



G20-OECD-EC Conference on Quality Apprenticeship

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Argentina

	Information requested:	Reply																					
1.	Country	Argentina																					
2.	Name of programme	Acciones de Entrenamiento para el Trabajo (Job training actions) is part of the Programa de Jovenes con Más y Mejor Trabajo (Program for Young People with More and Better Jobs)																					
3.	When introduced	July 2008 (Acciones de Entrenamiento para el Trabajo)																					
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The job training is a practical learning process, with some theoretical aspects, which takes place in a company.</p> <p>The Apprentices are guided by a coach who is in charge of them.</p> <p>This experience intends to provide Apprentices with tools in order to improve their performance at Labor World.</p>																					
5.	Number of starters (i.e. new participants, most recent data available)	<p>Total flow (000s)</p> <table><tr><th colspan="7">Participants</th></tr><tr><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>TOTAL</th></tr><tr><td>3.399</td><td>2.950</td><td>4.094</td><td>10.059</td><td>7.890</td><td>14.412</td><td>42804</td></tr></table> <p>Period:* 2008/2013</p>	Participants							2008	2009	2010	2011	2012	2013	TOTAL	3.399	2.950	4.094	10.059	7.890	14.412	42804
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2008	2009	2010	2011	2012	2013	TOTAL																	
3.399	2.950	4.094	10.059	7.890	14.412	42804																	
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Rate (%) the 83% of the starters complete the project</p> <p>Period:* 2013</p>																					
7.	Number of participants on a stock basis (most recent data available) for the entire program	<p>Total stock (000s):</p> <table><tr><th colspan="7">Participants</th></tr><tr><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>TOTAL</th></tr><tr><td>16009</td><td>73996</td><td>83040</td><td>261126</td><td>141040</td><td>137433</td><td>712644</td></tr></table> <p>Period:**2008/2013</p>	Participants							2008	2009	2010	2011	2012	2013	TOTAL	16009	73996	83040	261126	141040	137433	712644
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16009	73996	83040	261126	141040	137433	712644																	
8.	Age group eligible to participate	18-24 years																					
9.	Education level or qualification required to be an apprentice	Not to have completed high school																					
10.	Sectors and occupations covered	The training project can be developed at any economy activity and sector. The vast majority are developed in the service sector.																					
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) The job training project has duration of 20 hours per week. These may have a length which can vary between 1 and 6 months.</p> <p>b) The duration of each project is based on certain set of criteria established by the Ministry of Labor, Employment and Social Security</p>																					
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a) No, the projects are only developed in companies.</p> <p>c) On average the trainee remains in the company 4 hours a day while the regular work day average is 8 hours.</p>																					
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are	<p>a) There isn't any off-the-job training.</p> <p>b) Apprentices always get \$ 1500 (equivalent to 190US\$). This amount is financed by employers and the Ministry.</p> <p>c) The employer contribution varies according to company size. Enterprises</p>																					

	these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	with less than 6 workers Pay \$ 0. Enterprises which have from 6 to 200 workers pay \$400 (equivalent to 50 U\$S) and enterprises with 201 workers on, pay \$1100 (equivalent to 140U\$S).. d) Apprentices receive 41% of the minimum wage, which amounts to \$ 3,620 (equivalent to 450 U\$S).
14.	Do successful apprentices receive a formal qualification/certification?	Yes, they receive a certificate from the company.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	a) Trainees are selected according to the profile demanded by employers. b) Yes, learners -as part of their preparation- take a course Orientation and Induction of Labor World.
16.	Outcomes: such as completion rates or employment retention	The insertion rate was 22% in 2013, according to a study done by the Secretariat for Technical Programming and Labor Studies.
17.	Other observations	It is important to mention that the Acciones de Entrenamiento para el Trabajo are framed as established by Law National Employment (N° 24013) and are not covered by the laws of internships (Law National Education Law - Regimen General of Internship - Level of Education Secondary (N° 26206) or Education Internship Law of Higher Education (N° 26247)).

1.	Country	Argentina
2.	Name of programme	Youth with a Future
3.	When introduced	December 20, 2006
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The Youth with a Future (YF) Program is part of the initiative for decent work promoted by the Ministry of Labor, Employment and Social Security (MLE&SS) in the context of Corporate Social Responsibility (CSR). It consists of a qualifying internship, that, even if it cannot be similar to a job, it is perceived as an experience 'between school and work'. The Program includes an incentive to the completion of high school and provides hands-on knowledge in work-related skills.</p> <p>The YF Program – the result of systematic, committed efforts in workshops – implements high-quality, innovative projects with significant social impact to promote employment among youth. It was designed jointly as a training and development program to enable practices in leading global companies that operate in Argentina and seeks to provide a coordinated response to the labor-insertion problems among youth in vulnerable social sectors and to build institutional links to the quality labor market via improved levels of employability and social capital.</p> <p>Given the structural nature of youth poverty and the conditioning that it imposes on formal labor insertion, the program institutes a multi-dimensional response considering not only labor experience but also formal education, the acquisition of qualifications through practices in real work environments and the engagement and cultivation of a culture of quality labor, heightening these young people's personal values and hopes for the future.</p> <p>The intervention strategy's modus operandi is likewise innovative. Conceiving of decent work as a constructive and dignifying bond for the individual and of the company as a primordial space for that bond's realization in society, the program calls on broad-based social participation. It involves a multi-sector alliance (government, companies, and NGOs) to provide a solid social infrastructure. In effect, the training's workplace quality is guaranteed by the participation of the company's human resources and pertinent technical areas plus high-level tutors and corporate volunteers, all indispensable for the program's successful realization.</p> <p>The capacity to create mechanisms for overcoming poverty and social exclusion is also a new contribution. The creation of these mechanisms is based on building bridges between society's dynamic economic sectors and its excluded, vulnerable segments. Deactivating customary individual and organizational barriers between those social universes enables a transmission of the formal corporate context's work-related values to those more unprotected sectors, simultaneously managing to add a social perspective to the economic vision of corporate strategies of employability.</p>
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (191) Period:* 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate 82 (%) Period:* 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (1399): Period:**Dec 2006 – Dec 2013
8.	Age group eligible to participate	18 a 24 years old

9.	Education level or qualification required to be an apprentice	Incomplete high school
10.	Sectors and occupations covered	<p>Sectors: metallurgy; Agrochemical, energy and oil, food; retail; security; services, technology, wine among others</p> <p>Specific occupations in which the beneficiaries are formed: Metallurgical operator; turner, welder, cutter, assembly, taping, operator of processes and wine development, administrative assistant, accounting assistant, logistics operator, food processing assistant, assistant of conservation and maintenance, copyist draftsman, mechanic, equipment operator with knowledge of data processing, management PC, Assistant Human Resources</p>
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) six month average. b) It is fixed. The duration of the qualifying experience projects cannot be shorter than three months nor longer than ten months, and they must be designed in a way to comply with a minimum of 396 hours and a maximum of 1320 hours. The time demanded by qualifying experiences cannot exceed six hours daily and 30 hours a week.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Yes, every project must include a theory stage in a classroom, and a practical stage or on-the-job training that enables participants to acquire the basic skills and competencies required by different occupations. The second stage includes between 50% and 80% of the total and it includes rotation through different positions. Regarding classroom training, even if it comprehends a variety of contents, four are the most frequent pillars: training in safety and health on the job, training in information technology, training in resume redaction and job search, and rights and obligations of workers. Classroom training is in accordance to the specific competencies of the occupations in which the beneficiaries of the program are trained, and to the heterogeneity of the occupational profiles of the projects and is, usually, a preparation for the on-the-job training stage. Training could be done in union facilities or in-company.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>The recruiting process and selection of participants is made jointly by the Municipal Offices of Employment and the Company. The Ministry does not allocate resources to this stage.</p> <p>Since this is a CSR program, it is prioritized that training cost be assumed by companies, but they can also apply for funding for teachers fees and learning materials. Currently the State could transfer up to AR\$ 150 (equivalent to 19U\$S). per teaching hour and up to AR\$50 (equivalent to 6 U\$S). per student in learning materials category. This shouldn't exceed AR\$ 1000 (equivalent to 125 U\$S). per course of 20 students.</p> <p>During training, participants receive a non-remunerative stimulus monthly allowance, co-financed by the Ministry and the companies. The Ministry assigns an allowance of 30 dollars, plus 10 dollars for transportation and snacks to every participant. Companies assign a minimum scholarship of 100 dollars plus 10 dollars. Even though it is not mandatory, most companies grant participants an equivalent to the minimum wage agreed for the sector.</p>
14.	Do successful apprentices receive a formal qualification/certification?	When participants finish the program, they obtain a diploma signed jointly by the Ministry of Labour and the corresponding company, accrediting the participation at Youth with a Future Program.

15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The recruiting process and selection of participants is made jointly by the Municipal Offices of Employment and the Company. The participants should have incomplete high school, unemployed, low-income households, and have not credited professional training or significant work experience
16.	Outcomes: such as completion rates or employment retention	To date, after six years of implementation, the results of the programme are promising: 68% of the participants hold quality employment, a percentage that is 48% higher than in the comparison group (youth with secondary school diplomas and from the same geographic area, but who did not participated in the program); and the participants have an average monthly income that is 2.7 times higher than that earned by employed youth without secondary school diplomas who reside in the Buenos Aires metropolitan area, and 1.7 times higher than that of those of the same urban area who have finished secondary school.
17.	Other observations	<p>The program addresses the social dimension of the corporate social responsibility with proven results, without including a package of benefits or privileges for the participating companies.</p> <p>Among the main strengths of the Program is the tutor system with company volunteers, the high technical quality of the projects, the acquisition of abilities, the follow-up after completion and a strong change in the corporate culture.</p>

Australia		
	Information requested:	Reply
1.	Country	Australia
2.	Name of programme	Australian Apprenticeships
3.	When introduced	<p>Australia's apprenticeship system was imported from the United Kingdom with permanent European settlement in 1788. The system has undergone change over time particularly in the period since the Second World War.</p> <p>In 1985 the Kirby review (report of the Committee of Inquiry into Labour Market Programs) recommended the introduction of traineeships, largely as a labour market program aimed at disadvantaged early school leavers. Traineeships extended the apprenticeship model of on-the-job training to a much wider range of non-trade occupations. The number of traineeships increased significantly in the mid -1990s with an injection of Australian Government incentive payments.</p>
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>Australian Apprenticeships include both apprenticeships and traineeships which involve paid work and structured on and off-the-job training, and which are covered by a training contract registered by a State Training Authority (STA). While responsibility for the regulation and operation of the Australian Apprenticeships system sits with the states and territories (the states), the Australian Government plays key roles in the system – through strategic policy; financial incentives and support services. States remain the primary funding source of training subsidies that are directly paid to Registered Training Organisations (RTOs).</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>Most recent available statistics (December 2013 quarter) show that:</p> <ul style="list-style-type: none"> seasonally adjusted and smoothed trade commencements have fluctuated over the last three years. The most recent data shows trade commencements decreased from 27,500 in the September quarter 2013 to 26,400 in the December quarter following growth in the first three quarters of 2013. non-trade commencements decreased from 41,200 in the September quarter 2013 to 38,800 in the December quarter 2013. This followed two quarters of growth after a period of decline from March 2012 to March 2013. Technical and trades workers have grown significantly between 2006-07 and 2010-11 and have only declined slightly in 2011-12, with recent data showing a recovery in these numbers. <p>Non-trade (traineeship) commencements:</p> <ul style="list-style-type: none"> Growth in traineeships for existing workers in non-priority areas has been significant in the past. In 2011-12 alone commencements for this cohort increased by almost 50% before changes to incentives for this cohort were implemented. In the 12 months ending June 2013 there was a decrease of 136,700 commencements, or 49.3%, in non-trade areas. The National Centre for Vocational Education Research (NCVER) December Early Trend Data suggests there were two quarters of growth from March 2013 (33,700) to September 2013 (43,600) then a decrease to 41,200 in the December quarter 2013. <p>http://www.ncver.edu.au/wps/wcm/connect/7e1c6430-df20-4770-947f-8a643b9e9d24/2013-early-trend-estimates-</p>

		2713.pdf?MOD=AJPERES&CACHEID=7e1c6430-df20-4770-947f-8a643b9e9d24
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Contract completion rates for apprentices and trainees commencing in 2008 were 45.5% for trade occupations and 55.4% for non-trade occupations (2012).</p> <p>http://www.ncver.edu.au/wps/wcm/connect/b9cce99f-4c94-4bbd-8121-97ea02d024d5/2012-completion-and-attrition-rates-2632.pdf?MOD=AJPERES&CACHEID=b9cce99f-4c94-4bbd-8121-97ea02d024d5</p>
7.	Number of participants on a stock basis (most recent data available)	<p>The number of apprentices and trainees in-training as at 30 September 2013 was 421,000, a decrease of 14.2% from one year earlier.</p> <p>http://www.ncver.edu.au/wps/wcm/connect/583a7d26-b48b-4190-9fa5-8c5fec9e8c0f/2013-apprentices-and-trainees-sept-qtr-2715.pdf?MOD=AJPERES&CACHEID=583a7d26-b48b-4190-9fa5-8c5fec9e8c0f</p>
8.	Age group eligible to participate	<p>The minimum age eligibility for an Australian Apprenticeship varies between jurisdictions but in most states it is 15 years. There is a current process between the Australian Government and the states to harmonise some administrative and regulatory arrangements, including age eligibility. Should these negotiations be completed, an agreed national age of 15 will be implemented except where otherwise prescribed in existing industrial agreements.</p>
9.	Education level or qualification required to be an apprentice	<p>There are no educational pre-requisites for apprenticeships required by either the Australian or state governments. RTOs provide the off-the-job training for apprenticeships. RTOs set pre-requisites for entry to training courses they offer based on the nature of the training. These pre-requisites most often relate to aptitude levels, particularly for literacy and numeracy.</p>
10.	Sectors and occupations covered	<p>Australian apprenticeships are available in a variety of certificate levels in more than 500 occupations across multiple industries including agriculture, building and construction, community services and health, telecommunications, metals and engineering, process manufacturing and tourism.</p> <p>Training areas covered by traineeships include business, retail, financial services, child care, health and community services. They are usually undertaken at Certificate II or Certificate III level.</p> <p>The National Skills Needs List (NSNL) identifies traditional trades that are identified as experiencing a national skills shortage. The list is based on detailed labour market research and analysis.</p> <p>Under the Australian Apprenticeships Incentives Program (AAIP) additional personal benefits are available.</p> <p>Further information on the NSNL is available here: http://www.australianapprenticeships.gov.au/national-skills-needs-list</p>
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) Traineeships typically have a nominal duration of 2 years compared to 3-4 years for a traditional apprenticeship.</p> <p>b) Competency-based training allows apprentices to move through their apprenticeship as they attain competencies rather than serving a set time. Some Modern Awards in Australia (that set wages and conditions in a particular industry) include provision for competency-based training. This can also include provision for wage progression once a level of competency has been achieved.</p>

		Despite this, most training periods approach the nominal duration.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a) Yes. Australian Apprenticeships combine time at work with off-the-job training. An apprenticeship can be either full-time, part-time or school-based.</p> <p>b) Off-the-job training for traditional apprenticeships is typically undertaken at the RTO's premises. While this is still the case for many apprentices, recent years have seen an increase in the amount of training and assessment taking place in the workplace. All apprenticeships must include a Training Plan which sets out the intended program of training. RTOs create the Training Plan listing the competencies that are required to be achieved before the relevant qualification can be awarded. Training Plans usually include the competencies to be delivered/assessed by the RTO and those which are delivered /assessed in the workplace. Some STA's require individual Training Plans to be submitted to them for noting/approval whilst others prefer to include Training Plans as part of their audit program for RTOs funded by the government.</p> <p>On-the-job training is generally provided at the employer's place of business.</p> <p>c) Traditional training models provided for apprentices have generally included one day per week (or the equivalent in 'block training') at an RTO.</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) User Choice is a national policy which governs the flow of public funds to Registered Training Organisations in order to make the vocational, education and training sector more responsive to the needs of industry and employers and to promote choice in how training services are provided to employers and Australian Apprentices.</p> <p>The specific allocation of User Choice funding is the responsibility of state and territory governments. User Choice is applied differently in each state and territory, with the State and Territory Training Authorities having responsibility to determine which Australian Apprenticeships are eligible for User Choice funding and level of funding contribution or the training.</p> <p>Eligibility for user choice funding varies by jurisdiction, but is generally based on assessment of skills required. In some cases employers may fund the full cost of off-the-job training where such training is not eligible for User Choice funding.</p> <p>b) In addition to user choice funding, the Australian Government provides subsidies through the AAIP. The AAIP supports both traineeships and apprenticeships with a system of financial incentives. Some examples are provided in response to question 10. The Program encourages employers to offer genuine opportunities for skills-based training and development of employees that will encourage people to acquire and expand their working skills. It also encourages people to enter into skills-based training through an Australian Apprenticeship.</p> <p>The AAIP for 2013-14 is for AUD \$821.4 million which comprises \$544.9 million for employer incentives and \$276.4 million for personal benefits. The AAIP is administered by the national network of Australian Apprenticeship Centres on behalf of the Australian Government.</p> <p>Recent changes have removed all standard incentives for employers of non-priority existing worker Australian Apprentices to refocus support to employers to commence Australian Apprenticeships.</p> <p>States have their own incentive schemes, which vary by</p>

		<p>jurisdiction, but may include measures such as tax incentives for employers to take on an apprentice.</p> <p>Further details of the AAIP are available here: http://www.australianapprenticeships.gov.au/program/incentives</p> <p>c) The Fair Work Commission (FWC) has responsibility for setting minimum wages for employees to whom training arrangements apply, including apprentices and trainees. Australia's system of Modern Awards provides a safety net of employment terms and conditions. Minimum wage rates for trainees, including part-time trainee wage rates, are generally set by a National Training Wage (NTW) schedule. The NTW schedule is derived from the National Training Wage Award 1994 and is included in most Modern Awards.</p> <p>Generally, the wage structures for apprentices incorporate wage scales that express minimum wages as a percentage of the basic rate for a qualified tradesperson. Under a typical four year apprenticeship wage model the rate of pay for an apprentice increases after each year or 'stage' of service starting at 55% of the fully qualified tradesperson's rate. Many apprentices are paid above award rates. Provisions have recently been made for competency-based wage progression in Modern Awards.</p> <p>Historically, apprentices are paid below the general minimum wage, particularly in the early stages of their training. This is in recognition of the apprentices' lower productivity in the early years of the apprenticeship and the need for the employer to allocate resources to their training.</p> <p>On 22 August 2013, the FWC handed down a decision on wages and conditions for apprentices and trainees contained in Modern Awards. The decision provided for a wages increase for the minimum award rates of pay for first and second year apprentices who commenced after 1 January 2014. The decision also included the provision of competency based wage progression to be introduced in several modern awards.</p> <p>More information on the Fair Work Commission and Modern Awards is available here: http://www.fwc.gov.au/</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>Yes. Completion of an apprenticeship occurs when the RTO, employer and apprentice agree that the apprentice has achieved all of the competencies set out in their Training Plan.</p> <p>The process of completing the Training Contract and awarding the trade outcome varies between jurisdictions. However the general process is that once the RTO, employer and apprentice have agreed that the competencies are achieved, the RTO issues the qualification to the apprentice and notifies the STA.</p> <p>In some jurisdictions the STA will write to the employer and apprentice to confirm the apprenticeship is complete. In others, the STA must issue a certificate in addition to the qualification before the apprenticeship is considered complete.</p> <p>In licensed trades (such as electrician or plumber), the apprentice must also satisfy the requirements of the relevant licensing authority (usually state or territory based) before they can obtain a licence to work as a qualified tradesperson.</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>Practices for the recruitment and selection of apprentices range from something as simple as an employer agreeing to employ a family member as an apprentice, through to the use of formal</p>

		<p>selection processes by employers and Group Training Organisations (GTOs). These range from a simple application and interview process, through to a staged series of interviews and the use of assessment tools to determine the suitability and capability of potential apprentices.</p> <p>A national network of Australian Apprenticeships Centres provides information, administrative assistance and support to prospective and current Australian Apprentices and employers. They are able to link into job-matching services to place individuals interested in an apprenticeship in touch with employers. They can also check the availability of government financial assistance that may be eligible to receive as an Australian Apprentice and provide help with completing the relevant application forms. An individual may seek an employer interested in taking them on as an apprentice in a number of ways, including:-</p> <ul style="list-style-type: none"> • looking in the job vacancy ads in the local paper or on the web; • contacting an Australian Apprenticeships Centre in the region to place the individual in touch with job-matching services; • contacting the Job Services Australia provider in the region; • contacting employers in the industries an individual may like to work in. and • contacting a Group Training Organisation. <p>Further information on Australian Apprenticeship Centres is available here: http://www.australianapprenticeships.gov.au/australian-apprenticeships-centres</p> <p>Information on GTOs is available here: http://www.grouptraining.com.au/</p> <p>Pre-programme preparation can sometimes be undertaken by individuals through a pre-apprenticeship. Pre-apprenticeships have long been a feature in the Australian Apprenticeship system however there is no nationally agreed formal definition of what a pre-apprenticeship is. Generally, a pre-apprenticeship delivers training that is designed and intended to lead to an apprenticeship. Such training usually involves both theoretical and work experience components and can provide credit towards the first year of the off-the-job training component of an apprenticeship.</p> <p>By undertaking a pre-apprenticeship, an individual can engage with a particular industry or occupation and decide if it would be suitable for them. Other forms of preparatory training offered by training providers include pre-vocational, pre-employment and/or job-ready programs.</p>
16.	Outcomes: such as completion rates or employment retention	<p>For completion rates see response to question 6. Anecdotal evidence suggests that many individuals who do not complete their apprenticeship still retain employment in the same industry sector. This figure may be as high as 80% in some industries.</p>
17.	Other observations	<p>The Australian Government is introducing a new initiative for the apprenticeship system that will take effect on 1 July 2014. This will be a system of Trade Support Loans that will assist apprentices with the day to day costs associated with completing an apprenticeship.</p> <p>The loans will provide AUD \$20,000 over four years to eligible apprentices as an income contingent loan. These loans will only need to be repaid once their income reaches AUD \$51,309. This is consistent with a similar scheme available for tertiary students.</p>

Belgium*		
	Information requested:	Reply
1.	Country	Flanders (Belgium)
2.	Name of programme	Dual system: Part-time education
3.	When introduced	In its current form: 2008
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The Act on 'Learning and Working' (July 2008) aimed at attuning two existing dual systems of learning and working to each other: the apprenticeship system provided by Syntra and the part-time education system provided by centres for part-time education. It also aims at changing students' commitment from part-time to full-time.</p> <p>Both systems contain:</p> <ul style="list-style-type: none"> - A full-time commitment - A programme leading to a profession - Qualifications to be obtained can be profession-oriented certificates or educational certificates such as a diploma of secondary education, so that the same qualifications as the full-time compulsory secondary vocational education (BSO) can be obtained. - Cooperation with the pupil guidance centres and with VDAB for study and career guidance and support - Compulsory intake/screening procedure before admission.
5.	Number of starters (i.e. new participants, most recent data available)	<p>Syntra: Total flow (000s) 3,319 (Period: 2010-2011)</p> <p>Part-time education: Total flow (000s) 4,367 (Period: 2012-2013)</p>
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Syntra: Rate (%): no rate. Raw numbers: (1) diploma of secondary education: 375 ; (2) certificate: 1138 There is no rate available because this would mean that a cohort of students should have been followed. In theory, since the data is available, this can be calculated but this calculation was not possible within the time-frame (Period: 2011-2012)</p> <p>Rate (%): no rate. Raw numbers: (1) diploma of secondary education: 363; (2) certificate: 2419. There is no rate available because this would mean that a cohort of students should have been followed. In theory, since the data is available, this can be calculated. (Period: 2011-2012)</p>
7.	Number of participants on a stock basis (most recent data available)	<p>Total stock (000s): 3,5 (Period: 2012-2013)</p> <p>Total stock (000s): 8,636 (period: 2012-2013)</p>
8.	Age group eligible to participate	15-25 year olds
9.	Education level or qualification required to be an apprentice	
10.	Sectors and occupations covered	No limitations
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>Syntra: 1-3 years (12 months)</p> <p>Part-time education: Pre-fixed term (agreed in sectorial learning agreement) No shorter than 6 months, usually 1 to 2 years</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>Syntra: Standard contract with 2 parts: in-company training (4days) and training (1 day) Part-time education: Contract with 2 parts: 3 days in-company training, 2 days theory in centre for part-time education</p>

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	Syntra: - Minimum allowance between €291.49 and €480.47/month, depending on age and year of education. - If started under period of compulsory education and succeeded, a starting bonus is awarded (= federal). - Student allowance (under certain conditions) Part-time education: According to age, calculated 1/2 or 1/3 of average guaranteed monthly salary (GGMI = €1234.2) Sector bonuses possible after successful completion ESF bonus
14.	Do successful apprentices receive a formal qualification/certification?	Qualifications to be obtained can be profession-oriented certificates or educational certificates such as a diploma of secondary education, so that the same qualifications as the full-time compulsory secondary vocational education (BSO) can be obtained.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Compulsory intake/screening procedure before admission.
16.	Outcomes: such as completion rates or employment retention	See above
17.	Other observations	See background reports "initial VET" and "continuing VET" for more information

* Copies of the report "Vocational Education and Training in Flanders - Skills Beyond School" (April 2013) available.

Brazil		
	Information requested:	Reply
1.	Country	Brazil
2.	Name of programme	PROFESSIONAL APPRENTICESHIP
3.	When introduced	Law 10 097, passed in 2000
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>Professional Apprenticeship represents the fundamental axis of the policy for promoting the entry of teenagers and youth into the labour market. Created by the Consolidation of Labour Laws (CLT) of 1943, this policy allows youth over 14 and under 24, as well as people with disabilities (with no age limit) to bridge the gap between Professional Training and the formalization of a special Labour Contract – adjusted in writing and with a predetermined deadline of up to two years.</p> <p>Based on this legal instrument it is required that mid- and large-size firms hire a number of apprentices equal to at least 5% and at most 15% of the workforce, exempting from this calculation positions requiring a higher-level degree as well as technical and/or management and trust positions. It also requires the apprentices to enroll in methodical technical-professional training, which must be of the same duration as the labour contract. This joining of predefined theoretical and practical activities organized in tasks of increasing complexity structures the Professional Apprenticeship programs. The enrollment in apprenticeship programs must take into account the legal priority given to the National Apprenticeship Services and, in a supporting role, Technical Education Schools and Non-profit Organizations that have as a goal providing aid to youth and professional education, registered with the Municipal Council of the Rights of Children and of Youth, when dealing with apprentices between 14 and 18 years of age.</p> <p>The instrument was updated with the entry into effect of the following laws: 10 097, of December 19, 2000, 11 180 of September 23, 2005 and 11 788 of September 25, 2008.</p>
5.	Number of starters (i.e. new participants, most recent data available) * For example, over Jan-Dec. 2013	<p><u>Apprentices hired by year:</u></p> <ul style="list-style-type: none"> - 2013: 335 809 - 2012: 310 249 - 2011: 264 764 - 2010: 201 097 - 2009: 150 001 - 2008: 134 001 - 2007: 105 959 - 2006: 143 254 - 2005: 57 231
6.	Completion rate (Number of completers / Number of starters) (%)	Under review
7.	Number of participants on a stock basis (most recent data available) ** For example, as at end June 2013 or end Dec. 2013 etc.	<u>Apprentices admitted between 2005-2013:</u> 1 702 365
8.	Age group eligible to participate	Teenagers and youth between 14 and 24 years of age, and people with disabilities, with no age limit.
9.	Education level or qualification required to be an apprentice	Must be enrolled and attending school, unless secondary education has already been completed, and enrolled in a Professional Apprenticeship program.

10.	Sectors and occupations covered	<p>Firms of any nature are obliged to admit and enroll apprentices, accounting for a minimum of 5% and maximum of 15% of positions that require professional training.</p> <p>Employers may consult the Brazilian Occupation Classification (CBO) to ascertain which positions do not require professional training and, therefore, will not be counted in the calculation for the number of apprentices.</p>
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>The maximum length of the program is 24 months. In 2012 the National Catalogue of Professional Apprenticeship (CONAP) was published on the Ministry of Labour and Employment's website. The publication presents the maximum and minimum durations of apprenticeship programs according the complexity of the occupation.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>The apprenticeship program is necessarily composed of theoretical and practical workloads. Theoretical workload means the time allotted to content taught by the qualifying institution and practical workload means all of the hours the apprentice spends at the contracting firm. The theoretical part must represent at least 30% and at most 50% of the program total. The contracts have a maximum length of 2 years.</p> <p>The work-day shall not exceed 6 hours. For apprentices with completed primary education, the work-day can be of up to 8 hours, if these include the hours allotted to theoretical apprenticeship.</p> <p>The firm must formally designate a monitor after consulting the institution qualified in methodical technical-professional training. The designated professional shall be responsible for the coordination of practical exercises and for accompanying the activities of the apprentice at the firm, aiming to always guarantee training that can, in fact, contribute to their full development and the conformity with the content established in the enrolled course, according to the apprenticeship program.</p> <p>For their turn, the qualifying institution shall accompany the practical activities of the apprentices at the firms by means of a professional of their own designation.</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>The Law guarantees the apprentice the right to a minimum hourly wage, taking into account the State wage floor, if there is one. However, the apprenticeship contract, convention or collective agreement may guarantee the apprentice a salary above the minimum wage.</p> <p>Besides the hours allotted to practical activities, the salary calculation must also take into account the hours allotted to theoretical activities, remunerated weekly rest and holidays.</p> <p>Unlike with other employees, the collection for the Guarantee Fund for Length of Service (FGTS, a pension fund) for an apprentice is 2%, while that of a regular employee is 8%.</p> <p>In 2013 a Term of Cooperation was signed between the Ministry of Labour and Employment and the Ministry of Education, with the launch of "PRONATEC Apprentice", a program which will permit government subsidy of the theoretical training of the apprentice for employers who do not contribute to the National Professional Apprenticeship System (S System).</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>The apprentice that has successfully completed the apprenticeship program shall necessarily receive a certificate of professional qualification.</p>
15.	Selection and preparation: How are youth guided or	<p>The employer has full freedom to select the apprentice, given that</p>

	selected for this programme? Is there any pre-programme preparation before entry?	<p>they observe the constitutional principle of equality and the prohibition of any form of discrimination, offensive to the fundamental rights and freedoms, as well as the observance of legal dispositions pertaining to apprenticeships and the priority conferred to youths between the ages of 14 and 18, as well the particular directives and specificities of each professional apprenticeship program.</p> <p>Some experiences have been successful when aimed at populations of high social vulnerability and teenagers and youth in situations of conflict with the law.</p> <p>The Ministry of Labour and Employment offers the National Professional Apprenticeship Registry, which consists of a national database with information on the professional training institutions that possess validated courses in all the States of the Federation.</p> <p>The registry is freely accessible online and provides publicity both for youth and for employers.</p>
16.	Outcomes: such as completion rates or employment retention	<p>In 2014 a study is being undertaken in partnership with the Institute for Applied Economics Research (IPEA) on the impact of the Professional Apprenticeship Program on the participants' professional trajectories.</p> <p>Preliminary results show that approximately 80% of participants obtain a new formal contract in the 2 years immediately following the conclusion of the program.</p>
17.	Other observations	

Canada		
	Information requested:	Reply
1.	Country	Canada
2.	Name of programme	<p>Apprenticeship training and skilled trade certification is an area of provincial and territorial government jurisdiction. Responsibility for P/T apprenticeship systems typically lies with the Labour Market and/or Education Ministers in each jurisdiction, though some apprenticeship authorities are arms-length from government. Apprenticeship is part of Canada's post-secondary education system and is a key provider of practical skills and knowledge necessary to practice a trade.</p> <p>To help meet the labour market demand for the skilled trades, federal, provincial, and territorial governments have put in place a long-standing and successful partnership, the Interprovincial Standards Red Seal Program. The Red Seal Program promotes labour mobility by developing common interprovincial standards and examinations for 55 Red Seal trades. The Program represents Canada's standard of excellence for the skilled trades and ensures the recognition of the qualifications of certified tradespersons across Canada. The Red Seal Program is administered by the Canadian Council of Directors of Apprenticeship (CCDA), which comprises the apprenticeship authorities from each P/T, with representation, funding and strategic support from ESDC. The core of the Red Seal Program lies in quality interprovincial standards for industry against which tradespeople can be trained and assessed.</p>
3.	When introduced	The Red Seal Program was established in 1959.
4.	Brief description of type of programme (please indicate if not apprenticeship)	While there are 13 different P/T apprenticeship systems across Canada, the Red Seal Program provides common Canadian standards and tools for the apprenticeship authority in each jurisdiction while recognizing that apprenticeship training and trade certification are the responsibilities of each province and territory. The program does not cover all apprenticeship trades in Canada. There are over 400 apprenticeship programs available across Canada and of these apprenticeship programs there are <u>55 trades</u> included in the Red Seal Program. The Red Seal trades (55) represent approximately 80% of registered apprentices in Canada (Registered Apprenticeship Information Survey (RAIS) 2011, Statistics Canada.
5.	Number of starters (i.e. new participants, most recent data available) * For example, over Jan-Dec. 2013	¹ 89,307 new registrations over Jan-Dec 2011 (RAIS 2011). There is a time lag of 17 months between the end of the reporting period and the public release of data. The 2012 RAIS will be released in June 2014.
6.	Completion rate (Number of completers / Number of starters) (%)	A 'completion rate' generally refers to the proportion of registered apprentices from a given cohort or intake year who have successfully completed the requirements of their apprenticeship programs and received a certificate of qualification. Cohort studies using longitudinal data are the

		<p>most accurate methodology for tracking apprenticeship completion. Cohort studies conducted by Statistics Canada form the Government of Canada's evidence base on the apprenticeship completion rate. 51% of apprentices from the 1995 cohort (released in 2011) had completed his or her training program 11 years after registering.</p> <p>A five-year time period is used for the calculation as data from the 2007 National Apprenticeship Survey indicates that this is the average length of time required to complete an apprenticeship program. Due to the fact that apprenticeship is cyclical and subject to wide variations due to economic and labour market conditions, this results in a range of 45% to 55% depending on the region and trade.</p>
7.	Number of participants on a stock basis (most recent data available) ** For example, as at end June 2013 or end Dec. 2013 etc.	339,675 continuing apprentices as of Dec 31, 2011. (RAIS 2011, Statistics Canada).
8.	Age group eligible to participate	The minimum age is 16 years old to enter an apprenticeship.
9.	Education level or qualification required to be an apprentice	In most jurisdictions, individuals must have successfully completed secondary school (Grade 12), or have an equivalent amount of work experience and/or related education to participate in the apprenticeship system. This varies by trade and province/territory. For information on apprenticeship training programs in Canada, see the Ellis Chart posted on the Red Seal Program website (www.red-seal.ca).
10.	Sectors and occupations covered	<p>Close to 400 trades have been designated for apprenticeship by different P/T authorities. Of which there are 55 Red Seal trades which represented approximately 80% of apprentices in 2011. Statistics Canada¹ categorizes apprenticeships into five major trades groups:</p> <ul style="list-style-type: none"> • building construction; • food services; • machining and metal fabrication; • motor vehicle and heavy equipment; and, • electrical, electronic and related trades.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Apprenticeship training programs usually last from two to five years. Apprentices with significant prior learning (e.g. pre-apprenticeship, or approved college / high school program) and/or trade experience may be eligible for advanced standing (e.g. may not have to start from scratch if they can demonstrate meet P/T criteria).
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	In general, 80% to 90% of an apprentice's training time takes place in the workplace. The remainder is typically provided at a public or private college, a union training centre, or other training organization. In most jurisdictions, the in-class portion is usually taken in eight-week training blocks at a postsecondary institution during the apprenticeship training. However, in Quebec, the in-class

¹ Registered Apprenticeship Information Survey, conducted annually by Statistics Canada with data provided by provinces and territories

		training is taken prior to beginning an apprenticeship programme.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>Apprentices have to cover all or part of the cost of their technical training including tuition fees, travel and living expenses, and other expenses such as books and service fees. Generally, tuition costs for in-school technical training are \$100-\$800 per eight-week session, depending on the trade and the province or territory. While a small proportion of apprentices will continue to be paid by their employer during technical training, most will not, but they may qualify for federal Employment Insurance (EI) benefits and some employers will “top up” EI benefits.</p> <p>The Government of Canada provides a variety of other supports to apprentices and employers, which include:</p> <ul style="list-style-type: none"> • The Apprenticeship Incentive Grant- a taxable cash grant of \$1,000 per year for registered apprentices who have successfully completed the first or second year (or level) in a designated Red Seal trade; • The Apprenticeship Completion Grant- \$2,000 in taxable cash grants to registered apprentices that complete their apprenticeship program in one of the designated Red Seal trades; • Taxation measures such as the Apprenticeship Job Creation Tax Credit for employers that encourages employers to hire new apprentices in the designated Red Seal trades. Employers who hire new apprentices are eligible to receive a tax credit equal to 10% of their salary. The maximum credit is \$2,000 per year, in the first two years of an apprenticeship program for each eligible apprentice in a designated Red Seal trade; • Tradesperson’s Tools Deduction to help apprentices cover the costs of their tools (up to \$500 for tools cost over \$1,095); • Eligibility of an apprentice’s trade examination fees for trade certification Tuition Tax Credit; • Employment Insurance (EI) income benefits through the EI Program during in-class block training. In 2011-12, roughly 40,000 apprentices received approximately \$168 million in benefits while attending in-class technical training; • Apprentices may also be eligible for benefits under Part II of the Employment Insurance Act, which are delivered by the provinces and territories under the Labour Market Development Agreements. These benefits may cover expenses incurred while attending technical training, such as tuition and child care expenses. In 2011-12, approximately 62,000 apprentices received Part II benefits; • As announced in Economic Action Plan 2014, apprentices will soon be able to access additional supports through the Canada Student Loan Program (CAL). The CAL will provide apprentices registered in their first Red Seal trade interest-free

		<p>loans of up to \$4,000 per period of technical training;</p> <ul style="list-style-type: none"> • The new Canada Job Grant could apply to apprenticeship depending on the final design of the initiative and could provide a maximum of \$15,000 per person for short duration training delivered by third-parties including community colleges, career colleges, and union training centres; and • Labour market programming for youth through the Youth Employment Strategy (YES) to assist more young people in gaining tangible skills and experience and connect them with jobs in fields that are in high demand, including in skilled trades. <p>P/T governments provide additional supports to apprentices and employers including a range of complementary tax incentives and grants, some funded in part through Government of Canada Labour Market Agreement funding.</p> <p>For most trades, apprentices are paid a proportion of the journeyperson's wage. The proportion generally increases for every year/level the apprentice progresses in the apprenticeship program. According to the careersinconstruction.ca website developed by the Construction Sector Council, junior apprentices in selected 5 Red Seal trades earn from 30% to 50% of a journeyperson's wage during the first year as an apprentice. This wage rate would be above the statutory minimum wage.</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>Yes- Successful apprentices receive a P/T Certificate of Qualification or Certificate of Apprenticeship. This certificate may be endorsed with a Red Seal if the trade is Red Seal and the apprentice has completed the Red Seal exam. A successful apprentice becomes a certified journeyperson. To become a certified journeyperson, Apprentices must generally satisfy requirements such as:</p> <ul style="list-style-type: none"> • workplace training (i.e. minimum number of hours); • technical training requirements (e.g. 3-4 periods); and • assessments (e.g. level exams, P/T certification exam, Red Seal exam, practical assessment, skills sign-off). <p>For the Red Seal trades, the Red Seal is the final certification exam in most, but not all, jurisdictions (except Quebec, Alberta and the Territories). Alberta and the Territories actively encourage apprentices to write the Red Seal exam after their final level exam.</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>The GoC is making investments (\$19 million over 2 years) to inform youth about education and job prospects in various occupations to improve labour market information and promote careers in high-demand fields, including the skilled trades. The GoC also has labour market programming for youth through the Youth Employment Strategy (YES) to assist more young people in gaining</p>

		<p>tangible skills and experience and connect them with jobs in fields that are in high demand, including in skilled trades.</p> <p>Many provinces and territories have high school apprenticeship programs that introduce the skilled trades and apprenticeship to young Canadians as viable career and education options. Examples include youth apprenticeship programs in Ontario and Saskatchewan, the Yukon Secondary School Apprenticeship Program, the Découvrir un métier, une profession program offered by Emploi-Quebec and British Columbia's youth programs, such as the Secondary School Apprenticeship (SSA) program and the Accelerated Credit Enrolment for Industry Training (ACE-IT) Program. These programs raise awareness of apprenticeship and help young people discover the skilled trades, earn credits toward high school graduation and to get a head start on an apprenticeship by providing credits toward the completion of an apprenticeship program.</p>
16.	Outcomes: such as completion rates or employment retention	<p>The number of total registrations and apprentices completing training has doubled from 2000 to 2011. However, apprenticeship completion rates have averaged only 50 per cent over the same period, which is low compared to other countries where information on apprenticeship is available.²</p> <p>Apprentices who complete their program have more favourable labour market outcomes than those who discontinued their program (2007 NAS):</p> <ul style="list-style-type: none"> ○ Enhanced job stability: 73% of completers had a permanent job vs. 64% of discontinuers. 79% of completers worked full-time vs. 70% of discontinuers. ○ Better skills matching: 57% of completers worked in their trade of training compared to 18% of discontinuers. ○ Higher employment rate: 88% of completers were employed compared to 82% discontinuers. ○ Improved outcome: completers earned an average of close to \$3.00 more per hour and \$7,000 more annually than discontinuers. (\$59,000 for completers vs. \$52,000 for non-completers). <p>A 2012 study conducted by Statistics Canada demonstrates that individuals who complete their program and become certified have hourly wages that are 25% higher than those who do not complete. In addition, those who complete have better earnings potential, more job satisfaction and are more employable. At all education levels below the bachelor's degree, median annual incomes in trades occupations are greater than the medial annual income of the labour force as a whole.</p>
17.	Other observations	<p>Recent research has indicated that a high level of employer participation in apprenticeship is a key component of well-performing apprenticeship system. In general, studies suggest that only one in five of Canadian firms hire</p>

² Jobs Report- The State of the Canadian Labour Market, Department of Finance, 2014 Budget.

		<p>apprentices. Increasing employer participation in the apprenticeship system is a high federal priority.</p> <p>A steady supply of qualified and mobile tradespeople is critical to Canada's continued economic growth. The average age of entry in apprenticeship is 25 years of age, suggesting that apprenticeships and the skilled trades many not be first-choice careers. The Government of Canada is working with provinces and territories, industry, educators and others to increase awareness of the benefits of the skilled trades and to encourage more Canadians including underrepresented groups to pursue apprenticeships. Individuals may also become certified in the trades without completing a formal apprenticeship program. Trade qualifiers, or experienced trades workers who are assessed by the apprenticeship authority as eligible to challenge for certification, must:</p> <ul style="list-style-type: none"> ▪ accumulate sufficient hours in the trade (e.g. 1.5 x apprenticeship period); ▪ successfully challenge an examination (provincial or Red Seal written exam); ▪ satisfy all requirements enabling the P/T apprenticeship authority to issue a trade certification: usually a Certificate of Qualification.
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China

Key actions for improving labour market outcomes for youth

1. Tackle weak aggregate demand and boost job creation.
2. Provide adequate income support to unemployed youth until labour market conditions improve but subject to strict mutual obligations in terms of active job search and engagement in measures to improve job readiness and employability.
3. Maintain and where possible expand cost-effective active labour market measures including counselling, job-search assistance and entrepreneurship programmes, and provide more intensive assistance for the more disadvantaged youth, such as the low-skilled and those with a migrant background.
4. Tackle demand-side barriers to the employment of low-skilled youth, such as high labour costs.
5. Encourage employers to continue or expand quality apprenticeship and internship programmes, including through additional financial incentives if necessary.
6. Strengthen the education system and prepare all young people for the world of work
 - Tackle and reduce school dropout and provide second-chance opportunities for those who have not completed upper secondary education level or equivalent.
 - Ensure that all youth achieve a good level of foundation and transversal skills.
 - Equip all young people with skills that are relevant for the labour market.
7. Strengthen the role and effectiveness of Vocational Education and Training
 - Ensure that vocational education and training programmes provide a good level of foundation skills and provide additional assistance where necessary.
 - Ensure that VET programmes are more responsive to the needs of the labour market and provide young people with skills for which there are jobs.
 - Ensure that VET programmes have strong elements of work-based learning, adopt blends of work-based and classroom learning that provide the most effective environments for learning relevant skills and enhance the quality of apprenticeships, where necessary
 - Ensure that the social partners are actively involved in developing VET programmes that are not only relevant to current labour market requirements but also promote broader employability skills.
8. Assist the transition to the world of work
 - Provide appropriate work experience opportunities for all young people before they leave education.
 - Provide good quality career guidance services, backed up with high quality information about careers and labour market prospects, to help young people make better career choices.
 - Obtain the commitment of the social partners to support the effective transition of youth into work, including through the development of career pathways in specific sectors and occupations.
9. Reshape labour market policy and institutions to facilitate access to employment and tackle social exclusion
 - Ensure more equal treatment in employment protection of permanent and temporary workers
 - Combat informal employment through a comprehensive approach.
 - For the most disadvantaged youth, intensive programmes may be required with a strong focus on remedial education, work experience and adult mentoring.

Country	Policy area (see Box – give the number)	Name of policy measure or reform, and brief description of main aim and date of (planned) introduction	As appropriate, number of beneficiaries (expected)	As appropriate, total expenditure (expected)	Other observations
China	1	(1) Continue to implement the strategy of giving top priority to employment. Promotion of creating more rewarding jobs has been put on top of the agenda when realizing economic and social development objectives. Economic and social development strategies in favour of expanding employment has been emphasized. (2) Support the development of SMEs and foster business start-ups in an innovative way so they create more jobs. Governments shoulder the responsibility to optimize the development environment for SMEs by improving public services for SMEs and providing preferential policies in tax incentives and financial supports.	Total inflows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	
China	3	Organize and implement <i>Employment Promotion Plan for Not-yet-employed College Graduates</i>. Policy mix has been made to support and promote those college graduates who have already left campuses to find jobs or get engaged in preparatory activities for employment within six months after graduation. Measures include real-name registration, career development guidance and supports for specific group or individuals.	Total flows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	
China	5	Not-yet-employed college graduates are encouraged to equip themselves with internship and probation programs to accumulate work experience and enhance employability. Governments and the program providers jointly pay subsidies and allowances to those college graduates during their probation or intern period.	Total flows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	

Country	Policy area (see Box – give the number)	Name of policy measure or reform, and brief description of main aim and date of (planned) introduction	As appropriate, number of beneficiaries (expected)	As appropriate, total expenditure (expected)	Other observations
China	6	Accelerate the building-up of modern vocational education system. The integration of production and teaching and college-enterprise cooperation has been deepened in order to cultivate high quality workers and high-skilled talents. A system putting equal emphasis on academic diploma and vocational certificate will be developed progressively.	Total flows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	
China	7	Vocational training subsidy and vocational skill appraisal subsidy has been granted to young people who join vocational training courses, as stipulated by relevant regulations. Any business and enterprises which organize pre-job training programs are also subsidized by the government.	Total flows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	
China	8	(1) Encourage students to participate in internship programs. Vocational school students are required to take part in on-the-job internship programmes within six months to one year after graduation. (2) Promote colleges and universities to strengthen consultations on employment. Open courses on employment topics and other career guidance and consultations featured with individual uniqueness are required.	Total flows (000s): Period*: Total stock (000s): Period**:	Amount (millions): Period***: Currency (e.g. \$, €):	
	9	The long-term unemployed youth are included in employment assistance system to get access to employment services, e.g. one-to-one career guidance and special supports for specific groups or individuals. Government-funded public jobs play roles in ensuring the basic social needs for employment.			

Czech Republic

	Information requested:	Reply
1.	Country	Czech Republic
2.	Name of programme	IVET at upper secondary level – four years programmes
3.	When introduced	In 2005 the new School Act came into force and the development of two-level curricula (curricular reform process) has started
4.	Brief description of type of programme (please indicate if not apprenticeship)	In the Czech Republic, IVET at ISCED 3 level is “school-based”, although educational programmes at this level have a large proportion of practical training. Work placements (on average 6 – 8 weeks in the course of the programme) are part of curricula which prepare students for middle-level technical/business and similar functions (ISCED 3A). Work placements take place either on a continuous basis as part of classes, or in blocks (full weeks). Work placements are implemented in school facilities (either a school farm or workshop), and in a real working environment – in companies and institutions. The proportions of theory and practice and the scope of placements vary depending on the programme. Organisation of work placements is the responsibility of the school .
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s)) 46 546s Period:* school year 2013/2014
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%)94,6 Period:* jun-sept 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 185 094s Period:** school year 2013/2014
8.	Age group eligible to participate	16-19
9.	Education level or qualification required to be an apprentice	Maturita certificate; ISCED 3A, EQF 4
10.	Sectors and occupations covered	All sectors
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) These are four-year technical programmes (ISCED 3A) which entitle their graduates to apply for higher education or to perform mid-level technical, business and other similar jobs. They are usually provided by the secondary technical schools (střední odborná škola – SOŠ) and are concluded by the maturita examination. The successful graduate gets a maturita certificate that is a prerequisite for higher education studies and acknowledges the technical qualification for the labour market as well. Study plans include general subjects and vocational subjects, depending on the respective programme.</p> <p>There also exist in several fields four years programmes with higher extent of practical training. In these programmes there has been a pilot verification since the school year 2011/2012 testing the possibility to pass the final examination within the “maturita” programme. Pupils are allowed to pass final examination after the third year of study programme and successful graduates get a vocational certificate that acknowledges the respective vocational qualification awarded. They continue in the programme and after the fourth year the programme is concluded by the maturita examination. The successful graduates get a maturita certificate that is a prerequisite for higher education studies and</p>

		<p>acknowledges the technical qualification for the labour market as well. Pupils will pass the final examination for the first time this school year. These programmes should help graduates to improve their position at the labour market.</p> <p>b) it is fixed by the School Act</p>
12.	<p>Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?</p>	<p>As there is no dual system in the Czech republic, training is provided by educational institutions (schools) and practical training (work placement) is an integral part of the respective study programme. The pupil does not have any contract with company.</p> <p>Vocational subjects include practical exercises, laboratory work, etc. usually at school. Also work placements in companies and other institutions take place (on average 6-8 weeks altogether). The proportions of general and vocational subjects vary depending on the fields of study and grades. The ratio is around 45:55 in favour of vocational subjects.</p> <p>In the Czech Republic, social partners can influence vocational education at national and regional levels particularly through the co-operation on the preparation of curricular documents. Their representatives also participate in the final exam committees of the final examination of secondary vocational programmes (ISCED 3C) and co-operate at the newly introduced uniform assignments for final examinations (ISCED 3C) and profile (vocational) parts of matura exams (ISCED 3A). Enhancing the role of employers is one of current national priorities and ways how to increase their participation in VET are being discussed and piloted.</p>
13.	<p>Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?</p>	<p>a) Majority of VET schools are public schools established by regions. The rest includes private schools, church schools and schools run directly by ministries (state schools. The responsibility for funding of secondary VET schools (secondary vocational schools - střední odborná učiliště – SOU, ISCED 3C; secondary technical schools - střední odborné školy – SOŠ, ISCED 3A)) is shared between the MŠMT and founders, i.e. above all regional authorities or in some cases private entities, churches, ministries. Regions administer approximately 80% of SOU and SOŠ and some 65% of VOŠ.</p> <p>b) Most regions (regional authorities) provide scholarships or other benefits for students in fields of secondary schools that are normally not a very popular choice, but they are highly demanded by the labour market. The goal is to attract applicants and/or to motivate students to stay in the programme and finish it. Regular school attendance, excellent learning results and good behaviour are usually prerequisites for receiving a scholarship. The scholarship programmes may slightly differ in individual regions. A student can mostly obtain a total amount of about EUR 1,000 per 3 years of study (the monthly amount derives from particular grade of study). Some fields have recorded an increase in interest, in others, however, the student interest continues to decline.</p> <p>Enhanced possibility for schools to finance instructors from companies has been created by the amendment to the School Act of 2009. The schools may use part of the per capita labour costs to pay the employee of the company leading the practical training. The schools shall, by means of this measure, be able to acquire more easily the companies to implement practical training and as contractual partners and they may more effectively check</p>

		<p>on its quality.</p> <p>c) Pupils of secondary schools can be paid for the productive activities (activities making profit) depending on the quality and extent of this activity, which is upon the decision of the school director. It is 30% of the minimum wage for 40 hours per week.</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>Upon successful completion of study and passing the final examination, the graduate receives a vocational certificate. The most successful VET graduates from the whole country are awarded by the Chamber of Commerce of the Czech Republic every year.</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>There is not any pre –programme, but a regular part of VET. The youth are “ selected” on the basis of their interest and entrance requirements.</p>
16.	Outcomes: such as completion rates or employment retention	
17.	Other observations	

	Information requested:	Reply
1.	Country	Czech Republic
2.	Name of programme	<u>"Internships for Young Job Seekers"</u>
3.	When introduced	09/2012- 12/2013
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Czech Republic, as well as the entire European Union, is confronted with a lack of employment opportunities for young people. Most companies do not want to recruit fresh graduates due to lack of practical experience. The project "Internships for Young Job Seekers" should compensate for such a drawback by means of providing opportunity to gain working experience and thus increasing employability and competitiveness of future graduates in the labour market. The project also aims to facilitate contacts between employers and potential employees. Above all, students acquire much needed working habits and practical experience in their field. The project is being implemented by the Continuing Education Fund (Fond dalšího vzdělávání – FDV) institution funded by the Ministry of Labour and Social Affairs. Initially, it was planned to support 840 internships, but the project supported 940 internship of pupils and students from across the country. The project is co-financed from the ESF. New (continuing) project was prepared and submitted. There were planned 2 200 internships lasting from 1-4 months.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) planned: 940 internships, 668 internships took already part, 271 started in January 2014 Period:* 09/2012- 01/2014
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 71% (completed internships), 271 started in January 2014 and have not been completed so far (ongoing still). Unfinished internships are counted in units only (currently one internship was not completed successfully only). Estimated completion rate will probably be 99%. Period:* 09/2012- 01/2014
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 940 participants Period:** 09/2012- 01/2014
8.	Age group eligible to participate	Pupils of the last grade of secondary schools and students of the last two semesters of tertiary technical schools (VOŠ) and higher education institutions (VŠ); age group 19- 20, 21- _22 and 24-25
9.	Education level or qualification required to be an apprentice	ISCED 4A/ EQF 4 and ISCED 5 A, ISCED 5B, ISCED 6/ EQF 6
10.	Sectors and occupations covered	All sectors
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Selected internship needs to be in line with the trainee's field of study. Internships last between 1 and 3 months (50 – 300 hours) and can be completed also during the summer holidays depending on individual agreement between a company and a trainee. An e-learning course focusing on soft-skills development is a compulsory part of the internship. Candidates get also individual counselling helping them with orientation when for the first time entering the labour market. In the course, they learn how to write a cover letter or CV and they acquire necessary skills for the first interviews. Through participation in an internship, they acquire practical experience; get familiar with the working process and firm culture, get acquainted with the given field matters and get opportunity to apply their theoretical knowledge in practice.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much	Internships might be provided by private sector entities as well as non-profit sector entities. Internships provide employers with the opportunity to test young job seekers before the conclusion of a

	time does this training represent relative to the time spent on the job?	long-term employment relationship. Trainees that are selected by the companies perform determined tasks under the supervision of an experienced worker – mentor appointed by the provider of the internship. Trainee's salary and internship costs in the form of partial re-fund of the mentor's salary will be paid to the company ex-post from the project budget.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	Internships for pupils and students are paid; they get CZK 60 (approx. EUR 2.5) per working hour. The project does not enhance or modify school curricula. That means that it does not interfere in any way with the school duties of the applicants, it is purely a leisure time voluntary activity.
14.	Do successful apprentices receive a formal qualification/certification?	Upon successful completion of the internship participants receive a certificate
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The youth are "selected" on the basis of their interest and entrance requirements- age and field of study.
16.	Outcomes: such as completion rates or employment retention	
17.	Other observations	

Estonia

Key elements of the OECD Action Plan for Youth

Tackle the current youth unemployment crisis

1. **Tackle weak aggregate demand and boost job creation.** N/A
2. **Provide adequate income support to unemployed youth** until labour market conditions improve but subject to strict mutual obligations in terms of active job search and engagement in measures to improve job readiness and employability. N/A
3. **Maintain and where possible expand cost-effective active labour market measures** including counselling, job-search assistance and entrepreneurship programmes, and provide more intensive assistance for the more disadvantaged youth, such as the low-skilled and those with a migrant background. Existing, no new ones (not youth specific)
4. **Tackle demand-side barriers to the employment of low-skilled youth**, such as high labour costs. N/A
5. **Encourage employers to continue or expand quality apprenticeship and internship programmes**, including through additional financial incentives if necessary. Next period (2014-2020) apprenticeship development programme in formal VET

Strengthen the long-term employment prospects of youth

6. **Strengthen the education system and prepare all young people for the world of work**
 - Tackle and reduce school dropout and provide second-chance opportunities for those who have not completed upper secondary education level or equivalent. Existing study options (open for all age groups)
 - Ensure that all youth achieve a good level of foundation and transversal skills. N/A
 - Equip all young people with skills that are relevant for the labour market. N/A
7. **Strengthen the role and effectiveness of Vocational Education and Training**
 - Ensure that vocational education and training programmes provide a good level of foundation skills and provide additional assistance where necessary. New model for VET study programmes
 - Ensure that VET programmes are more responsive to the needs of the labour market and provide young people with skills for which there are jobs. No new initiatives
 - Ensure that VET programmes have strong elements of work-based learning, adopt blends of work-based and classroom learning that provide the most effective environments for learning relevant skills and enhance the quality of apprenticeships, where necessary Next period (2014-2020) work practicing development programme in formal VET and HE
 - Ensure that the social partners are actively involved in developing VET programmes that are not only relevant to current labour market requirements but also promote broader employability skills. Establishment of OSKA framework
8. **Assist the transition to the world of work**
 - Provide appropriate work experience opportunities for all young people before they leave education. N/A
 - Provide good quality career guidance services, backed up with high quality information about careers and labour market prospects, to help young people make better career choices. Creation of counselling centres (incl. career counselling) to every county
 - Obtain the commitment of the social partners to support the effective transition of youth into work, including through the development of career pathways in specific sectors and occupations. N/A
9. **Reshape labour market policy and institutions to facilitate access to employment and tackle social exclusion**
 - Ensure more equal treatment in employment protection of permanent and temporary workers, and provide for reasonably long trial periods to enable employers to give youth who lack work experience a chance to prove themselves and encourage transition to regular employment Existing, no new ones (not youth specific)
 - Combat informal employment through a comprehensive approach. Creation of Employees' Register
 - For the most disadvantaged youth, intensive programmes may be required with a strong focus on remedial education, work experience and adult mentoring. N/A

RECENT POLICY MEASURES AND REFORMS TO IMPROVE LABOUR MARKET OUTCOMES FOR YOUTH

Country	Number of policy area in Youth Action Plan (see Box)	Name of policy measure or reform, and brief description of main aim and date of (planned) introduction	As appropriate, number of beneficiaries (expected)	As appropriate, total expenditure (expected)	Other observations
Estonia	3		<i>Total inflows (000s):</i> <i>Period*:</i> <i>Total stock (000s):</i> <i>Period**:</i>	<i>Amount (millions):</i> <i>Period***:</i> <i>Currency (e.g. \$, €):</i>	Existing labour market services, opened to youth too
Estonia	5	“Apprenticeship Development Programme” Part of European Structural Funds (ESF) co-financed measure “Correlate education and labour market” for period 2014-2020 Apprenticeship initial and continues/further training programmes responding to EQF levels 2-5 and leading to formal VET qualification Target group: people in age 17+	<i>Total flows (000s):</i> <i>Period*:</i> <i>Total stock (000s):</i> <i>Period**:</i>	<i>Amount (millions):</i> <i>Period***:</i> <i>Currency (e.g. \$, €):</i>	Total cost for 2014-2020 is 20,8 million € Total number of beneficiaries (number of apprentices graduating) is 6'000 for 2014-2020 The programme will open at 2015
Estonia	6		<i>Total flows (000s):</i> <i>Period*:</i> <i>Total stock (000s):</i> <i>Period**:</i>	<i>Amount (millions):</i> <i>Period***:</i> <i>Currency (e.g. \$, €):</i>	Existing learning opportunities in general education (so called evening/adult schools) and vocational education and training
Estonia	7	Reform of formal VET, incl. secondary VET programmes (implementation of learning outcomes approach and ECVET, in secondary VET focus on key competencies).	<i>Total flows (000s):</i> <i>Period*:</i> <i>Total stock (000s):</i> <i>Period**:</i>	<i>Amount (millions):</i> <i>Period***:</i> <i>Currency (e.g. \$, €):</i>	Period of the centrally supported project: 2013-2014 Cost of the project: 5 million € Implementation of new study programmes: 2014+
Estonia	7	“Programme of Developing the Quality of Work-practice in School-based VET and HE” Part of European Structural Funds (ESF) co-financed measure “Correlate education and labour market” for period 2014-2020 Developments leading to quality improvements of students' work-practice in enterprises; creation of information system to match demand and offer,	<i>Total flows (000s):</i> <i>Period*:</i> <i>Total stock (000s):</i> <i>Period**:</i>	<i>Amount (millions):</i> <i>Period***:</i> <i>Currency (e.g. \$, €):</i>	Total cost for 2014-2020 is 8,3 million € The programme will open at 2015

Country	Number of policy area in Youth Action Plan (see Box)	Name of policy measure or reform, and brief description of main aim and date of (planned) introduction	As appropriate, number of beneficiaries (expected)	As appropriate, total expenditure (expected)	Other observations
		feedback and assessment of students' work practice.			
Estonia	7	"Programme of creating labour market monitoring and prognosis system – co-ordination system of LLL" Part of European Structural Funds (ESF) co-financed measure "Correlate education and labour market" for period 2014-2020	Total flows (000s): Period*: Total stock (000s): Period**: 	Amount (millions): Period***: Currency (e.g. \$, €): 	Total cost for 2014-2020 is 4,4 million € The programme will open at 2015
Estonia	8	"Standardised support measures and career studies" Part of European Structural Funds (ESF) co-financed measure "Standardised support measures and career studies and its availability" for period 2014-2020 Target group: compulsory and general upper secondary school pupils	Total flows (000s): Period*: Total stock (000s): Period**: 	Amount (millions): Period***: Currency (e.g. \$, €): 	Total cost for 2014-2020 is 29,7 million € The programme will open at 2015
Estonia	8	"Programme of developing enterprisingness (entrepreneurial spirit) and entrepreneurship studies in all educational levels" Part of European Structural Funds (ESF) co-financed measure "Correlate education and labour market" for period 2014-2020	Total flows (000s): Period*: Total stock (000s): Period**: 	Amount (millions): Period***: Currency (e.g. \$, €): 	Total cost for 2014-2020 is 8,3 million € The programme will open at 2015
Estonia	8	"Raising the competitiveness of youth in risk" Part of European Structural Funds (ESF) co-financed measure "Support to employability readiness of youth and reducing the influence of poverty by enhancing availability of youth work"	Total flows (000s): Period*: Total stock (000s): Period**: 	Amount (millions): Period***: Currency (e.g. \$, €): 	Total cost for 2014-2020 is 16,5 million € The programme will open at 2015

	Information requested:	Reply
1.	Country	Estonia
2.	Name of programme	Apprenticeship study form of formal VET (available both iVET and cVET programmes)
3.	When introduced	2007
4.	Brief description of type of programme (please indicate if not apprenticeship)	Study forms between schools-based and workplace-based are differentiated by the share of studies spent at workplace (enterprise). In workplace-based study form – called also apprenticeship – it is at least 2/3 of study volume of the programme. In school-based study form it is mostly 1/4.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s): 0,4 (~400 per year) Period:* autumn 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%): ~50 (drop-out rate 25-30% per year, typical duration of programmes used in apprenticeship study form is 1-2 years) Period:*
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 0,551 (551) Period:** on the official date of statistical data in VET – 10.11.2013
8.	Age group eligible to participate	17+
9.	Education level or qualification required to be an apprentice	Formal VET programmes lead to qualifications on EQF levels 2-5. On initial training level 2 and 3 former qualification is not needed. On level 4 initial programmes compulsory/basic education is required (level 4 secondary VET programmes – if at all, then very few apprentice on these programmes – compulsory/basic education is required and as exception no requirements for 22+ old with relevant competencies). On level 5 initial programmes secondary education is required. On levels 4 and 5 continuous programmes qualification of step lower or same level and on relevant sector is required. As level 5 was introduced in 1.09.2013 there's no apprentices yet.
10.	Sectors and occupations covered	Retail, construction, metal processing, horticulture, forestry, electronics (assembling), accommodation and catering, car mechanics, food processing
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Fixed duration
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	In apprenticeship study form 1/3 part of the studies take place at school for giving theoretical basis and basic practical skills.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same	a) government b) to apprentices all the same as to students in school-based study form (study allowance according to results; school dinner for those without secondary education and under age of 20 years; transportation subsidy (depending on eligibility criteria) to employers – VET school and employer agree on distribution of allocated per capita funds; employer can spend it only for extra pay to workplace side instructor of the

	occupation?	<p>apprentice (rather symbolic)</p> <p>c) national general minimum rate for the period apprentice spends in workplace (equals, no difference); comparing to salary of entry level workers depends very much on sector (in retail it might be rather close)</p>
14.	Do successful apprentices receive a formal qualification/certification?	Yes (the same rules apply as to students of school-based study form)
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	VET school and employer do the selection of candidates together; no especial guidance; no pre-programmes available
16.	Outcomes: such as completion rates or employment retention	No data on employment specifically to apprentices
17.	Other observations	Appr. 35-40% of apprentices are in age up to 25

Finland		
	Information requested:	Reply
1.	Country	Finland
2.	Name of programme	Apprenticeship is one form of vocational education system
3.	When introduced	First legislation on apprenticeship in 1920s
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>Apprenticeship training is hands-on learning at a workplace complemented by theoretical studies. A contract of temporary employment (apprenticeship contract) is signed by the parties of the apprenticeship training. In apprenticeship training it is possible to study for initial vocational qualifications and for further and specialist qualifications</p> <p>Apprenticeship training is based on a fixed-term agreement which a prospective trainee, aged 15 or more, concludes with the employer. Each student is given a personal study plan based on a core curriculum issued by the National Board of Education or on the requirements of the competence-based qualification in the field.</p> <p>About 70 to 80% of the training takes place at the workplace under the guidance and supervision of an on-the-job instructor. The supplementary theoretical instruction is given by vocational institutions.</p> <p>The employer pays wages according to the collective agreement for the duration of the training. During theoretical training, the trainee is entitled to a daily allowance and subsidised travel and accommodation. The employer is reimbursed for the cost of the training.</p>
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) approx. 21 000 starters Period:* Year 2012
6.	Completion rate (Number of completers / Number of starters) (%)	Number of degrees/qualifications approx. 12 000/year. It takes 1-3 years to complete degree/qualification. Period:* Year 2012
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 55 000 Period:**Year 2012
8.	Age group eligible to participate	Aged 15 or more
9.	Education level or qualification required to be an apprentice	The entry requirement is a leaving certificate from the comprehensive school (basic education) or an equivalent amount of studies.
10.	Sectors and occupations covered	<p>The vocational qualification provides extensive basic skills for different occupations in the field and more specialised skills in at least one sector. The aim is that a qualification holder has the necessary vocational competence, knowledge and skills for independent practice of the trade and for entrepreneurship in the field.</p> <p>It is possible to take competence-based vocational qualifications, further vocational qualifications and special vocational qualifications or only parts of them.</p>

11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) Vocational qualification 2,5 years, further vocational qualification and special vocational qualifications 1-2 years. It is also possible to gain qualifications without necessarily attending formal training (competence-based qualifications).</p> <p>b) Duration varies: Personal study plan based on a core curriculum is needed. Previous working experience and competence is taking into account.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a) Yes</p> <p>b) b) The supplementary theoretical instruction is given by vocational institutions.</p> <p>c) c) Every apprenticeship includes about 20 to 30% of theoretical instruction which takes place in vocational institutions.</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) The employer pays wages according to the collective agreement for the duration of the training. If the employer doesn't pay wages during the theoretical training it is possible to get daily allowance from vocational education organizer.</p> <p>b) During theoretical training, the trainee is entitled to a daily allowance and subsidised travel and accommodation. The employer is reimbursed for the cost of the training. Young people under 25 years of age, without upper level vocational qualification are entitled increased grants for employers. There are also other actions on-going to facilitate young people apprenticeship.</p> <p>c) Wages are the same as paid to regular workers at entry-level.</p>
14.	Do successful apprentices receive a formal qualification/certification?	Yes.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>Employers make decisions who they want to hire. Youth have to find workplace by his own.</p> <p>Since 2014 there is possible for young people under 25 years to take part into pre-period to apprenticeships. This new type of action makes possible both employer and young people to try apprenticeship type of training before actual apprenticeship training. A contract of temporary employment is not needed during this pre-period. The duration of this pre-period can be max. 6 months.</p>
16.	Outcomes: such as completion rates or employment retention	About 72 % of trainees are at work 1 year after completed apprenticeship training.
17.	Other observations	

	Information requested:	Reply
1.	Country	Finland
2.	Name of programme	Work try-out
3.	When introduced	1 st January, 2013 (former traineeship programme)
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Employment and economic development office (TE-Office) can guide job seekers to a work try-out at a workplace to support returning to the labour market.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) 59 100 persons started the service, of which 26 500 were young people (15-25 years of age) Period:* January 2013 – December 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) Period:*
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 9 800 on the average, of which 4 100 were young people (15-25 years of age). Period:** January 2013 – December (average from monthly figures)
8.	Age group eligible to participate	Unemployed job seekers of all ages.
9.	Education level or qualification required to be an apprentice	-
10.	Sectors and occupations covered	No restrictions
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	The duration for work try-out is agreed individually. The maximum duration of a work try-out is 12 months, of which six months at most is with the same provider, or, if the work try-out is organised by a municipality, six months at most is on the same duties.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>Training is not required. The employment and economic development office, the organiser of work try-out, and the job seeker conclude a fixed-term written agreement on the work try-out, stipulating the objectives of the work try-out, duration and daily hours, the tasks performed by the person participating in the work try-out, and the person at the workplace responsible for guidance and supervision.</p> <p>One of the public employment services is pay subsidy. An employer may be eligible for a pay subsidy when hiring an unemployed jobseeker after the work try-out. Pay subsidy may be granted also for an apprenticeship.</p> <p>The organiser of the work try-out shall, after termination of the work try-out, provide the TE-office with an assessment of the job seeker's suitability for the work, profession, or professional sector and, if the work try-out was arranged in order to support a return to the labour market, of the needs for developing working life capacities and competence.</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages	The participant receives his/her unemployment benefit during the work try-out. If the work try-out is part of the jobseeker's employment plan, the unemployment benefit can be increased. The decision on the increase is made by the party paying the unemployment benefit, in other words the unemployment fund or the Social Insurance Institution (Kela).

	paid to regular (entry-level) workers in the same occupation?	
14.	Do successful apprentices receive a formal qualification/certification?	-
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The Employment and Economic Development Office guides job seekers to work try-out. The offered public employment services are agreed in the job seeker's employment plan that is based on the jobseeker's personal goals regarding work or education, and the assessed need for services. The plan includes agreed jobseeking measures and their goals, public employment and business services in accordance with the jobseeker's need for services and other services promoting employment, and expert assessments.
16.	Outcomes: such as completion rates or employment retention	-
17.	Other observations	-

	Information requested:	Reply
1.	Country	Finland
2.	Name of programme	On-the-job learning in vocational education and training
3.	When introduced	1999
4.	Brief description of type of programme (please indicate if not apprenticeship)	All Initial vocational qualifications include a six-month period of on-the-job learning (at least 20 credits). On-the-job learning is a focused, supervised and assessed study carried out in service or production capacities at the workplace. The objective is to familiarise students with real working life to enhance their employment opportunities. On-the-job learning periods are carried out primarily without working contract.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) approximately 50 000 new students annually Period:2011
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) Period:*
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): approximately 131 000 students Period:2013
8.	Age group eligible to participate	Aged 15 or more
9.	Education level or qualification required to be an apprentice	The entry requirement is a leaving certificate from the comprehensive school (basic education) or an equivalent amount of studies.
10.	Sectors and occupations covered	On-the-job learning is included in all initial vocational qualifications. The initial vocational qualification provides extensive basic skills for different occupations in the field and more specialised skills in at least one sector. The aim is that a qualification holder has the necessary vocational competence, knowledge and skills for independent practice of the trade and for entrepreneurship in the field. It is possible to take competence-based vocational qualifications, further vocational qualifications and special vocational qualifications or only parts of them.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) The initial vocational qualification is 120 credits, which takes three years of full-time study, unless prior learning can be counted towards the qualification. On-the-job learning is part of the studies. The duration of on-the-job- learning on 20 credits i.e. 6 months
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) yes b) public facilities: VET-provider are responsible for institution based training c) maximum 100 of 120 credits i.e. 2,5 years. No minimum level.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) publicly funded (state and municipalities together)

14.	Do successful apprentices receive a formal qualification/certification?	yes
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	joint application system
16.	Outcomes: such as completion rates or employment retention	The pass rate is about 65%.
17.	Other observations	

France		
	Information requested:	Reply
1.	Country	France
2.	Name of programme	Contrat d'apprentissage
3.	When introduced	<p>La loi de 1971 encadre légalement le contrat d'apprentissage (agrément, durée, salaire) et fonde les centres de formation des apprentis (CFA), dont la tutelle est confiée à l'Education nationale. L'apprentissage combine donc formation pratique en entreprise et enseignement théorique en CFA. Il relève de la formation initiale et vise obligatoirement l'acquisition d'un diplôme ou d'un titre inscrit au répertoire national des certifications professionnelles (RNCP).</p> <p>La loi du 7 janvier 1983 sur la décentralisation de la formation continue et de l'apprentissage a transféré aux régions les compétences de droit commun en matière d'apprentissage, notamment en ce qui concerne l'ouverture ou la fermeture de CFA.</p> <p>La loi du 5 mars 2014 réforme le système de collecte de la taxe d'apprentissage, renforce la place des régions dans la répartition de cette taxe, harmonise les modalités de calcul des coûts de formation, réaffirme le principe de la gratuité du contrat d'apprentissage pour les jeunes et renforce les moyens de contrôle et les sanctions applicables en matière d'apprentissage</p>
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>L'apprentissage repose sur le principe de l'alternance entre enseignement théorique en centre de formation d'apprentis (CFA) et enseignement du métier chez l'employeur avec lequel l'apprenti a signé son contrat.</p> <p>La durée du contrat peut varier de 1 à 3 ans en fonction du type de profession et de la qualification préparée. Le jeune est obligatoirement suivi par un maître d'apprentissage. Celui-ci est soit l'employeur, soit l'un des salariés de l'entreprise. Il a pour mission de contribuer à l'acquisition par l'apprenti des compétences nécessaires à l'obtention du titre ou du diplôme préparé, en liaison avec le CFA. Sont réputées remplir la condition de compétence professionnelle exigée d'un maître d'apprentissage :</p> <ol style="list-style-type: none"> 1. Les personnes titulaires d'un diplôme ou d'un titre relevant du domaine professionnel correspondant à la finalité du diplôme ou du titre préparé par l'apprenti et d'un niveau au moins équivalent, justifiant de 2 années d'exercice d'une activité professionnelle en relation avec la qualification visée par le diplôme ou le titre préparé ; 2. Les personnes justifiant de 3 années d'exercice d'une activité professionnelle en relation avec la

		<p>qualification visée par le diplôme ou le titre préparé et d'un niveau minimal de qualification déterminé par la commission départementale de l'emploi et de l'insertion ;</p> <p>3. Les personnes possédant une expérience professionnelle de 3 ans en rapport avec le diplôme ou le titre préparé par l'apprenti après avis du recteur, du directeur régional de l'alimentation, de l'agriculture et de la forêt ou du directeur régional de la jeunesse, des sports et de la cohésion sociale. L'absence de réponse dans un délai d'un mois à compter de la saisine de l'autorité compétente vaut avis favorable.</p> <p>L'apprenti est un salarié à part entière. À ce titre, les lois, les règlements et la convention collective de la branche professionnelle ou de l'entreprise lui sont applicables dans les mêmes conditions qu'aux autres salariés. L'employeur doit permettre à l'apprenti de suivre les cours professionnels. Ce temps est compris dans le temps de travail.</p> <p>Le contrat d'apprentissage est un contrat de travail écrit de type particulier. Depuis la loi du 5 mars 2014 sur la formation professionnelle, il est désormais possible sur une base volontaire de conclure un contrat d'apprentissage dans le cadre d'un CDI qui comprendra une « période d'apprentissage ».</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>Total flow (000s) : 273 094</p> <p>Period:* janvier – décembre 2013</p> <p>Total flow (000s) : 297 295</p> <p>Period:* janvier – décembre 2012</p>
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Rate (%)</p> <p>Period:*</p> <p><u>Dernières données disponibles :</u></p> <p>D'après le CEREQ (Bref, n° 272, 2010), parmi les apprentis sortis du système scolaire en 2004, 17% ont quitté leur entreprise d'accueil avant la fin de leur contrat. Ce taux de rupture varie largement selon le niveau du diplôme préparé, le secteur et la taille de l'entreprise. Ainsi, les jeunes préparant un diplôme de niveau V sont 22% à avoir abandonné avant la fin de leur contrat, contre seulement 8% des apprentis préparant un diplôme de l'enseignement supérieur.</p>
7.	Number of participants on a stock basis (most recent data available)	<p>Total stock (000s): 405 000 (France metro seulement)</p> <p>Period: décembre 2013</p> <p>Total stock (000s): 429 000 (France metro seulement)</p> <p>Period : décembre 2012</p>
8.	Age group eligible to participate	<p>Tout jeune âgé de 16 à 25 ans peut entrer en apprentissage. Des dérogations à ces limites d'âge sont possibles.</p>

9.	Education level or qualification required to be an apprentice	<p>Le jeune doit avoir satisfait à l'obligation scolaire (avoir 16 ans minimum).</p> <p>En 2011, pour le secteur marchand :</p> <p>33,9% des entrants ont un niveau d'étude Vbis à VI</p> <p>28,8% des entrants ont un niveau d'étude V</p> <p>21,3% des entrants ont un niveau d'étude IV</p> <p>16,0% des entrants ont un niveau d'étude I à III</p>
10.	Sectors and occupations covered	<p>Toute entreprise du secteur privé ainsi que le secteur public non-industriel et non-commercial peuvent embaucher des apprentis.</p>
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>La durée du contrat dépend du diplôme préparé.</p> <p>En 2011, pour le secteur marchand :</p> <p>23,2% des contrats sont d'au plus 12 mois</p> <p>27,6% de 13 à 23 mois</p> <p>38,8% de 24 mois</p> <p>10,5% de 25 mois et plus</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>L'enseignement théorique hors du lieu de travail est délivré dans des Centres de formation des apprentis. L'enseignement comprend à la fois de l'enseignement général et technique en classe et de l'enseignement technique et pratique en ateliers. Le contenu de la formation dépend du programme suivi.</p> <p>Aux termes de la très récente loi sur la formation professionnelle (mars 2014), les missions des CFA ont été détaillées. Ces derniers doivent:</p> <ul style="list-style-type: none"> -assurer la cohérence entre la formation dispense en leur sein et celle dispense au sein de l'entreprise, en particulier en organisant la coopération entre les formateurs et les maîtres d'apprentissage ; -développer l'aptitude des apprentis à poursuivre des études par les voies de l'apprentissage, de l'enseignement professionnel ou technologique ou par toute autre voie ; - et aider les postulants à l'apprentissage dans leur recherche d'un employeur, et les apprentis en rupture de contrat dans la recherche d'un nouvel employeur, en lien avec le service public de l'emploi. <p>En outre, les CFA apportent un accompagnement aux apprentis pour prévenir ou résoudre les difficultés d'ordre social et matériel susceptibles de mettre en péril le déroulement du contrat d'apprentissage. Ils doivent aussi favoriser la mixité au sein de leurs structures et encourager la mobilité internationale des apprentis.</p> <p>La formation des apprentis en CFA est gratuite.</p> <p>En général, trois semaines par mois sont consacrées à la formation en entreprise, et une semaine à la formation théorique.</p> <p>Les heures passées en formation sont considérées comme du temps de travail et donc payées à l'apprenti.</p> <p>Le temps de formation dans un CFA est d'au moins 400</p>

		heures par an (ex : 800 heures pour le CAP en deux ans, 1850 heures pour le baccalauréat professionnel en trois ans).
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>La taxe d'apprentissage est un impôt versé par les entreprises permettant de financer les dépenses nécessaires au développement de l'enseignement technologique et professionnel et de l'apprentissage. Elle est due principalement par les entreprises employant des salariés et exerçant une activité commerciale, industrielle ou artisanale. Son montant est calculé sur la base des salaires versés par ces employeurs. En 2015, pour la taxe due au titre des rémunérations versées en 2014, le taux de la taxe d'apprentissage sera de 0,68 %.</p> <p>L'État prend en charge totalement les cotisations des assurances sociales (hors cotisations AT/MP) et des allocations familiales dues par l'employeur au titre des salaires versés aux apprentis. L'État prend également en charge les cotisations sociales salariales d'origine légale et conventionnelle imposées par la loi dues au titre des salaires versés aux apprentis. Les cotisations restant dues sont calculées sur une base forfaitaire.</p> <p>Les contrats d'apprentissage conclus à compter du 1er janvier 2014, dans les entreprises de moins de onze salariés, ouvrent droit à une prime versée par la région (ou la collectivité territoriale de Corse) à l'employeur. La région détermine le montant de cette prime, qui ne peut être inférieur à 1 000 € par année de formation, ainsi que ses modalités d'attribution.</p> <p>Les apprentis ne sont pas pris en compte dans le calcul de l'effectif du personnel des entreprises dont ils relèvent pour l'application à ces entreprises des dispositions législatives ou réglementaires qui se réfèrent à une condition d'effectif minimum de salariés, exception faite de celles qui concernent la tarification des risques d'accidents du travail et de maladies professionnelles.</p> <p>Le salaire minimum perçu par l'apprenti correspond à un pourcentage du salaire minimum (SMIC) déterminé en fonction de son âge et de sa progression dans le cycle de formation (entre 25% du SMIC pour les 16-17 ans en première année d'apprentissage et 78% du SMIC pour les plus de 20 ans en troisième année). Les accords collectifs applicables dans l'entreprise peuvent fixer des rémunérations minimales plus élevées. Le salaire versé à l'apprenti est exonéré d'impôt sur le revenu jusqu'à un certain seuil fixé chaque année par la loi de finances.</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>L'apprentissage permet d'accéder à tous les niveaux de qualification professionnelle du second degré ou du supérieur :</p> <ul style="list-style-type: none"> • un diplôme professionnel de l'enseignement

		<p>secondaire : certificat d'aptitude professionnelle (CAP), brevet d'études professionnelles (BEP), baccalauréat professionnel, brevet professionnel, brevet de technicien</p> <ul style="list-style-type: none"> • un diplôme de l'enseignement supérieur : brevet de technicien supérieur (BTS), diplôme universitaire de technologie (DUT), diplômes d'ingénieur, d'école supérieure de commerce, etc. • un titre à finalité professionnelle enregistré au répertoire national des certifications professionnelles
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>Le jeune recherche lui-même son entreprise d'accueil. Il peut s'adresser aux chambres de métiers et aux chambres de commerce et d'industrie, contacter les syndicats professionnels du métier envisagé, se renseigner auprès de Pôle emploi etc.</p> <p>Toutefois, la loi sur la formation professionnelle du 5 mars 2014 a inscrit un rôle d'appui aux jeunes dans leur recherche de contrat et de résolution de difficulté sociale et matérielle dans les missions des centres de formation d'apprentis (CFA), en lien avec le service public de l'emploi.</p> <p>Un jeune voulant entrer en apprentissage peut demander à accéder à une formation appelée "dispositif d'initiation aux métiers en alternance" (Dima). Cette formation lui permet de commencer une activité de type professionnel tout en demeurant sous statut scolaire. La formation n'est pas rémunérée.</p>
16.	Outcomes: such as completion rates or employment retention	<p><u>Dernières données disponibles :</u></p> <p>D'après l'enquête Génération 2004 (Dares Analyses n°077, 2010) :</p> <p>A l'issue de leur contrat d'apprentissage, les jeunes sont majoritairement en emploi. Ainsi, 61% des jeunes ayant achevé leur contrat d'apprentissage en 2004 occupaient un emploi, dont plus de la moitié dans l'entreprise dans laquelle ils avaient été apprentis, 24% étaient en recherche d'emploi et 15% inactifs. Parmi ceux qui occupaient un emploi, 52% étaient en CDI ; cette proportion passe à 67% pour les jeunes embauchés dans leur entreprise d'apprentissage.</p> <p>D'après les données de l'enquête IPA (Insertion professionnelle des apprentis), En février 2012, sept mois après la fin de leur apprentissage en CFA, 69 % des apprentis ont un emploi, 26 % sont au chômage et 5 % sont inactifs (Note d'information de la DEPP, n°13.15).</p> <p>Plusieurs études économétriques concluent à un effet positif de l'apprentissage sur l'insertion des jeunes sur le marché du travail. Ainsi, Abriac et al. comparent la situation des sortants d'apprentissage de 2004 à celles des jeunes sortis du système scolaire la même année et ayant suivi la même formation et obtenu les mêmes diplômes mais par</p>

		voie scolaire. Ils estiment ainsi qu'à caractéristiques identiques (sexe, âge, spécialité, diplôme,...), un jeune passé par l'apprentissage a une probabilité d'être en emploi salarié 3 ans après la fin de sa formation supérieure de 7 points à celle d'un jeune formé par voie scolaire.
17.	Other observations	Voir annexe

Germany		
	Information requested:	Reply
1.	Country	Germany
2.	Name of programme	Dual Training
3.	When introduced	Dual training in Germany has a long history. In the distant past, of course, training took place in the company alone. The dual system began to take shape when compulsory school attendance was introduced. Efforts to provide systematic training were already made in the Middle Ages in the area of skilled crafts and trades. The Vocational Training Act, which was introduced in 1969, introduced a national legal framework for the different traditional training paths in the skilled trades and in industry and commerce.
4.	Brief description of type of programme (please indicate if not apprenticeship)	Dual system means that the young persons receive practical training in a company and theoretical tuition at a vocational school on one or two days a week. Familiarity with the in-plant work processes and practical skills and theoretical know-how acquired in the company and in school over a period of two, three or three and a half years ensure the supply of adequately skilled workers. There are 329 training occupations which are regularly adapted to current developments.
5.	Number of starters (i.e. new participants, most recent data available)	Newly concluded training contracts: 2012/2013: 530.715 2011/2012: 551.259 2010/2011: 569.379
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 87% Period:* 2011
7.	Number of participants on a stock basis (most recent data available)	About 1.5 million
8.	Age group eligible to participate	Every age. Prerequisite: Completion of full-time compulsory education
9.	Education level or qualification required to be an apprentice	No school leaving certificate required, even it is common in most of the occupations. The spectrum ranges from occupations with a comparatively narrow or low skills profile, through to those which have highly-demanding requirements. The system therefore offers chances both for lower achievers and for the high achievers among the juveniles.
10.	Sectors and occupations covered	Every sector
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	The duration of on-the-job vocational training varies between two and three-and-a-half years, depending on the qualification attained, the curricula and the prerequisites. On-the-job vocational training can also be undertaken on a part-time basis.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Training is mainly provided in the company (3 to 4 days per week) – supported by teaching in vocational schools (1 to 2 days per week).

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>The companies which provide training contribute the largest share to the financing of dual training. After deduction of the trainees' productive contribution, the companies bear an annual net cost of approximately € 5.6 billion per annum.</p> <p>The Länder spend roughly € 3.1 billion each year on the equipment and operation of part-time vocational schools (in 2010).</p> <p>In addition, federal funds and contributions from the Federal Employment Agency are provided to promote vocational training, for example via funding of structural programmes or individual training support.</p>
14.	Do successful apprentices receive a formal qualification/certification?	They get a final vocational certificate.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>There are services and labour market support measures for young people already starting at school. Inter alia:</p> <ul style="list-style-type: none"> - vocational orientation, vocational guidance, placement into training - career entry support - pre-vocational training programmes - introductory training
16.	Outcomes: such as completion rates or employment retention	Successful integration of young people into the labour market is one of Germany's key policy objectives. In contrast to a lot of other countries, career entry in Germany mostly begins with a training place in the dual vocational training system. The system is one of the main reasons why youth unemployment in Germany is fairly low.
17.	Other observations	

Greece		
	Information requested:	Reply
1.	Country	Greece
2.	Name of programme	Apprenticeship in vocational schools of OAED (the Manpower Employment Organization)
3.	When introduced	
4.	Brief description of type of programme (please indicate if not apprenticeship)	Strengthen the role and effectiveness of Vocational Education and Training. The aim of the program is to provide the youth aged 15-24 to participate into vocational training-apprenticeship schemes. It also offers young persons the opportunity to combine theoretical and laboratory courses with on-the-job training. The program contributes to adjustment of knowledge to the needs of labour market and allows the students to obtain vocational experience in certain technical specialties.
5.	Number of starters (i.e. new participants, most recent data available)	
6.	Completion rate (Number of completers / Number of starters) (%)	
7.	Number of participants on a stock basis (most recent data available)	
8.	Age group eligible to participate	
9.	Education level or qualification required to be an apprentice	
10.	Sectors and occupations covered	
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	
14.	Do successful apprentices receive a formal qualification/certification?	

15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	
16.	Outcomes: such as completion rates or employment retention	
17.	Other observations	<p>Period: 09-2008 until 31/12/2013 Number of beneficiares (expected) – total flows (000s): 25.700 Total expenditure expected: amount (millions) 43,77</p> <p>01/2013 – 12/2013, 10,95 millions, appr. 6.5000 beneficiaries</p> <p>The total budget of the program is 50.045.000 Euros. Implementation period: Sept.2008 – June 2014</p>

	Information requested:	Reply
1.	Country	Greece
2.	Name of programme	Apprenticeship Programme for Technical Education Graduates for the Acquisition of Professional Experience
3.	When introduced	February 2012
4.	Brief description of type of programme (please indicate if not apprenticeship)	The main object of the Act is to grant scholarships to graduates of Public Technical Education (Vocational Lyceum), Public Schools (Business Schools) and corresponding structures of Special Education of the Ministry of Education, in order to obtain work experience through a 2 to 6-month Apprenticeship in the productive sector (private sector) and more particularly in the business sectors relevant to the graduate studies of the apprentices, so as to enhance their knowledge and skills and make easier their entrance into the labour market.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s): a) 0,138 , b) 0,300 Period:* a) 2013, b) 2014
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%): a) 84% b) on-going Period:* a) 2013, b) 2014
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): N/A Period:**
8.	Age group eligible to participate	Age may vary from 18 to 55, but is typically 18-20 years old (or up to 22 years old, in case of accomplished military service)
9.	Education level or qualification required to be an apprentice	The apprentices must be graduates of Public Technical Education (Vocational Lyceum), Public Schools (Business Schools) or corresponding structures of Special Education of the Ministry of Education
10.	Sectors and occupations covered	The programme covers more than 68 technical fields of vocational education
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	The typical duration of the programme is fixed to 6 months.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	The programme offers exclusively on-the-job training.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) N/A. b) Public subsidies are available only for apprentices. c) a fixed scholarship of 300 euro is paid to the apprentices for 6 hours per day, 5 days per week (~63% of the the statutory minimum wage for a 8-hour working day)
14.	Do successful apprentices receive a formal qualification/certification?	Apprentices who successfully complete the programme receive an "Attestation of Apprenticeship"
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The host institutions declare in the Information System the Apprenticeship positions that they offer with a detailed description of the required specialty(ies), scope of work, Apprenticeship attendance hours etc. Each Host Institution

		is entitled to offer more than one position of Apprenticeship. Interested graduates sign up in the Information System, entering basic personal information and indicating their preferred positions (up to 4) depending on the disciplines offered, also determining the order of priority
16.	Outcomes: such as completion rates or employment retention	Completion rate: 84%. No data available on employment retention
17.	Other observations	

Hungary		
	Information requested:	Reply
1.	Country	Hungary
2.	Name of programme	Apprenticeship Programme
3.	When introduced	January 2013
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The programme aims at promoting the transition from school into work through ensuring work experience for young career starters with vocational qualification.</p> <p>The support consist of three main elements, namely the support of the wage and social contribution of the career starter; the costs of the establishment of their workplace (purchasing equipment); and mentoring.</p> <p>The wage support of the apprentice (including social contributions) is provided to employers for a maximum 9 months period. After this supported period the employer is obliged to hire the youngster until a period which is equivalent to at least the half of the traineeship period.</p> <p>The professional development and the successful integration of the career starter into the workplace are ensured through mentoring. (The mentor is an experienced employee already working at the enterprise.)</p> <p>The support is available for all SMEs in the convergence regions of Hungary and is co-financed by the European Social Fund.</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>The tendering period and the decision making process is on-going.</p> <p>The call for tender was published in early 2013. Until March 2014 750 applications have been submitted. The contracting is on-going.</p> <p>The implementation of the projects has to be finished latest until 30th June 2015.</p>
6.	Completion rate (Number of completers / Number of starters) (%)	No data available yet – the first supported employment period is on-going. The implementation of the projects will start continuously.
7.	Number of participants on a stock basis (most recent data available)	No data available yet. The contracting is on-going.
8.	Age group eligible to participate	Below 25 (at entering into the programme)
9.	Education level or qualification required to be an apprentice	Vocational education qualification
10.	Sectors and occupations covered	SMEs in all sectors
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) The subsidized apprenticeship period is 9 months long and is followed by a compulsory (not supported) employment equivalent to at least the half of the traineeship period.</p> <p>b) Fixed.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a)-c) No</p> <p>The programme does not contain a training element. Its aim is to gain practical experience and the development of practical skills acquired in the vocational education.</p>

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) Off-the job training is not part of the programme.</p> <p>b) The 'Apprenticeship programme' is supported in the framework of the Social Renewal Operational Programme which is co-financed by the European Social Fund. The call for tender is open for all SMEs. The total budget of the call for tender is approx. 28 million EUR. The granted support (depending on the number of apprentices and the costs of the establishment and equipment of the workplace) varies between 1500 and 100 000 EUR per projects.</p> <p>The support includes the following elements:</p> <ul style="list-style-type: none"> - wage (up to 150% of the guaranteed minimum wage for 9 months) and social taxes of the apprentice; - costs of the infrastructural establishment of the workplace (purchasing equipment) (maximum 25% of the total budget of the project); - wage contribution of the mentor; - administrative costs. <p>The intensity of the support is in line with the competition rules of the European Union.</p> <p>c) At least the guaranteed minimum wage has to be paid by the employer for the 9 months long traineeship period and for the following compulsory employment. Higher wages can be also offered to the trainee, however in the framework of the project maximum the 150% of the guaranteed minimum wage can be subsidized, no contribution can be provided for the part over this limit. In case the employer applies for subsidies for higher wages than the guaranteed minimum wage, this higher wage has to be provided during the compulsory employment following the traineeship.</p>
14.	Do successful apprentices receive a formal qualification/certification?	A final evaluation is provided by the mentor on the professional improvement and development attained by the trainee which is at the same time a recommendation (performance evaluation) for further employment.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>The candidate employer chooses directly the apprentice(s) to hire; the trainee(s) will have to be nominated during the application.</p> <p>There is no pre-programme preparation before the entry.</p>
16.	Outcomes: such as completion rates or employment retention	<p>This data is not yet available.</p> <p>In case of mutual satisfaction of the employer and the trainee, at the end of the compulsory employment, there is a good chance for further - non-compulsory – employment.</p> <p>The employers will submit a sustainability report on annual basis. This report will include the number of youth who will be</p>
17.	Other observations	<p>The implementation of the programme just has started therefore its effectiveness is not known yet.</p> <p>According to the plans the tender is open until April 2014 however the application period will be probably prolonged.</p> <p>The promotion and the help for the implementation of the project are ensured by the Hungarian Chamber of Commerce and Industry in the framework of a small ESF project.</p>

India		
	Information requested:	Reply
1.	Country	INDIA
2.	Name of programme	Apprenticeship Training Scheme under the Apprentices Act, 1961
3.	When introduced	The Apprentices Act was enacted in 1961 and came into force on 01.03.1962.
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The apprenticeship training is on-the-job training provided in industry to school leavers and persons pass-outs from Industrial Training Institutes (ITIs), graduate engineer, diploma holders and 10+2 vocational certificate holders in designated trade.</p> <p>There are four categories of apprentices namely; (i) trade apprentice, (ii) graduate, (iii) technician and (iv) technician (vocational) apprentices.</p> <p>Trade apprentices are those apprentices who undergo apprenticeship training in designated trades. Period of apprenticeship training of trade apprentices varies from 6 months to 4 years depending on the trade.</p> <p>Graduate and Technician apprentice means who holds degree or diploma in engineering or technology or equivalent qualification granted by any institution recognized by the Government and undergoes apprenticeship training in subject field in engineering and technology.</p> <p>Technician (Vocational) apprentice means an apprentice who holds certificate in vocational course involving two years of study after the completion of the secondary stage of school education recognized by the All India Council and undergoes apprenticeship training in any such subject field in engineering and technology.</p> <p>Period of training for Graduate, Technician and Technician (Vocational) apprentices is one year.</p> <p>Monthly stipend as prescribed by the Government is paid to the apprentices.</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>Every year about 1.10 lakh trades apprentices join apprenticeship training.</p> <p>Every year about 0.48 lakh graduate, technician and technician (vocational) apprentices join apprenticeship training.</p>

6.	Completion rate (number of completers/number of starters) (%)	83% for trade apprentices (Number of apprentices passed in All India Trade Test for Apprentices/Number of apprentices join apprenticeship training).
7.	Number of participants on a stock basis (most recent data available)	2.58 lakh Trade apprentices – 2.10 lakh Graduate, technician and technician (vocational) apprentices – 0.48 lakh
8.	Age group eligible to participate	Minimum age is 14 years
9.	Education level or qualification required to be an apprentice	Qualifications of trade apprentices vary from class VIII pass to XII class under 10+2 system of education. B.Sc. pass can also undergo apprenticeship training in certain trades. Qualification for Graduate and Technician apprentice is degree or diploma in engineering or technology or equivalent qualification granted by any institution recognized by the Government. Qualification for Technician (Vocational) apprentice is a certificate in vocational course involving two years of study after the completion of the secondary stage of school education recognized by the All-India Council.
10.	Sectors and occupations covered	39 sectors (trade groups) and 260 occupations (designated trades) are covered for trade apprentices. 126 subject fields have been designated for the category of Graduate & Technician apprentices. 128 subject fields have been designated for the category of Technician (Vocational) apprentices.
11.	Duration: a) what is the typical duration for completing the programme? Is it fixed or can it vary according to when the required competences are obtained?	Period of apprenticeship training for trade apprentice varies from 6 months to 4 years depending upon trade. Period of training for Graduate, Technician and Technician (Vocational) apprentices is one year. Period of training is fixed.
12.	Descriptions of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Yes. Basic training for trade apprentices is conducted in basic training (Theory and Practical) centre set up within the establishments or in a basic training centre set up by the Government. Basic training is for one week for informal sector trades and 6 months to two years for formal sector depending

		upon trades. 30% of total period of apprenticeship training is basic training.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices /trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) Employer b) Monthly stipend is paid to the apprentices. Recurring cost incurred on basic training of trade apprentices by employers employing 500 or more workers is allowable as a deduction under section 37 (1) of the Income Tax 1961. No subsidies targeted. c) Apprentices are trainee not worker. So they are paid monthly stipend.
14.	Do successful apprentices receive a formal qualification/certification?	Yes. National Apprenticeship Certificate (NAC) is awarded to those trade apprentices who pass the All India Trade Test for Apprentices. NAC is recognized for employment both Nationally and Internationally. Certificates are awarded to Graduate, Technician and Technician (Vocational) on completion of training by the Department of Education, Ministry of Human Resource Development.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Advertisements are published in newspapers, notice board, web portal etc. about the number of seats available in the trades, employer's name etc. for apprenticeship training. Employers follow their prescribed procedure for selection of apprentices for training.
16.	Outcomes: such as completion rates of employment retention	Employment rate of trade apprentices is about 65-70%.
17.	Other observations	The Apprentices Act, 1961 is being amended to improve the apprenticeship both qualitatively and quantitatively.

Ireland		
	Information requested:	Reply
1.	Country	Ireland
2.	Name of programme	Standards Based Apprenticeship Programme
3.	When introduced	1993
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Standards Based Apprenticeship Programme is a demand driven programme for employed apprentices leading to a craft qualification and industry with competent craftworkers. The Apprenticeship Programme is a modular standard based alternating system, normally consisting of 7 phases of education and training for employed apprentices. It consists of minimum time periods for each phase of training that generally takes an apprentice a minimum of 4 years to complete. The alternating phases of training typically consist of 3 off-the-job phases in a training/educational institution and 4 on-the-job phases with the employer. The duration of the 3 off-the-job training phases does not generally exceed 40 weeks. Apprentices are provided, during the training periods, with the skills, knowledge and competence required to perform effectively as a craft worker in industry
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) 1,929 Period:* 1/1/2013 to 31/12/2013
6.	Completion rate (Number of completers / Number of starters) (%)	2,227 Completed in 2013. Period:* In the period of the programme from 1993 to 2011 the number of apprentices who had successfully completed the programme was 61%. 16% were still in training and 23% either did not achieve the standard or left the trade.
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): The total number of apprentices employed and redundant is 7,125 Period:** end of December 2013
8.	Age group eligible to participate	Prospective apprentices must be at least 16 years of age and be employed with an employer who has been approved to train apprentices in the specified trade
9.	Education level or qualification required to be an apprentice	A minimum of 5 grade D's in the Junior Certificate or equivalent. Where individuals do not meet the minimum entry requirements they may be registered as apprentices by an employer if they have: Completed successfully an approved pre-apprenticeship course or be over 16 years of age and have at least 3 years approved work experience. In certain trades, individuals are required to pass a colour vision test as part of the entry requirements.
10.	Sectors and occupations covered	Construction Sector Occupations: Brick & Stonelaying, Carpentry & Joinery, Floor & Wall Tiling, Painting & Decorating, Plastering, Plumbing, Wood Manufacturing & Finishing Electrical Sector Occupations: Electrician, Electrical Instrumentation, Instrumentation, Refrigeration & Air Conditioning, Aircraft Mechanics, Electronic Security Systems Engineering Sector Occupations: Mechanical Automation & Maintenance Fitting, Metal Fabrication, Sheet Metalworking, Toolmaking, Industrial Insulation, Farriery Motor Sector Occupations: Motor Mechanics, Agricultural Mechanics, Heavy Vehicle Mechanics, Construction Plant Fitting, Vehicle Body Repairs Printing Sector Occupations: Print Media

11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>The current criteria (Standards + Time) to achieve Craftworker status is as follows: An apprentice is eligible for the Award of the Advanced Certificate-Craft when he or she has: Reached the minimum qualifying standard in all modular and competency based assessments. Completed 4 years, (3 years for the trade of Print Media) from date of registration in employment with an approved employer (which includes off-the-job training periods for Phases 2,4 and 6) as an apprentice in the registered trade.</p> <p>Completed Phase 7 - 12 weeks in employment with an approved employer, with the exceptions of the Print Media, where the final phase (phase 5) is 104 weeks and Industrial Insulation and Floor & Wall Tiling where the final phase (phase 5) is 26 weeks.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>(a) Off-the-job training is provided in a Training Centre, Institute of Technology or College of Further Education</p> <p>(b) Public training facilities with the exception of Farriery which is a combination of Public/Private</p> <p>(c) Generally 20% of the total programme duration is spent in off-the-job training</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>(a) State funds the off-the-job training phases. Employers pay a levy of 0.7% of payroll costs to the National Training Fund and the off-the-job cost of apprentices wages are reimbursed from the National Training Fund</p> <p>(b) Apprentices are paid a training allowance and a contribution towards travel or accommodation where applicable while attending off-the-job training</p> <p>(c) The minimum wage regulations do not apply to apprentices. (the minimum wage for an experienced adult worker is €8.65 per hour)</p> <p>The apprentice rates are set by the Industry Sector and are usually based on a % of the craft rate applicable to the year of the apprenticeship e.g. Electrical apprentice 1st Year Rate is €6.22 per hour; and Construction apprentice 1st Year Rate is €5.73 per hour</p>
14.	Do successful apprentices receive a formal qualification/certification?	Successful apprentices receive a "Level 6 Advanced Certificate - Craft" which is awarded by Quality & Qualifications Ireland (QQI)
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	An individual who meets the minimum entry requirements and is employed by an approved employer is eligible to enter an apprenticeship programme. For individuals who do not meet the minimum entry requirements, they must successfully complete an approved pre-apprenticeship course or be over 16 years of age and have at least 3 years approved work experience
16.	Outcomes: such as completion rates or employment retention	See note 6 above
17.	Other observations	An independent Apprenticeship Review Group completed a review of the Irish Apprenticeship System in 2013. The group made comprehensive recommendations both with regard to the expansion of apprenticeship into new industrial sectors as well as to the existing trades. Discussions are ongoing between relevant stakeholders to determine how best to progress the recommendations from the Review Group.

Italy		
	Information requested:	Reply
1.	Country	Italy
2.	Name of programme	Apprenticeship
3.	When introduced	The apprenticeship system was recently modified in Italy by the "Consolidated Act on Apprenticeship" adopted through Legislative Decree Nr. 167 in 2011, effective as of April 25th 2012.
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The decree amends and partially reorganizes previous regulations on the subject by introducing a range of innovations in the three types of apprenticeship contract existing in the country, with the aims of increasing opportunities for apprenticeship, and of improving the quality and effectiveness of this tool for accessing the labour market:</p> <ul style="list-style-type: none"> - <u>Apprenticeship aimed at acquiring a 3-4 year vocational qualification</u>, targeted at young people aged 15-25. This allows young people under 18 to also fulfil compulsory education obligations. - <u>Apprenticeship for job qualification, aimed at enabling young people (aged 18-29) to earn an occupational qualification on completion of a three- year (or five -year in craft trades) on-the-job training pathway.</u> - <u>Apprenticeship for further education and research</u>, that enables apprentices to earn secondary or tertiary level diplomas or a doctorate degree from the education system. The qualifications acquired also enable students to continue their studies within the education system, as well as to pursue the traineeships required to access regulated professions.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) : 263,713 Period:* January - December 2012
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%): Period:* 2012 The number of people in 2012 benefitting from a permanent work contract after apprenticeship (the law provides for a transformation of the apprenticeship contract into a permanent one) reached the total number of 161,136. Comparing the result to the number of hirings in 2011, a negative trend of – 10% emerges in the whole country.
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 469,855 Period:** in December 2012
8.	Age group eligible to participate	Young people aged 15-29 years (entry age limits)
9.	Education level or qualification required to be an apprentice	<p>For the 1st type there is no minimum education level required for access to apprenticeship, as this programme aims both to reduce early school leaving (through the possibility provided to fulfil compulsory education requirements) and to introduce new forms of work- school alternance.</p> <p>For the 2nd type, targeted at people aged 18-29, fulfilment of compulsory education (16 years old) is a prerequisite.</p> <p>For the 3rd type, the required entry level depends on the diploma/degree/qualification to be acquired, as in the case of full-time education.</p>
10.	Sectors and occupations covered	Almost all sectors and occupations, except the public sector.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are	<p>The duration varies according to the type of apprenticeship contract. The 1st type of apprenticeship is specifically tailored to obtaining a 3-or-4-year vocational qualification or diploma.</p> <p>The maximum length is three years (five years for craft profiles) for the 2nd type, as this depends on different applicable occupational tracks and on relevant collective sector</p>

	obtained?	<p>job contracts.</p> <p>The law does not set down duration limits for the 3rd type of apprenticeship, which instead is usually determined at local level (agreements are signed by local stakeholders involved in apprenticeship pathways aiming towards a final qualification either at upper secondary, post-secondary or higher education level).</p>
12.	<p>Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?</p>	<p>The off-the-job training is provided by law-and its duration depends on:</p> <ul style="list-style-type: none"> - the type of apprentice contract to be accessed; - regional legislation or sectorial agreements under which the contract is signed. <p>For the 1st type of apprenticeship, in the framework of the State-Region agreement of 15th March 2012, several regional authorities and autonomous provinces laid down the general principles on training time and methods: from a minimum of 400 compulsory hours/training up to 990 hours/training, depending on the entry-level competences of apprentices and on the specific features of the training pathways. As for the training methods and providers, almost all the regional authorities have regularly referred this task to accredited training agencies.</p> <p>Concerning the 2nd type of apprenticeship,, the time spent in off-the-job training is set by the collective agreements signed by the social partners at sector level. Vocational training for key and transversal skills can be provided by Regions. Under provision of Law 76/2013, regional authorities and the Ministry of Labour and Social Policy jointly drafted a proposal for National guidelines to be adopted by the State-Regions Standing Conference, defining the general criteria on off-the-job training (strictly related to the entry qualifications of the apprentice hired and the competences that this activity must lead to). A minimum of 120 off-the-job training hours must be assured to apprentices without compulsory education certificates; while fewer training hours are required for other target groups of apprentices (respectively 80 hours for secondary-school graduates, and 40 for HE graduates). Generally almost all the Regions apply an inversely proportional criterium of training hours with respect to applicant's skills entry level. Guidelines also outline the possibility for regional authorities and social partners to provide on line training for basic and transversal skills.</p> <p>For the 3rd type, the total training time and its provision off and on the job are a matter of mutual agreements among social partners and local stakeholders, regional authorities and education institutions providing the final qualifications</p>
13.	<p>Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?</p>	<p>Off-the-job- training is always considered as a part of remunerated labour time.</p> <p>When the training is determined within and by the collective agreements, it is on behalf of the enterprises and is thus paid by the employer. Nevertheless, there is a public provision aimed at assuring the acquisition of key and transversal skills by apprentices accessing the 2nd type of apprenticeship, that is managed by the Regions, on the basis of the public funds that the Ministry of Labour and social policies yearly distribute to them (amounting to 100 million Euros). This type of training is initiated and defined by regional authorities and autonomous provinces and the Ministry of Labour (recent guidelines set at the national level better specify who cover the costs, what kind of public contributions are provided and the methodologies for assessing the skills and competences acquired by the apprentices).</p> <p>Off-the-job training offered by vocational training centres and education institutions (universities, schools) is always paid for by public authorities if provided within public programmes.</p>
14.	<p>Do successful apprentices receive a formal qualification/certification?</p>	<p>For the 2nd type of apprenticeship arrangement, Law 167/2011 establishes that the employer must attest what competences apprentices have acquired, by using a tool called "Libretto formativo del cittadino", a nationally agreed format for competence transparency implemented in almost all Regions. If an apprentice is hired in a Region that has not yet adopted this format, the law alternatively allows the employer to attest skills acquisition through digital support formats defined within tsectorial agreements or collective job contracts.</p> <p>Regarding the acquisition of vocational qualifications, the training agency/provider in charge of the training is required to communicate the names of apprentices successfully completing their 3-4 year qualifications tracks to the "Forma.temp" national online platform and to the local trade-union commission.</p>

		Final qualifications for the 1st and 3rd types of apprenticeship are awarded on the bases of the results of examination attainment, according to the same rules and principles in place for full time education.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Although a specific national guidance plan has not been devised for the implementation of the programme, it is important to highlight that apprentices are constantly supported (and their activity monitored) by a tutor appointed within the employer's organization. This person is in charge of the trainee's training according to an individual learning plan mutually agreed by the employer and the apprentice. This plan is checked and validated by regional training agencies with the support of trade unions and social partners responsible for general job contracts.
16.	Outcomes: such as completion rates or employment retention	n.a.
17.	Other observations	

N.B. The Council of Ministers of the new Italian government has very recently adopted Law-Decree Nr. 34, just published in the Italian Official Journal (GUCE 66 of 20th March 2014). It aims to enhance employability opportunities for young people, by simplifying several means of access to the labour market, including apprenticeship. The Apprenticeship system will be deeply revised on the basis of a more flexible approach, aiming to make this contract more attractive, especially for employers. The impact of this Law-Decree on the Consolidated Act on Apprenticeship (TUA Nr. 167/2011) will lead to important changes in regulations if the decree is converted into law within the next 60 days, in accordance with Italian legislation. Therefore, further details will be provided during the April 9th conference itself on these recent innovations and the possible revisions in the law.

Japan		
	Information requested:	Reply
1.	Country	Japan
2.	Name of programme	Practical Human Resource Development System
3.	When introduced	April, 2008
4.	Brief description of type of programme (please indicate if not apprenticeship)	Apprenticeship for young people, aiming to allow the trainees to get useful skills which enable them to play a crucial role in their work places
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s):8 Period:* April, 2011 ~ March, 2012
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 97% Period:* April, 2011 ~ March, 2012 (97% of the trainees who started training in FY 2011 (April, 2011 ~ March, 2012) completed their training.)
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 23 Period:** April, 2008 ~ March, 2012
8.	Age group eligible to participate	Between 15 and 44 years old of age
9.	Education level or qualification required to be an apprentice	Finishing compulsory education
10.	Sectors and occupations covered	Principally, covers all business sectors and all kinds of occupations
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Duration is from 3 months to 2 years. Duration is decided according to planning of individual training. The duration cannot be changed afterwards.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Off-the-job training needs to be provided. b) Off-the-job training is conducted in employer facilities or other business-based facilities which offer training services to employers. c) Ratio of the term of Off-the-job training is limited to definite range. (the minimum ratio is 20%, and the maximum ratio is 80%)
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) Employers who conduct apprenticeship training pay for off-the-job training. b) Employers that have conducted apprenticeship training which meet some conditions can receive subsidies from the government. c) Trainees of apprenticeship get higher wage than the minimum statutory one, which is applied to every worker in Japan.
14.	Do successful apprentices receive a formal qualification/certification?	No trainees would get any diploma or certification, regardless of the extent of their achievements.

15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Employers who seek to conduct apprenticeship training decide who take the training. People who are going to take the training are given a chance to have consulting about job career with specialized consultants, in advance.
16.	Outcomes: such as completion rates or employment retention	About 97% of the trainees who started training in FY 2011 (April, 2011 ~ March, 2012) and completely finished it got regular work.
17.	Other observations	

Korea		
	Information requested:	Reply
1.	Country	Republic of Korea
2.	Name of programme	Work-study dual system
3.	When introduced	September in 2013 (training started in January 2014)
4.	Brief description of type of programme (please indicate if not apprenticeship)	Work-based learning, such as apprenticeship system of Germany, Australia and the UK, which is spreading across the world introduced in Korea with adjustment to domestic circumstances. Under the system, the youth can work while studying so that they become equipped with vocational skills needed at the workplaces.
5.	Number of starters(i.e. new participants, most recent data available)	Total flow (000s) Period:* The number of starters in total: 240 Period: January 2014 ~ February 2014 * The number is expected to reach approximately 7,000 by the end of the year 2014
6.	Completion rate(Number of completers / Number of starters) (%)	Rate (%) Period:* There are no completed programs as the system is new and introduced in the second half of the year 2013.
7.	Number of participants on a stock basis(most recent data available)	Total stock (000s): Period:** The number of participants on stock in total: 240 Period: February 2014
8.	Age group eligible to participate	Persons aged 15 or older(participants are mainly persons aged between 18 and 25)
9.	Education level or qualification required to be an apprentice	No specific academic background or qualification needed
10.	Sectors and occupations covered	No limitations exist *The first selected are businesses from 7 sectors, including cultural contents, construction, engineering(mold), material, chemistry, electric·electronic(semiconductor), and info-communications(SW), in which the NCS is already developed.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) 6 months ~ 4years b) Duration varies among training programs by businesses and changeable.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Structured on-the-job training(S-OJT) and off the job training(Off-JT) are coupled b) The place of training varies according to the type of businesses which implement work·study dual system * Independent company: both S-OJT and Off-JT are done within the company Collective training center: Off-JT is consigned to other institutes c)The time spent onS-OJTis higher relative to that on Off-JT

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) the government subsidies(actual expense)</p> <p>b) Apprentice: subsidies for work·study, meal and transportation expenses</p> <p>Employer: subsidies for expenses needed to provide training and infrastructure(support for program development, etc.)</p> <p>c)Payment is made according the minimum wage and the level of payment is determined by average payment by industry (varies)</p>
14.	Do successful apprentices receive a formal qualification/certification?	The government(Human Resources Development Service of Korea) and industrial organizations collectively assess and give a certificate
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	No specific guidance exists and selection and preparation is dependent on principles of businesses which implements the system.
16.	Outcomes: such as completion rates or employment retention	There are no businesses which completed programs as the system is new and introduced in the second half of the year 2013.
17.	Other observations	

Latvia		
	Information requested:	Reply
1.	Country	Latvia
2.	Name of programme	Employer provided training
3.	When introduced	2008
4.	Brief description of type of programme (please indicate if not apprenticeship)	Employer provided training leading to professional qualification, i.e. training (or informal education) at employer's enterprise. Program was intended to provide unemployed with advanced job-specific technical and vocational skills. After completion of the training the employee has to be able to fulfill independently the basic duties of the job. Employer has an obligation to hire the participant in appropriate occupation for at least 6 months (was decreased to 3 months during crisis). Employer provided training is not an apprenticeship program.
5.	Number of starters (i.e. new participants, most recent data available)	Program was cancelled in 2013. (explained in section 17) Period – Total flow (000s) 2011 – 1,046 2010 – 1,087 2009 – 0,368 2008 – 0,061
6.	Completion rate (Number of completers / Number of starters) (%)	
7.	Number of participants on a stock basis (most recent data available)	Program was cancelled in 2013- following evaluation and new improved program "On the job training in priority sectors" was launched.
8.	Age group eligible to participate	No age limitations set. Registered unemployed are eligible to participate.
9.	Education level or qualification required to be an apprentice	The PES in co-operation with selected interested employers carries out the selection of the unemployed candidates to be involved in the practical training in conformity with the qualification requirements as stated by the employer. Minimum educational and professional experience requirements are set by the employer considering the character of the occupation. Statutory regulated occupations and simple (elementary) occupations are excluded.
10.	Sectors and occupations covered	No sectoral or occupational limits are set.
11.	Duration: a)What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Duration for completing the program varies: 1) For renewal of professional skills of participants with eligible formal qualification the duration was limited up to three months. 2) For the training leading to professional qualification - limited up to six months.

		Duration of employer provided training is a subject of a contract between PES and employer. The duration does not exceed limits set above, but the typical duration usually is quite close to the 3 or 6 month line.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	The employer participating in the program organizes both the theoretical and practical training. Qualified and experienced internal supervisor has to be assigned for the training. In addition the employer can assign other experts and lecturers. Minimum requirements for supervisors and trainers include eligible educational background and at least two years of experience in occupation the training is provided.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	Off-the-job training is not provided in this program. At the same time external experts and trainers are subsidized by public finance. Public subsidies for employer provided training are targeted as follows: 1. Monthly stipend for the participant (50% from the statutory minimum wage). 2. On-the-job training (incl. external experts) costs (limited 300 LVL (426,86 EUR) for renewal of professional skills and 600 LVL (853,72) for the training leading to professional qualification. 3. Subsidy for supervision (limited to 50% from statutory minimum wage). 4. Costs for adaptation of a workplace for disabled participants (limited to 500 LVL (711,44 EUR)). 5. Subsidy for the costs of services for disabled participants (i.e. interpreter for the deaf, occupational therapist, assistant). 6. Expenses for statutory health examinations.
14.	Do successful apprentices receive a formal qualification/certification?	Participants do not receive a formal qualification or certification. After completion of the training the employer has to hire the participant and employ him/her in an appropriate occupation for at least 6 months.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	During the first visit an Individual job search (IJS) plan for each client is prepared by PES officer according to individual needs of the unemployed person. If participation in program is considered useful, it is fixed in IJS plan. Career consultations and career guidance services are available to evaluate occupational suitability. Participation in program doesn't require special pre-program preparation. Potential participants are selected by PES in cooperation with the employers according to the minimum requirements set by employer. Suitability of potential participant is assessed and determined by the employer.
16.	Outcomes: such as completion rates or employment retention	In terms of employment the program has immediate effect, as hiring of participant was a statutory requirement transition to employment of 70-80% is not surprising. Simple professions were excluded. Program evaluation has been carried out and it, however, showed that for most of

		the employer-provided training programs, the participants who keep their jobs have much lower wages than otherwise similar participants of other programs or non-participants and unemployment spells are more frequent elementary professions were excluded.
17.	Other observations	<p>Some improvements have been made during the implementation of the program. Firstly, simple (elementary) professions were excluded. Secondly, subsidies for the adaptation of a workplace for disabled were limited to 500 LVL (711,44 EUR). Thirdly, in 2010, 6 month employment obligation was temporarily lowered to 3 months. Fourthly, subsidy for participant's monthly stipend was decreased.</p> <p>Although the changes in program design showed improvements it was decided to close the program and move on with a similar but more focused program – On the job training in priority sectors.</p>

Lithuania		
	Information requested	Reply
1	Country	Lithuania
2	Name of programme	<p>Implementation of the project "Providing Vocational Training in the form of the Apprenticeship in the Labour Market Training Centres in Lithuania" (lt.Profesinis mokymas pameistrystės forma darbo rinkos mokymo centruose). In the course of project implementation various training programmes are provided (e.g. bricklayers, concrete workers, building insulation workers, plasterers, tilers, roofers, business organizers, seller, cashiers, shop-floor workers, warehouse persons, accountant, forklifts drivers, construction machine operators, crane operators, etc.)</p> <p><i>The project is funded by the EU Social Fund and the Lithuanian Government</i></p>
3	When introduced	30-05-2013
4	Brief description of type of programme	<p>It is a pilot project which aims to create and test apprenticeship as a form of the formal vocational training in Lithuania. Activities during the project implementation are as follows:</p> <ol style="list-style-type: none"> 1. Organise apprenticeship training in Lithuania according to the existing legal base and labour market conditions . Target: 900 apprentices trained in the enterprises that operate in the most demanded sectors of economy (construction, services, transport, etc). 2. Develop tools and procedures (in the form of recommendations) on development and simplementation of apprenticeship schemes in Lithuania.
5	Number of starters	328 (September, 2013 – January, 2014)
6	Completion rate	about 40 per cent (September, 2013 – January, 2014). Target: 900
7	Number of participants on a stock basis	206 (February, 2014 – March, 2014)
8	Age group eligible to participate	<p>Age group eligible to participate under the project - no restrictions to age groups. Priority group: 16 -29 years old.</p> <p>Accordint to the Law on VET vocational training is provided for the target group aged from 14 years old.</p>
9	Education level or qualification required to be apprentice	Requirements vary depending on a VET programme which are provided for persons without and with basic education, secondary education and for persons with a specific qualification.
10	Sectors and occupations covered	<ul style="list-style-type: none"> • Construction (bricklayers, concrete workers, building insulation workers, plasterers, tilers, roofers, etc) • Construction mechanization (forklifts drivers, construction machine operators, crane operators, etc) • Transport (road vehicle drivers, passenger and cargo carriers, etc.) • Hotels (cleaners, housekeepers, etc) • Restaurants (bartenders, cooks, etc) • Tourism (rural tourism organizer, travel guide, etc) • Business services (business organizer, seller, cashier, shop-floor worker, warehouse person, accountant, etc) • Nursing support (carer, nursing assistant, etc) • Services for individuals (decorative cosmetics specialist, manicurists, chiropodists, hairdressers, etc) • Manufacturing and processing (clothing tailors, tailor-operators, bread bakers, confectioners, etc)
11	Duration	The duration of formal programmes of the above listed occupations vary from 4 weeks to 40 weeks. However, the length of each programme is further individually tailored to suit the working patterns of the enterprises and of specific occupations. Therefore, the same programme may vary in length in different enterprises.
12	Description of training offered	Training is provided in training centres and in companies. The duration of the training in training centre or in company is according on the needs of each enterprise, participant for the practical part of training.

13	Funding arrangements	Apprentices are (or become) the workers of the enterprises and receive a salary; no bursaries are available. Enterprises in Lithuania do not receive any funding or subsidies from the State, or from any institutions (such as trade unions, training centres, etc). The training centres are funded from the project budget for the duration of the project for the off-the-job training and for the organisational part of the scheme. This question is now discussed in Lithuania.
14	Do successful apprentices receive a formal qualification/certification ?	Yes
15	Selection and preparation:	Apprentices must be employed to be able to serve apprenticeship. The training centres provide an active support to persons with finding jobs in order to start their chosen apprenticeship programmes. All training centres involved in the project have dedicated departments/officers who pursue the search for the enterprises wishing to take the apprentices, and for the people who are wishing to take up an apprenticeship programme.
16	Outcomes:	The data is being gathered and will be available further in the project implementation timeline.
17	Other observations	-

Mexico		
	Information requested:	Reply
1.	Country	Mexico
2.	Name of programme	"Bécate", a dual training program is part of the Employment Support Program (PAE)
3.	When introduced	The programme began in 1987 as part of the Training Grants Program for Unemployed people under the coordination of the Secretariat of Labor and Social Welfare. The programme changed its name to Training System for Employment. It is now known as Joint Training from Bécate Subprogram and Employment Support Programme.
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Employment Support Program (PAE) strives to promote the placement of jobseekers in a quality and productive job. People looking for jobs receive adequate guidance and a better assessment of their capabilities in relation to employment options.
5.	Number of starters (i.e. new participants, most recent data available)	During 2013 the number of job seekers enrolled in training courses reached 63,688.
6.	Completion rate (Number of completers / Number of starters) (%)	84% in 2013.
7.	Number of participants on a stock basis (most recent data available)	In 2013 the total of graduates was 53,519 (2013)
8.	Age group eligible to participate	Jobseekers older than 16 years old
9.	Education level or qualification required to be an apprentice	According to the requirements of the employer
10.	Sectors and occupations covered	Automotive Industry Textile industry Food industry Tourism and personal services
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Courses are taught by at least 30 and up to 48 hours a week for a period of one to three months. Total hours:360-576
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	The courses are usually given in the workplace. However, employers could instruct jobseekers in other locations, once they have informed the authority of this situation. In this case, it is recommended that the program should be integrated by 80% of activities in the workplace and 20% in a classroom.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	The federal government provides the subsidy for the grant training, which can be one to three minimum wages and for one to three months (in 2014 the minimum daily wage is 67.29 pesos). It also provides the economic support for transportation, which, optionally, is paid by the employer. The employer pays the instructor, and provides materials that are consumed in the learning process, basic medical service and accident insurance.

14.	Do successful apprentices receive a formal qualification/certification?	Apprentices receive a certificate from the National Employment Service, which can include the signature of the participating employer.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The job seekers are initially channelled to a job vacancy, if they cannot be placed, the National Employment Service, based on the interest, and job profile spilled in the job seeker registration form determines if they require training and if so, job seekers are channelled to a training course, in this case in a joint training modality.
16.	Outcomes: such as completion rates or employment retention	81.8% of people enrolled in joint training courses in the second half of 2010, was on a productive activity.
17.	Other observations	

New Zealand		
	Information requested:	Reply
1.	Country	New Zealand.
2.	Name of programme	New Zealand Apprenticeships.
3.	When introduced	In 2014 the nationwide scheme New Zealand Apprenticeships replaced the Modern Apprenticeships programme and other apprentice-type training.
4.	Brief description of type of programme (please indicate if not apprenticeship)	New Zealand Apprenticeships are available to anyone over the age of 16 and participants must work towards a minimum of a Level 4 national certificate (tertiary). Apprentices attend courses while also working and completing off-the-job and on-the-job training. It is expected that on completing a NZ Apprenticeship, the apprentice will have been trained to the standard of competency determined by their industry and will be 'work competent' for the occupation in which they have been training.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow 15,300 (Modern Apprenticeships (MA) (note that the new scheme combines with other forms of apprenticeships) Period: 2012
6.	Completion rate (Number of completers / Number of starters) (%)	Rate 46% Period: 2007-2012
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 139,000 (Total industry-trainees) Period: 2011-2012
8.	Age group eligible to participate	Over 16.
9.	Education level or qualification required to be an apprentice	Entry qualification is not specified but they must be in employment.
10.	Sectors and occupations covered	Sectors covered are Primary Industries, Service Industry, Manufacturing and Technology and the Construction and Infrastructure industry. Occupations include (but not limited to): Arborist, Panelbeater, Baker, Miner, Civil Carpenter, Engineer, Jockey, Driller and Signmakers.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) Apprenticeship programmes typically take between 3 to 4 years to complete (this is because 70 is the maximum number of credits an apprentice can complete per year (while 40 is the minimum number of credits an apprentice must attain per year). An apprenticeship requires a minimum of 120 credits so it is unlikely that apprentices will complete their apprenticeship before 3 years). b) Duration varies considerably depending on the requirements of the particular industry.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Yes, off-the-job training is provided. b) The training is completed at public and private industry training organizations. c) This training represents a significant time-investment relative to time spent on the job. Students must complete a minimum of 40 credits per year which is the equivalent to a third of a full-time course load.

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) The government pays 70% and the employer pays 30% of off-the-job training. b) There is currently an additional subsidy available for the first 14,000 apprentices enrolled in the programme. They receive \$1000 towards their tools and off-the-job course costs, or \$2000 if they are in priority trades (particular trades within construction, infrastructure, engineering and electro-technology). The same amount is paid to employers.
14.	Do successful apprentices receive a formal qualification/certification?	Yes, they receive the minimum of a Level 4 qualification on the New Zealand Qualifications Authority Framework, which is an entry-level tertiary qualification. The qualifications comprise of a minimum of 120 credits, and ensure a strong theoretical component, as well as practical to their learning.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Anyone can be eligible for an apprenticeship provided they are in employment and the employer is willing to sign the training agreement. However pathways as a transition for young people are through the Youth Guarantee policy programme, in particular the Secondary-Tertiary-Partnerships and Vocational Pathways initiatives. These programmes expose students to work-integrated learning and allow them to better determine career options and pathways to occupations. These initiatives prepare people for the realities of apprenticeships and make them more attractive candidates to employers.
16.	Outcomes: such as completion rates or employment retention	As this has only been implemented in 2014, this data is not yet available.
17.	Other observations	

	Information requested:	Reply
1.	Country	New Zealand
2.	Name of programme	New Zealand Apprenticeships
3.	When introduced	In 2014 the nationwide scheme New Zealand Apprenticeships replaced the Modern Apprenticeships programme and other apprentice-type training.
4.	Brief description of type of programme (please indicate if not apprenticeship)	New Zealand Apprenticeships are available to anyone over the age of 16 and participants must work towards a minimum of a Level 4 national certificate (tertiary). Apprentices attend courses while also working and completing off-the-job and on-the-job training. It is expected that on completing a NZ Apprenticeship, the apprentice will have been trained to the standard of competency determined by their industry and will be 'work competent' for the occupation in which they have been training.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow 15,300 (Modern Apprenticeships (MA) (note that the new scheme combines with other forms of apprenticeships) Period: 2012
6.	Completion rate (Number of completers / Number of starters) (%)	Rate 46% Period: 2007-2012
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 139,000 (Total industry-trainees) Period: 2011-2012
8.	Age group eligible to participate	Over 16.
9.	Education level or qualification required to be an apprentice	Entry qualification is not specified but they must be in employment.
10.	Sectors and occupations covered	Sectors covered are Primary Industries, Service Industry, Manufacturing and Technology and the Construction and Infrastructure industry. Occupations include (but not limited to): Arborist, Panelbeater, Baker, Miner, Civil Carpenter, Engineer, Jockey, Driller and Signmakers.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) Apprenticeship programmes typically take between 3 to 4 years to complete (this is because 70 is the maximum number of credits an apprentice can complete per year (while 40 is the minimum number of credits an apprentice must attain per year). An apprenticeship requires a minimum of 120 credits so it is unlikely that apprentices will complete their apprenticeship before 3 years). b) Duration varies considerably depending on the requirements of the particular industry.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Yes, off-the-job training is provided. b) The training is completed at public and private industry training organizations. c) This training represents a significant time-investment relative to time spent on the job. Students must complete a minimum of 40 credits per year which is the equivalent to a third of a full-time course load.

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) The government pays 70% and the employer pays 30% of off-the-job training. b) There is currently an additional subsidy available for the first 14,000 apprentices enrolled in the programme. They receive \$1000 towards their tools and off-the-job course costs, or \$2000 if they are in priority trades (particular trades within construction, infrastructure, engineering and electro-technology). The same amount is paid to employers.
14.	Do successful apprentices receive a formal qualification/certification?	Yes, they receive the minimum of a Level 4 qualification on the New Zealand Qualifications Authority Framework, which is an entry-level tertiary qualification. The qualifications comprise of a minimum of 120 credits, and ensure a strong theoretical component, as well as practical to their learning.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Anyone can be eligible for an apprenticeship provided they are in employment and the employer is willing to sign the training agreement. However pathways as a transition for young people are through the Youth Guarantee policy programme, in particular the Secondary-Tertiary-Partnerships and Vocational Pathways initiatives. These programmes expose students to work-integrated learning and allow them to better determine career options and pathways to occupations. These initiatives prepare people for the realities of apprenticeships and make them more attractive candidates to employers.
16.	Outcomes: such as completion rates or employment retention	As this has only been implemented in 2014, this data is not yet available.
17.	Other observations	

Norway		
	Information requested:	Reply
1.	Country	Norway
2.	Name of programme	VET at upper secondary level – apprenticeship training
3.	When introduced	1994
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>All young people leaving compulsory school have a statutory right to attend three years of upper secondary education. They may choose from three general studies programmes and nine VET-programmes. Norway has a well-developed upper secondary VET system linked to apprenticeship training, which enjoys a high degree of confidence among stakeholders.</p> <p>Upper secondary VET normally includes two years at school with practical training in school workshops and short work placements in a company, followed by two years of formalised apprenticeship training and productive work in an enterprise or public institution. During the latter two years, the apprentice shall be engaged in one year of training and one year of productive work. This is known as the 2+2 model. The upper secondary VET leads to the trade- or journeyman's certificate (fag- og svennebrev).</p> <p>However, not all VET programmes follow this model. A few programmes are entirely school-based. However, these programmes do not lead to a trade or journeyman's certificate. Another small group of programmes follow a 1+3-model or 3+1-model, which means either one year in school followed by three years of apprenticeship training, or the other way around.</p>
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) 40 Period:* 2012-2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 38.2 per cent of the VET students who started the training in 2007 had completed the training after five years. Period:* 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 79 Period:** 2012-2013
8.	Age group eligible to participate	16-21 is the most normal age group, but adults do also have access to the training.
9.	Education level or qualification required to be an apprentice	Completed lower secondary education, ISCED 2
10.	Sectors and occupations covered	There are nine VET programmes at upper secondary level, which represents sectors. These are: 1) technical and industrial productions, 2) electrical trades, 3) building and construction, 4) restaurant and food processing trades, 5) agriculture, fishing and forestry, 6) health and social care, 7) design, arts and crafts, 8) media and communication and 9) service and transport.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) Four years is the typical duration of completing the training with a VET qualification.</p> <p>b) Most programmes lasts for four years, but a small amount of the programmes lasts 4 ½ years. The programmes which are entirely school-based last for 3 years.</p>

12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Please see section 4. b) Both, but most schools are public c) In the 2+2 model, during the first year of the school-based training, 20 per cent of the training is practical (as opposed to theoretical) and can be conducted in a company. During the second year, 30 per cent of the training is practical. During the apprenticeship training period, 100 per cent of the training is conducted in a company.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) The county authorities pay for the school-based training. b) The apprenticeship training is funded over public budgets and the training company receives a state grant for each apprentice. In 2013 the grant equals € 14098. c) By law, apprentices are employees of the enterprise and have the rights and duties as such. They are entitled to a salary agreed upon through a centralised system of collective bargaining. The salary corresponds to the amount of productive work the apprentice conducts. As productive work increases throughout the two-year apprenticeship period, the salary increases accordingly. The salary increases from 30 per cent to 80 per cent of a skilled worker's salary during the two years of apprenticeship.
14.	Do successful apprentices receive a formal qualification/certification?	Yes, successful apprentices receive a trade or journeyman's certification.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Pupils have right to receive career guidance at both the primary and secondary level. Further, there are two subjects at the lower secondary level which promotes VET and practical-based training: The Study Elective Programme Subject (Utdanningsvalg) seeks to link the lower and upper secondary education closer together. The subject is aimed at giving the pupils insight and experience with the different upper secondary programmes and the relevant vocations, thus providing a better foundation for choice of vocation. The working life subject is a national project at the lower secondary level aimed at pupils who wish to have a practical, work-related subject. The rationale is to allow pupils to learn in more practical ways, in an otherwise theory-dominated school. The content of the working life subject is based on the nine vocational programmes at the upper secondary level, but the competence aims in the curriculum are adapted to the lower secondary level.
16.	Outcomes: such as completion rates or employment retention	Please see section 6 for completion rates.
17.	Other observations	

Portugal		
	Information requested:	Reply
1.	Country	Portugal
2.	Name of programme	Apprenticeship Courses (Dual Courses)
3.	When introduced	<p>The Apprenticeship Courses, created in 1982, have gradually been adjusted to the needs of the target groups, labour market and objectives of the National Qualifications System.</p> <p>With the publication of Implementing Order no. 1497/2008, of 19 December, these courses are now developed only for QNQ level 4 career paths, based on the training benchmarks of the National Qualifications Catalogue in accordance with specific curricular plans.</p>
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Apprenticeship Courses under the responsibility of the Institute of Employment and Vocational Training – IEFP,IP, are legally based on Implementing Order no. 1497/2008, of 19 December, and represent a double certification modality, which seeks to qualify young people under the age of 25 years old and with the 3rd cycle of elementary education or equivalent.
5.	Number of starters (i.e. new participants, most recent data available) ¹	<p>Total flow (000s):17.786</p> <p>Period:Jan-Dec 2013</p>
6.	Completion rate (Number of completers / Number of starters) (%) ¹	<p>Rate (%) / Total***:15.738</p> <p>Period:Jan-Dec 2013</p>
7.	Number of participants on a stock basis (most recent data available) ¹	<p>Total stock (000s)****: 40.246</p> <p>Period:Jan-Dec 2013</p>
8.	Age group eligible to participate	Young people under the age of 25 years old
9.	Education level or qualification required to be an apprentice	3rd cycle of elementary education or equivalent.
10.	Sectors and occupations covered	Since 2010 the training offer was expanded to new career areas presented in the National Qualifications Catalogue, which currently covers approximately 100 career areas.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	About 3,700 hours.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	This training is developed alternately between the Vocational Training Centre and company, entrusting the company with a central role in the acquisition of transversal and technical skills by these young people, boosting their integration in active life. The practical training in a work context represents approximately 40% of the total duration of the training, which covers 3,700 hours.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>Trainees have the right to the following social benefits:</p> <p>a) Scholarship professionalization;</p> <p>b) Scholarship for study material;</p> <p>c) Meal allowance;</p> <p>d) Expenditure or transport allowance;</p> <p>e) Allowance for reception;</p> <p>f) Housing allowance and 2. ° meal allowance, allocated on an exceptional basis, with prior authorization</p>

14.	Do successful apprentices receive a formal qualification/certification?	These courses confer the National Qualifications Framework (QNQ) certification level 4, in a context of complementarity with other education and training offers are of strategic importance in education-training-employment policies
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	The Apprenticeship Courses, in addition to offering a professional qualification, sustained by solid practical training, in preparation for immediate integration in the labour market, enable the pursuit of higher education courses. Although the Apprenticeship Courses are already recognised, both by companies and by society itself, it is important to continue to adopt measures which confirm the value and importance of the professionalising routes as very real alternative routes for the qualification of professionals, endowed with the skills required by the labour market. The existence of a great variety of training modalities aimed at common objectives and target groups (professional courses, education and training courses for young people and technological courses) has hindered the confirmation and social recognition of the initial vocational training.
16.	Outcomes: such as completion rates or employment retention	
17.	Other observations	

Russia		
	Requested Information	Answer
1.	Country	Russia
2.	Program Title	Internships, including in other regions of the Russian Federation of the graduates of educational institutions
3.	Duration	2012 -2013
4.	Brief characteristics of the type of program (please specify if you do not apply to apprenticeship)	Internship is organized to help to acquire work experience by graduates of educational institutions
5.	Number of participants (new members at last count)	Total – 13,45 thousand people Period * 2012-2013 2012 – 6,25 thousand people 2013 – 7,2 thousand people
6.	Percentage of successfully trained (number of completed training / number of participants) (%)	115% Period * 2012-2013 2012 – 118% 2013 – 113%
7.	Total stock (recent data)	
8.	Age group of participants	from 18 to 29 years
9.	Level of education or qualifications required for admission to apprenticeship	Graduates of professional educational organizations and educational institutions of higher education
10.	Presented sectors and professions	Internships for graduates is organized to gain experience along with qualification obtained as a result of completion of basic educational programs and for skills development in the field of other professional activities related to specialties hained through vocational education
11.	Duration: a) What is the standard duration of the program? b) whether the duration of the fixed or it can vary depending on the digestibility of information (knowledge)?	Duration of the internship is not more than 6 months
12.	Description of the proposed program: a) Is there an exemption from work for training? b) If yes, under what conditions (public or employer) are trained? c) The ratio of working time and training time.	Internships for graduates of educational institutions at the workplace are organized within regional programs aimed at reducing tension in the labor market of the Russian Federation. In order to encourage employers to organize training of graduates authorities provide compensation not only of cost the intern's payroll, but also of the additional cost associated with the use of labor potential of older workers engaged in mentoring young professionals. During the internship graduates are covered by the Labor Code requirements of labor protection and internal regulations in force in the organization, and are covered by social insurance Contents of internship of the graduates is defined by job description (regulations) of a specific workplace, approved by the head of the branch or of the organization in which the graduate is trained .
13.	Financing: a) Who pays for studies being discontinued? b) What are the government subsidies provided students and employers? Are subsidies targeted? c) What is the (minimum) amount of student fees and whether it meets the legal minimum monthly wage (if available) or monthly wage worker at a steady rate?	In 2012-2013, the internships program was co-financed from the federal budget Employment Centers determined of the size of the partial reimbursement to the employer of payroll costs of internship participants (including insurance contributions) based on: - The number of participants in the internship; - The minimum wage, including accrued insurance contributions; - The minimum wage, taking into account co- financing (not less than 5% of the amount of subsidies from the federal budget) from the budget of the relevant subject of the Russian Federation; - The period of participation of graduates of educational institutions in the internship (not more than 6 months).

14.	Do apprentices receive upon successful passage of formal qualifications or training certificate?	Following the results of the completion of the program, participants receive documents confirming the assessment of professional competencies mastered during the internship, as well as a certificate of a traineeship, stamped by organization, where the internship took place.
15.	Selection and training: selected and determined as candidates for the program? Are there pre-training programs before training?	Additional arrangements for internships were carried out for the unemployed and seeking work for the first time citizens - graduates of professional educational organizations, and educational institutions of higher education
16.	Results: The percentage of graduates and reduction of tensions on the labor market	
17.	Other Results	Successful Internship facilitates engagement of the participants in the work of the organization and increases their employment and career opportunities

RECENT POLITICAL REFORM MEASURES TO IMPROVE RESULTS YOUTH LABOR MARKET

Country	Policy area (put the number in accordance with the above classification)	Name of political action or reform and a brief description of the purpose and date (planned) introduction	If necessary, the number of recipients (expected)	If necessary, the total cost (expected)	Other notes
Russia	8. "Facilitating the transition to the labor market"	Internships, including in other regions of the Russian Federation, of the graduates of educational institutions Internship is organized to acquire by educational institutions graduates of practical experience required by profession (specialty), development of new technologies, forms and methods of work organization at the workplace. The objectives of the internship are also to promote the employment of graduates of educational institutions experiencing difficulties in finding job, providing public services to organizations in the selection of skilled workers and professionals in accordance with the needs. Period: 2009-2013	Total expenditure (000s): 4883,37 million rubles Period *: 2009-2013 rr. Participants: – 232 thousand people Period*: 2009-2013 rr.	Total (in million): Period: ***: Currency (e.g., \$, €):	

* Corresponding period for data on the amounts of expenses (eg, January - December 2013, May - December 2013, and others);

** Corresponding period for data on the funds (for example, the end of June 2013, the end of December 2013, and others), as well as

*** The sum of the corresponding period (eg, January - December 2013, May - December 2013, and others)

Singapore		
	Information requested:	Reply
1.	Country	Singapore
2.	Name of programme	Internships and Industrial Training Placements (ITP)
3.	When introduced	Varies based on Post-Secondary Education Institutions (PSEIs)
4.	Brief description of type of programme (please indicate if not apprenticeship)	PSEIs provide internship and ITPs across most Diploma and Certificate programmes and such work place attachments could spend over 3 weeks to 6 months, depending on the industry and course requirements.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) Over 20,000 students per year Period:* Period Varies Across Institutions
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) Over 95% completion rate Period:* Period Varies Across Institutions
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): Period:**
8.	Age group eligible to participate	16-22 years of age
9.	Education level or qualification required to be an apprentice	Trainees are usually pursuing a Certificate or Diploma in the PSEIs
10.	Sectors and occupations covered	Covered all sectors including both Science and Technology (S&T) programmes and non S&T programmes like Business and Social Sciences
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Typical duration is between 3 weeks to 6 months depending on the industry and course choice. The duration is fixed and students would have to complete the programme within an assigned period.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Training is usually done on-the-job with a supervisor guiding the trainee. The PSEI co-ordinator would also visit the trainee frequently so that the trainee's needs are met.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	The recommended allowance is \$450 - \$500 per month. Most of the companies paid more than the minimum allowance.
14.	Do successful apprentices receive a formal qualification/certification?	No
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Our Post-Secondary Education Institutions (PSEIs) work with industry partners to ensure that internships are meaningful for our student interns, and that companies are also clear about their responsibilities. Prior to their internships, trainees are briefed on matters of professional conduct and safety during their internships. At our PSEIs, every internship student is assigned a liaison officer whom they can call to highlight any issues faced in the company. If issues cannot be resolved immediately, PSEIs may transfer the students to another company to continue their internships. The liaison officer also makes periodic visits to the company while students are on their internships to check on the students' welfare

		<p>and learning development.</p> <p>At the end of each internship or attachment, students have to submit a report to our schools and PSEIs detailing their experiences. Based on these reports, PSEIs work with companies to improve the internship experiences for future students.</p>
16.	Outcomes: such as completion rates or employment retention	The completion rate of the internship and ITP is over 95%, and many companies see this as an opportunity to identify potential employees.
17.	Other observations	PSEIs and Companies would need to continue to ensure that the internship and/or ITPs remain relevant to the trainees.

	Information requested:	Reply
1.	Country	Singapore
2.	Name of programme	Professional Conversion Programmes (An initiative by the Singapore Workforce Development Agency (WDA), a statutory board under the Singapore Ministry of Manpower)
3.	When introduced	2007
4.	Brief description of type of programme (please indicate if not apprenticeship)	Professional Conversion Programmes (PCPs) help jobseekers to re-skill themselves and to obtain the necessary knowledge and competencies to take on new Professional, Manager and Executive (PME) jobs. PCPs are offered as a (i) Place-and-Train (PnT) Programme and/or (ii) Train-and-Place (TnP) Programme. See details at S/No. 13.
5.	Number of starters (i.e. new participants, most recent data available)	From 2007 to 2012, about 5,000 trainees had completed or were undergoing training under the PCPs.
6.	Completion rate (Number of completers / Number of starters) (%)	Public data is unavailable.
7.	Number of participants on a stock basis (most recent data available)	Public data is unavailable
8.	Age group eligible to participate	The PCPs are targeted at unemployed PMEs, generally above 21 years old.
9.	Education level or qualification required to be an apprentice	Varies amongst PCPs. Generally, trainees need to have a certain level of literacy and numeracy proficiency.
10.	Sectors and occupations covered	PCPs cover a wide range of sectors and occupations. For instance: Creative Industries (e.g. Journalist, Marketing Executives, Assistant Producers/Editors, Furniture Designers, Public Relations Executives) Early Childhood Care and Education (e.g. Childcare / Kindergarten Teacher) Finance (e.g. Insurance Executives) Information and Communication Technology (e.g. Java Developers, Business Analyst, Enterprise Resource Planning Specialist, Infrastructure Support Specialists) Healthcare and Community Services (e.g. Social Worker, Eldercare Professionals, Diagnostic Radiographers, Occupational Therapist, Physiotherapists, Registered Nurses) Clinical Research (e.g. Clinical Research Associates) Biomedical Sciences and Process (e.g. Process/Lab Technicians, Validation Specialists, Biotechnologist) Marine & Maritime (e.g. Deck Officer (International-going vessel) Port Services (e.g. Lashing Supervisors, Trainee Senior Operations Supervisor) Textile & Fashion (e.g. Merchandiser, Production Supervisor, Designers) Food & Beverage (e.g. Commis Chef (Culinary/Pastry), Frontline F&B Staff)
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	Varying lengths, could range from a few months to 3 years

12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Training can be a combination of on-the-job training (OJT) or training courses delivered by a training institution. The length of training also varies from programme to programme.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>Under the Place and Train (PnT) programme, trainees will normally be hired by employers participating in the programmes before commencing training to acquire the necessary skills for the jobs they are recruited for. PnT trainees do not need to pay any course fees as their training will be supported and co-funded by their employers and WDA. These trainees will receive salaries from their employers, as they are deemed as employed when they join the PnT programme.</p> <p>Under the Train and Place (TnP) programme, trainees will undergo training to acquire the necessary skills before they secure a job. TnP trainees will pay some course fees, with co-funding by WDA. During the training period, they may receive some training allowance from WDA.</p>
14.	Do successful apprentices receive a formal qualification/certification?	Trainees who completed training will receive relevant certifications under the Singapore Workforce Skills Qualifications (WSQ) system or industry-recognised certifications.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	PCPs are targeted at unemployed PMEs, generally above 21 years old.
16.	Outcomes: such as completion rates or employment retention	Public data is unavailable.
17.	Other observations	Nil.

Spain		
	Information requested:	Reply
1.	Country	Spain
2.	Name of programme	Dual training system
3.	When introduced	RD 1529/2012 8 November the basis of the Dual System but the labour contract for the participants has been just developed (Order ESS2518/2013 26 December)
4.	Brief description of type of programme (please indicate if not apprenticeship)	The basis for a dual training system with a part of on-job training and another at school was settled at the end of 2012 and for the VET Diplomas of the Ministry of Education officially started on the course 2013-2014. However several CCAA were already working with this type of Vocational training for certain sectors: Automotive, information and Communications technology and metal work mainly. The Apprenticeship and training contract was developed 2013.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) 5,263 Period:* 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) Period:*
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 9,555 Period:** January 2014
8.	Age group eligible to participate	From 16 to 30
9.	Education level or qualification required to be an apprentice	ISCED 3
10.	Sectors and occupations covered	Any sector but in fact during this first years mainly: Metal working, Electricity and electronics, Installation and maintenance.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	The labour contract between 1 to 3 years. For VET diplomas training varies 2-3 years. For Professional certificates training, it varies depending on the profile at least 1 year.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Labour contract for a full employment period. 25% of the time is off-the-job-training during the first year and 15% for the second and third year.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<ul style="list-style-type: none"> a) Off the job training costs may be benefited for the company or publicly subsidized. b) Subsidies are for employers and they pay to the training providers the costs of training. c) The minimum wage for apprentices is the same as the national minimum wage (in 2014, 645,30 euro per month)
14.	Do successful apprentices receive a formal qualification/certification?	YES. Art 4 Order ESS2518/2013
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Several Autonomous regions have online information access (from www.todofp.es "formacion profesional dual" there is access NO

16.	Outcomes: such as completion rates or employment retention	No information available
17.	Other observations	http://todofp.es/todofp/sobre-fp/informacion-general/formacion-profesional-dual.html

Sweden		
	Information requested:	Reply
1.	Country	Sweden
2.	Name of programme	Internship program (Praktikantprogrammet)
3.	When introduced	January 2013
4.	Brief description of type of programme (please indicate if not apprenticeship)	The Government has given Arbetsförmedlingen the task to implement an internship programme in government agencies for job-seekers with impaired work capacity due to functional disabilities and/or a history of ill health. The purpose of the programme is that participants will gain experience working within government departments, which can improve their chances for a future work with or without a pay subsidy.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow: 203 Period: over jan-dec 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 57, please note that 115 participants have completed the programme jan-dec 2013 Period: over jan-dec 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock: 282 Period: as at the end of february 2014
8.	Age group eligible to participate	From 18
9.	Education level or qualification required to be an apprentice	All
10.	Sectors and occupations covered	Government agencies
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a Six months b It can vary
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	No
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a. No off-the-job training is available. b. During the Trial opportunity the participants receive activity support paid by the Social insurance agency. The employer does not receive any subsidies. c. The employer does not pay any wages
14.	Do successful apprentices receive a formal qualification/certification?	No
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Job-seekers with impaired work capacity due to functional disabilities and/or a history of ill health
16.	Outcomes: such as completion rates or employment retention	Employment retention: 33 as at the end of februari 2014, with and without subsidies
17.	Other observations	

	Information requested:	Reply
1.	Country	Sweden
2.	Name of programme	Skill development (within the programme Work Experience) (Praktisk kompetensutveckling)
3.	When introduced	2006
4.	Brief description of type of programme (please indicate if not apprenticeship)	The programme is for newly unemployed with experience of a certain profession. The goal is that the job-seeker maintains contact with the labour market.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) : 3 238 Period:* January-December 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 104 % Period: January-December 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 670 (average per month) Period: January-December 2013
8.	Age group eligible to participate	Over 25 year olds, but also young people from the age of 18 detached from the labour market, or participating in the Youth job programme or young people with special needs.
9.	Education level or qualification required to be an apprentice	Experience and education (not specified what level) within a profession.
10.	Sectors and occupations covered	n/a
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a. Can vary up to three months.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	No off-the-job training provided.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	The participants receive activity support. No wage is paid.
14.	Do successful apprentices receive a formal qualification/certification?	No.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Youth is not so often selected for the programme because they often lack vocational experience. No pre-programme preparation is provided.
16.	Outcomes: such as completion rates or employment retention	36 % to work or education
17.	Other observations	

	Information requested:	Reply
1.	Country	Sweden
2.	Name of programme	Trial opportunity (within the programme Work Experience) (Prova på plats)
3.	When introduced	2005
4.	Brief description of type of programme (please indicate if not apprenticeship)	Trial opportunity is a program for job seekers, with no or limited experience of the Swedish working life, to establish a contact with the working lives in areas that match their experience and training.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) : 4001 Period: January-December 2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%) 98% Period: January-December 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 619 (average per month) Period: January-December 2013
8.	Age group eligible to participate	Over 25 year olds, but also young people from the age of 18 detached from the labour market, or participating in the Youth job programme or young people with special needs.
9.	Education level or qualification required to be an apprentice	Any level of education.
10.	Sectors and occupations covered	n/a
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a. Three weeks. b. One day to three weeks.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a. No off-the-job training is available.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a. No off-the-job training is available. b. During the Trial opportunity the participants receive activity support paid by the Social insurance agency. The employer does not receive any subsidies. C. No wages are paid by the employers.
14.	Do successful apprentices receive a formal qualification/certification?	No.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Youth are guided and selected depending on their needs. No pre-programme are provided.
16.	Outcomes: such as completion rates or employment retention	32 % to work or education
17.	Other observations	

Switzerland*		
	Information requested:	Reply
1.	Country	Suisse
2.	Name of programme	Formation professionnelle initiale (système dual, apprentissage)
3.	When introduced	<p>Le système dual de formation professionnelle existe depuis toujours en Suisse.</p> <p>En 2002, la loi sur la formation professionnelle suisse (LFPr) a été entièrement révisée. Entrée en vigueur en 2004, la nouvelle loi fédérale sur la formation professionnelle (LFPr) a posé les bases nécessaires à une promotion globale de la formation professionnelle. Conçue comme une loi-cadre ouverte, elle tient compte de la remarquable transformation du monde du travail et du monde professionnel et permet de nouveaux développements. Elle offre des possibilités de formations professionnelles différenciées, favorise la perméabilité au sein du système de formation professionnelle et vers l'ensemble du système de formation, et introduit un financement axé sur les prestations.</p> <p>L'objectif déclaré de cette nouvelle loi est de renforcer la formation professionnelle duale suisse et son lien caractéristique avec la pratique et le marché du travail. Cette consolidation intervient à différents niveaux : au niveau du système, des offres de formation, des innovations et du financement.</p>
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>La formation professionnelle permet aux jeunes de prendre pied dans le monde du travail et assure la relève en formant des professionnels et des cadres dirigeants qualifiés. Elle est orientée vers le marché du travail et intégrée au système éducatif.</p> <p>La formation initiale la plus prisée</p> <p>La formation professionnelle permet à deux tiers des jeunes Suisses d'acquérir de solides connaissances de base. Elle constitue le point de départ d'un apprentissage tout au long de la vie et offre de nombreuses perspectives professionnelles.</p> <p>Le système dual</p> <p>La formation duale (apprentissage), en entreprise et à l'école professionnelle, est le type de formation professionnelle initiale le plus répandu. Les jeunes ont le choix entre près de 250 formations en apprentissage. Outre la formation duale en entreprise, la formation professionnelle initiale peut également être suivie en école à temps complet, notamment dans les écoles de métiers ou dans les écoles de commerce.</p> <p>Lien avec le marché du travail</p> <p>Les formations proposées sont axées à la fois sur les qualifications professionnelles effectivement recherchées et sur les possibilités d'embauche existantes. Ce lien direct avec le monde du travail permet à la Suisse d'afficher l'un des taux de chômage des jeunes les plus bas d'Europe.</p> <p>Perméabilité</p> <p>La formation professionnelle fait partie intégrante du système éducatif. Elle s'inscrit au degré secondaire II et au degré tertiaire. Elle s'appuie sur des offres de formation et des procédures de qualification nationales clairement définies. Elle se caractérise par une perméabilité élevée : il est en effet possible de suivre ultérieurement des offres de formation plus exigeantes ou de changer d'activité durant sa vie professionnelle sans perdre de temps pour autant. L'offre de formation continue est riche à tous les niveaux.</p>

5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s): 79'500 Period:*08.2012-08.2013
6.	Completion rate (Number of completers / Number of starters) (%)	Rate (%): 69'600 / 79'500, 88% Period:* 08.2012-08.2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 236'600 Period:** 08.2012-08.2013
8.	Age group eligible to participate	A partir de 15 ans
9.	Education level or qualification required to be an apprentice	Avoir terminé l'école obligatoire (9 années en Suisse)
10.	Sectors and occupations covered	Pratiquement toutes les branches de métiers. En Suisse, quelque 250 formations professionnelles initiales sont proposées. Les 20 formations professionnelles initiales les plus souvent choisies en 2011 représentent plus de 60 % des nouveaux contrats d'apprentissage conclus.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	a) Deux durées de programme sont disponibles, avec à la clé deux certificats différents : - Formation professionnelle initiale de 3 ou 4 ans (selon les professions), avec certificat fédéral de capacité (CFC) → formation la plus choisie. - Formation professionnelle initiale de 2 ans, avec attestation fédérale de formation professionnelle (AFP) b) Pour les jeunes qui commencent une première formation directement après leur école obligatoire, ces durées sont fixes . Par contre, pour de jeunes adultes ou adultes, déjà au profit d'une première formation professionnelle initiale, le programme d'une seconde formation professionnelle initiale peut être adapté selon les compétences déjà acquises du candidat.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Oui. La formation professionnelle initiale duale se déroule en entreprise ; les personnes en formation y acquièrent les compétences, les connaissances et les aptitudes professionnelles pratiques et sont dans le même temps intégrées de manière active dans le processus de production de l'entreprise. b) En entreprise c) La formation a lieu durant la totalité des 3-4 jours passés en entreprise par semaine (1-2 jours restants à l'école).
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) Les entreprises formatrices prennent en charge les coûts de la formation des apprentis dans leur entreprise. Remarque : La formation professionnelle est globalement rentable pour les entreprises formatrices. Selon une étude datant de 2009, les coûts bruts de formation se montent à 5,3 milliards de francs, contre 5,8 milliards de francs d'activités productives de la part des personnes en formation. b) En général, les personnes en formation ne reçoivent pas de subsides pour les frais de leur formation. Des bourses sont toutefois disponibles pour les personnes en difficulté, mais les demandes restent rares. En règle générale, les entreprises ne reçoivent pas non plus de subsides lorsqu'elles forment des jeunes. Selon les cantons et les situations, des exceptions existent toutefois (aides financières spéciales pour les entreprises). c) En Suisse, il n'y a pas de salaire minimum fixé par l'Etat. Les salaires des employés sont fixés selon les branches de métier par des conventions collectives de travail. Pour les apprentis,

		<p>certaines organisations du monde du travail donnent des recommandations. Il faut par contre garder en tête que le 1^{er} objectif de la présence dans une entreprise d'un apprentis reste sa formation et non sa productivité. Le « salaire » qu'il reçoit est plutôt une rémunération par rapport au travail qu'il a fourni en apprenant son futur métier lors de sa formation professionnelle.</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>Oui:</p> <p>Soit un Certificat fédéral de capacité (CFC), pour une formation professionnelle initiale de 3 à 4 ans.</p> <p>Soit une Attestation fédérale de formation professionnelle (AFP), pour une formation professionnelle initiale de 2 ans</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>En Suisse, l'orientation professionnelle, disponible dans les écoles déjà au niveau de l'école obligatoire, joue un rôle important dans la phase du choix de la future formation professionnelle d'un jeune. Les jeunes ont aussi la possibilité d'effectuer des stages d'orientation ou d'observation déjà au niveau de l'école obligatoire (stage de 1 à plusieurs semaines).</p> <p>Les entreprises choisissent elles-mêmes leurs futurs apprentis sur la base des dossiers de candidatures déposés par les jeunes et par des rencontres, complétées parfois par 1 ou 2 jours de stage dans l'entreprise. L'Etat n'intervient pas dans ce processus et ne place pas de jeunes en entreprises.</p>
16.	Outcomes: such as completion rates or employment retention	<p>En Suisse, à l'heure actuelle, plus de 90 % des jeunes sont détenteurs d'un diplôme du degré secondaire II. Le but est de faire passer ce taux à 95 % d'ici 2015.</p> <p>Après leur formation professionnelle initiale, environ 66% des personnes trouvent une place de travail directement.</p>
17.	Other observations	

* See also the information note on "Match-Prof"

Turkey		
	Information requested:	Reply
1.	Country	Turkey
2.	Name of programme	Vocational Training Courses in Cooperation with Employers
3.	When introduced	Launched in late 1980s
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>These are courses that include not only theoretical but also practical trainings in workplaces with the aim of changing their own vocations or improving their current skills or assisting unemployed people with new vocations who are inadequate in their vocations or do not have any vocation. By this way, it is increased the employability of unemployed people and also labor force that employers demanded are trained.</p> <p>Vocational qualifications needed in the labor market are determined through Labor Market Surveys conducted every year. In line with these surveys, the "Provincial Employment and Vocational Training Boards" determine the list of vocations that trainings will be performed in that year. But in order to be able to organize a course in these vocations, employers must commit that they will employ at least 50% of the trainees at the end of the course.</p> <p>These courses can be organized with professional organizations, unions of workers, employers and tradesmen, private sector workplaces, associations and foundations with commercial enterprises and private employment offices.</p> <p>Training programs shall be in compliance with National Occupational Standards.</p> <p>The period of the courses can be minimum 5 and maximum 8 hours a day, and minimum 30 hours and maximum 40 hours a week on condition that they do not exceed six days a week. Total duration of a course cannot be more than 160 actual days.</p> <p>At least 50% of trainees are employed in the occupation, for which they received training, for a period not shorter than actual course period and at least for 120 days.</p> <p>Moreover, job and vocational counselors provide trainees with counseling services during the course and employment process.</p>
5.	Number of starters (i.e. new participants, most recent data available)	In 2013, 87.663 people started to attend these courses.
6.	Completion rate (Number of completers / Number of starters) (%)	Completion rate in 2013 is 74%.
7.	Number of participants on a stock basis (most recent data available)	As of March 20 th , 2014 14,105 participants keep attending these courses.
8.	Age group eligible to participate	Trainees must have completed age of 15.
9.	Education level or qualification required to be an apprentice	Education level required varies depending on the occupation in which course will be given.
10.	Sectors and occupations covered	Courses can be arranged in all occupations determined as needed by labor market according to Labor Market Surveys carried out on a provincial basis.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) 160 actual days at most. It varies depending on the subject and level of the course.</p> <p>b) It is fixed for every course, depending on content. There isn't early completion of course.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a) Yes</p> <p>b) At work place or training area provided by employer.</p> <p>c) It varies depending on the subject of the course.</p>

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) Cost of stationary and practicing materials are paid by İŞKUR (Turkish Employment Agency) while other expenditures (trainer, classroom etc.) are paid by employer.</p> <p>b) Trainees attending Vocational Training Courses are paid 20 TL daily stipend (approximately \$9 in USD) and their health and short-term occupational insurance premiums (Work Accident and Occupational Illness Insurance premiums and General Health Insurance premiums) are also paid by İŞKUR throughout the program duration. These expenditures are met from Unemployment Insurance Fund. If graduate trainees are employed, pension and health insurance premiums that must be paid by employer (19% of gross wage) are paid by İŞKUR for 36 months.</p> <p>c) Trainees are paid 400-520 TL per month. This amount corresponds to 47%-61% of net minimum wage.</p>
14.	Do successful apprentices receive a formal qualification/certification?	Trainees attending Vocational Training Courses are given Participation Certificates indicating information regarding the courses they attended. These certificates are signed by İŞKUR and employer.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Unemployed people who are willing or guided by job and vocational counselors are accepted to courses depending on employer's choice.
16.	Outcomes: such as completion rates or employment retention	Employment rate of trainees who have completed courses in 2013 is 55%.
17.	Other observations	-

	Information requested:	Reply
1.	Country	Turkey
2.	Name of programme	On the Job Training (OJT) Programs
3.	When introduced	10.10.2009
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>On the job training programs are programs funded by Turkish Employment Agency to ensure that the unemployed gain vocational knowledge, practice and/or experience at the workplaces. By this way, especially inexperienced and newly graduates' adaptation to the labor market and easier job placement are ensured. Also the employers get the chance to train their needed labor force by themselves without incurring any costs.</p> <p>On the job training programs can be organized in any private workplaces having at least 2 employees. The workplaces which have 2-10 employees may have 1 participant for on the job training and the workplaces which have 11 and more employees may have 10% of the current formal employees. The employers can't decrease the number of their employees during the programs. Otherwise the number of OJT participants will be decreased as much.</p> <p>The duration of the programs can be minimum 5 and maximum 8 hours a day, and maximum 45 hours a week, for up to 6 months. Every unemployed except full time students may participate in OJT programs.</p> <p>The unemployed may participate in OJT programs at most for 160 working days within 24 months. The period of on the job training programs for the disabled may be raised up to 320 working days within 24 months.</p> <p>Participants attending OJT programs are provided with 25 Turkish Lira (approximately \$12 in USD) daily stipend per actual training day while their health and short-term occupational insurance premiums (Work Accident and Occupational Illness Insurance premiums and General Health Insurance premiums) of are also paid by İŞKUR (Turkish Employment Agency) throughout the program duration.</p>
5.	Number of starters (i.e. new participants, most recent data available)	In 2013, 51.830 people started to participate in these programs.
6.	Completion rate (Number of completers / Number of starters) (%)	In 2013, 67% of the participants completed on the job training programs. Participants who started to work at the same or another workplace during the program seem to not having completed the programs.
7.	Number of participants on a stock basis (most recent data available)	As of March 20 th , 2014 16,152 participants keep attending these programs.
8.	Age group eligible to participate	Having completed age of 15 is necessary.
9.	Education level or qualification required to be an apprentice	Generally an education level or a qualification is not required to attend the programs. For every program, the qualifications of the participants which the employers ask for, may also be determined by the employer themselves.
10.	Sectors and occupations covered	OJT can be organized at any profession except the fields that don't require any qualification and thus any training (i.e. manual workers, cleaners, carrying workers etc.).
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) 160 actual days at most.</p> <p>b) Employer can employ trainee before completion of the program.</p>

12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	a) Off-the job training isn't provided within OJTs.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	a) NA. b) Participants attending OJT programs are paid 25 TL daily stipend (approximately \$12 in USD) and their health and short-term occupational insurance premiums (Work Accident and Occupational Illness Insurance premiums and General Health Insurance premiums) are also paid by İŞKUR throughout the program duration. These expenditures are met from Unemployment Insurance Fund. c) Participants are paid 500-650 TL per month, depending on number of working days. This amount corresponds to 59%-77% of net minimum wage.
14.	Do successful apprentices receive a formal qualification/certification?	OJT participants are given Participation Certificates indicating information regarding the programs they attended and these certificates are signed by İŞKUR and employer.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Unemployed people who are willing or guided by job and vocational counselors are accepted to OJT programs depending on employer's choice.
16.	Outcomes: such as completion rates or employment retention	Employment rate of participants who have completed programs in 2013 is 63%.
17.	Other observations	It has been observed that less resources per person are used and higher employment rate are achieved in OJT programs when compared to Vocational Training Courses in 2013 (Employment rates are 63% vs. 55%).

	Information requested:	Reply
1.	Country	TURKEY
2.	Name of programme	Vocational Education Centres. Apprenticeship Programs. (Operates under Ministry of National Education, Directorate-General of Lifelong Learning)
3.	When introduced	Legal structure established in 1986. (Vocational Training Law/law no:3308)
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>APPRENTICESHIP programs consist of 152 Branches under 31 Main Branches (Occupations)</p> <p>Apprentice is a participant in an apprenticeship programme.</p> <p>Journeyman is a participant who completed an apprenticeship programme and get his/her degree by passing the qualified workman examination, but not yet a master.</p> <p>Modular programs are used as apprenticeship programs since 2005-2006. These programs are implemented after consultation work has been carried out with sector employees and representatives of relevant professional chambers. Programs are prepared in cooperation with them.</p> <p>The newly prepared programs are used following approval by the Vocational Education Board and the Board of Education.</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>Total flow (000s)</p> <p>Number of apprentices: 108722 (note that this number indicates active apprentices in given period. Not the number of new starters.)</p> <p>Period: September 2011 – June 2012</p>
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Rate (%)</p> <p>Number of apprentices who completed their education and received a journeyman degree by passing the qualified workman examination: 45408</p> <p>Number of participants who received a master degree: 30318</p> <p>Number of participants who received a “master instructor” degree: 19675</p> <p>Period: September 2011 – June 2012</p>
7.	Number of participants on a stock basis (most recent data available)	<p>Number of apprentices: 108722 (note that this number indicates active apprentices in the given period. Not the number of new starters.)</p> <p>Data collected at the end of academic year: September 2011 – June 2012.</p>
8.	Age group eligible to participate	Age 15 and above
9.	Education level or qualification required to be an apprentice	The candidates must have a completed 8 years basic education degree.
10.	Sectors and occupations covered	<p>152 Branches under 31 Main Branches.</p> <p>Wood carving</p> <p>Wood bodybuilder</p> <p>Wooden Yacht and Boat Building</p> <p>Wood Window and Covering</p> <p>Key making and locksmith</p> <p>Cooking</p> <p>Chandelier Manufacturing</p> <p>4Shoe Manufacture</p>

	Shoes, Leather and by-products salesman Bartending Print Print Preview After Printing Concrete blacksmithing Concrete Casting and roofers Course in Computer Maintenance And Repairing Computer Technical Serviceman Bobinaj Painting and Surface Preparation Office Machines Technical Serviceman Glass Products Industry Glass Product Manufacturing Skin Care and Beauty Cnc Machine Operator Training Course Handbags and Leather Goods Steel constructivism Floriculture Tile Decorating Children's Clothing Modellers Decorative Design Decorative items to decorate Leather Clothing Leather Processing Other Diesel Engine. Approx. Pomp. and Eng. Setting Carpentry Weaving Foundry Floor and Wall Covering Masonry Electrical and Electronic Equipment salesman Electrical Installation and Panel Mounting Electrical Appliances Maintenance and Repair Course Electrical Appliances Technical Serviceman Electric board the Monitor Training Course Carriers Electromechanical Maintenance and Repair Industrial Maintenance Industrial Mould Industrial Modelling Male Barber Men's Clothing Modellers Men's Tailoring Meat and Meat Products Industry Meat and Meat Products Industry (Meat Training) Course Baker Bakery
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	Photography Milling Clothing and Clothing Accessories salesman Video and Audio Systems Security Systems Communication Systems Survey and Cadastre Modellers Underwear Construction Materials salesman Heat Treatment Heating and Gas Indoor Installations Heating and Gas Burning Appliances Serviceman Heating and plumbing Filature Business Machines Maintenance and Repair Women's Clothing Modellers Dressmaking Paper Production Central Heating Canteen management An instructor at Floor Welding Cutting Woven Stationery and Book salesman Hairdressing Dry-cleaning Jewellery (Gold - Silver Processing) Mechanical Drafting Printing (General) Marble and stone Metal joinery Metal Works Course (General) Sheet Metal Processing (Copper) Fruit and vegetable salesman Furniture Upholstery Furniture Skeleton Furniture and salesman Furniture Model mechanical engineering Model and Pattern Making LPG Systems Maintenance and Repair of Motor Vehicles Motorcycle mechanic Course in car Auto Upholstery Auto Spare Parts salesman Automation Systems Automotive shiners
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		<p> Automotive Electricity Automotive Electro-Mechanic Automotive Body Automotive mechanics Automotive Engine Overhaul An instructor at the front desk Front Wheel and Tyre Knitting Pastry Pastry, confectionery and Confectionery Plastic Processing PVC Window and Manufacturing and Montage Radio TV and Electronics Repair and Maintenance Course I Advertising Signage Restoration Watchmaking Clock. Elec. Appliance and Electronics Tools salesman Sheet Metal Works Industrial Machinery salesman Deli food market, grocery store and a salesman Shoe making Ceramic Decoration Ceramic Styling Service Personnel Plasterer Refrigeration and Air Conditioning Water and Marine Products salesman Milk and Dairy Products Industry Agriculture (Agriculture) Machinery and Equipment Repair and Maintenance Agricultural Products salesman Tool grinding Textile Finishing Fitter Medical Tools and Supplies salesman Turning Surface Operations Showcase goldsmith Building Technical Drafting (Architectural) Building, Construction and Civil Engineering High Voltage Systems </p>
11.	<p>Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?</p>	<p> Duration for completing the programme is not fixed. The duration of the programs may vary according to occupations. The education level of the apprentice and the obtained competences (eg: work experience) also change the duration. 1. <u>Apprentices who have 8 years of basic education degree:</u> Programme duration may vary (as 2 years or 3 years) according to occupations. </p>

		<p>2. <u>Secondary school graduates:</u> (those who have high school or higher education degree)</p> <p>Since these participants already took general knowledge-cultural courses in the school, these courses are not taken again.</p> <p>Total apprenticeship programme duration for these participants is ½ shorter than that of participants who have 8 years basic education degree.</p> <p>In order to receive a journeyman degree, these participants spent ½ less time for the apprenticeship training. For instance; For 2 years programmes, 1 year training and, For 3 years programmes, 1,5 year training.</p> <p>3. <u>Equivalency:</u> People who have work experience two times longer than that of official training duration can directly take the journeyman examination (Participant must have an official document to prove that he/she has a work experience duration twice as official training duration. Participant must have an at least primary school education.)</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>Training consists of 2 parts.</p> <p>-5 days on the job</p> <p>-1 day theoretical and general knowledge courses in the Vocational Training Center.</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) State pays for off-the-job training</p> <p>b) Insurance costs for occupational accidents, occupational diseases and sickness of the apprentices covered by the state. But this is not a retirement insurance.</p> <p>c) Not less than 30% of the minimum wage must be paid to apprentice by the employer. The wage may increase according to age of the apprentice. (Minimum wage: TL 1071)</p>
14.	Do successful apprentices receive a formal qualification/certification?	<p>At the end of the apprenticeship program there is qualified workman examination. The apprentices who successfully pass the exam receive a granted rank certificate. (Journeyman)</p> <p>Journeyman can register for 240 hours/2years course to become a master if he/she wants to, and receives a formal mastership certification.</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>Participant's own request</p> <p>There is a non-compulsory candidate apprenticeship for fifteen year old participants. (Since they are under the age of 15 they cannot participate in apprenticeship program) Total number of these participants is 1206.</p>
16.	Outcomes: such as completion rates or employment retention	<p>Number of apprentices: 108722 (note that this number indicates active apprentices in given period. Not the number of new starters.)</p> <p><u>The number of people in the system who received certificates:</u></p> <p>Number of apprentices who completed their education and received a journeyman degree by passing the qualified workman examination: 45408</p>

		<p>Number of participants who received a master degree: 30318</p> <p>Number of participants who received a “master instructor” degree: 19675</p> <p>Period: September 2011 – June 2012</p> <p>-----</p> <p>The participants of apprenticeship programmes consists of already working employees.</p>
17.	Other observations	<p>There are alternative ways (vocational-technical secondary schools) to receive journeyman certification and master certification in Turkey. (Please see: article 11)</p>

United Kingdom		
	Information requested:	Reply
1.	Country	England
2.	Name of programme	Apprenticeship Programme
3.	When introduced	1994
4.	Brief description of type of programme (please indicate if not apprenticeship)	Paid jobs incorporating on and off the job training leading to nationally recognised qualifications.
5.	Number of starters (i.e. new participants, most recent data available)	Total flow (000s) 510.2 Period: August 2012 to July 2013
6.	Number of achievers	Total flow (000s) 252.9 Period: August 2012 to July 2013
7.	Number of participants on a stock basis (most recent data available)	Total stock (000s): 868.7 Period: August 2012 to July 2013
8.	Age group eligible to participate	All age programme from age 16 years
9.	Education level or qualification required to be an apprentice	<p>There are no centrally set entry requirements. However, the individual should be capable of achieving the required standard within a reasonable timeframe.</p> <p>The Specification of Apprenticeship Standards for England (2011) states that all apprentices should achieve English and maths Level 1 as part of the Apprenticeship for those who do not have these qualifications already.</p> <p>A small number of occupations do have minimum entry requirements which are clearly stated in the relevant Apprenticeship framework. Often evidence of industry experienced can be used as an alternative.</p>
10.	Sectors and occupations covered	There are more than 250 Apprenticeship frameworks available in over 1,400 job roles, covering an extensive range of skills levels and occupations.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a. Apprenticeships take between one and four years to complete, depending on the level and occupation. The minimum duration is 12 months.</p> <p>b. Expectation is that an Apprenticeship is for a fixed period but some flexibility is allowed.</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a. Yes</p> <p>b. Training can take many forms including individual and group teaching, coaching, distance learning, e-learning, feedback and assessment, guided study, collaborative learning and mentoring. Training can be accommodated in public or employer training facilities.</p> <p>c. All Apprentices must receive at least 280 guided learning hours within the first year and the same number pro rata in each subsequent year. At least 100 guided learning hours of 30% (whichever is the greater) must be delivered off-the-job and clearly evidenced. The remaining must be delivered on-the-job and clearly evidenced.</p>

13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a/b) Apprenticeship training for 16-18 year olds is fully funded by the Government up to Advanced level; for apprentices aged 19 and over, the Government pays 50% of the assessed cost of the framework, although further adjustments such as for prior learning, where apprentices are with large employers and for people over 24 are applied. Employers are expected to make a contribution to the remainder of the training costs. Employers are required to fund wage costs which are <u>not</u> subsidised by Government.</p> <p>Government is currently consulting on funding reforms as part of the Apprenticeships reform programme.</p>
14.	Do successful apprentices receive a formal qualification/certification?	Yes – qualifications for the component parts and a national completion certificate.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>Apprenticeships are real paid jobs with training. Candidates apply for vacancies either through the web-based Vacancies Online system or directly to employers or training providers. The National Careers Service provides high quality information and independent, professional advice on careers, skills and the labour market, including information on the benefits of Apprenticeships and how to apply for vacancies. The National Apprenticeship Service (NAS) works with organisations providing careers advice to make sure prospective apprentices have an accurate understanding of the benefits and demands of the Apprenticeship programme, including what employers look for in recruiting. Traineeships provide a route into Apprenticeships for young people aged 16-23 who are motivated to work but lack the skills and experience employers are looking for. They are focused on supporting young people to be able to compete for Apprenticeships and other sustainable jobs.</p>
16.	Outcomes: success rate	<p>Rate (%) 72.3</p> <p>Period: August 2012 to July 2013</p>
17.	Other observations	<p>England is undertaking extensive reforms to its Apprenticeship Programme. The reforms are putting employers in the driving seat of designing Apprenticeship standards and assessment in sectors for one or more occupations. Changes will simplify the system and increase the quality through more rigorous testing at the end of an Apprenticeship and grading.</p> <p>Trailblazer employer activity will take place throughout 2013/14 and 2014/15. We expect the first new Apprenticeships will begin to be delivered in 2014/15. The aim is that all new Apprenticeship starts will be on the new standards.</p> <p>Government is developing a Funding model which routes apprenticeship funding direct to employers</p>


	Information requested:	Reply
1.	Country	Northern Ireland
2.	Name of programme	ApprenticeshipsNI
3.	When introduced	2007
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The ApprenticeshipsNI programme aims to:</p> <ul style="list-style-type: none"> • provide participants with the knowledge, understanding, and competence to work at a high level in their chosen occupation; • offer quality training to fulfil the requirements of an appropriate apprenticeship framework; • contribute to raising the skills level of the NI workforce; • provide opportunities for progression to further and higher education and training; and • support the direct involvement of employers in training key personnel.
5.	Number of starters (i.e. new participants, most recent data available)	6,337 (period: Aug 2012 – July 2013)
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Rate (63%)</p> <p>Period: 2012/13</p>
7.	Number of participants on a stock basis (most recent data available)	Total stock – 7,885 @ 31 st October 2013
8.	Age group eligible to participate	<p>Generally 16 – 24</p> <p>All age provision (50% funding) in some economically important sectors</p>
9.	Education level or qualification required to be an apprentice	Determined by employer/ Sector Body
10.	Sectors and occupations covered	See Appendix 1
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	<p>a) Level 2 Apprenticeship - up to 2 Years Level 2 and 3 Apprenticeship - up to 4 Years</p> <p>b) Not fixed will vary from sector to sector</p>
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	<p>a) Yes</p> <p>b) Training Supplier's premises</p> <p>c) approximately 20%</p>
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>a) Dept for Employment and Learning funding meets the cost of 'off the job' training</p> <p>b) None.</p> <p>c) £2.68 - the apprentice rate, for apprentices under 19 or 19 or over and in the first year of their apprenticeship</p> <p>d) Compared to £5.03 - the 18-20 rate £3.72 - the 16-17 rate for workers above school leaving age but under 18</p>

14.	Do successful apprentices receive a formal qualification/certification?	<p>Generally each framework is made up of a competency and knowledge qualification, and Essential Skills in Numeracy, Communication and if appropriate ICT. (All qualifications are assured/certified by an Awarding Body)</p> <p>On completion of the framework qualifications, the Department issues an ApprenticeshipsNI Certificate.</p>
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>The Department provides an 'All age' Career's Service which advises young people on Career choices.</p> <p>The Department offers the 'Training for Success' programme which provides training to enable young people to develop relevant occupational and employability skills and addressing personal and social development needs.</p>
16.	Outcomes: such as completion rates or employment retention	<p>Qualifications.</p> <p>All apprentices joining the programme must be employed "from day one".</p>
17.	Other observations	<p>Link to published Statistical Bulletin.</p> <p>http://www.delni.gov.uk/index/publications/r-and-s-stats/apprenticeshipsni-statistical-bulletins/appsni-sept07-oct13.htm</p>

	Information requested:	Reply
1.	Country	Scotland
2.	Name of programme	Modern Apprenticeship Programme at SVQ levels 2 & 3 / SCQF levels 5-7 and also Technical and Professional Apprenticeships at SVQ levels 4 and 5 / SCQF levels 8 - 10+ respectively
3.	When introduced	Apprenticeships were re-launched under the 'Modern Apprenticeship' brand in 1995
4.	Brief description of type of programme (please indicate if not apprenticeship)	Apprentices must be employed while learning the skills they need to be competent in their role
5.	Number of starters (i.e. new participants, most recent data available)	2012/13 – 25,691 starts Q3 – December 2014 – 19,124
6.	Completion rate (Number of completers / Number of starters) (%)	2012/13 – 77% completion rate (19,921 completions)
7.	Number of participants on a stock basis (most recent data available)	36,846 in training (as at 27/12/2013)
8.	Age group eligible to participate	All age, although funding is primarily directed to those aged 16-24
9.	Education level or qualification required to be an apprentice	No entry criteria for programme (although employers may set their own)
10.	Sectors and occupations covered	Any sector which can demonstrate demand from employers for apprenticeships
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	No fixed duration – apprenticeship is undertaken at the pace of the learner. Only exceptions are construction and engineering, where industry indicate a need for 'time served' apprentices.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	Both on and off the job training is required as part of a Modern Apprenticeship. Proportion of on and off the job training varies depending on the framework followed. Training provider can be private business, college or Group Training Association (where employers group together to fund organisation to deliver training for their industry).
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	Funding from Government represents a contribution towards the cost of training and assessment for the apprentice. The employer remains liable for the apprentice's wages, as well as any balance of training costs. The UK government, to which National Minimum Wage Regulations remain reserved, introduced an Apprentice rate in 2010 – currently at £2.68 per hour. Employers are able to pay a higher rate if they choose.
14.	Do successful apprentices receive a formal qualification/certification?	Yes – both their competency-based qualification(s) and a certificate showing they have completed their apprenticeship.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	Employers advertise their own vacancies (often they ask training providers to undertake recruitment on their behalf). Our national skills agency, Skills Development Scotland deliver careers advice and guidance, including information on the Modern Apprenticeship programme (which they have responsibility for delivering).
16.	Outcomes: such as completion rates or employment retention	77% completion rate in 2012/13
17.	Other observations	

United States		
	Information requested:	Reply
1.	Country	United States of America
2.	Name of programme	Registered Apprenticeship system
3.	When introduced	August 1937 with the National Apprenticeship Act
4.	Brief description of type of programme (please indicate if not apprenticeship)	<p>The Registered Apprenticeship (RA) system in the United States is an industry sponsored, job-specific training program that supports the design and delivery of customized training to meet specific needs of employers, to create new jobs, and to help increase the skill and wage level of employees in high-skill and high-wage occupations.</p> <p>The United States Department of Labor (USDOL) works in conjunction with independent State Apprenticeship Agencies to help administer their programs and establish guidelines. The USDOL registers apprenticeship programs and apprentices in 25 states and assists and oversees State Apprenticeship Agencies, which register programs and apprenticeships in the other 25 states, the District of Columbia, and the U.S. Territory of Guam.</p> <p>The USDOL and the State Apprenticeship Agencies give industry-issued certificates of completion to apprentices; conduct outreach to sponsors; monitor programs for compliance and quality assurance; provide technical assistance; and build partnerships with sponsors, employers, education providers, and the workforce development system.</p> <p>For more information: http://www.doleta.gov/OA/eta_default.cfm</p>
5.	Number of starters (i.e. new participants, most recent data available)	<p>Total flow: More than 164,000 individuals nationwide entered the RA system.</p> <p>Period:* Fiscal Year 2013 (Oct. 1, 2012-Sept. 30, 2013)</p>
6.	Completion rate (Number of completers / Number of starters) (%)	<p>Rate (%): 44%</p> <p>Period:* Fiscal Year 2013</p>
7.	Number of participants on a stock basis (most recent data available)	<p>Total stock (000s): Nationwide, there are over 375,000 apprentices currently enrolled in the RA system.</p> <p>Period:** In Fiscal Year 2013</p>
8.	Age group eligible to participate	Participation in apprenticeship programs is permitted beginning at age 16, or at age 18 for those engaged in hazardous occupations. There is no maximum age for apprentices and the average apprentice is 27 years of age.
9.	Education level or qualification required to be an apprentice	While a high school diploma or equivalent is not a national requirement, many programs require that apprentices either have a diploma prior to entering the program or that they earn a diploma during the course of the program.
10.	Sectors and occupations covered	Nationwide, there are Registered Apprenticeship programs representing numerous industries – including construction, manufacturing, utilities, health care, social assistance, public administration, security, transportation, military, education, hospitality, retail, IT, and energy – and over 1,000 occupations, which continues to grow. A few of the traditional skilled occupations in which apprentices are being trained are automotive technician, bricklayer, carpenter, electrician, machinist, maintenance mechanic, and roofer. However, in recent years, the value of apprenticeships has been recognized for many additional occupations

		including health information specialist, computer programmer, dental assistant, electronics technician, culinary specialist, fire fighter, and many others.
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	The minimum duration of a Registered Apprenticeship program is at least one year or 2,000 hours. Beyond that requirement, the length of an apprenticeship program depends on the complexity of the occupation and the type of program. Most apprenticeship programs range from one to six years, but the majority are four years in length.
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	For each year of the apprenticeship, the apprentice will typically receive 2,000 hours of on-the-job training and a recommended minimum of 144 hours of related classroom instruction. Job-related instruction, technical training, or other certified training is provided by apprenticeship training centers, technical schools, community colleges, and/or institutions employing distance and computer-based learning approaches. Community and private colleges, vocational schools, correspondence courses, and organizations at the state, county, and municipal level also assist in arranging for the necessary related instruction courses.
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	<p>Usually the employer pays for apprenticeship training, but the apprentice may also pay for course work.</p> <p>There are no federally established incentives for employers to hire apprentices. However, some states offer tax credits to employers including Arkansas (for youth), Connecticut (for manufacturing), Guam, Louisiana, Missouri (for youth), Nevada, Rhode Island (for certain manufacturing occupations), South Carolina, Tennessee, Virginia, West Virginia (for construction). States that offer tuition benefits include California, Delaware, Florida, Guam, Indiana, Iowa, Maine, Tennessee, Texas, Washington, and Wisconsin.</p> <p>Under United States law, an apprentice must receive at least the federal minimum wage, which is currently \$7.25 per hour. Apprentices are employees of the sponsor company, and accordingly, their wages are determined at the discretion of their employers. Apprentices' wages vary across industries. Apprentices are paid a lesser amount than fully productive workers in the occupations in which they are training and earn incremental wage increases as they become more proficient on the job.</p>
14.	Do successful apprentices receive a formal qualification/certification?	Upon completion of the apprenticeship program, participants earn a "Completion of Registered Apprenticeship" certificate, a nationally recognized industry-issued credential that certifies occupational proficiency. The certificate is recognized throughout the United States and can provide a pathway to a good career and a middle-class standard of living. In many cases, apprenticeship programs provide apprentices with the opportunity to simultaneously obtain secondary and post-secondary degrees. Articulation agreements between certain apprenticeship programs and two-year and four-year colleges create opportunities for college credit and future degrees.
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	<p>There are many ways to enter into a Registered Apprenticeship program including entry from pre-apprenticeship programs that have agreements with RA programs; entry from other USDOL preparatory programs such as Job Corps or Youth Build; high school programs that have direct relationships with employers and community colleges; responding to openings through advertisements from the apprenticeship program; and local workforce systems that send youth to RA programs.</p> <p>The USDOL has been active in encouraging young people's participation in Registered Apprenticeship programs through linkages with other USDOL programs providing academic and occupational skills training to disadvantaged youth.</p> <p>The YouthBuild program provides USDOL funding to local community-based organizations to support the delivery of academic and</p>

		<p>occupational skills training to low-income young people, ages 16 to 24, to work towards completing a high school education while learning job skills. Participants are encouraged to apply for Registered Apprenticeship opportunities following completion of their YouthBuild training.</p> <p>The USDOL also encourages graduates from Jobs Corps, the nation's oldest residential education and training program for low-income young people, age 16 to 24, to enter Registered Apprenticeship programs through its longstanding network of organized labor training providers, particularly in the construction trades. Job Corps emphasizes the attainment of academic and industry-recognized credentials, including high school diplomas and high school equivalency credentials as well as occupationally specific and pre-apprenticeship credentials. Job Corps provides the academic, career, technical, and employability skills needed to enter the workforce and to enroll in post-secondary education.</p>
16.	<p>Outcomes: such as completion rates or employment retention</p>	<p>Completion Rate: 44 percent</p> <p>Entered Employment for program completers = 88.3% Employment Retention for program completers = 88.4%</p> 
17.	<p>Other observations</p>	<p>Below are 6 recent reports highlighting the value of Registered Apprenticeship for participants, employers and communities.</p> <p>[1] "21st Century Registered Apprenticeship: A Shared Vision for Increasing Opportunity, Innovation, and Competitiveness for American Workers and Employers." https://21stcenturyapprenticeship.workforce3one.org/view/21st_Century_Vision_for_Registered_Apprenticeship_info</p> <p>[2] Center for American Progress "Training for Success—A policy to Expand Apprenticeships in the United States" by Ben Olinsky and Sarah Ayres, December 2013. http://www.americanprogress.org/wp-content/uploads/2013/11/apprenticeship_report.pdf</p> <p>[3] "An Effectiveness Assessment and Cost Benefit Analysis of Registered Apprenticeship in 10 States" by Mathematica Policy Research. http://wdr.doleta.gov/research/FullText_Documents/ETAOP_2012_10.pdf</p> <p>[4] Hollenbeck, Kevin M., and Wei-Jang Huang. 2013. "Net Impact and Benefit-Cost Estimates of the Workforce Development System in Washington State." Upjohn Institute Technical Report No. 13-029. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research. http://research.upjohn.org/up_technicalreports/29</p> <p>[5] See "Iowa Registered Apprenticeship Employment and Wage Report." January 2014. http://www.iowaworkforce.org/news/xnewsplus.asp?cmd=view&articleid=995</p> <p>[6] See Occupational Outlook Handbook (OOH) "Apprenticeship: Earn while you learn" by Elka Torpey Summer 2013 http://www.bls.gov/ooq/2013/summer/art01.pdf</p>

Annex

Questionnaire

	Information requested:	Reply
1.	Country	
2.	Name of programme	
3.	When introduced	
4.	Brief description of type of programme (please indicate if not apprenticeship)	
5.	Number of starters (i.e. new participants, most recent data available)	
6.	Completion rate (Number of completers / Number of starters) (%)	
7.	Number of participants on a stock basis (most recent data available)	
8.	Age group eligible to participate	
9.	Education level or qualification required to be an apprentice	
10.	Sectors and occupations covered	
11.	Duration: a) What is the typical duration for completing the programme? b) Is it fixed or can it vary according to when the required competences are obtained?	
12.	Description of training offered: a) Is off-the-job training provided? b) If so, is this training done in public or employer training facilities? c) How much time does this training represent relative to the time spent on the job?	
13.	Funding arrangements: a) Who pays for any off-the-job training? b) What public subsidies are available for apprentices/trainees and employers? Are these subsidies targeted? c) What is the (minimum) wage that must be paid to apprentices and how does this compare with either the statutory minimum wage (if one exists) or wages paid to regular (entry-level) workers in the same occupation?	
14.	Do successful apprentices receive a formal qualification/certification?	
15.	Selection and preparation: How are youth guided or selected for this programme? Is there any pre-programme preparation before entry?	
16.	Outcomes: such as completion rates or employment retention	
17.	Other observations	

As a guide to our discussions during the G20-OECD-EC Conference on Quality Apprenticeships to be held on 9 April at the OECD Conference Centre in Paris, summary information is sought on the apprenticeship system in your country. In order to obtain similar and comparable information across countries, we would be grateful if the template tables below could be filled in (in English or French) on a voluntary basis.

This covers both qualitative information and quantitative information. If thought relevant given your country's circumstances, information can also be provided on traineeship, internship or work experience programmes. If several major apprenticeship (or other combined work and training) programmes exist in your country with very different characteristics, additional copies of the table should be created.

Participation in apprenticeship programmes can be measured in different ways with a crucial distinction being whether they are reported on a flow basis, i.e. measuring the total number of new participants ("starters") during a given period, or on a stock basis, i.e. the number of participants at a given point in time (e.g. at the end of the year or the average of the number at the end of each month in a year). Therefore, in the tables below, information is sought for the most recent period available on the basis of both types of measures in order to facilitate comparisons across countries.