



IOE – BIAC

SCALING UP APPRENTICESHIPS

B20 FOLLOW-UP INITIATIVE

June 2013

SCALING UP APPRENTICESHIPS: A B20 FOLLOW-UP INITIATIVE

In this 21st century economy, acquiring education, skills and qualifications, and continuing with lifelong learning, is a necessity. The vocational training system offers one of the most practical means of acquiring and updating skills, and ensures a source of qualified workers for business. In these times of high youth unemployment, it also gives young people a start to working life that is practical and oriented towards the labour market needs of today and tomorrow.

The B20 Employment Task Force, created under the French presidency of the G20 in 2011, recognised the need for high-quality internships and apprenticeships to ease the school-to-work transition and to ensure the future needs of business for a skilled workforce. The Task Force also found that a lack of skills and work experience are the main obstacles to entering the labour market successfully and in a sustainable manner.

Quality apprenticeships are an effective tool to improve work opportunities for young people, both in the short and long term. With this in mind, the B20 Employment Task Force's recommendations to the G20 leaders' summit in Los Cabos, Mexico in June 2012 included the scaling up of internships and apprenticeships.

Action jointly undertaken by the IOE and BIAC to follow up on the business commitment to this recommendation can be summarised as follows:

- Consultations were undertaken with members to better understand initiatives on the ground at national level to promote apprenticeships and internships.
- An overview of key elements of successful apprenticeships systems was elaborated to input the October 2012 meeting of the G20 Employment Task Force on this topic.
- With the Global Apprenticeships Alliance a global company network is being developed to promote apprenticeships and to provide an international platform for the exchange of best-in-class practice.
- B20 and L20 developed a joint understanding of key elements of quality apprenticeships and committed themselves, to work on the implementation of these elements.

Member feedback shows that many employer federations, and their company members, are already highly active in promoting apprenticeships. Although there are diverse apprenticeship systems operating around the globe, as might be expected given differing national circumstances, widespread and common actions by employer organisations and/or companies include:

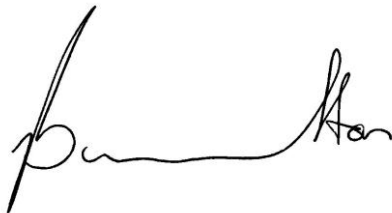
- Advising governments on creating the framework conditions that make it less bureaucratic for companies to offer apprenticeships.
- Being involved in VET¹ institutions and actively cooperating in setting up and in designing the curricula.

¹ Vocational Educational Training

- Raising awareness at company level about the benefits of apprenticeships.
- Advising companies when setting up apprenticeships.
- Supporting young people when choosing their career paths, for instance through encouraging more and better collaboration between schools and companies.
- Promoting the STEM² subjects in school.

In addition to the advocacy and other initiatives of employer federations, many companies promote apprenticeships amongst their peers and to state administrations. Multinational companies in particular bring expertise and commitment with them when investing abroad, thereby supporting the development of apprenticeship systems in their new host countries.

With this publication IOE and BIAC aim to contribute to the exchange of experience and contribute to the objective to scaling up apprenticeships.



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² Science, Technology, Engineering and Mathematics

Preliminary List of National Initiatives and Experiences



Algeria

Dialogue and consultation for education and training in an institutional framework

It was decided in consultation with the economic and social partners to create a Partnership Council for vocational education and training with the purpose of developing national policies in the area of training. This national advisory body is composed of representatives of various government departments, employers' and workers' organizations, as well as national chambers including trade and industry, agriculture, crafts and trades, fishing, and of representatives of employment agencies. The Council develops recommendations and gives advice to the consolidation of the national system of vocational education and training and the preparation of proposals on all programmes implemented in the field.

The Council consists of a General Assembly, an office and specialized technical committees. The main purpose of the council is to control the vocational education and training system in order to better support the needs of the business sector. Among the tasks assigned to the Council is to contribute through advice and recommendations to the national strategy for vocational education and training in order to ensure consistency, improvement in performance and the adaptation of training offerings to the needs of the socio-economic environment. It will support further strengthening the national system of vocational education and training in making proposals on all the programmes implemented in the field.

The Council will contribute to the development of courses and training profiles required at the labour market, to ensure the balance between supply and the needs of the labour market through the proposals made by its members. It will also contribute to the development and promotion of learning and continuous training and the strengthening of the national classification specialty training through the introduction of new courses that meet the requirements of the job market.

The Council is also responsible for reviewing the annual programme reviews on the results obtained in the field of training.



Argentina

The following are the main features of the legislation regarding the internship system currently in force. The scheme has exceptional requirements and characteristics:

- Students of Higher Education and Continuing Education and Youth and Adult Training can become interns.
- The minimum age is eighteen.

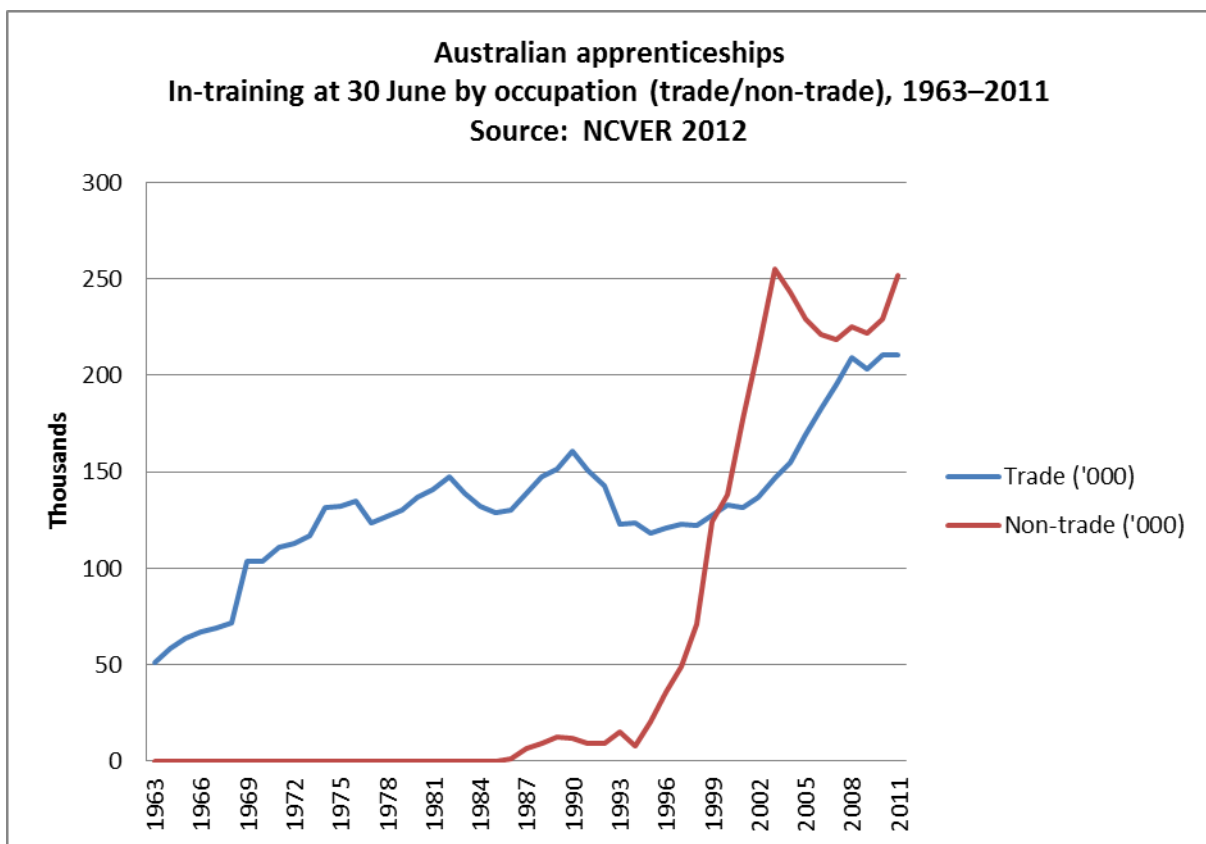
- Internships are allowed in companies with legal and public bodies, i.e. it has a legal person or legal entity, registered at the AFIP with at least one employee.
- The internship does not lead to any type of employment relationship if it complies with all the requirements of this unique relationship.
- It cannot be compulsory.
- Its aims are:
 - Complement education.
 - Assess work as indispensable and dignifying for life.
 - Be a link between production and education.
 - Integrate knowledge, skills and attitudes related to real situations.
 - Increase knowledge and use of existing technologies.
 - Support the career guidance process.
 - Improve employment opportunities.
 - Promote the eradication of hidden employment relations.
- **Duration:** minimum of two months and a maximum of twelve, with the possibility of a further six-month renewal.
- **Working time:** no more than six hours per day, up to twenty hours a week. Morning shift from Mondays to Fridays, with the exception of those activities that can only be done on weekends and / or evening shifts, in which case the entities must request authorization.
- **Quota:** Companies of up to two hundred (200) employees may hire one (1) intern for every ten (10) workers for an undetermined working duration.
- Those with two hundred and one (201) or more workers, 7%.
- In the public national, provincial or municipal administration, up to 7% of the budgeted staff. There are no limits for disabled people.
- **Assignment stimulus:** is fixed, non-remunerative and the minimum amount is set by the Collective Agreement of the activity or, alternatively, the Minimum Living Wage. In the event that employees are under a variable remuneration scheme, the calculation shall be based on the average of the sums paid to employees of the entity of the category of the intern, in the three months immediately preceding the payment date.
- Emergency medical coverage and Labour Risks Insurance at the expense of the company.
- **Health Coverage:** Special regulations require interns to be entirely covered by the company
- The licensing agreement is governed by the applicable or, where appropriate, by Labour Contract Law. Other rights for employees should be applicable. It includes unpaid leave for maternity. In the event of a future work contract, the period of the internship would replace the trial period.
- The intellectual property scheme is provided for in the applicable Labour Contract Law. Educational institutions must report about any agreements signed with the community to ensure a system of transparency and equal opportunities for access to student internships.

- **Framework agreement:** it is signed between the company and the college. It defines educational objectives and other obligations of the scheme. This agreement enables individual subscription agreements for hiring interns.
- **Individual agreement:** it is signed between the company, the educational institution and each trainee and the teacher determines who will guide and mentor in the company to jointly develop educational objectives and define procedures for monitoring and evaluation.
- The educational institution also structures a dossier for each intern and monitors compliance training plans.
- The Ministry of Education establishes the Informative Registry for Educational Internships Conventions. It also assumes the task of receiving and recording agreements subscribed to the jurisdictional framework of the Nation, the Provinces and Municipalities.
- The Ministry of Labour monitors compliance with corporate objectives and agencies.
- It is considered an indefinite employment contract when the company fails to comply with something that typifies an internship. In case of doubt, it means that it is a work relationship.
- Educational institutions can charge up to 5% of the financial incentive for administrative expenses.
- It can be said that the system has not been widely disseminated because of the difficulties it creates in its practical application, the restricted time to apply and the litigation that has been generated in our labour courts which challenge these internships as a form of covered employment.
- Normally companies develop their internships systems in cases where they consider further development for young professionals and for this they use agreements with universities to incorporate people who, after finishing his/her internship, would join the company in operational functions necessary for strategic business objectives.
- There are few examples of internships in the field of collective labour agreements due to the reluctance of unions to such systems as they fear companies embarking on effective recruitment after the internship which would exceed the objectives of the law.
- Argentinian Employers believe it is imperative to create amendments to the Act (bearing in mind that this is a modern way to improve the working skills of our young people) to allow it to become a true instrument that facilitates the inclusion of young people in their early work experiences and collaborate on genuine job creation for a broad swath of workers with serious employment difficulties.



Australia

The apprenticeship system is a mature market in Australia. The figure below shows the growth in apprenticeships since 1963. As the graph indicates, up until the mid-1980s apprenticeships were only applicable to traditional trades (e.g. plumbers, electricians, bricklayers, welders, chefs and hairdressers etc). In the mid-1980s, traineeships were introduced for vocations such as business administration, waiters, retail assistants etc. Like apprenticeships, these traineeships were still governed by a contract between the four key stakeholders: State or Territory Government, training provider, employer and apprentice/trainee.



Apprenticeships are part of the broader Vocational Education and Training (VET) system and are therefore governed by the setting of provider and training packaged standards by the National Skills Standards Council. Training packages for apprenticeships are written by Industry Skills Councils.

Although apprenticeships (like all vocational training) in Australia were historically the responsibility of State and Territory Governments, the Australian government has played an increasingly important role.

The Australian Government now funds:

- Over \$200 million per year for apprenticeship services to non-government service providers to provide a contact point for inquiries and to oversee the administration of apprenticeship contracts.
- Around \$1 billion in incentives paid to employers, including commencement and completion incentives and extra payments for apprentices from disadvantaged or regional backgrounds.
- Tool subsidies to apprentices in eligible trades.
- New funding from 2011 for mentoring and advisory services.
- Industry Skills Councils, of which there are 12.

The State Government generally still covers the cost of training. However, this funding is becoming increasingly confused with many apprenticeships and traineeships now incorporating training which the employer has to pay for, and often uses their incentive payment to cover.

There has been a major focus on apprenticeships in Australia in the last few years. In 2011, the Australian Government asked an Expert Panel to review the apprenticeships and their subsequent report contained a series of recommendations, some of which were welcomed by employers and some opposed.

The policy and activity of the Australian Chamber of Commerce and Industry (ACCI) in this area in the last two years have included:

- A response to the Expert Panel report, including successful opposition to a proposed training levy on all employers who did not take on apprentices. ACCI has also advocated against the Panel's recommendation to eliminate the incentives to employers. The Government has reduced the incentives in some areas three times since the report, which has, in round figures, taken about a fifth of the investment out of the system.
- Encouraging the Federal Government and State governments to better delineate their respective roles.
- Opposing Union claims (which had been backed by the Labour Government) for substantial wage increases for apprentices.
- Opposing a proposal to return the servicing of the apprenticeships administration back to the State and Territory Governments.
- Conducting, with funding support, substantial research on mature age apprenticeships, and transitions from apprenticeships to careers. This research is freely available on the [ACCI website](#).
- Participating, alongside Government, in the promotion of apprenticeships to employers. It is a concern that the statistics for commencements, particularly in the trade apprenticeships, have been declining. Australia's future labour market will require substantial numbers of skilled people.
- In the related area of licensing of tradespersons (such as plumbers and electricians) participating alongside relevant member employer organisations in working on a

national approach to licensing. Business licensing is primarily a State and Territory responsibility, leading to inefficiencies as a result of different requirements.



Bangladesh

The Bangladesh Labour Act of 2006 is the main legislation in which one Chapter is earmarked for apprenticeship training. The provisions of law are applicable to an establishment which ordinarily employs more than fifty workers and is in existence for more than two years.

Obligations for employers -

- (i) An employer is obliged to introduce and operate an apprenticeship programme;
- (ii) He shall train a number of apprentices amounting to a minimum of 20% of the total number of persons employed in “apprentice-able” trade(s) within his establishment;
- (iii) He shall be responsible to ensure that an apprentice receives within the normal working hours related theoretical instruction;
- (iv) He shall initiate and operate an apprenticeship programme entirely at his own cost; etc.

Obligations for apprentices -

- (i) An apprentice shall learn his trade consciously and shall endeavour to qualify himself as a skilled worker;
- (ii) shall attend the practical training and related theoretical instruction according to the programme laid down by the employer;
- (iii) shall carry out all lawful orders of the employer;
- (iv) shall submit himself to any test or examination held from time to time for assessing the progress of his training; etc.

Activities of the Bangladesh Employers Federation (BEF)

The Bangladesh Employers’ Federation is an organization of employers. The members have their own enterprises. Such employers are obliged under law to introduce apprenticeship training programme in their enterprises. BEF encourages them to introduce such programme and guides them to run the programme systematically. This helps develop a skilled and trained workforce in the country. BEF responds as and when employers face any sort of problem in running the apprenticeship training programme.

BEF sits with the employers and discusses the progress, and any failure, of the programme and seeks solutions, as well as giving individual advice to companies. Skills development is a tremendous task of the present Government. The Ministry of Expatriates Welfare and Overseas Employment, the Ministry of Labour and Employment, the Ministry of Women and Children’s Affairs, and other Ministries, have adopted skills development programme with the

technical assistance of international organizations and also with internal resources. The Bangladesh Employers' Federation remains available and helps develop the programme activities.



In Colombia, apprenticeships are paid temporary “jobs” which give the future workers the chance to learn - and gain nationally recognized qualifications - while receiving “payment”. In this sense, the apprenticeship programme combines on-the-job training with academic instruction for those entering the workforce. There is no employment contract; the main goal is to develop students’ skills throughout their working life.

Apprenticeships differ from internships in that apprentices are paid as the apprentice completes parts of the programme. Internships can also be paid, but since the applicants are typically college or university students, remuneration is not mandatory.

Characteristics of Apprenticeships

The apprentice:

- Earns a payment
- Receives training
- Gains qualifications
- Learns job-specific skills
- Benefits from social security provisions: insurance for work-related accidents or illness

According to a survey (January 2012) of industrial opinion jointly conducted by the Asociación Nacional de Empresarios de Colombia (ANDI), apprenticeships are required in more than 50 roles across a wide variety of industry sectors. These range from accountancy and business administration to construction, engineering, and manufacturing.

According to the National Institute of Education - SENA - the number of mandatory and voluntary apprenticeships supported by Colombian companies has increased since 2010:

Number of workers	2010	2011	2012 January –August
in mandatory apprenticeships	107,017	124,676	105,210
in voluntary apprenticeships	12,239	10,846	9,451

ANDI has always supported activities and initiatives that focus on the promotion of “youth employment” in collaboration with education providers and youth organizations. Accordingly, ANDI supports this effort undertaken by the G20 Employment Task Force, and is interested in engaging further in the development of projects on internships and apprenticeships. Finally, ANDI also believes that since the number of projected entrants to the job market in

the next ten or twenty years cannot be satisfied by traditional forms of employment, fostering entrepreneurship and self-employment in youth should be an equivalent priority.

Company case study: NESTLE

The Nestlé Apprentice Programme in Colombia has been running since 1960. Today, with a national training requirement corresponding to 5% of employees, 24 apprentices aged 18 to 22 begin each year, normally after completing their secondary school studies. They are sponsored by Nestlé, but their training is given in the Colombian National Institute of Education SENA, combined with “on-the-job” training in the company. The programme varies from 9 to 18 months depending on the sector: the options include administration, accounting and finance, maintenance, laboratory functions, bakery and electrical trades – skills that are not Nestlé-specific but highly transferable. A high proportion of ex-apprentices are still with the company 20 years after their training.

Company case study: GRUPO NUTRESA - COLCAFE

The apprenticeships programme is designed to provide apprentices with the skills necessary to operate plants and processes within a modern, high-volume environment. Within months of starting, the apprentices even get to lead on projects which challenge them to work out best practices for a specific job.

Since 2004, close to 44 apprentices have been employed to perform a variety of jobs, such as:

- Computer Software Engineers
- Information Systems Managers
- Systems Analysts
- Computer Programmers and Operators
- Management Analysts
- Marketing Managers



Denmark

The Confederation of Danish Employers (DA) has worked on disseminating the apprenticeship agenda in the EU for quite some time. Danish companies have a long tradition of taking part in the practical training of young people - ranging from secondary to higher education - throughout their studies. As we see it, work experience secures a smoother transition into the labour market, because graduates with experience are attractive for businesses, and can therefore easily find a job. There is – from our point of view – a huge potential in linking the world of education and business.

The Danish VET system is based on a combination of school and practical training, where two-thirds of the training takes place in a company and typically lasts four years. Throughout their VET training, students alternate between working in a company and being at school. And why are companies willing to hire VET students?

- First of all, employing VET students is a unique source of recruitment for companies

- Secondly, VET students contribute to production
- And in addition, VET students contribute with new impetus to the company

The practical understanding VET graduates have of their field of work is a great advantage for companies. The reason is that companies can employ graduates who can immediately contribute to the work process and to production. Nearly all VET graduates are in employment after a year. This ensures low youth unemployment in general, not least for young, male immigrants.

DA is involved in promoting the dual learning system at European level through the organisation of conferences, the participation in the Youth Employment Task Force of BUSINESSEUROPE as well as through bilateral contacts and the exchange of experiences.



Within the French context there are two forms of alternance-based training: the “Contrat d’Apprentissage” and the “Contrat de Professionnalisation”. Companies are committed in the development of these two forms of contracts.

Description of the initiatives:

1): Since July 1971, apprenticeships have been part of the French IVET system. According to the law, article L.6221-1 of the labour code, the apprenticeship contract is a particular type of employment contract concluded between an apprentice and an employer. The employer undertakes, apart from the payment of a salary, to provide the apprentice with complete vocational training, given in part within the company and in an apprentice training centre or apprenticeship department of an education establishment. In return, the apprentice undertakes to work for this employer for the duration of the contract and to complete this training course. The apprenticeship contract concerns young people aged 16-26 who wish to continue their initial vocational education and training with the aim of obtaining a vocational diploma or qualification.

The relevant professional qualifications and diplomas are referenced and registered within the French National Qualifications Framework the “Répertoire National des Certifications Professionnelles” (RNCP).

2.) Since May 2004, the National Inter-professional Agreement (ANI) of 5 December 2003, concerning lifelong vocational training and social dialogue introduced the “**Contrat de Professionnalisation**”. Its objective is to allow young people under the age of 26 and without professional qualification or those who wish to complete their training at any level, including job-seekers aged 26 years and over, to obtain a Vocational Qualification Certificate (CQP: Certificat de Qualification Professionnelle), a title or a qualification referenced by the collective agreement and registered within the National Qualifications Framework (NQF).

The financing of this type of alternance-based placement is provided by accredited funding organisations called OPCA (Organismes Paritaires Collecteurs Agréés).

The sectors and the inter-professional organisations in charge of the OPCA play a strategic role in defining the priorities connected with trades and required qualifications. This includes setting up the level of financial coverage and the access to the professionalisation contract.

Assessment/Results:

On the basis of the 2012 DARES data:

1-The trends of the evolutions of alternance-based traineeship contracts signed are as follows (by flow and monthly entrants):

	2010	2011	2012
“Contrat d’apprentissage”	287,719	295,044	297,768
“Contrat de professionalisation”	147,990	173,185	158,284

2-The rate of the professional integration is 86% in less than one year.

Company Case Study Michelin

“Apprenticeship” was first introduced in Michelin in 1924. Since then, it has become an essential part of Michelin’s identity and the way we work. The Michelin Group deploys apprenticeship in the various countries in which it is based, in different forms adapted to the local context.

France:

In France, two main programmes are used.

- The apprenticeship contract that leads to a *diploma*
 - About 300 apprentices per year
 - Traditionally confined to production-related jobs (engineering and design department, maintenance, quality) but now open to all jobs.
- The “professionalization contract” which leads to a qualification. Between 400 and 900 young people are hired by Michelin France each year through this programme.

Each apprentice has a mentor who is a Michelin employee possessing expertise. Each mentor is trained and his/her mentoring mission is taken into account in his/her career path.

Our objective is to hire no less than 60% of the people who have followed an apprenticeship at Michelin. Today 6.1% of our employees in France are apprentices and Michelin France has committed not to drop to below 4%.

United States of America:

Michelin USA has developed the “Technical Scholar” programme. In this programme, Michelin teams up with local community (vocational) colleges to identify students in electronics and mechanics suitable to become blue collar maintenance employees. Michelin pays for their schooling and employs them for approximately half of the year until they finish their schooling. In the end, they can be offered full time blue collar maintenance positions. In 2012, we had 38 Michelin technical scholars. Our objective is to have more than 100 in 2014.

Michelin has also developed a so-called "intern/co-op" programme open to students aged at least 18 and enrolled in a university programme leading to a degree. The student will spend 3 - 6 months working at Michelin in their field of study between their academic semesters. An "internship" usually lasts 3 months over the summer period. A "cooperative education programme student" generally returns to the company for the equivalent of a year divided into 3 periods. In a typical year, Michelin US will host 50 students.

Germany:

In Germany, we train young people in vocational schools. They divide their time equally between school and the plant. The training normally lasts 3 years for the first level.

The same type of programme exists for university students. These programmes cover several professions: technical engineers, jobs in sales etc.

On average, Michelin Germany trains 120 young people in these programmes for vocational schools and universities. About half of them are hired by the company.

Thailand:

In 2012, we created what we call a "work integrated learning programme", a combination of learning in universities or technical schools and training in our plants.

We have developed a curriculum targeting mechanical engineers and graduate technicians. It mixes internship, in-house training and conventional academic courses. All students are supervised by academics and the Michelin project manager.

In 2012, we enrolled 35 students in this programme in partnership with engineering and electrical power departments of different universities and vocational schools.



Germany

In Germany, companies are firmly and widely committed to the education of upcoming generations. The vocational training system is by far the most important source of tomorrow's qualified workers. Germany's companies offer systematic initial training in the framework of the dual system for about 70 per cent (around 1.6 million) of all school leavers. Companies invest around € 24 billion a year in initial vocational training. Additionally they invest € 27 billion a year in further training (lifelong learning) of their staff.

The Confederation of German Employers' Associations (BDA) supports companies and associations through initiatives, recommendations and positions on current and fundamental issues relating to education and training and supports actively the political decision-making process in the interest of companies. Via the German Employers' Organisation for Vocational and Further Training (KWB - Kuratorium der Deutschen Wirtschaft für Berufsbildung), the top level organisations of chambers and employers coordinate their positions on education policy, joint events and publications, as well as restructuring professions in line with the technological and organisational requirements of the world of work, which have increased markedly in extent and tempo in recent years. Some details of vocational training, especially

the amount of allowance paid to trainees, are negotiated by the social partners in the framework of collective bargaining.

Initiatives are:

- The “National Pact for Career Training and Skilled Manpower Development in Germany” (Ausbildungspakt), in which the German government, the top level organisations of German economy and the federal states work together to improve the quality and quantity of apprenticeships and dual training. As a member of the steering committee BDA actively shapes the implementation and future direction of the pact. BDA’s regional member organisations have signed corresponding agreements with the federal state governments, the regional chambers and the regional employment agencies and thereby contribute to realizing the pact’s aims at the regional level.
- "Zeig, was Du kannst! Erfolgreich ins Berufsleben starten": This initiative run by the Foundation of German Business (Stiftung der Deutschen Wirtschaft) in cooperation with the Walter Blüchert Foundation helps young pupils from secondary schools to bridge the gap between the end of school and the beginning of a dual training/apprenticeship.
- The “Schule/Wirtschaft” network run by BDA and its member federations brings together primary/secondary schools and companies in 450 working groups to improve better professional orientation for pupils. By assisting young people in choosing a suitable apprenticeship, the initiative contributes to lowering drop-out rates.
- A wide range of educational institutes of industry (Bildungswerke der Wirtschaft), which are affiliated to regional or branch employer associations, support companies in qualifying struggling youths by accompanying entry-level training schemes (“Einstiegsqualifizierung”) and providing assistance during training (so-called “ausbildungsbegleitende Hilfen”). At the same they also assist companies in providing additional qualifications, such as stays abroad and language training, that render vocational training attractive for high-achieving youths.
- The initiative „MINT Zukunft schaffen“(“Creating a STEM future”) founded by BDA and BDI in 2008 and seeks to increase public awareness of the importance of STEM skills and encourage young people to pursue careers in the field of science, technology, engineering and mathematics. The initiative currently pools nearly 1100 projects from companies, business and employer associations and further partners from academia and society. Nearly 9.000 STEM ambassadors inform pupils about STEM career opportunities and serve as mentors for university students. In this way the initiative, under the patronage of Federal Chancellor Angela Merkel, has created a network of around 64.500 companies, schools and universities that reaches 3.5 million young people, teachers and parents. In 2012 acatech (National Academy of Science and Engineering) and “MINT Zukunft schaffen” have additionally launched the National MINT Forum, which brings all relevant MINT actors together and allows them to jointly demand and support a strengthening of STEM skills in the entire educational system.



India

In India, under the provisions of the Apprentices Act, 1961, apprenticeship training is provided on the job in industry to school leavers and ITI pass outs with an objective to provide skilled workers for the industry in 252 designated trades.

The Apprentices Act, 1961 was enacted to regulate and control the programme of training of apprentices and for matters connected therewith.

There are four categories of apprentices namely; trade apprentice, graduate, technician and technician (vocational) apprentices. Qualifications of trade apprentices vary from class 8th pass to 12th class. Period of training varies from six months to four years.

The Directorate General of Employment & Training (DGE&T) in the Ministry of Labour is responsible for implementation of the Act in respect of Trade Apprentices in the Central Government Undertakings and Departments. It has six Regional Directorates of Apprenticeship Training for the purpose, located at Kolkata, Mumbai, Chennai, Hyderabad, Kanpur and Faridabad. While, State Apprenticeship Advisers are responsible for implementation of the Act in respect of Trade Apprentices in State Government Undertakings/ Departments and Private Establishments.

Besides, Department of Higher Education in the Ministry of Human Resource Development (MHRD) is responsible for implementation of the Act in respect of Graduate, Technician & Technician (Vocational) Apprentices. This is done through four Boards of Apprenticeship Training located at Kanpur, Kolkata, Mumbai & Chennai.

The main provisions of the Act are:

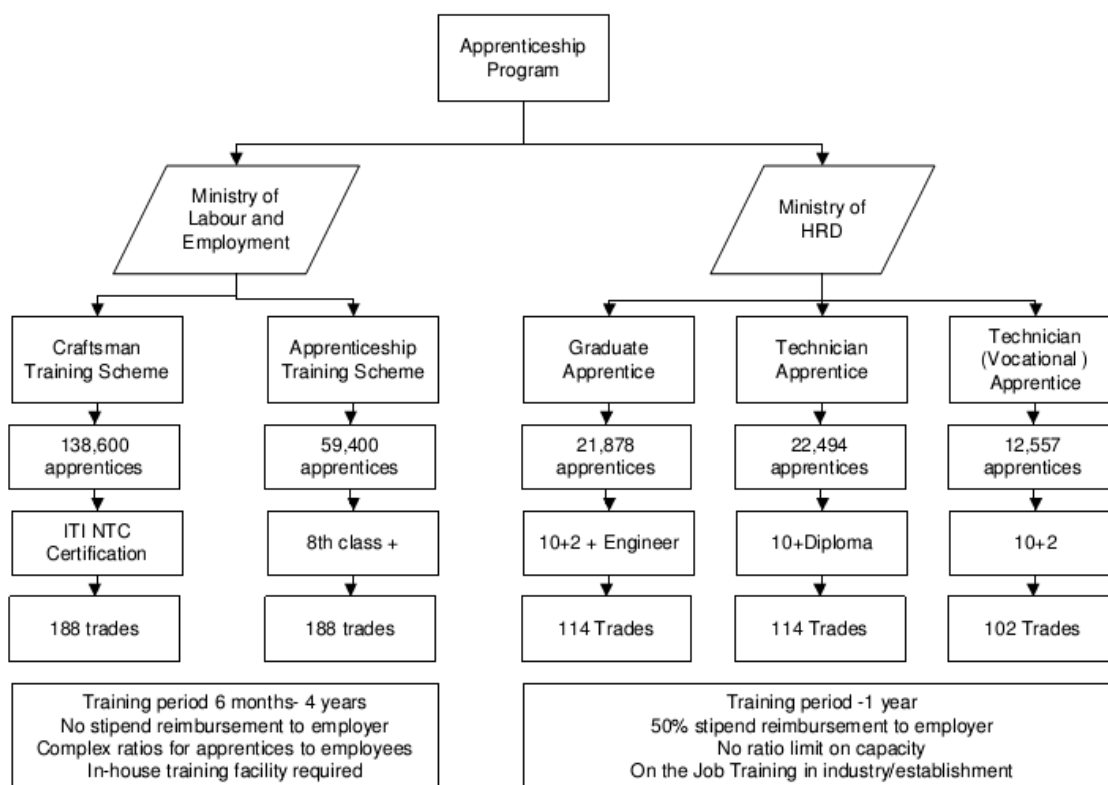
- The Act makes it obligatory on the part of the employers both in public and private sector establishments having requisite training infrastructure as laid down in the Act, to engage apprentices in 254 groups of industries covered under the Act.
- Under the ambit of the Act, there are five categories of apprentices: apprentices under the craftsman training scheme, trade apprentices, graduate apprentices, technician apprentices and technician (vocational) apprentices.
- Central Apprenticeship Council (CAC) has been established as an apex statutory tripartite body to advise the Government on the laying down of policies and prescribing norms & standards in respect of Apprenticeship Training Scheme (ATS).
- Every employer shall have the following obligations in relation to an apprentice, namely:-
 - To provide the apprentice with training in his/ her trade in accordance with the provisions of this Act, and the rules made thereunder;
 - To ensure that a person who possesses the prescribed qualifications in the trade is placed in charge of the training of the apprentice;

- To provide adequate instructional staff, possessing such qualifications as may be prescribed, for imparting practical and theoretical training and facilities for trade test of apprentices; and
- To carry out his/ her obligations under the contract of apprenticeship.

- Minimum Education Qualifications for different categories of apprentices:

Graduate Apprentices	<p>A degree in engineering or technology granted by statutory University.</p> <p>A degree in engineering or technology granted by an institution empowered to grant such degrees by an Act of Parliament.</p> <p>Graduate examination of professional bodies recognized by the Central Government as equivalent to a degree.</p> <p>A sandwich course student who is undergoing training in order that he may hold a degree in engineering or technology as mentioned at (a) and (b) above.</p>
Technician Apprentices	<p>A diploma in engineering or Technology granted by a State Council or Board of Technical Educational established by a State Government.</p> <p>A diploma in engineering or technology granted by a University.</p> <p>A diploma in engineering or technology granted by an Institute recognized by the State Government or Central Government as equivalent to (a) and (b) above.</p> <p>A sandwich course student who is undergoing training in order that he may hold a diploma mentioned in (a), (b)& (c) above.</p>
Technician (Vocational) Apprentices	<p>A certificate in vocational Course involving two years of study after the completion of the secondary stage of school education recognised by the All India Council for Technical education.</p> <p>A sandwich course student who is undergoing training in order that he may hold a certificate mentioned in (a) above</p>

- The structure of Apprenticeship in India is as follow:



- Implementation status of apprenticeship programmes in India**

Description	Trade apprenticeship	Graduate/Technician/Technician (Vocational) Apprentices
Number of vacancies identified	2,60,000	Graduate: 25,268 Technician: 45,002 Technician (vocational): 25,288
Number of apprentices appointed	1,98,000	Graduate: 21,878 Technician: 22,494 Technician (vocational): 12,557
Number of establishments where vacancies have been identified	18,400	10,268

Issues facing formal apprenticeships in India are:

- A lack of engagement from enterprises in apprenticeships whereby many employers do not take in apprentices because of the various legal requirements which have to be met. There is limited employer and industry involvement because of the cumbersome and highly bureaucratic processes involved in introducing apprenticeships in organisations and the high barriers to entry.
- Excessively stringent and burdensome rules and compliance, including penal consequences and fines for any breach of the legislation. Even though enforcement

of the rules is not particularly strict, the possibility of imprisonment due to a breach of existing legislation is arguably a major deterrent to employers.

- A lack of interest from learners which may be because of very low stipend amounts, a lack of progression into higher qualifications and also a limited progression into permanent employment.

To ensure the development of an effective apprenticeship system, followings could be the suggestion:

- Strengthening the institutional framework for higher quality training. This can be achieved through the sharing of knowledge through industry and other similar groups that may exist.
- The training quality must be monitored and quality must be assured by putting in place a system of skills standards to benchmark a graduate apprentice against and also by monitoring the learning process of apprentices.
- Improving linkages between informal apprenticeships and formal systems by expanding pre-vocational training and providing suitable advice and guidance. There should be a system of recognition of prior learning to help the transition of a worker from the informal to the formal economy.
- Provide both financial and non-financial incentives to learners, enterprises and training providers such as increasing financial support for learners, funding to training providers, tax concessions, and public recognition
- Improve quality and recognize apprentice qualifications by ensuring that apprenticeships in specific trades align with the National Vocational Qualification Framework being established by Sector Skills Councils
- Improve the skills and expertise of training providers by requiring higher level teaching qualifications and invest in pedagogical training for subject matter experts



Indonesia

The Indonesian Employers' Federation APINDO signed a Memorandum of Understanding (MoU) with the Ministry of Manpower and Transmigration of Indonesia on apprenticeship programmes early this year. Following that MoU, APINDO established a Communications Forum for Apprenticeship Networking at National, Provinces and District level. The members are comprised of personnel from APINDO and the Ministry of Manpower and Transmigration. The mission is to:

1. Develop effective apprenticeship system information that can be easily accessed in a relatively short time.
2. Increase the responsibility of vocational training institutes and other educational institutions in preparing students to fit apprenticeship/labour market needs.

3. Improve the quality and quantity of apprenticeship programmes in domestic and overseas employment market according to user needs.
4. Encourage the forming improvement regulations in the field of apprenticeship improvement.
5. Encourage the creation of evaluation systems and services improvement on the apprenticeship programme implementation.

Moreover, APINDO develops and drives "self-funded" apprenticeship programmes for its members. Nowadays more and more company members of APINDO have developed "self-funded" apprenticeship programmes using their own budget such as Bank Central Asia, Bank Danamon, Carrefour, Astra International and Krakatau Steel.



Apprenticeship and Internship in Japan

There is no law regulating apprenticeship and internship in Japan. For Japanese companies they hire fresh graduates from colleges/universities and high schools and train them in their workplaces by their own ways (on the job training). Keidanren have been heavily involved in the following programmes.

Internship for students

Since mid 1990s many young people had difficulties to find jobs while they easily quit their jobs within a short length of services, what is called '7-5-3 phenomenon' which means 70 % of junior high school graduates, 50% of senior high school graduates and 30% of university/college graduates left their first employers within three years. The business society were very much concerned about this situation and started to work together with universities and high schools by providing 'internship programmes' to students in order for them to improve awareness-raising on work ethics and their future careers through worksite experience. Mostly students are not paid, and the duration of programmes is two weeks or less on average. At an initial stage of development, Keidanren, as a promoter, worked together with their affiliated 47 prefectural employers' organizations which were responsible for contacting local universities and high schools in order to match internship programmes. Nowadays internship assignments are matched through each company's website and SMEs which still need assistance are mostly supported by local governments or public employment agencies. Some universities and colleges have introduced internship programmes into their curricula with credits.

Japanese Dual System for those unemployed

In the early 2000s the 'Japanese Dual System' as stated which is to provide those unemployed after graduation on-site training and classroom education. This kind of programmes were planned and implemented by private companies as well as educational institutions, public vocational schools and private training institutions which have been certified for this arrangement. Since then, programmes and arrangements which have similar elements have increased progressively. Keidanren have been involved in planning these programmes. The duration of training varies from programme to programme. There are some

programmes which last more than one year. Under these programmes, trainees are given some money from the Employment Insurance Fund. Companies which provide training opportunities are also subsidized by the fund. These arrangements aim to give practical job skills to trainees and help to find jobs after training.

Targeting sectors and involvement of developing curricula

In the mid-1990s Keidanren proposed to identify some promising sectors and was involved in developing curricula for a public vocational institution by asking industrial associations related to these sectors to help them. This kind of arrangement helped a lot of unemployed white collar workers to get jobs with the appropriate level of skills which businesses needed. Up until then, public vocational institutions provided training for mostly blue collar workers. This initiative has developed into many other public vocational training institutions which are trying to meet acute demands of business.



Internship/Apprenticeship Programme in Korea

In Korea, the Ministry of Employment and Labour (MOEL) is currently operating an 'Internship Programme' initiative to promote youth employment. The MOEL aims to provide job opportunities for youth while resolving manpower shortage in SMEs. Also, internship applicants would be able to develop their careers and vocational skills which may lead them to a wider chance of gaining indefinite term employment contract.

Internship Programme operated by the Government

The Internship Programme initiative is offered to unemployed youth from the age of 15 to 30. The applicants should not be a relative of the employer, nor have any work experience at the workplace where they will be working. SMEs with five or more employees, which have registered for the programme, shall receive interns. Large manufacturing enterprises are allowed to register only if they recruit high-school graduates as interns. The maximum limit for recruiting interns varies depending on company size. After a screening process, applicants receive education and training (14 hours) on their duties before working.

The government provides financial subsidies to encourage SMEs to hire interns and promote employment for youth. In detail, 50% of the intern's wage (\$737 USD max) is subsidized by the MOEL for 6 months. If the company grants an indefinite term contract, the MOEL provides an additional subsidy (approx \$600 USD) for another 6 months.

Role of the employers' associations

The KEF has 15 regional associations nationwide. Employers' associations in each region are supporting the 'Internship Programme' by matching applicants with SMEs. The Employers' association is also working closely with the local government in their respective regions to provide job opportunities for youth.

[Table 1] Number of interns supported by employers' associations in 2012
(Unit: persons)

Region	No. of interns	Region	No. of interns
Busan	150	Gangwon	50
Incheon	368	Jeonnam	250
Gwangju	300	Gyeongbuk	170
Daejeon-Chungnam	150	Gyeongnam	180
Gyeonggi	100	Gyeongbuk dong-bu	500

* Source: KEF

* Note: Data on 5 regions (Daegu, Ulsan, Chungbuk, Jeonbuk and Jeju) are not available.



VET curricula in Montenegro usually consist of four parts (groups of subjects): general, vocational, practical training and professional practice.

For example: The curriculum for an automobile electrician which is a three-year course includes 1272 classes in general subjects, 600 classes in vocational subjects, 1383 classes of practical training and 20 days of professional practice. The closest element to “apprenticeships” is the professional practice unit, but it is only realised during summer holidays and it is too short compared to the apprenticeships available in Germany for example.

Practical training is realised during the whole school year, usually one day a week, and it can be done in schools, if these have equipped workshops, or with employers - it is up to school management to decide.

Even though the system does not recognise apprenticeships in the exact and correct meaning of that word, according to the Montenegrin Employers' Federation (MEF) this gives even more reason to be more proactive in order to foster and promote school-business cooperation as a tool for tackling skills mismatch.

MEF is especially interested in the establishment of national company networks and business champions to lead and facilitate the exchange of experiences, including partnerships and b2b (business-to-business) support is one of the support proposals of the IOE which we are especially interested in.

Firstly, because MEF wants to raise the awareness of employers of how important it is to be more engaged in the development of education (especially VET). The examples of good practices of companies already in partnership with education systems and institutions can

serve as a role model at national level and therefore the driving force for other employers to become more active in this regard.

Secondly, this network would provide necessary feedback on the existing types of apprenticeships and internships in terms of employers' satisfaction with those programme aimed at their upgrading and improvement so that they better respond to employers' demand.



Netherlands

The economic crisis is leading to growing youth unemployment and a risk of shortage of practical placements and apprenticeships in senior secondary vocational education in the Netherlands. Without apprenticeships and practical placements, secondary vocational education students are unable to complete their education. In the future, the private sector will once again urgently need qualified professionals. Education and the private sector are joining forces to avert as far as possible the bottlenecks in the practical placement and apprenticeship market. The objective is to permanently provide sufficient practical placements and apprenticeships for more than 500,000 students in senior secondary vocational education, despite the crisis.

During the previous crisis, the parties involved called upon the apprenticeship companies via a large-scale recruitment campaign to offer practical placements and apprenticeships. This campaign was financed by the Youth Unemployment Action Plan, implemented between 2009 and the end of 2011. With contributions from the private sector, vocational education and the knowledge centres, this period saw a successful campaign to maintain placement numbers at the required level. Thanks to investments by government and the operating sectors, we were able to prevent students dropping out of school early, without having completed their vocational education. The coordinated campaign resulted at the time in a further 20,000 additional apprenticeship companies.

Apprenticeship Offensive 2012-2013

Using the already established infrastructure, the parties concerned are aiming to maintain existing practical placements and apprenticeships. By making use of experience acquired during the Youth Unemployment Action Plan and a number of new initiatives, it should be possible to avoid students being unable to start or complete their training programme, due to a lack of available placements and apprenticeships. The Offensive will also make it possible to have sectoral and regional initiatives underpinned by industrial sectors, educational institutions and municipalities, in a coordinated manner.

On 1 September 2012, the employers' organisations VNO-NCW and MKB-Nederland launched an appeal aimed at employers with a request to continue offering practical placements and apprenticeships. The appeal refers companies to Stagemarkt.nl as the place to offer their practical placements and apprenticeships.

In particular those sectors with good labour market opportunities and a threatened shortage of trained professionals can be well served by participating in the sectoral Practical Placement and Apprenticeship Offensive. Potential apprenticeship companies will be contacted in the form of a coordinated approach, as a consequence of which practical

placements and apprenticeships will be optimally utilised, without imposing excessive demands on employers.

This apprenticeship offensive is coordinated by the Foundation for the Cooperation Vocational Education, in which employers, workers and institutes for vocational training work together.



New Zealand

The New Zealand Government has recently announced a new approach to apprenticeship training after an examination of the current scheme concluded the system it is not working effectively and results are disappointing. As well, the country's Tertiary Education Commission (TEC) is in the process of reviewing all industry training and will shortly finish a study on completion rates (relatively low at present) and the factors that lead to success for those who undertake apprenticeships. Planned changes are intended to increase apprenticeship numbers by combining all apprenticeships into a single, nationwide scheme. Both employers and potential apprentices are to be provided with new financial incentives to make use of the scheme.

The first 10,000 apprentices enrolled after 1 April this year will receive \$1,000 towards tools and off-job course costs, rising to \$2,000 for apprentices in the priority construction trades (badly needed following the devastating Christchurch earthquakes). Participating employers will receive the same amount.

From 1 January 2014, the current Modern Apprenticeship scheme, together with other apprentice-type training, will be combined in an expanded scheme called New Zealand Apprenticeships. Under the new system all apprentices, regardless of age, will receive the same level of subsidy and support; the top-up provided under the Modern Apprenticeship scheme will be redistributed across all apprentices as an extension to their learning subsidy. (Currently, additional support is available only to those aged 16 to 21 when they start their programme.) Overall subsidy payments will be increased by around \$12 million in the first year, with the level of funding to rise over time.

The educational content of apprenticeships will be boosted and Industry Training Organisations (ITOs) will have clearer roles and clearer performance expectations. Employers whose ITO performance is unsatisfactory will be given other options, together with direct access to industry training funding. The aim is for apprentices to gain practical and transferable skills.

Other vocational initiatives include the provision of clear Vocational Pathways and Trades Academies and Youth Guarantee places to ease the transition from school to vocational training. Trades Academies provide trades and technology-focused secondary school students in years 11 to 13 with trades and technology programme based on partnerships between schools, tertiary institutions, ITOs and employers. Students can combine trades academy study with studies towards their National Certificate of Educational Achievement (NCEA) and a nationally transferable tertiary qualification. One purpose of Trades Academies is to improve schools' responsiveness to business and economic needs.

The Youth Guarantee is directed to 16 and 17 year olds not currently engaged in education and aims to improve transitions between school, tertiary education and work, by ensuring:

- all learners achieve at least NCEA level 2 or an equivalent tertiary qualification;
- the overall achievement for Maori, Pasifika, and learners with special education needs improves; and
- the overall number of young people not in employment, education or training (NEETs) reduces.

Under the scheme, the TEC funds fees-free places at Tertiary Education Organisations (TEOs) as part of a wider range of government-funded foundation learning initiatives, including Vocational Pathways and Trades Academies.

Careers New Zealand has collaborated with Fuji Xerox New Zealand, BusinessNZ and its Auckland regional association, the Employers and Manufacturers Association, to produce a publication, 'Careers Capable Auckland: realising our full potential'. The publication urges businesses, other organisations and the education sector to cooperate to build a skilled and capable workforce able to add value to the region's economy.



Norway

Vocational education and training mainly lead to a craft or journeyman's certificate, normally after two years in school and one year in-service training in an enterprise. In-service training at a training establishment is usually combined with one year's productive work, so that the apprenticeship takes two years in all.

In Norway, both school and enterprises have equal responsibility for the upper secondary vocational education, and, as the largest organization for enterprises, the Confederation of Norwegian Enterprise (NHO), has a great interest in vocational training.

As an important stakeholder NHO actively contributes to the following committees:

- The National Council for Vocational Education and Training
- The National Council for each vocational education programmes
- County vocational training board

To meet the challenges of competition and to make sure that Norway has a sufficient labour force, the objective of NHO is to increase the number of pupils completing vocational training. The number of pupils who do not complete the training within five years is 45 per cent, and there are too few initiatives to lower this number. All the parties have agreed in a "Society contract" to take action to make sure that as many pupils as possible who want to complete their vocational training will be offered in-service training. The goal is to increase the number of in-service training by 20% within 2015 (19,800 new apprenticeship contracts each year up to 23,760).

To meet these obligations NHO has implemented the following initiatives:

1. Together with the 21 sectorial member federations NHO approached the government to improve the school curricula. Pupils must be better prepared for working life, and the theoretical training in school could be more relevant for the exercise of a profession.
2. NHO approached the government to facilitate more flexible training paths. A lot of children choosing the vocational way want practical experience, and need their theoretical training in actual work to keep their motivation. Moreover, flexible training paths are needed to give the pupils more work experience, therefore NHO has started attempts with dual training, and reducing early school leavers by introducing trainee work from the beginning of upper secondary school ("praksisbrev").
3. To make sure that local schools and local business exploit the advantage of cooperation, NHO has, for the last 16 years, worked with the concept "Business at School" (NIS). There are now more than 3000 such partnership agreements in total.
4. NHO has, together with the Norwegian Confederation of Trade Unions (LO), created an initiative to increase the number of businesses that contribute to vocational training. Jointly, they have encouraged both the leadership in the companies and the employees to participate in this project. NHO and LO have established local projects in every county which will focus on regional challenges. There are different needs in each county, and NHO and LO together with companies and the municipal public administration take action in different ways.
5. NHO has implemented a prize for members who are particularly involved in vocational training. NHO awards only one of its member companies each year, and the prize gives positive visibility for the prizewinner in its local community and in the national media.
6. NHO thinks that work competitions motivate pupils and apprentices, and therefore engages in [WorldSkills](#). NHO will, together with WorldSkills Norway, arrange seminars for school leaders and companies to increase the number of school competitions.



Poland

The system of vocational training in Poland

The Ministry of National Education had implemented modernization of vocational training and continuing training in the context of labour market expectations in a programme which began operating in the 2012/2013 school year. The main goal of the educational policy was to create a flexible education system adjustable to changes on labour market.

The Ministry has increased participation of employers' organisations in vocational training by creating financial mechanism, encouraging them to cooperate with educational institutions. One of the implemented mechanisms is co-financing the cost of vocational training for young workers by the Labour Fund. Acquiring skills at the workplace should be as an alternative to

stationary education in schools and most of all should take place in small and medium enterprises (SMEs).

In Poland, education is compulsory until the age of 18. In the new system, gymnasium (middle school) graduates at the age of 15-16 decide whether to continue their education in a general secondary school, technical school or a basic vocational school.

Vocational training is provided by technical and basic vocational schools, as well as post-secondary schools for youth and adults. The new classification recognizes 200 professions, among which there are 252 professional qualifications.

I-a. Basic vocational schools educate in 76 professions. Starting from September 2012 the education process lasts 3 years. The most common professions are those which cover only one professional qualification. There are professions that cover 2 qualifications and one with 3 qualifications (in building industry). Basic education is focused on practical training, more than 60% of the total time of 3 years of vocational training is devoted to practical training. Apprenticeship training is provided by employers in the centres of practical training or in school workshops. During the vocational training pupils gain also knowledge and skills at a basic level in all subjects of general education. Graduates can continue their education in secondary schools for adults starting from the second class, complementing at the same time professional qualifications within the system of vocational courses.

I-b. Technical schools offer 92 different professions, while the teaching itself last 4 years. In technical schools, alike in basic vocational schools, professional qualifications have been distinguished. Most professions cover 2 or 3 qualifications. Number of hours allocated to the theoretical training is the same as the number of hours devoted for practical training. In the course of study students get apprenticeship training organized by the employers. The scope of general education in technical schools is implemented in the same manner as in general secondary schools. School subjects at the advanced level are linked to the future profession, e.g. IT technician profession under the extended programme includes mathematics and computer science.

I-c. Vocational training is conducted also in post-secondary schools for youth and adults, both in full-time mode and extramural. These schools are designed for those with secondary education, and they offer vocational education only (without providing general education). Teaching in post-secondary school lasts between a year and 2.5 years at most.

Internships and apprenticeships

Internships involve acquiring practical skills, needed for the sake of performing duties at the workplace, without establishing legal working relation with the employer. Generally, internships and apprenticeships can be divided into:

- conducted by the State District Employment Agencies for the unemployed,
- provided by private companies and institutions, usually for students or graduates.

In order to apply for state-organized internship, one has to be registered in an employment agency as unemployed and to find employer willing to accept him. There then follows consultation with regard to the internship's legitimacy, its duration (3 to 12 months) and conditions. During the course of the internship an intern is entitled to a scholarship equal to 120% of unemployment compensation, now it amounts to 953,10 gross PLN per month (about 230 EUR).

In the past few years internships and apprenticeships in private enterprises have become more popular. They have been addressed particularly to students since they do not generate costs for employers (students' insurance is provided by universities).

The importance of corporate social responsibility and professionalism of companies in creating new jobs have significantly increased recently. Polish companies on their own offer more often remuneration for participating in internship programmes and apprenticeships programmes (on average 1.000 PLN per month, about 250 EUR). More and more companies treat that as the first step in the recruitment process and checking predispositions and skills of a potential future employee.

Adapting the education structure to the needs of the economy

Poland can boast one of the best education rates in Europe. However, problems with the quality of education and the relation between chosen fields of studies and the needs of the labour market are increasingly evident.

The problems with finding a job, particularly among young people, often stem from the inadequacy of the education structure in relation to the needs of the market.

The situation has improved slightly over the last few years when it comes to interest in the so-called exact sciences, which has been influenced by the government programme of "ordered studies", financial help for universities and motivational scholarships for students – 1000 PLN a month (about 250 EUR). There were 16 fields of studies among ordered studies in the 2012/2013 academic year: control engineering and robotics, biotechnology, construction, chemistry, energetic, physics and technical physics, computer science, material engineering, environmental engineering, mathematics, mechanics and machine construction, mechatronics, environmental protection, design, chemical engineering, chemical and process technology.

Employers of Poland regularly engage in initiatives that are aimed at bringing together academic and business communities. The Employers are honorary patrons of one programme addressed to students – Center for Active People. The project aims to increase professional activity of young people and encourage them to shape their own future. As part of the programme, the Center organizes two competitions, so that young people and student's scientific circles can apply for funding in the field of socially useful projects and research on social issues.

Employers of Poland plan to extend substantive support to academic career building programmes. The project integrates academic and business environments. Through meetings and workshops with experts students will have an opportunity to gain indispensable knowledge on specific sectors and occupations of their interest.

In addition, the Employers of Poland, in cooperation with universities, plan to conduct a project aimed at creating a special mechanism for certifying courses of study in order to meet the needs of employers and the labour market. On one hand, this mechanism will provide the higher education institutions (both public and private) with additional marketing leverage, while on the other hand it will give universities an opportunity to improve their programmes.

Cooperation with employers – new instruments

The Employers of Poland participated in intensive talks aimed at developing a profound reform of the public employment services and implementation of new instruments of particular relevance in creation of new jobs. As a result of discussions conducted at the Tripartite Commission for Social and Economic Affairs, as well as in the Parliament committees and at public debates, the Ministry of Labour and Social Policy launched a public consultation on “the Draft Bill of the Amendments to the Act on Employment Promotion and Labour Market Institutions”.

The project introduces a new instrument of activation in the form of Tripartite Training Agreements. Such agreements would be signed by the head of the county with an employer and a training institution. The agreements would concentrate particularly on skills and professional competencies required by the employer. The requirements will be included in the training programme funded by the District Labour Office from the Labour Fund.

Apart from this, the head of the county would provide the employer with a refund of the costs incurred for social security contributions for unemployed (to 30 years of age) who take up employment for the first time in their life.

Another proposal is to establish the National Training Fund, with resources directed at identification of the demand for skills and qualifications as well as to subsidize costs of training projects inspired by or agreed with the employers. Own contribution of the employers to the implementation of such programmes to raise employees' qualifications will amount to 20% of the total cost. However the micro-entrepreneurs will be entirely exempted from any contributions whatsoever. The additional incentive for employers to make use of the NTF is a reduction of company tax base by the amount of own contribution into training programmes.

Another interesting option would be a Labour Fund Loan for Starting a Business Activity, granted on the basis of an agreement concluded by the adequate minister with the Bank Gospodarstwa Krajowego - the state coordinator of the activities of the institutions that operate this instrument. The loan for starting a business activity will serve as an instrument addressed to:

- higher education and university graduates looking for work (in the period of 24 months from the date of graduation),
- unemployed registered in labour offices,
- final year university students.

Such loan may cover 100% of the costs of the project and will be a subject to a preferential rate. Verification of the loan application will be made on the basis of the business plan presented to the coordinator, i.e. the Bank Gospodarstwa Krajowego.

Similar loan for creation of a job for an unemployed can also be applied for by specific entities (self-employed, private schools and kindergartens, nurseries and children's clubs, agricultural producers). In this case, the presentation of the cost estimate of the creation of a new job is the basis for the loan grant, and paid invoices are the basis for the settlement.

Proposed instruments are in this form supported by the Employers of Poland. The aforementioned solutions are worthy of attention because of their potential positive impact on the labour market situation, including the situation of newcomers, who are just entering the market.



Russian Federation

Several models (approaches) are used in Russia to train the personnel required in today's economy and to address social issues relating to employment of "vulnerable population groups" (young people in the 17–24 age bracket and the unemployed/temporarily unemployed aged 40+):

- formal professional education (secondary vocational education programme; professional training programme);
- further professional education (in-house training; professional training at the request of employment centres, etc).

These models (approaches) cannot be implemented effectively without interaction between state agencies and educational institutions, on the one hand, and employers (employers' associations; educational structures created, regulated and funded by employers), on the other.

The regulatory framework for this interaction is provided by:

- RF Federal Law No. 307-FZ "On amending certain legislative acts of the Russian Federation on granting employers' associations the right to participate in development and implementation of state policy in professional education";
- RF Government Decree No. 1015 "On approving the rules for participation by employers' associations in development and implementation of state policy in professional education" dated 24 December 2008;
- RF Federal Law No. 273-FZ "On education in the Russian Federation" dated 29 December 2012;
- RF Government Decree No. 23 "On the Rules for development, approval and application of professional standards" dated 22 January 2013.

The Russian Union of Industrialists and Entrepreneurs and the National Agency for Qualifications Development have conducted joint research into businesses' experience of organising professional education (training, retraining and further training) for their staff. According to the poll, the need for staff training is perceived to be high by 20.5% of employers, while 67.2% describe it as "medium" and 12.3% as "low".

41.5% of companies send their staff to external educational organisations and structures; 39.6% conduct in-house training, 18.8% have invited external trainers, while having their own staff and resources.

Companies often pay for their employees' training, which mostly takes the form of further training courses, training in professional skills and work under the supervision of a tutor (66.1%, 52.5% and 47.5%, respectively).

The vast majority of the companies polled have regular contacts with professional educational institutions (90.3%); 37.5% of them accept students on internships, 19.4% have educational establishments to train students specifically for their organisations, and 15.3% have educational institutions where they participate in developing and approving the curriculum. Yet only 6% of the companies polled claimed to be completely satisfied with the training young specialists received within the professional education system.

An effective incentive for companies to develop corporate training and/or collaborate more closely with affiliated educational institutions could be provided by introducing tax relief (e.g., lowering the income tax base for companies that perform in-house professional training or provide financial support for professional educational institutions). More than half of the respondents (55.2%) consider such amendments to the RF Tax Code to be necessary.

The Federal Law “On education in the Russian Federation”, adopted in late 2012, introduces new mechanisms for employers and their associations to influence the content and results of professional education and training. Such mechanisms include professional standards, which must now be referred to in establishing federal state standards for education; and professional and public accreditation of professional education programme of organisations that perform educational activity.

Initiatives by RUIE and other employers’ associations to set up an independent quality assessment system for professional education, including developing and implementing professional standards, creating a network of assessment and qualification certification centres, conducting professional and public accreditation of educational programme, has been reflected in regulatory documents, including in the abovementioned law on education, in amendments to the RF Labour Code, in RF Presidential Decrees, as well as decrees and orders of the RF Government.



South Africa

South Africa

In South Africa there are twenty-one (21) Sector Education Training Authorities (SETAs) which deal with a number of training initiatives including placement programme such as learnerships (with an apprenticeship element in the delivery and execution in some programmes). This has traditionally been under the custodianship of the Ministry of Labour, and has recently been moved to the Department of Higher Education and Training with a huge emphasis on linking training to the formal education institutions such as Further Education and Training institutions. While the training programmes provided have general application for workers of all ages, there is a huge emphasis on youth. The recently signed Youth Employment Accord is the most recent addition and attempt to abate the youth employment challenge in South Africa.

Business Unity South Africa (BUSA); Government and representatives of Labour Unions and Youth Formations signed a Youth Employment Accord on 18 April 2013. The Accord represents commitments by constituencies to promote, support and implement youth employment initiatives. The Accord contains six (6) broad commitments which include:

- Improve education and training opportunities for the gap grouping between school-leaving and first employment
- Connect young people with employment opportunities, through amongst others support for job placement schemes and work readiness promotion programme for young school leavers and provide young people with work experience

- Increase the number of young people employed in the public sector through coordination and scaling up existing programmes under a 'youth brigade' programme coordinated with National Youth Service Programme
- Youth set-asides to be considered in particular industries, particularly new industries where young people can be drawn in large numbers
- Youth cooperatives and youth entrepreneurship should be promoted
- Work with the private sector to expand the intake of young people, with targeted youth support and incentives approved by all constituencies.

In support of the implementation of the Accord, BUSA is responsible for facilitating the development of the private sector implementation plan which contains company/industry/sector specific commitments and monitor progress. A number of companies are implementing various youth employment initiatives amongst them:

- Learnership, Internship and Apprenticeship programme
- Partnerships with Further Education and Training Institutes
- Youth development programme
- Bursary Programme and placement opportunities
- Summer camps for students
- Mentoring programme
- Career guidance and Counselling
- Support to small medium enterprises

BUSA will ensure that business continues to play its part in contributing to the up skilling of young people by exposing them to the world of work. BUSA will also continue to fight for the approval and implementation of the youth wage subsidy as critical for supporting short to medium term employment creation for young people.



Turkey

Career Guidance for Young People (Kari-Des) Project

The Career Guidance for Young People Project was coordinated by the Cement Industry Employers' Association (ÇEİS) between 12.11.2010 and 12.11.2011, supported by the European Union. The activities of the Project were carried out in coordination with project partner education institutions in Siirt, Şanlıurfa, Diyarbakır, Kahramanmaraş and Trabzon along with the Project Associate cement factories, while the coordination centre was the ÇEİS Ankara Office.

Career Consultancy services were offered to future graduates of vocational schools and unemployed graduates to encourage their participation in the labour market and increase their employability, and local dissemination of these services was supported in the scope of our Project.

Career Skills Trainings were carried out for young people between 15 and 29 for a period of five days. Of all the students who were informed via the brochures and posters prepared by ÇEİS, 200 young people, eager to improve their career skills, were trained in the second half of May and the first half of June, 2011; and 140 young, unemployed, university or vocational high school graduates attended the same training sessions in July and September 2011.

Of the 340 young people who completed the Career Skills Trainings; 200 willing trainees, 100 of which are students and the remaining 100 unemployed graduates, were taken to the participating cement factories for a field trip to familiarize the trainees with the operations and the employment procedures of the cement factories. After each factory visit, an external expert assigned by ÇEİS, together with a production engineer and a human resources expert working in the cement factory, made a presentation on cement production techniques and employment procedures in cement factories, followed by a question and answer session.

Of the trainees who completed the Career Skills Training for Young People, the eager ones were given the opportunity of one-on-one interviews and Personal Career Consultancy Services. Along with participating in the training sessions on 4 – 8 July 2011, given by the expert institution providing the services in this field, the CCT members benefited from consultancy services provided by a Job and Occupation Consultant assigned by the same expert institution in the respective schools in September-October, 2011. This made it possible for the CCT members to effectively help trainees who requested one-on-one consultancy services concerning career opportunities. In the framework of this activity, the trainees prepared Individual Career Development Files, filled in inventories, by which it is possible to better identify their career orientation and get to know themselves better, prepared CVs and gathered the necessary documents for a possible job application; all in all, having the chance to find a solution to their problems and questions concerning employment during the personal consultancy.

“These Young People Have the Potential” Project of TÜSİAD

TÜSİAD started a project called “These Young People Have the Potential³” in 2011, in Ankara. The aim of the project is to raise university students’ awareness of youth unemployment⁴ and to search for solutions to this problem with the perspective of entrepreneurship. It is being organized with the support of university student clubs and TÜSİAD.

In the first year, the competition was organized with the support of student clubs at two universities in Ankara (Middle East Technical University and Bilkent University). In its second year, the project was expanded to all Turkey and 154 group applications from 48 universities were received. After the pre-elections, the successful groups will be provided with training on business plan development, entrepreneurship, protection of intellectual property rights by academics, experts and business gurus.

³ <http://www.bugencilikteisvar.com/>

⁴ According to 2011 annual figures, the youth unemployment is 20.7% in Turkey

Company case study: Koç Group

The “**Vocational Education: A Crucial Matter for the Nation**” project was initiated by Koç Group⁵ in 2006. The Vehbi Koç Foundation, 20 Koç Group companies and more than 350 Koç Group employees have been voluntarily working on the “Vocational Education: A Crucial Matter for the Nation” (MLMM) project⁶, which was initiated under the “Vocational Training Development Cooperation Protocol” signed by the Ministry of Education and Koç Holding in 2006. The MLMM project began with the commitment to provide internship-supported educational scholarships to 8000 vocational high school students from 264 schools in all of Turkey’s 81 cities in order to promote vocational education. Over time, the project developed into a working model for forging cooperative links between schools and business through the incorporation of the vocational high school coaching system, development modules and educational laboratories into the project.

Together with its stakeholders, Koç Holding kicked off the second phase of the MLMM project in 2010. This new phase was designed to disseminate the experience and results obtained under the project throughout the country. Toward this end, Koç Group companies launched corporate projects designed to ensure sustainability of the main project at the corporate level and to serve as models for stakeholders within the sector. In 2011, Arçelik Türk Traktör and Ford Otosan began to implement their corporate projects within the scope of the MLMM project. Moreover, as part of the work being conducted at the sector level, the social impact report of MLMM and a guide for school-business corporation were published. The activities for the dissemination of project results at national level were initiated with the Education Reform Initiative (ERG) in December 2010.

The MLMM project received the European award for “Large Company” in the international category of the “European Employee Volunteering Awards” organized by [Business in the Community](#) and supported by the European Commission. It was also the winner of the award for “Large Company” in the national category of the “European Employee Volunteering Awards” organization held by the partnership with the Corporate Social Responsibility and the Corporate Volunteer Associations of Turkey.

To expand it to the other sectors and companies, the project was taken over by the Corporate Volunteer Association⁷ of Turkey in June 2012 with the aim of exporting it to non Koç entities (public-private and third sector) to ensure its sustainability. Within the project, the “Vocational Schools Mentoring Programme” was developed. The programme was started with the commitments of 21 corporate groups and companies for 2012-2014. These are Bilim Pharmaceuticals, Borusan Group, Boyner Group, Brisa, Cargill, Çimsa, Doğan TV, Enerjisa, Eureko Insurance, Garanti Bank, HP, Kadıköy Şifa Health Group, Olmuksa, Organik Kimya, Parlıtım Catering, PepsiCo, Pirelli, PricewaterhouseCoopers, Roche, Turkish Economy Bank, Viko.

⁵ <http://www.koc.com.tr/en-us/Corporate/Pages/Default.aspx>

⁶ <http://www.mesleklisesimemleketmeselesi.com>

⁷ <http://www.osgd.org/>



Internships

Many of the members of the Confederation of British Industry (CBI) provide internships for young people; however a number of them are now building on their existing schemes to widen participation to those further from the labour market. Examples of companies which are looking to widen participation are Ernst & Young and Barclays.

In addition to this, a number of CBI members (e.g. Accenture, BT, Linklaters, G4S, Jaguar LandRover) have signed up to the Deputy Prime Minister's Social Mobility Compact, which calls upon businesses to advertise work experience in local schools and to offer internships openly and transparently, and provide financial support to ensure fair access.

CBI member Enternships is a company dedicated to promoting internships in small businesses to graduates or recent graduates. The aim is to promote innovation in small companies and to widen graduates' job search horizons. Enternships attended the ILO's Youth Employment Forum in Geneva in May 2012 on behalf of the CBI to promote the value of internships in helping tackle youth unemployment.

Moreover, the CBI called for better quality work experience for young people to prepare them for the world of work in the 2011 report [Action for Jobs: How to get the UK working](#) and the CBI strongly supports work experience schemes for young people as a stepping stone into work. CBI therefore welcomed the government's decision to expand work experience schemes as part of the Youth Contract, the government's £1bn flagship programme to tackle youth unemployment. Unfortunately the benefits of the scheme have since been clouded by negative media coverage, risking employers keen to do more to tackle youth unemployment withdrawing their support.

Apprenticeships

The publication of the [CBI/Pearson Education and Skills Survey 2012](#) in June this year drew attention to employers' continued commitment to workforce training, and apprenticeships in particular. Since the start of the Education & Skills Survey five years ago, the number of businesses involved in apprenticeships has grown rapidly from 48% to 63% this year. More than half of employers (58%) say that they intend to expand their current apprenticeship programme or plan to start providing apprenticeship places in the next three years.

The UK government could go further to improving the position of young people in the labour market by targeting seed capital to courses that help bridge the gaps between schools and apprenticeships – 'pre-apprenticeships'. These tailored programmes can help young people without the required skills to get on to and succeed in high quality vocational training programme. CBI lobbied for more support for these schemes in the [Action for Jobs](#) report and subsequent progress report. Some progress is being made here, with discussions in government on-going.

In order to maximise employer involvement in apprenticeships, the CBI has continued to lobby for increased simplification and responsiveness of the skill system. At its broadest, this includes CBI work on the BIS Employers Reference Group, regular bi-laterals with (the now former) Skills Minister John Hayes and CBI's role on the stakeholder reference group for the UKCES Employer Ownership of Skills Pilots. CBI will also be feeding these views into the

Richard Review of Apprenticeships. Last year, CBI worked closely with government to cut levels of bureaucracy for large employers. A recent report launched by (the now former) Skills Minister John Hayes set out recommendations to reduce data collection, simplify funding and move towards more risk-based audit and inspection.

The next priority must be to extend simplification to providers and the SMEs they work with. There is huge potential to expand apprenticeship provision amongst smaller firms and CBI has been actively lobbying to expand their involvement; for example, earlier this year, the CBI fed into the Holt Report on making apprenticeships more accessible to SMEs, calling for increased simplification of the system and improved local brokerage. As part of our policy work on the review, we held a roundtable to bring together CBI members and members of the review team.



United States

Established in 1937, the U.S. Department of Labour's Registered Apprenticeship Programme provides the opportunity for hands-on training in over 1,000 career areas. There are currently approximately 24,000 registered apprenticeship programmes in the U.S. of which nearly 1,400 were established in FY 2011, the last year for which data is available. The Programme has offices in all 50 U.S. states and some territories. In FY 2011, more than 128,000 individuals entered the apprenticeship system and 54,000 graduated. Nationwide there are more than 388,000 apprentices currently participating.

Registered Apprenticeship programmes are operated by partnerships of employers, labour management organizations and government. Some 29,000 Apprenticeship sponsors – employers, employer associations and labour management organizations – register programmes with federal and state government agencies. Sponsors provide mentors, on-the-job learning opportunities and required technical instruction to apprentices.

Registered programmes pay individuals from day one, and are required to provide raises as apprentices attain additional skill levels. Apprentices learn their skills through structured, on-the-job training and related classroom instruction. Upon completion, apprentices receive nationally recognized certifications. Many of the apprenticeship programmes partner with local colleges, enabling apprentices to earn college credit, sometimes paid for by the employer. Some 250,000 employers are involved in the apprenticeship programme, including nationally known companies such as CVS/pharmacy and UPS. These companies participate as programme sponsors in a public/private partnership with the government.

The length of an apprenticeship programme depends on the complexity of the occupation and the type of programme (Time Based, Competency Based, or a Hybrid). Apprenticeship programmes range from one to six years in length, but the majority last four years. During the programme, the apprentice receives both structured, on-the-job learning and related classroom instruction. For each year of the apprenticeship, the apprentice will receive normally 2,000 hours of on-the-job training and a recommended minimum of 144 hours of related classroom instruction.

The regulatory framework for the national apprenticeship system was most recently updated in 2008. The revised regulations emphasize the need for a flexible National Apprenticeship System by addressing such issues as incorporating technology-based and distance learning, and providing additional pathways to certification.

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