encountered in the implementation of this law.

Australia: No reforms of this nature have been carried out at a Commonwealth level. However, various state and territory government programs and support mechanisms are targeted at supporting the take-up of apprenticeships, for example through alternative payroll tax allowances.

Canada: In Canada, apprenticeship legislation and regulations fall under provincial and territorial jurisdiction.

Action 5. Ensuring that apprenticeship programmes offer good working and training conditions, including appropriate wages, labour contracts and social security coverage, as well as respect for labour rights and occupational safety and health.

5..1 How are working and training conditions determined? Please mark 'X' where it applies. (n=15)

	Regulated by law	Determined by collective bargaining	At employers' discretion	Not applicable	Other (please describe)	No response
Financial remuneration (wages, allowances)	13	6	2	0	0	1
Leave entitlement	12	5	2	0	0	1
Social security coverage	10	3	2	0	0	1
Training contents	6	7	4	1	4	1
Training and working hours	9	6	3	0	2	1

Note:

The United Kingdom provided a general comment: *There is an apprentice National Minimum Wage (NMW) and an apprentice National Living Wage (NLW). Employers have discretion to pay more. Apprentices are employed so are governed by employment legislation as other workers. Employers may choose to offer more than the statutory leave entitlement. All apprenticeships must follow an apprenticeship framework or standard. The definition of off-the-job training is set out in the Funding Rules, and is deliberately broad as it has to apply to all sectors and being too prescriptive could stifle innovation in meeting the employer's needs. Further guidance was published in June 2017 to complement the Funding Rules, showcase the flexibility of the rules as they stand and help providers and employers structure their apprenticeship programmes accordingly. For the policy background of off-the-job-training, see: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/621565/OTJ_training_guidance.pdf.*

'Other' responses for 'Training contents':

- Argentina: Ministry of Labour, Employment and Social Security (MLESS)
- South Africa: Collaboration between the employer, providers and government
- Republic of Korea 2: developed by experts, including in-company trainers based on MCS.

'Other' responses for 'Training and working hours'

- Argentina: MLESS

5.2. For training at workplaces, which type of contracts do apprentices receive? (n=15)

	Number of countries		
	Yes	No	No response
Employment contract	9	6	0
Training contract	9	6	0
Other (Please describe)	0*	15	0

Note: * Whilst Argentina, Canada, France and the United States indicated 'Other', these were removed; explanations as follows:

Argentina's description of 'Other' showed it was a training contract and thus added as a training contract.

Canada's description of 'Other' showed it was a training contract and thus added as a training contract.

France's description of 'Other' provided more detailed description of the employment contract

The United States gave no description of 'Other' and had already ticked both employment and training contract.

5.3. What social security coverage is provided by employers to apprentices as part of their contract of employment or training? Please mark 'X' to all that applies. (n=15)

	Number of countries		
	Yes	No	No response
Health insurance	8	7	0
Insurance against occupational injury	12	3	0
Unemployment insurance	8	7	0
Retirement pension	6	9	0
Other (Please describe)	4*	11	0

'Other' responses:

- Canada: *In Canada, apprenticeship training and trade certification is a provincial/territorial responsibility. Apprentices are also supported through the Federal Employment Insurance (EI) Program (Part I), which is funded through employer and worker contributions. Eligible apprentices are able to receive up to 55 per cent of their average insurable weekly earnings (up to \$524 per week in 2015) in EI regular benefits while attending full-time in-school technical training.*

- Italy: *family benefit, maternity insurance, invalidity insurance.*

- United Kingdom: *Employers may choose to offer additional benefits to workers, including apprenticeships, such as private health insurance and pensions.*

5.4 Do you have targeted measures to ensure that employers who take on apprentices respect labour rights and occupational safety and health? If 'Yes', please briefly describe them. (n=15)

Answer choices	Number of countries
Yes	11
No	3*
No response	1

Notes:

* The United Kingdom answered 'No' and provided additional explanations: *The Government takes action to ensure that employers of all workers, including apprentices, respect labour rights and occupational health and safety. Example in relation to wages:*

The National Minimum Wage/National Living Wage (NMW/NLW) communications campaign was designed to improve awareness ahead of the April 2017 upratings, and reached an apprenticeship audience. The Education Skills Funding Agency carries out rigorous quality checks on new apprenticeship vacancies that are advertised and one of the checks that our digital system makes is to ensure that all apprenticeship vacancies from employers are paying at least the national minimum wage. The Government takes the enforcement of NMW very seriously. Her Majesty's Revenue and Customs (HMRC) considers every complaint it receives. Targeted enforcement is undertaken where we identify a high risk of non-payment of NMW. Individuals can call the ACAS (<http://www.acas.org.uk/index.aspx?articleid=1461>) helpline (on 0300 123 1100) for more information and guidance about the NMW. The Government is committed to cracking down on employers who break the NMW law. We have already taken action to reduce non-compliance with the NMW. The penalty percentage has been increased from 50 to 200 per cent (introduced in April 2016) of the arrears owed to their workers, and the maximum penalty has increased from £5,000 to £20,000. The Government's naming scheme means that more employers have been -- and will continue to be -- named for making underpayments. The Government has already named over 1,000 employers since 2013. Between them they owed workers total arrears of more than £4.5 million.

The Government will also provide additional support targeted at small businesses to help them to comply; and a campaign aimed at raising awareness amongst workers and employers of their rights and responsibilities.

Action 6. Implementing initiatives to raise the awareness and highlight the benefits of apprenticeship among enterprises, guidance counsellors, job seekers, and the general population.

6.1. Have any initiatives been implemented to raise awareness and highlight the benefits of apprenticeships? If 'Yes' please go to question 6.3. If 'No', please go to question 6.2. and then proceed to section 8. (n=15)

Answer choices	Number of countries
Yes	14*
No	1**

Note: * Australia provided additional detail: *VET Information Strategy*.

- Australia: *VET Information Strategy*

The *VET Information Strategy* will address misconceptions around Vocational Education and Training (VET) and promote the opportunities that an individual can gain by completing a VET qualification. Its roll out will include a range of initiatives centred around a united tagline for the VET sector, real skills for real careers and promote a collaborative approach by stakeholders and corporate and community partners. The sector is encouraged to unite in their shared responsibility to help all Australians, particularly the next generation, understand VET is a personally, professionally and financially rewarding career choice – and just as prized as a university degree.

One of the immediate changes visible to the public is a reinvigorated My Skills website featuring new and improved entry points for potential customers of VET, the new tagline, and digital content including the real skills for real careers video featuring real people who have found success as VET graduates and who are part of the national VET Alumni program.

* *Argentina responded 'No' to Q6.1 and stated: *The initiatives are envisioned in the labour reform.*

Action 7. Improving access to quality apprenticeship for disadvantaged groups through income subsidies, training credits, pre-apprenticeship programmes, affordable quality child care, and family-friendly work opportunities, among others.

7.1. Have you taken any steps to improve the access to quality apprenticeship for disadvantaged groups? If 'Yes', please go to question 7.3. If 'No', please go to 7.2. and then proceed to section 8. (n=15)

Answer choices	Number of countries
Yes	13
No	2

7.2. Are there any discussions/plans to improve access to quality apprenticeships for disadvantaged groups? If 'Yes, what initiatives are being considered? (For those who answered 'No' in Q.7.1 n=2)

Answer choices	Number of countries
Yes	0
No	2

7.3. If you have improved access to quality apprenticeships for disadvantaged groups, what method(s) were used? Please mark 'X' in the corresponding boxes. (For those who answered 'Yes' in Q.7.1 n=13)

	Number of countries		
	Yes	No	No response
Income subsidies	4	9	0
Training credits	3	10	0
Pre-apprenticeship programmes	7*	6	0
Affordable quality child care	1**	12	0
Family-friendly work opportunities	3***	10	0

Notes:

* The United Kingdom provided additional information about its pre-apprenticeship programmes: *Our Traineeships education and training programme is focussed on giving young people the skills and experience needed to gain an apprenticeship or other sustainable employment. They are open to those aged 16-24 and consist of a high quality work placement with an employer, work preparation training and English and maths for those who have not achieved a GCSE Grade A* - C or equivalent.*

** The United Kingdom provided additional information about affordable quality childcare: *Apprentices are eligible for the same childcare support as any other working adult. An apprenticeship is a job, and therefore apprentices are protected by employment rights.*

*** The United Kingdom provided additional information about family-friendly work opportunities: *We have made it easier for part-time workers to undertake apprenticeships, such as those with caring responsibilities and lone parents - we know that women who have taken time out to have children face barriers to returning to full-time employment, such as arranging childcare around a full-time role.*

'Other' responses:

- Australia: *Incentives payments are provided as part of the Australian Apprenticeships Incentives Program (Aaip), and Trade Support Loan program loans may be available. Apprentices may also be eligible to access fortnightly payments delivered by Centrelink including: Youth Allowance for Australian Apprentices aged 16-24; Austudy for Australian Apprentices aged 25 and over; and ABSTUDY for Australian Apprentices of any age and who are Indigenous Australians.*

- France: *Enhanced support: - help in finding an employer; - educational upgrading; - motivation support.*

- Germany: *The career entry support by mentoring (Berufseinstiegsbegleitung) offers individual and continuous assistance for young persons likely to have difficulties in completing secondary school and coping with the transition to vocational training. It starts two years before they leave school and ends about six months after the beginning of a vocational training. If an immediate integration into vocational training is not successful, the support can last up to two years while the pupil is in the transition period. Transition periods can be used to prepare for an apprenticeship. Pre-vocational training measures (Berufsvorbereitende Bildungsmaßnahmen) support the choice of occupation, the preparation for the acquisition of a lower secondary school-leaving certificate (for people without school-leaving certificate), offer flexible measures in line with individual abilities and enable internships in companies. Another possibility to bridge a transition period is an introductory training (Einstiegsqualifizierung), a subsidized internship that lasts between six and 12 months. During an apprenticeship, there are also additional instruments to support young people, see Action 4.4.*

- United Kingdom: *Funding: Our funding policy recognises where additional support is necessary, through extra funding where the costs of supporting an apprentice are higher, making sure these costs are met by government, not by the employer. We provide £1,000 to both employers and training providers when they take on 16 to 18 year olds, 19 to 24 year olds who were in care or who have an Education, Health and Care Plan. We pay 100 per cent of the cost of training for small employers (fewer than 50 employees) who take on apprentices who are*

16 to 18 years old, 19 to 24-year-old care leavers or 19 to 24 year olds with an Education, Health and Care Plan. Providers also receive an additional: £600 for training an apprentice who lives in one of the top 10 per cent of deprived areas (as per the Index of Multiple Deprivation); £300 for any apprentice who lives in the next 10% of deprived areas (the 11-20 per cent range); £200 for those in the next 7 per cent (the 21-27 per cent range). In 2016 we launched a £10m Degree Apprenticeship Development Fund (DAFD) to support the development and take-up of degree apprenticeships. In the first year, the Higher Education Funding Council for England (HEFCE) awarded funding to 18 projects involving over 45 universities and colleges. A further 26 have been announced for 2017/18 and a portion of this funding will be targeted at improving access to Degree Apprenticeships for disadvantaged and under-represented groups, including people from black, Asian and minority ethnic (BAME) backgrounds, individuals with learning difficulties and/or disabilities, and those from disadvantaged areas. Funding guidance: Please see: <https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017> Employer engagement: We are improving our guidance to employers, including developing an employer toolkit to support their recruitment of a more diverse apprentice workforce. We have launched the Apprenticeships Diversity Champions Network (ACDN) to engage and inspire employers and communities to ensure apprenticeships are represented by people from a diverse range of backgrounds. See: <https://www.gov.uk/government/groups/apprenticeship-diversity-champions-network>. We are also working with partners at a local and sector level to trial approaches and build communities of best practice. Assessment: Specifically, to support apprentices with learning difficulties and/or disabilities, we have introduced legislation to allow greater flexibility around minimum English and maths requirements for a defined group. We have also announced that British Sign Language (BSL) can now be an alternative to English Functional Skills qualifications for those who have BSL as their first language.

Action 8. Strengthening partnerships between businesses and vocational schools in apprenticeship programmes design, delivery and certification.

8.1. Have any initiatives been taken to strengthen partnerships between enterprises and vocational schools in apprenticeship programme design, delivery and certification?

If 'Yes', please go to question 8.3. If 'No', please go to 8.2. and then proceed to section 9. (n=15)

Answer choices	Number of countries
Yes	12
No	3

8.2. Are there any discussions/plans to strengthen partnerships between businesses and vocational schools? If 'Yes', what initiatives are being considered? (For those who answered 'No' in Q.8.1 n=3)

Answer choices	Number of countries
Yes	1*
No	1
No response	1**

Notes:

* Mexico's combined response to Q 8.1 was 'Yes' (Mexico 1 – 'Yes', Mexico 2 – 'No'), therefore Mexico 2 responded to Q 8.2.

** Canada did not respond to Q 8.2, but it provided an explanation: *In Canada, apprenticeship training and trade certification is a provincial/territorial responsibility.*

Action 9. Supporting programmes to upgrade informal apprenticeship⁴ and to facilitate the inclusion of informal apprentices to the formal economy, either through certification and recognition of prior learning, supplementary training, or other appropriate measures.

9.1. Do informal apprenticeships operate in your country? If 'No', proceed to section 10. (n=15)

Answer choices	Number of countries
Yes	8
No	7

9.2 Have you supported programmes to upgrade informal apprenticeship and to facilitate the inclusion of informal apprentices to the formal economy? If 'Yes', please go to question 9.4. If 'No', please go to 9.3. and then proceed to section 10. (For those who answered 'Yes' in Q.9.1 n=8)

Answer choices	Number of countries
Yes	5
No	3
N/A	0

Note:

* US responded 'No' and 'N/A' to Q 9.2. As they had provided a 'No' response to Q. 9.3, the response to Q 9.2 was classified as 'No'.

9.3. Are there any discussions/plans to assist in upgrading informal apprenticeships into the formal economy? (For those who answered 'No' in Q9.2 n=3)

Answer choices	Number of countries
Yes	1
No	2

Action 10. Expanding quality apprenticeship globally, including through technical cooperation and regional initiatives.

10.1. Are apprenticeships promoted by your government in other countries? (e.g. technical cooperation projects abroad, conferences for knowledge sharing, financing)

Answer choices	Number of countries
Yes	7
No	8

⁴ Informal apprenticeship refers to the system by which a young apprentice acquires the skills for a trade or craft in a micro or small enterprise learning and working side by side with an experienced practitioner. The apprentice and master craftsman conclude a training agreement that is embedded in local norms and traditions of a society. Apprentices learn technical skills and are inducted into a business culture and network, which makes it easier for them to find jobs or start businesses when finishing their apprenticeship.

APPENDIX 4: Tables of government quantitative responses by country

Action 1.

Countries (n=15)	1.1 Targets to develop/expand/improve apprenticeships	1.3 Quant. goals/targets	1.4 Other goals for improvement	1.5 Plans to introduce higher level apprenticeships
Argentina	X		X	X
Australia	X	X		X
Canada	X	X		
China	X	X		
France	X	X	X	X
Germany	X	X	X	*
India	X	X	X	X
Italy	X	X	X	X
Japan	X		X	X
Mexico	X	X	X	X
Republic of Korea	X	X	X	X
Saudi Arabia	X	X	X	X
South Africa	X	X	X	X
United Kingdom	X	X	X	*
United States	X		X	X

* - already in place

Action 2.

Country	2.1 Extent of social partners' engagement in the design, development and delivery of apprenticeships													
	Improvement of systems and regulations		Development of new programmes and standards		Implementation of apprenticeship training		Assessment of apprentices' skills		Monitoring and evaluation of training		Awareness raising and marketing			
	E*	W*	E	W	E	W	E	W	E	W	E	W		
Argentina	3	3	3	3	4	4	4	4	4	4	3	3		
Australia	2	2	4	4	4	4	4	4	4	4	4	4		
Canada	3	3	4	4	3	3	3	3	2	2	2	2		
China	2	2	2	2	2	2	2	2	2	2	2	2		
France	2	2	3	3	4	4	4	4	4	4	4	4		
Germany	4	4	4	4	4	4	4	4	4	4	4	4		
India	4	-	4	-	4	-	-	4	4	-	4	-		
Italy	4	4	4	4	3	3	3	4	3	3	3	3		
Japan	-	-	-	-	3	3	-	-	-	-	-	-		
Mexico	3	3	3	3	4	3	3	4	3	3	3	3		
Republic of Korea	2	2	2	1	4	2	4	4	2	1	2	1		
Saudi Arabia	3	3	4	4	4	4	3	3	2	2	4	4		
South Africa	4	4	4	4	4	4	4	4	4	4	4	4		
United Kingdom	3	0	4	0	4	0	4	4	4	0	4	0		
United States	4	4	4	4	3	3	3	3	4	4	2	2		

*E= Employers, W=Workers

Countries (n=15)	2.3 part-time apprenticeships	2.4 Plans to strengthen the involvement
Argentina		X
Australia	X	X
Canada	X	X
China		X
France		X
Germany	X	*
India		X
Italy	X	X
Japan		
Mexico		X
Republic of Korea	X	X
Saudi Arabia	X	X
South Africa		X
United Kingdom		X
United States	X	X

* - already very active

Countries (n=15)	2.5 Career guidance to apprentices			
	Employment services	Website	Careers staff in VET Schools/centres	Other
Argentina	X		X	
Australia	X		X	X
Canada				X
China				X
France	X	X	X	X
Germany	X	X	X	X
India			X	
Italy	X		X	X
Japan	X			
Mexico		X	X	
Republic of Korea	X	X	X	
Saudi Arabia	X	X	X	
South Africa	X	X	X	X
United Kingdom	X	X		X
United States			X	

Countries (n=15)	2.6 Are apprenticeships part of the formal education system?		
	Recognized educational credential	Apprenticeship certificate (not a formal education credential)	Other
Argentina		X	
Australia	X		
Canada		<i>X added</i>	<i>removed</i>
China	X	X	
France	X		
Germany	X		
India	X		
Italy	X	X	X
Japan		X	
Mexico	X	X	
Republic of Korea		X	
Saudi Arabia	X	X	X
South Africa	X		
United Kingdom	X	X	<i>removed</i>
United States		X	

Note: Canada's response for the second option has been changed from 'Other' to 'Yes' as their comment indicated that Provinces and Territories issued certificates. The United Kingdom response to 'Other' has been removed as it provides additional explanation on qualifications.

Action 3.

Countries (n=15)	3.2 Expand the occupations for apprenticeships	3.3.1 Identify skills shortages	3.3.2 If 'Yes', promote apprenticeships to address the shortages?
Argentina	X	X	X
Australia		X	X
Canada		X	X
China		X	X
France	X	X	X
Germany		X	X
India	X	X	X
Italy	X	X	X
Japan			
Mexico	X	X	X
Republic of Korea	X	X	X
Saudi Arabia	X	X	X
South Africa		X	X
United Kingdom	X	X	X
United States	X	X	X

Action 4.

Countries (n=15)	4.2 Mechanisms to identify SMEs' skills needs	4.3 Any measures to incentivize apprenticeships in SMEs in the past five years
Argentina	X	
Australia	X	
Canada	X	
China	X	
France	X	X
Germany	X	X
India	X	X
Italy	X	X
Japan		
Mexico	X	
Republic of Korea	X	X
Saudi Arabia	X	
South Africa	X	X
United Kingdom	X	X
United States	X	

Action 5.

Countries (n=14)	5.1 How are working and training conditions determined?									
	Wages		Leave		Social sec.		Trg* contents		Trg/Working hours	
	Law	CB**	Law	CB	Law	CB	Law	CB	Law	CB
Argentina	X		X		X					
Australia	X		X		X		X		X	
China	X		X		X			X		X
France	X	X	X		X		X		X	
Germany	X	X	X	X	X	X	X	X	X	X
India	X		X				X		X	
Italy	X	X	X	X	X		X	X	X	X
Japan	X	X	X	X	X				X	X
Mexico	X		X		X			X	X	
Republic of Korea	X		X		X				X	
Saudi Arabia	X		X			X		X		
South Africa		X		X		X		X		X
United Kingdom	X		X							
United States	X	X		X	X		X	X	X	X

* Trg = training ; ** CB = collective bargaining

Action 6.

Countries (n=15)	6.1 Initiatives to raise awareness and highlight the benefits of apprenticeships
Argentina	
Australia	X
Canada	X
China	X
France	X
Germany	X
India	X
Italy	X
Japan	X
Mexico	X
Republic of Korea	X
Saudi Arabia	X
South Africa	X
United Kingdom	X
United States	X

Action 7.

Countries (n=11)	7.4 Method(s) used to improve access to apprenticeships for disadvantaged groups					
	Income subsidies	Training credits	Pre-apprenticeship programmes	Quality child care	Family-friendly work opportunities	Other
Argentina		X	X			
Australia						X
France						X
Germany	X		X		X	X
India			X			
Italy	X	X				
Mexico	X					
Saudi Arabia		X	X		X	
South Africa	X		X			X
United Kingdom			X	X	X	X
United States			X			

Action 8.

Countries (n=15)	8.1 Initiatives to strengthen partnerships between enterprises and VET schools in design, delivery and certification
Argentina	X
Australia	
Canada	
China	X
France	X
Germany	X
India	X
Italy	X
Japan	
Mexico	X
Republic of Korea	X
Saudi Arabia	X
South Africa	X
United Kingdom	X
United States	X

Action 9.

Countries (n=15)	9.1 Are there informal apprenticeship?	9.2 Have you supported programmes to upgrade informal apprenticeship?	9.3 Are there plans to assist in upgrading informal apprenticeship?
Argentina	X	X	
Australia			
Canada			
China	X	X	
France			
Germany			
India	X	X	
Italy			
Japan	X	X	
Mexico	X	X	
Republic of Korea	X		
Saudi Arabia	X		X
South Africa			
United Kingdom			
United States	X		

Note: Shaded boxes mean that the countries involved were not supposed to respond to this question, because of their answer to a previous question.

Action 10.

Countries (n=15)	10.1 Are apprenticeships promoted by your government in other countries (e.g. technical cooperation)?
Argentina	
Australia	
Canada	
China	X
France	X
Germany	X
India	
Italy	X
Japan	
Mexico	X
Republic of Korea	X
Saudi Arabia	
South Africa	
United Kingdom	
United States	X

APPENDIX 5: Tables of employers' organizations' quantitative responses

Countries with a response from an employer body: France, Germany, India, Indonesia, Mexico, Republic of Korea, Russian Federation, South Africa, Turkey, United Kingdom, and the United States (n=11).

Theme 1. Awareness raising

1.1 Does your organization encourage your member enterprises to offer apprenticeship positions?

Answer choices	Number of countries
Yes	11
No	0

1.2. Does your organization raise awareness about apprenticeships among the general public, especially young people and parents?

Answer choices	Number of countries
Yes	10*
No	1**

Notes:

*Although Indonesia indicated both 'Yes' and 'No' to Q 1.2, the qualitative data provided indicated a 'Yes' response and thus is classified as 'Yes'.

**India responded 'No' and provided the following explanation: *We only organize programmes for our member enterprises.*

Theme 2. Social dialogue

Social dialogue includes all types of negotiation, consultation, or simply exchange of information between, or among, representatives of governments, employers, and workers.

2.1. In what ways is your organization involved in formal/institutionalized social dialogue regarding quality apprenticeships? *Please mark 'X' to all that apply.*

Types of social dialogue	Number of countries		
	Yes	No	No response
Formal involvement in a national body that discusses topics related to quality apprenticeships.	8	2	1
Formal involvement in a sector skills council or other sector-level bodies.	6	4**	1

Notes:

*South Africa provided additional comment: *BUSA members represent their sectors on the various Sector Education & Training Authorities (SETA) statutory bodies.*

'Other' responses

- France: *at a regional level.*

- Russian Federation: *The National Council under the President of the Russian Federation (see: <http://nspkrf.ru/>); The National Agency for Qualifications Development (see: <http://nark.ru/>); and the National Council on Professional Qualifications currently established 28 councils, primarily in the main economic sectors; these have developed over 1,000 professional standards.*

- South Africa: *There is an ongoing bilateral dialogue between businesses and the government to address education and training policies and how to implement them.*

-The United States: *There is a roundtable that brings together employers and United States government agencies for discussion.*

2.2. During the past year, in what ways (i.e. negotiation and agreement, consultation, or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with the GOVERNMENT? Please mark 'X' to all that apply. If the topic was not discussed, please select 'N/A'.

Types of social dialogue with GOVERNMENT	Number of countries				
	Negotiation and agreement	Consultation	Exchange of information	N/A (Not)	No response
Wages/allowances of apprentices	2	6	4	3	1
2. Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)	4	5	5	3	2
3. Availability of apprenticeship positions	1	6	6	1	1
4. Access of disadvantaged groups of workers to apprenticeship training	1	3	3	4	2
5. Match between apprenticeship training and skill needs of enterprises	4	6	6	1	1
6. Employment of apprentices in the occupations they are trained for after completion of training	2	4	4	2	2
7. High dropout rates of apprentices	1	1	5	3	2
8. Quality of VET teachers and/or in-company trainers	2	4	5	2	1
9. Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)	3	4	5	2	2
10. Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)	4	5	7	1	1
11. Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)	3	5	6	1	1
12. Policies specific to apprenticeships (e.g. assessment, certification, pathways)	4	6	5	1	1
13. Perceptions of the youth and parents about apprenticeships (e.g. social marketing)	1	2	4	3	2

Notes: France did not respond to any component of Q 2.2, but provided a comment: *Social dialogue takes place at the level of the professional branches; at the national level a reform launched by the government is underway in France to remove barriers, and to allow companies to increase the number of apprenticeship training positions in a significant manner. The social partners are currently being consulted.*

'Other' responses

- South Africa: *South Africa faces a challenging situation having taken successful legal action against the Minister of Higher Education and Training on its use of the levy grant system and reduction in mandatory funds to business. Sound social dialogue is difficult in such circumstances, and business has very limited access to levy grants intended for workplace learning.*

2.3. During the past year, in what ways (i.e. negotiation and agreement, consultation, or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with TRADE UNIONS? *If the topic was not discussed please select 'N/A'. Please mark 'X' to all that apply.*

Types of social dialogue with TRADE UNIONS	Number of countries				
	Negotiation and agreement	Consultation	Exchange of information	N/A (Not)	No response
Wages/allowances of apprentices	2	3	4	3	2
2. Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)	2	2	3	5	2
3. Availability of apprenticeship positions	1	2	2	5	2
4. Access of disadvantaged groups of workers to apprenticeship training	1	2	2	5	2
5. Match between apprenticeship training and skill needs of enterprises	2	3	4	3	2
6. Employment of apprentices in the occupations they are trained for after completion of training	1	3	3	3	2
7. High dropout rates of apprentices	1	1	1	7	2
8. Quality of VET teachers and/or in-company trainers	1	1	3	6	1
9. Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)	2	2	4	5	1
10. Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)	1	2	3	5	1
11. Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)	1	2	2	5	2
12. Policies specific to apprenticeships (e.g. assessment, certification, pathways)	1	3	2	5	2
13. Perceptions of the youth and parents about apprenticeships (e.g. social marketing)	1	0	0	7	3

Notes:

'Other' responses

- South Africa: *The National Skills Development Plan (NSDP) was negotiated at the National Economic Development and Labour Council (NEDLAC) by the social partners but with limited progress. The social partners have recently been involved in a TVET workshop with over 53 implementation actions identified – concerns are that these are “talk shops”, which generate very little positive progress other than identification and declarations that change is needed.*

Theme 3. Roles and responsibilities

3.1. What are roles and responsibilities of your organization (employers' organization at the national level) regarding quality apprenticeships? *Please mark 'X' to all that apply.*

Organizational roles and responsibilities	Number of countries		
	Yes	No	No response
Engage in social dialogue and policy-making on quality apprenticeships	9	1	1
Inform and encourage enterprises to offer apprenticeship training	9	1	1
Inform and encourage potential apprentices to undergo apprenticeship training	3	7	1
Provide advice to member enterprises for quality apprenticeships	8	2	1
Promote inclusion of quality apprenticeships in collective bargaining arrangements	4	6	1
Develop and/or revise occupational profiles, competency standards and/or qualification standards relevant to apprenticeships	6	4	1
Design apprenticeship training programmes	4	6	1
Match enterprises with VET institutions	3	7	1
Accredit enterprises and/or workplace trainers that are responsible for apprentices	1	9	1
Accredit training providers	2	8	1
Help recruit apprentices as an intermediary	1	9	1
Coordinate apprenticeship training when more than one enterprise is involved in training	2	8	1
Provide training to in-company trainers/mentors and certify their skills	2	8	1
Assist enterprises in the implementation of quality apprenticeship programmes	4	6	1
Monitor and evaluate the quality apprenticeship system at the national and/or sector level(s)	4	6	1
Participate in skills certification (e.g. assessment)	2	8	1
Intervene in conflicts concerning apprenticeship training if they cannot be resolved at the company level	1	9	1

Theme 4. Inclusiveness

- 4.1. Does your organization promote access to quality apprenticeships for people with nationally identified special needs (e.g. youth, women, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded)?

Answer choices	Number of countries
Yes	7
No	4

- 4.2. Does your organization encourage women/men to undertake apprenticeships for occupations in which women/men are under-represented?

Answer choices	Number of countries
Yes	4
No	7

- 4.3. In the past three years has your organization taken any action to improve the access for people residing in rural areas to quality apprenticeships?

Answer choices	Number of countries
Yes	3
No	8

- 4.4. In the past three years has your organization taken any action to transform informal apprenticeship into formal ones?

Answer choices	Number of countries
Yes	1
No*	10

Note:

* Germany and South Africa replied "No", however each provided an additional comment:

Germany: *In Germany, informal apprenticeships as such do not exist. However, some workers might have acquired certain competences informally and there are programs to formalize these competences, such as, for example, a partial qualification (in German: "Teilqualifizierung"). In this concept, vocational education can be absolved in several short-term modules instead of in one long-term programme. Participants can certify after each module and once all modules have been completed, they can present themselves for a final exam equivalent to the certification at the end of a "normal" VET programme.*

South Africa: *Discussions are under way regarding the transition from the informal to the formal, but this is still a work in progress.*

APPENDIX 6: Tables of workers' organizations' quantitative responses

Countries with responses from trade union organizations: Argentina, Australia, Canada, China, France, Germany, India, Indonesia, Mexico, Republic of Korea, Russian Federation, Saudi Arabia, South Africa, Turkey, and the United Kingdom (Countries n=15) ¹.

Theme 1. Awareness raising

1.1. Does your organization encourage enterprises to offer more apprenticeship positions?

Answer choices	Number of countries
Yes	12
No	3

1.2. Does your organization raise awareness of apprenticeships among the general public, especially young people and parents?

Answer choices	Number of countries
Yes	12
No*	3

Note:

* France's combined response was 'No' (France 1 – no response; France 2 - 'No'). Both respondents provided an explanation:
France 1: *On a more internal level, we do raise awareness of quality apprenticeships our own members during trade unions' training sessions or national information days, which are held at level of the Confederation.*

France 2: *The means of action of the trade union organizations are reduced, which limit our capacity to engage with the general public.*

Theme 2. Social dialogue

Social dialogue includes all types of negotiation, consultation or simply exchange of information between, or among, representatives of governments, employers and workers.

2.1. In what ways is your organization involved in formal/institutionalized social dialogue regarding quality apprenticeships? *Please mark 'X' to all that apply.*

¹ Multiple responses were received from three of these countries, China, France and Turkey, in each instance two organizations responded separately to the survey. Combined quantitative responses are provided in this document for each of these countries.

- Multiple responses were combined for each question as follows:
- If both organizations responded 'Yes' – combined response 'Yes'
- If one organization responded 'Yes' and one responded 'No' – combined response 'Yes'
- If both organizations responded 'No' – combined response 'No'

(Note: For N/A responses – 'N/A' only if both organisations responded 'N/A')

Types of social dialogue	Number of countries		
	Yes	No	No response
Formal involvement in a national body that discusses topics related to quality apprenticeships.	12	3	0
Formal involvement in a sector skills council or other sector-level bodies.	8	6*	1

Notes:

* Three countries provided additional comments as follows:

France 1: *Yes, in all Joint National Committees on Employment and Vocational Training (Commissions paritaires nationales de l'emploi et de la formation professionnelle, CPNEFP) put in place in all sector level branches; in joint commissions for collective training (organismes paritaires collecteurs agréés, OPCA).*

France 2: *In the Joint Consultative Committees (CPC) for professional certifications and diplomas, as well as in the National Joint Employment Committees (CPNE) at sector level.*

South Africa: *National Skills Authority (NSA) and Sector Education and Training Authority (SETA).*

'Other' responses:

- Australia: *Organizations make submissions to Federal/State Government Inquiries into apprenticeships and the training system.*
- Canada: *Canada's unions also participate in many (but not all) provincial apprenticeship authorities which govern the apprenticeship system, such as the Ontario College of Trades. See: <http://www.collegeoftrades.ca>.*
- France 1: *At the regional level in regional committees of employment, training and vocational guidance (CREFOP) and the regional inter-branch joint committee for employment and training (COPAREF) .*
- France 2: *The Development Council of the Apprenticeship Training Centre (CFA), is set up by the director and the managing body of the CFA. It is required to give an opinion on matters relating to the organization and the functioning of the centre.*
- Germany: *VET-Boards of the Federal States, in the competent bodies and especially in the works councils and the Youth and Trainee Delegation (JAV).*
- India: *In the formal sector.*
- Indonesia: *Several tripartite discussions facilitated by the ILO Jakarta Office.*
- Mexico: *The trade unions participate in the Sub-Secretariat of Public Education, the Sub-Secretariat of Higher Secondary Education, the Sub-secretariat of Higher Education, the National Council for Standardization and Certification of Labor Competences (CONOCER), in the training subcommittee of the National Productivity Committee, and the Board of Directors of the Technological and Industrial University, etc. (Google translation, adapted).*
- South Africa: *Provincial Skills Development Forum (PSDF).*

2.2. During the past year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with the GOVERNMENT? Please mark 'X' to all that apply. If the topic was not discussed, please select 'N/A'.

Types of social dialogue with GOVERNMENT	Number of countries				
	Negotiation and agreement	Consultation	Exchange of information	N/A (Not)	No response
Wages/allowances of apprentices	4	7	6	5	0
2. Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)	4	9	6	4	0
3. Availability of apprenticeship positions	4	9	7	4	0

Types of social dialogue with GOVERNMENT	Number of countries				
	Negotiation and agreement	Consultation	Exchange of information	N/A (Not)	No response
5. Match between apprenticeship training and skill needs of enterprises	3	11	9	2	0
6. Employment of apprentices in the occupations they are trained for after completion of training	3	10	6	4	0
7. High dropout rates of apprentices	1	4	7	6	1
8. Quality of VET teachers and/or in-company trainers	4	7	6	3	0
9. Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)	4	10	5	3	0
10. Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)	3	9	4	5	0
11. Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)	2	8	6	5	0
12. Policies specific to apprenticeships (e.g. assessment, certification, pathways)	4	10	6	4	0
13. Perceptions of the youth and parents about apprenticeships (e.g. social marketing)	1	6	6	5	0

Notes:

'Other' responses:

- Mexico: Identified 'Other - Negotiation and agreement, Consultation, Exchange of information' and provided the following description: *Support agreements for professional technical training, scholarships and the creation of inter-industry dual training centres.*

- South Africa: Identified 'Other - Consultation' and provided the following description: *Levy Grant System Review.*

- France 1: *Representatives of the social partners held discussions on the labour market integration of young people between September and December 2016. The topic of apprenticeships was discussed, on the basis of available national statistics (DARES). On September 27 2016, the Labor Minister launched consultations on labour market integration of young people. Open to social partners and youth organizations' participation, this was aimed at making a diagnosis of what actually exists in terms of the integration of youth in the labour market. The consultation process was divided into a series of thematic working sessions, animated by France Stratégie and DARES. Force Ouvrière (Workers' Force – FO) has been very active in this area, and its requests were taken into account in the final report submitted on 24 January 2017. This report examines the specific situation of young people in the labour market and their difficulties of integration. It also takes stock of the measures promoting the integration of young people. The Ministry was supposed to get back to the trade union organizations and employers, once the report had been published, in order to open inter-professional negotiations. The (legally mandatory) guidance document was never sent. In the end, there was no "guidelines document" to pave the way for national and inter-professional negotiations. During the consultations, the FO acknowledged that the training allowance had been slightly increased. It also thought -- and still believes -- that more has to be done for apprentices. The FO demanded a complete overhaul of the status and remuneration schedule of apprentices. Today, an apprentice of 15 or 16 years of age receives only: 288.25 euros per month during the first year – and the cost to the employer is between 10 and 69 per cent of the minimum wages (salaire minimum interprofessionnel de croissance, SMIC) for the full-time equivalent. An apprentice's status and remuneration is therefore very precarious. The FO also requested to examine the failure rate of apprenticeship contracts (25 per cent of apprentices quit before the end of apprenticeship contracts) and to value the tutor's role.*

2.3. During the past year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with EMPLOYER ORGANIZATIONS? *If the topic was not discussed please select 'N/A'. Please mark 'X' to all that apply.*

Types of social dialogue with the EMPLOYER ORGANIZATIONS	Number of countries				
	Negotiation and agreement	Consultation	Exchange of information	N/A (Not)	No response
Wages/allowances of apprentices *	7	6	3	4	1
2. Non-financial working/training conditions of apprentices (e.g. occupational safety and health, leave entitlement, working hours)	6	7	5	4	0
3. Availability of apprenticeship positions	4	6	7	3	0
4. Access of disadvantaged groups of workers to apprenticeship training **	4	8	6	3	1
5. Match between apprenticeship training and skill needs of enterprises	5	8	7	2	0
6. Employment of apprentices in the occupations they are trained for after completion of training	3	6	6	6	0
7. High dropout rates of apprentices	2	5	5	8	0
8. Quality of VET teachers and/or in-company trainers**	3	6	5	3	1
9. Coordination among stakeholders (e.g. enterprises, VET institutions, regulators)	4	9	6	3	0
10. Regulatory and governance arrangements (e.g. streamlining regulations and bureaucratic procedures)	1	10	5	4	0
11. Financial incentives to promote apprenticeships (e.g. tax credit, grant, cost reimbursement)	2	9	6	5	0
12. Policies specific to apprenticeships (e.g. assessment, certification, pathways)	4	9	5	3	0
13. Perceptions of the youth and parents about apprenticeships (e.g. social marketing)	1	7	8	5	0

Notes:

'Other' responses:

- France 1: *According to the annual review of collective bargaining for 2015, there were 201 agreements on vocational training and apprenticeship; of these, 105 focused on the priorities, objectives, and means of vocational training for employees, 67 related specifically to apprenticeships, and 47 related to CQPs.*

- Mexico: *Working parents are very involved in supporting the professional training of their children. Equally, entrepreneurs provide good support to the professional training of their workers and children.*

- South Africa: Identified 'Consultation, Exchange information' - No description provided.

Theme 3. Roles and responsibilities

3.1. What are roles and responsibilities of your organization (e.g. trade union confederation at the national level) regarding quality apprenticeships? *Please mark 'X' to all that apply.*

Organisational roles and responsibilities	Number of countries		
	Yes	No	No response
Engage in social dialogue and policy-making on quality apprenticeships	12	2	1
Negotiate working and training conditions on apprentices	12	2	1
Promote inclusion of quality apprenticeships in collective bargaining arrangements	12	2	1
Provide advice to workers' representatives on quality apprenticeships	13	1	1
Provide advice to apprentices, including advice through social media, regarding quality apprenticeships	10	4	1
Build capacity of workers' representatives for quality apprenticeship	12	2	1
Encourage workers' representatives to monitor the working and training conditions of apprentices at workplaces	14	0	1
Inform and encourage potential apprentices to undergo apprenticeship training	7	7	1
Raise awareness of workers about quality apprenticeships	12	2	1
Develop and/or revise occupational profiles, competency standards and/or qualification standards that are relevant to apprenticeships	9	5	1
Design apprenticeship training programmes	6	8	1
Participate in skills certification (e.g. assessment)	9	5	1
Intervene in conflicts concerning apprenticeship training if they cannot be resolved at the company level	6	8	1
Monitor and evaluate the quality apprenticeship system at the national and/or sector level(s)	12	2	1

Notes:

The United Kingdom -- whilst providing responses to Q3.1 -- also provided a general comment: *Our responses to the following questions should take into account the weak social dialogue arrangements in the United Kingdom and also the lack of sectoral/industrial collective agreements here compared with other European countries. Where collective bargaining on apprenticeships does exist, this is predominantly at the enterprise level. However, despite this, the Trades Union Congress (TUC) and its affiliated unions are engaged in a wide range of activities to promote quality apprenticeships.*

'Other' responses:

- Australia: *There exists a dialogue with members of Parliament to promote and approve apprenticeships.*
- France 2: *So far, in France, workers' organizations can intervene in these fields but the scope of influence has been reduced - we hope to improve this after the ongoing consultation. The CFDT intervenes in the working groups in this sense. Real opportunities exist for the social partners - in the development of professional certifications and competency standards through bodies such as joint consultative committees (CPCs) and working groups such as the ones from the National Commission for Professional Certifications (CNCP).*
- South Africa: *The premise of our education systems is quality rather than quantity of education.*

Theme 4. Inclusiveness

- 4.1. Does your organization promote access to quality apprenticeships for people with nationally identified special needs (e.g. youth, women, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded)?

Answer choices	Number of countries
Yes	13
No	2

- 4.2. Does your organization encourage women/men to undertake apprenticeships for occupations in which women/men are under-represented?

Answer choices	Number of countries
Yes	10
No*	5

Note:

* Turkey combined response was 'No' (Turkey 1 – 'No', Turkey 2 – no response) and Turkey 1 provided a comment: *HAK-IS considers the apprenticeship and internship as hands-on training which offers work-based training and on-the-job training for the unemployed, the youth, women, low-skilled, migrants, the disabled and older people. Consequently, our organisation promotes access to quality apprenticeships to everyone that would like to get new skills for new and better jobs in the labour market.*

- 4.3. In the past 3 years has your organization taken any action to improve the access for people residing in rural areas to quality apprenticeships?

Answer choices	Number of countries
Yes	8
No	7

- 4.4. In the past 3 years has your organization taken any action to transform informal apprenticeship into formal ones?

Answer choices	Number of countries
Yes	6
No*	9

Note:

* The Russian Federation and South Africa whilst responding 'No' also provided comments:

- The Russian Federation: *The problem of informal apprenticeships is not relevant.*

- South Africa: *In South Africa, apprenticeships only happen in the formal sector of the economy. Those companies must be levy paying and be receiving grants. These are mostly medium to large companies. The informal economy is largely out of the range of the skills development discourse.*

APPENDIX 7: Tables of employers' and workers' quantitative responses, by country

Countries with responses from: employers and/or workers

Employers: France, Germany, India, Indonesia, Mexico, South Africa, Republic of Korea, Russian Federation, Turkey, the United Kingdom, and the United States (n=11)

Workers: Argentina, Australia, Canada, China, France, Germany, India, Indonesia, Mexico, , Republic of Korea, Russian Federation, Saudi Arabia, South Africa, , Turkey, and the United Kingdom (n=15)

Countries with no responses from either group (not included in tables): Brazil, Italy, and Japan.

Key:

'Yes' responses have an entry in the appropriate column/row. To help visual interpretation, the codes E (for employer bodies) and W (for workers, i.e. trade unions) are used rather than simply an X.

Blank boxes denote a 'No' Response.

When there is a dash (-) this means that the country respondent group did not respond to the entire question or to the entire survey.

Theme 1. Awareness raising on quality apprenticeships

1.1. Does your organization encourage your member enterprises to offer apprenticeship positions? (Employers). (*Respond Yes/No*)

Does your organization encourage enterprises to offer more apprenticeship positions? (Workers). (*Respond Yes/No*)

1.2. Does your organization raise awareness of general public, especially young people and parents about apprenticeships? (*Respond Yes/No*)

Country	1.1 Encourage enterprises to offer apprenticeship positions		1.2 Awareness raising of general public	
	E	W	E	W
Argentina	-	W	-	W
Australia	-	W	-	W
Canada	-	W	-	W
China	-	W	-	W
France	E	W	E	
Germany	E	W	E	W
India	E	W		W
Indonesia	E		E	W

Country	1.1 Encourage enterprises to offer apprenticeship positions		1.2 Awareness raising of general public	
	E	W	E	W
Republic of Korea	E		E	
Russian Federation	E	W	E	W
Saudi Arabia	-		-	
South Africa	E	W	E	W
Turkey	E	W	E	W
United Kingdom	E	W	E	W
United States	E	-	E	-

Theme 2. Social dialogue

2.1. In what ways is your organization involved in formal/institutionalized social dialogue regarding quality apprenticeships? (*Respond Yes/No*)

Country	2.1 Ways of organization involvement in formal social dialogue regarding apprenticeships					
	Involvement in a national body that discusses apprenticeships		Involvement in sector skills council/other sector bodies		Other	
	E	W	E	W	E	W
Argentina	-	W	-	W	-	
Australia	-	W	-	W	-	W
Canada	-	W	-		-	W
China	-	W	-	W	-	
France	E	W	E	W	E	W
Germany	E	W		W		W
India	-	W	-		-	W
Indonesia	E					W
Mexico		W	E	W		W
Republic of Korea	E		E			
Russian Federation	E	W	E	W	E	
Saudi Arabia	-		-		-	
South Africa	E	W	E	W	E	W
Turkey	E	W	E			
United Kingdom	E	W		-		-
United States		-		-	E	-

2.2. During the past year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with the GOVERNMENT? (Mark 'X' to all that apply).

Country	2.2 Involvement in social dialogue of any type (Note i) with the GOVERNMENT (negotiation, consultation, exchange of information)													
	1. Wages		2. Training conditions		3. Availability of positions		4. Access of disadvantaged groups		5. Match between apps and enterprise skills needs		6. Employment after completion of training		7. High dropout rates	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Argentina	-		-	W	-	W	-	W	-	W	-	W	-	W
Australia	-		-		-		-		-	W	-		-	
Canada	-		-	W	-	W	-	W	-	W	-	W	-	W
China	-	W	-	W	-	W	-	W	-	W	-	W	-	-
France	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Germany	E	W	E	W	E	W	E	W	E	W	E	W	E	W
India		W		W		W		W		W		W		
Indonesia	E	W	E		E		E	W	E	W	E	W	E	W
Mexico	E	W		W	E	W		W	E	W	E	W	E	
Republic of Korea			E		E				E				E	
Russian Federation	E	W	E	W	E	W	E	W	E	W	E	W		
Saudi Arabia	-		-		-		-		-		-		-	
South Africa	E	W	-	W	E	W	-	W	E	W	-	W	-	W
Turkey	E	W	E	W	E	W	E	W	E	W	E	W	E	W
United Kingdom	E	W	E	W	E	W	E	W	E	W	E	W	E	W
United States		-		-	E	-		-	E	-	E	-		-

Note i: If the respondent group said 'Yes' to any type of social dialogue (negotiation, consultation, exchange of info.), this implies a positive reply for that particular sub-question.

Country	2.2 Involvement in social dialogue of any type (Note i) with the GOVERNMENT (negotiation, consultation, exchange of information)													
	8. Quality of teachers		9. Coordination among stakeholders		10. Regulatory and governance arrangements		11. Financial incentives		12. App operation policies		13. Public perceptions about apps		14. Other	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Argentina	-	W	-	W	-	-	-	W	-	W	-	-	-	-
Australia	-	-	-	W	-	-	-	-	-	W	-	-	-	-
Canada	-	W	-	W	-	-	-	W	-	W	-	-	-	-
China	-	W	-	W	-	-	-	W	-	W	-	-	-	-
France	-	W	-	W	-	-	-	W	-	W	-	-	-	W
Germany	E	W	E	W	E	W	E	W	E	W	E	W	-	-
India	-	W	-	-	-	-	-	-	-	-	-	W	-	-
Indonesia	E	W	E	W	E	W	E	-	E	-	E	-	-	-
Mexico	E	W	E	W	E	W	E	W	E	W	E	W	-	W
Republic of Korea	E	-	E	-	E	-	E	-	E	-	E	-	-	-
Russian Federation	E	W	E	W	E	W	E	W	E	W	E	W	-	-
Saudi Arabia	-	-	-	-	-	-	-	-	-	-	-	-	-	-
South Africa	E	W	-	W	E	W	E	W	E	W	-	W	E	W
Turkey	E	W	E	W	E	W	E	W	E	W	-	W	-	-
United Kingdom	E	W	E	W	E	W	E	W	E	W	E	W	-	-
United States	-	-	-	-	E	-	E	-	E	-	E	-	-	-

Note i: If respondent group said 'Yes' to any type of social dialogue (negotiation, consultation, exchange of information), this implies a positive reply for that particular sub-question.

2.3. During the past year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with TRADE UNIONS? (Employers)

During the past year, in what ways (i.e. negotiation and agreement, consultation or exchange of information) was your organization involved in social dialogue at the national and/or sector level(s) with EMPLOYER ORGANIZATIONS? (Workers)
(Mark 'X' to all that apply).

Country	2.3 Involvement in social dialogue of any type (Note i) with TRADE UNIONS (Employers). EMPLOYER ORGANIZATIONS (Workers). (negotiation, consultation, exchange of information)													
	1. Wages		2. Training conditions		3. Availability of positions		4. Access of disadvantaged groups		5. Match between apps and enterprise skill needs		6. Employment after completion of training		7. High dropout rates	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Argentina	-	-	-	W	-	W	-	W	-	W	-	-	-	-
Australia	-	W	-	W	-	W	-	W	-	W	-	-	-	W
Canada	-	W	-	W	-	W	-	W	-	W	-	-	-	W
China	-	W	-	W	-	W	-	W	-	W	-	-	-	W
France	-	W	-	W	-	W	-	W	-	W	-	-	-	W
Germany	E	W	E	W	E	W	E	W	E	W	E	W	E	W
India		W				W		W		W				
Indonesia	E		E					W	E	W	E	W		W
Mexico	E	-		W	E	W		W	E	W	E	W		
Republic of Korea														
Russian Federation	E	W	E	W	E	W	E	W	E	W	E	W		
Saudi Arabia	-		-		-		-		-		-		-	
South Africa	-	W	-	W	-	W	-	-	-	W	-	W	-	W
Turkey	E	W	E	W	E	W	E	W	E	W	E	W	E	
United Kingdom	E	W		W	E	W	E	W	E	W	E	W		W
United States		-		-		-		-		-		-		-

Note i: If respondent group said 'Yes' to any type of social dialogue (negotiation, consultation, exchange of information), this implies a positive reply for that particular sub-question.

Country	2.3 Involvement in social dialogue of any type (Note i) with TRADE UNIONS (Employers), EMPLOYER ORGANIZATIONS (Workers). (Negotiation, Consultation, Exchange of information)													
	8. Quality of teachers		9. Coordination among stakeholders		10. Regulatory and governance arrangements		11. Financial incentives		12. Apprenticeships operation policies		13. Public perceptions about apprenticeships		14. Other	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Argentina	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Australia	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Canada	-	W	-	W	-	W	-	W	-	W	-	W	-	W
China	-	W	-	W	-	W	-	W	-	W	-	W	-	W
France	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Germany	E	W	E	W	E	W	E	W	E	W	E	W	E	W
India														
Indonesia		W	E	W	E	W	E	W	E	W	E	W	E	W
Mexico		W		W		W		W		W		W		W
Republic of Korea														
Russian Federation	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Saudi Arabia	-		-		-		-		-		-		-	
South Africa	E	-	E	W	E	W	E	W	E	W	E	W	E	W
Turkey	E	W	E	W	E	W	E	W	E	W	E	W	E	W
United Kingdom		W		W		W		W		W		W		W
United States		-		-		-		-		-		-		-

Note i: If respondent group said 'Yes' to any type of social dialogue (negotiation, consultation, exchange of information), this implies a positive reply for that particular sub-question.

Theme 3. Roles and responsibilities¹

3.1. What are the roles and responsibilities of your organization (employers' organization at the national level) regarding quality apprenticeships? (Employers).

What are the roles and responsibilities of your organization (e.g. trade union confederation at the national level) regarding quality apprenticeships? (Workers).

(List provided, Mark 'X' to all that apply).

Table A. Responses for 'Roles and responsibilities' that were identical in the Employers' and Workers' surveys

Country	Engage in social dialogue and policy-making		Inform and encourage potential apprentices		Promote inclusion of apps in collective bargaining		Work on occupational profiles/ competency standards for apprenticeships		Design apps training programmes		Evaluate apprenticeship system at national level		Participate in skills certification		Intervene in conflicts concerning apprenticeship training		Other	
	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Argentina	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Australia	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Canada	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
China	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
France	E	W			E	W		W		W		W		W		W		W
Germany	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W
India						W												
Indonesia	E	W	E	W		W	E		E		E	W		W				
Mexico	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W	E	W
Republic of Korea	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
Russian Federation	E	W			E	W	E	W	E	W	E	W	E	W	E	W	E	W
Saudi Arabia	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W	-	W
South Africa	E	W				W	E	W			E	W		W				
Turkey	E	W				W	E	W				W		W				
United Kingdom	E	W				W	E	W			E	W		W				
United States	E	W				W	E	W			E	W		W				

¹ There are no entries for Theme 4, as there were no common sets of questions for the two groups.

Table B. 'Roles and responsibilities' that were only provided as an option for Employers

Country	Encourage enterprises to offer apps training	Provide advice to member enterprises on apprenticeships	Match enterprises with VET institutions	Accredit enterprises and/or workplace trainers	Accredit training providers	Help recruit apprentices as an intermediary	Coordinate app/ship training when more than one enterprise is involved	Provide training to in-company trainers/mentors and certify their skills	Assist enterprises in the implementation of apprenticeship programmes
France	E	E			E				
Germany	E	E					E		E
India	E	E							
Indonesia	E	E	E					E	E
Mexico	E	E	E	E	E	E	E	E	E
Republic of Korea	-	-	-	-	-	-	-	-	-
Russian Federation	E	E	E						E
South Africa	E	E							
Turkey	E	E							
United Kingdom	E								
United States									

Note: Argentina, Australia, Canada, China, and Saudi Arabia are not included in this table, as no employer bodies from those countries responded to the survey.

Table C. 'Roles and responsibilities' that were only provided as an option for Workers

Country	Negotiate working and training conditions on apprentices	Provide advice to workers' representatives on apprenticeships	Provide advice to apprentices regarding apprenticeships	Build capacity of workers' representatives for apprenticeships	Encourage workers' representatives to monitor the working training conditions of apprentices	Raise awareness of workers about apprenticeships
Argentina	W	W	W		W	W
Australia	W	W	W	W	W	W
Canada		W		W	W	W
China	W	W	W	W	W	W
France	W	W		W	W	W
Germany	W	W	W	W	W	W
India	W	W	W	W	W	W
Indonesia	W	W	W	W	W	W
Mexico	W	W	W	W	W	W
Republic of Korea	-	-	-	-	-	-
Russian Federation	W	W		W	W	
Saudi Arabia			W		W	
South Africa	W	W		W	W	W
Turkey	W	W	W	W	W	W
United Kingdom	W	W	W	W	W	W

Note: The United States is not included in this table, as no trade union organization from that country responded to the survey.

Theme 4. Inclusiveness

- 4.1. Does your organization promote access to quality apprenticeships for people with nationally identified special needs (e.g. youth, women, low-skilled people, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups, and the socially excluded)? *(Respond Yes/No)*
- 4.2. Does your organization encourage women/men to undertake apprenticeships for occupations in which women/men are under-represented? *(Respond Yes/No)*
- 4.3. In the past three years has your organization taken any action to improve the access for people residing in rural areas to quality apprenticeships? *(Respond Yes/No)*
- 4.4. In the past three years has your organization taken any action to transform informal apprenticeship into formal ones? *(Respond Yes/No)*

Country	4.1 Promotion access apps special needs		4.2 Encouragement apps for occupations under-represented by women/men		4.3 Action to improve access for people in rural areas to apps past three years		4.4 Action to transform informal apps into formal in past three years	
	E	W	E	W	E	W	E	W
Argentina	-	W	-	W	-	W	-	W
Australia	-	W	-	W	-		-	W
Canada	-	W	-	W	-	W	-	W
China	-	W	-	W	-	W	-	
France	E	W		W		W		W
Germany	E	W	E	W	E	W		
India		W		W				
Indonesia	E	W						W
Mexico		W		W		W	E	W
Republic of Korea					E			
Russian Federation		W				W		
Saudi Arabia	-		-		-		-	
South Africa	E	W	E	W	E	W		
Turkey	E	W						
United Kingdom	E	W	E	W				
United States	E	-	E	-		-		-