

The Future of Apprenticeship
GAN Melbourne Conference, 5-7 February 2023

The Importance of Vocational Education and Training

**Setting an International Labour Standard
on Quality Apprenticeship**

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Outline

Part 1: Rapidly Changing World of Work

Part 2: Setting a New International Labour
Standard on Apprenticeships

Part 1

Rapidly Changing World of Work

“What will be the jobs of the future, and what skills will they require?”

Technology advancement



Transition to a green economy



Deeper Trade Integration



Demographic change



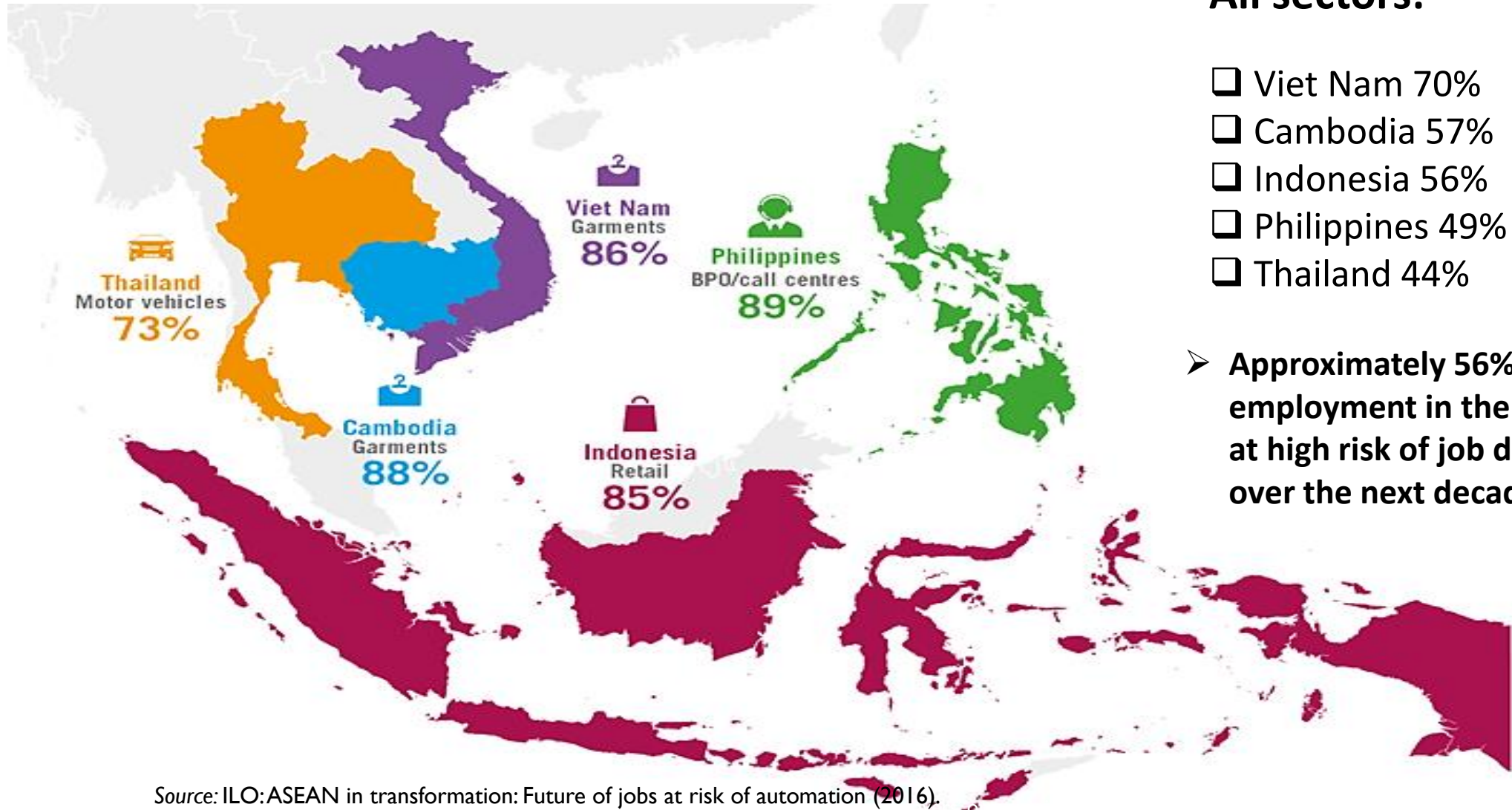
“Is our skills policy and system future ready?”

Earlier studies showed automation can lead to significant job losses – newer studies are more nuanced but alert the need for reskilling

All sectors:

- Viet Nam 70%
- Cambodia 57%
- Indonesia 56%
- Philippines 49%
- Thailand 44%

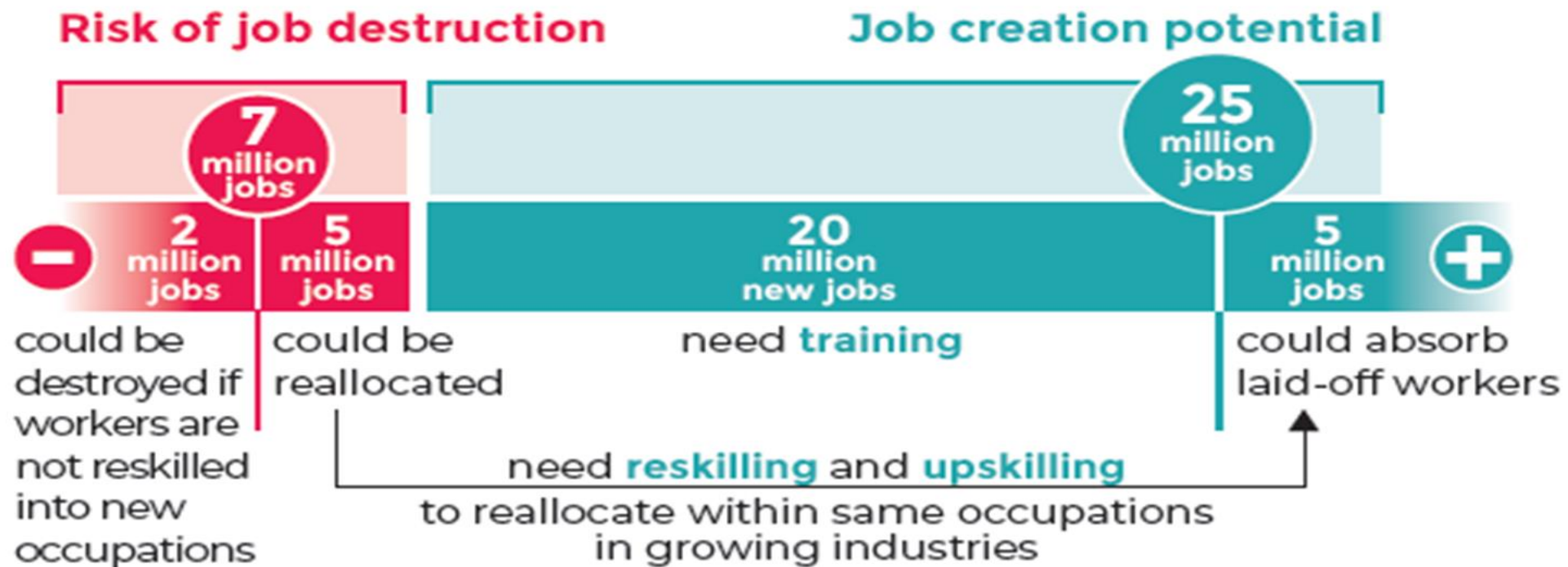
- **Approximately 56% of all employment in the ASEAN-5 is at high risk of job displacement over the next decade or two.**



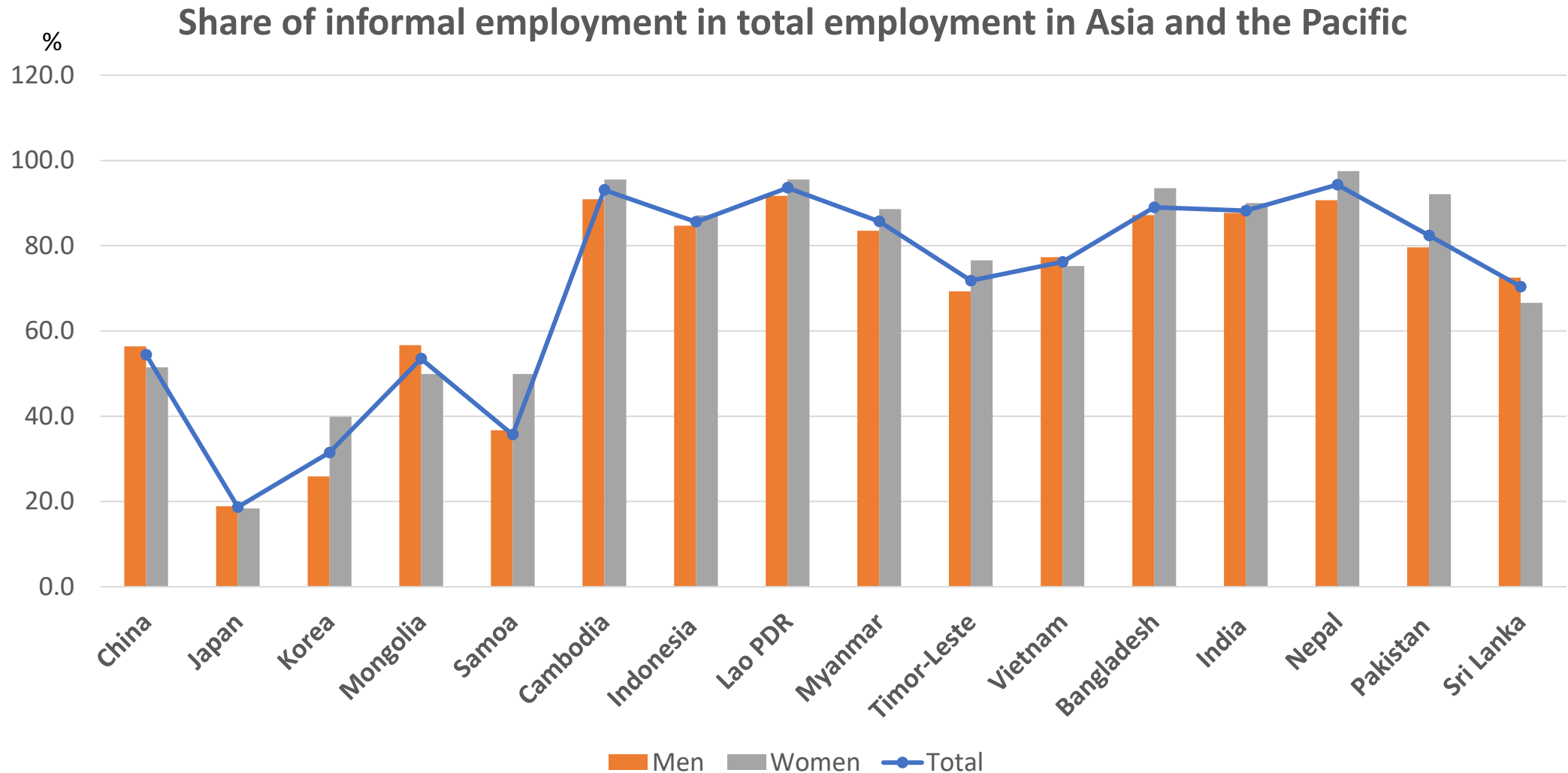
Source: ILO: ASEAN in transformation: Future of jobs at risk of automation (2016).

Shift to a greener economy indicates job creation can outpace job losses – if new and additional skills are provided

**Energy sustainability scenario by 2030
(by limiting temperature increase to below 2 degrees)**

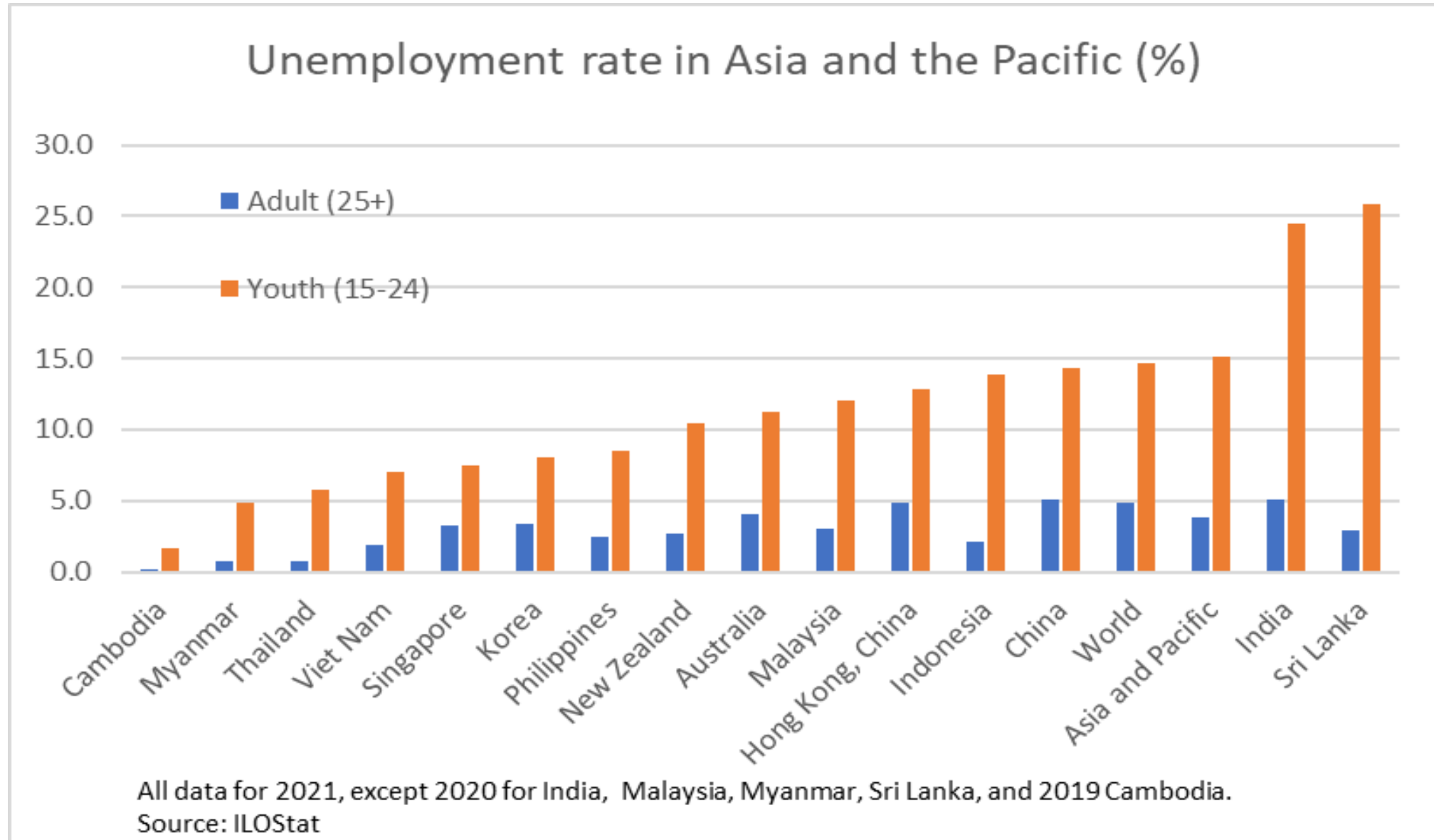


Job quality remains a big challenge, with a large share of informal employment, fueling a concern for inclusive growth and social inclusion



Source: Women and Men in the Informal Economy: A Statistical Picture ILO, 2018

Persistent youth employment challenge continues to call for equipping them with relevant skills



Key policy agenda and continuing challenges in skills and TVET in Asia and the Pacific

Agenda

- ▶ **Agility**
- ▶ **Relevance**
- ▶ **Quality**
- ▶ **Inclusiveness**
- ▶ **Lifelong learning perspective**

Continuing Challenges

- ▶ Continuing divide between the work of work and the skills/TVET sector
- ▶ Limited employers' participation in skills and TVET
- ▶ Insufficient shift to demand-led approach & learner centred approach
- ▶ Under-developed reskilling and upskilling programmes for those who are already in the labour market
- ▶ Limited work-place learning, and quality of apprenticeship

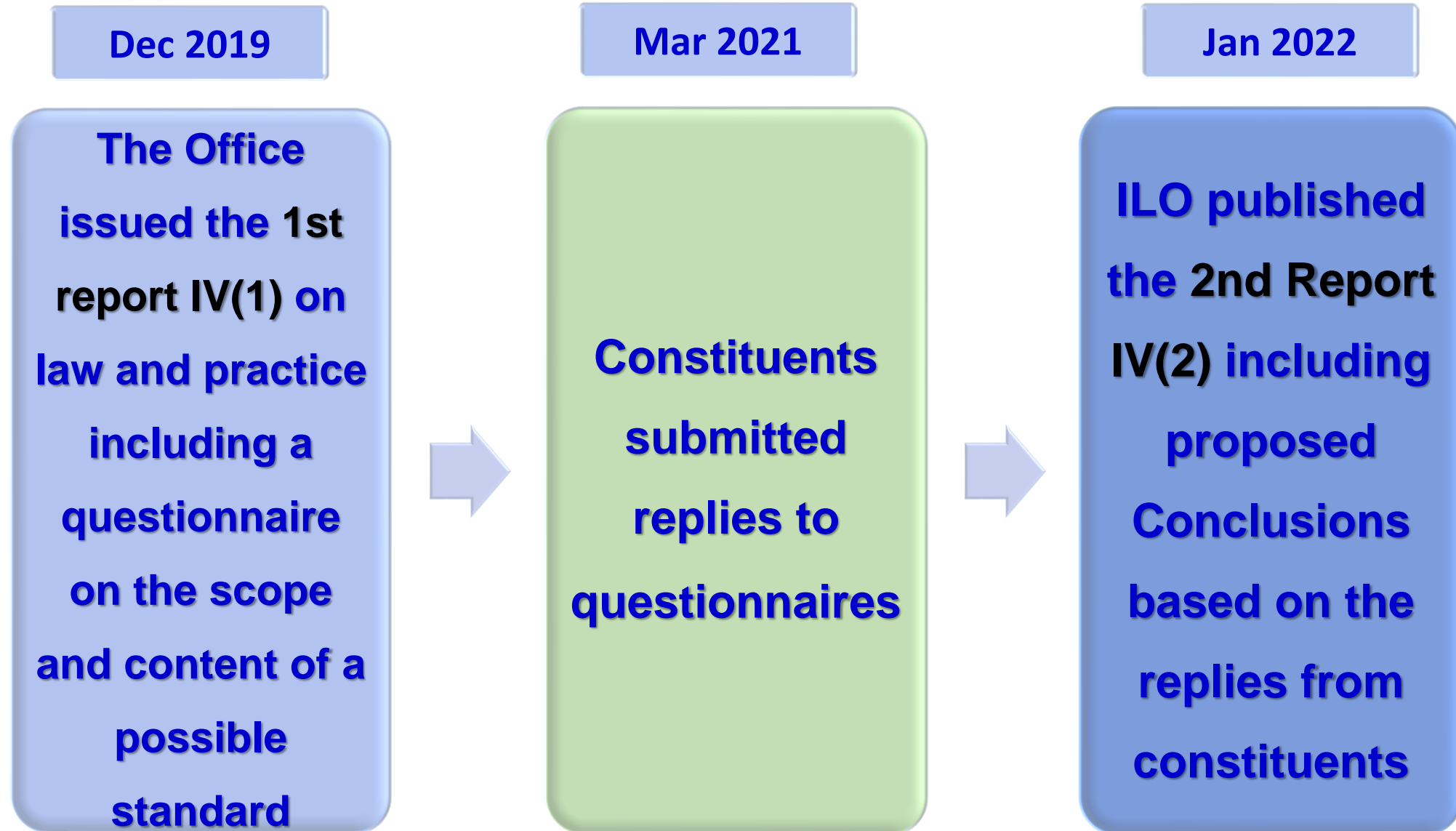
Part 2

Setting a New International Labour Standard on Quality Apprenticeship

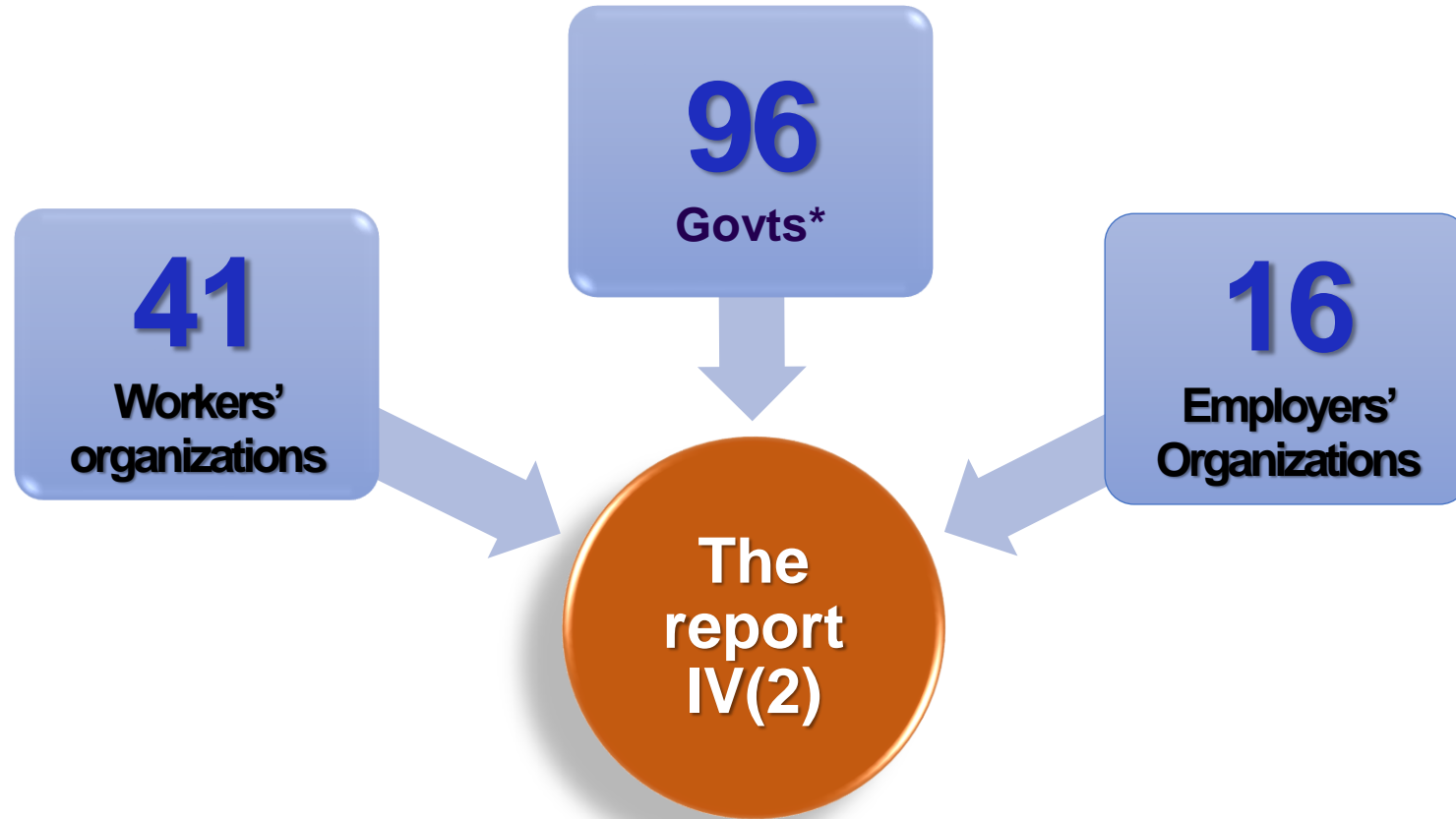
Rationale for a new standard

1. An increased awareness on the importance of quality apprenticeship in facilitating school-to-work transitions
 2. Need to ensure appropriate working conditions and protection for apprentices
 3. Absence of an international standard on apprenticeship: the two previous international standards on apprenticeship were superseded by a newer Recommendation on HRD, 2004 (No. 195):
 - *Apprenticeship Recommendation, 1939 (No. 60)*
 - *Vocational Training Recommendation, 1962 (No. 117)*
- The 334th ILO Governing Body in 2018 requested for **standard-setting discussion related to apprenticeships** on the agenda of the 110th session of the ILC, June 2022.

Process Prior to the 1st Standard Committee Discussion



Replies received from constituents



* 66 of which consulted with the most representative employers' and workers' organisations

Second Report [ILC.110/IV(2)] contains



Proposed Conclusions of the first standard setting discussion on apprenticeship, at 110th ILC, June 2022

A- Form of the instrument: Recommendation

B- Content of the instrument

Preamble

1- Definitions and scope

2- Regulatory framework for quality apprenticeships

3- The apprenticeship agreement

4- Equality and diversity in quality apprenticeships

5- Promotion of quality apprenticeships and international cooperation

6- *Traineeships*

➤ **Discussion and Adopted Conclusions,
ILC, June 2022**

Purpose of an international standard on Quality Apprenticeship

- A broad consensus on the desirability of, e.g.:
 - creating an enabling environment for promoting quality apprenticeships;
 - developing quality apprenticeships as a path to decent work,
 - providing lifelong learning opportunity to enhance productivity,
 - resilience, transitions and employability of apprentices;
 - preventing and addressing labour rights violations

- Agreement on setting a new instrument on apprenticeships that would address the regulatory gap

- Unanimous agreement that the new instrument should take the form of a Recommendation (as opposed to Convention)

I. Definitions, scope and implementation

➤ The term “apprenticeship” should be understood as

*any form of education and training that is **governed by an apprenticeship agreement** and enables an apprentice **to acquire the competencies required to work in an occupation** through **structured and remunerated** or otherwise financially compensated training consisting of both on-the-job and off-the-job learning that **leads to a recognized qualification**”*

- Governed by an apprenticeship agreement
- To acquire the competencies required to work in an occupation
- Through structured, and remunerated training (consisting of both on-the-job and off-the-job training)
- Leads to a recognized qualification

➤ Committee expressed a clear view that the recommendation should **apply to apprenticeships in both public and private organizations and all sectors of economic activity.**

II. Regulatory framework for quality apprenticeships

- Calls for promoting quality apprenticeships in relevant policies, **establishing a regulatory framework** and authorities responsible for regulating apprenticeships
- **Representation of employers' and workers' organizations**
- Elements that need to be taken into account in **the process to recognize occupations as being suitable** for quality apprenticeships
- **National laws and practices** that need to be accorded in establishing occupation-specific or general standards for quality apprenticeships
- Calls for taking measures to ensure rights and protection of apprentices (incl. remuneration; holidays, working hours, holidays, social security, OSH, access to dispute resolution mechanism)

III. Apprenticeship Agreement

“Members should ensure that apprenticeships are governed by a written agreement concluded between an apprentice and an enterprise or public authority
...”

- Calls for ensuring that an apprenticeship agreement:
 - clearly **defines the parties’ respective roles, rights and obligations;**
 - contains provisions, in accordance with national laws, relating to the apprenticeship duration, remuneration or other financial compensation and its frequency, work hours, rest time, breaks, holidays and leave, occupational safety and health, social security, dispute resolution mechanisms and the termination of the apprenticeship agreement;
 - **identifies the competencies, certifications or qualifications to be attained** and any additional education support to be provided;
 - is registered under conditions established by the competent authority;

IV. Equality and diversity in quality apprenticeships

- Calls Member States to take effective measures to:
- prevent discrimination and violence and harassment against apprentices; and
 - **promote gender equality, diversity and social inclusion in apprenticeships and in access to apprenticeships** (by taking special account of the situation and needs of persons in vulnerable situations or belonging to disadvantaged groups).
 - Promote apprenticeships for **adults** and experienced individuals wanting to change industry or occupation
 - Promote access to quality apprenticeships as a means **to facilitate the successful transition from the informal to the formal economy** and from insecure to secure work.

V. Promotion of quality apprenticeships and international cooperation

The section calls on Member States to take a number of measures to create an enabling environment for promoting quality apprenticeships, including:

- **developing and implementing strategies**, setting national goals and allocating adequate resources for quality apprenticeships;
- **mainstreaming quality apprenticeships in relevant strategies** and policies;
- **establishing sectoral or occupational skills bodies** to facilitate the implementation of quality apprenticeships;
- developing and maintaining **robust mechanisms to assess the current and future demand for skills** with a view to designing or adapting apprenticeship programmes;
- implementing **effective and sustainable financing models**;

(see the Conclusion for a full text)

■ **Next steps:**

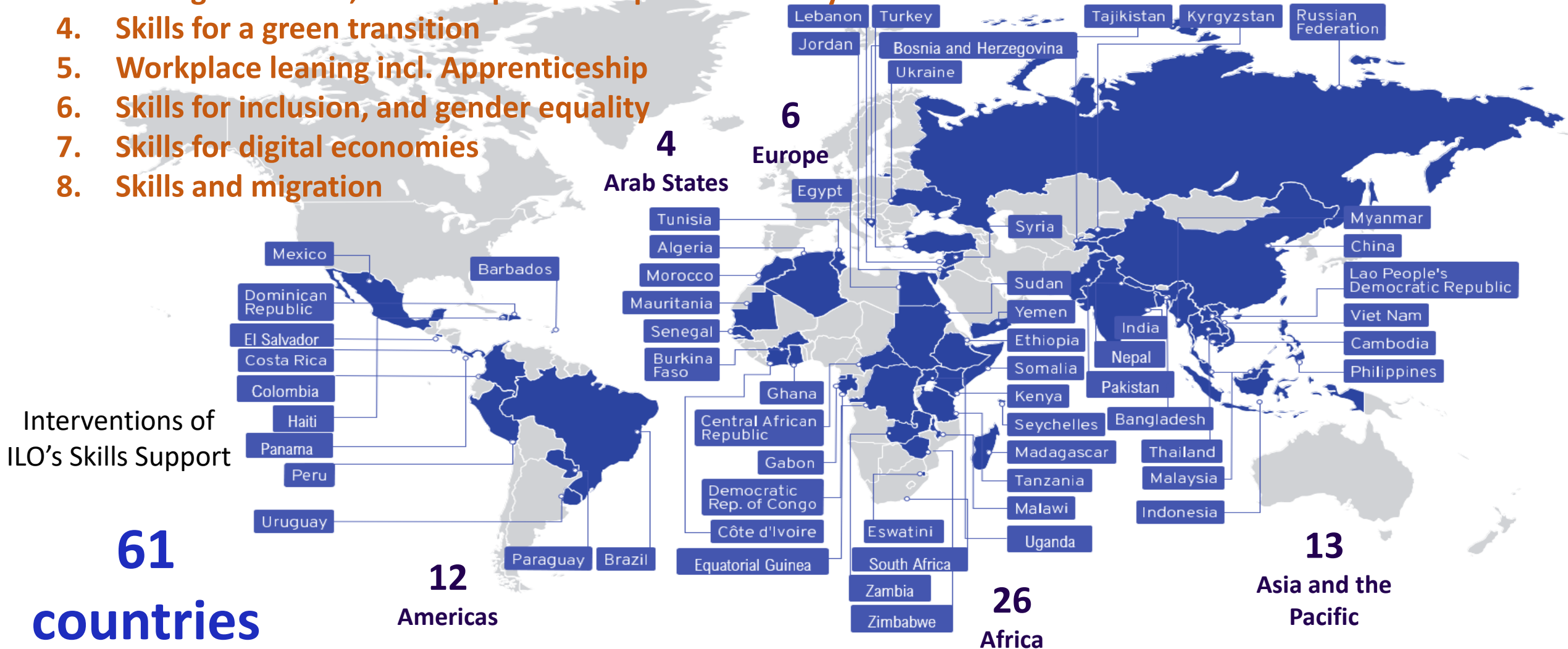
3rd REPORT (V-1):
Brown Report



➤ **We look forward to your country's active participation at the ILC, next year!**

ILO's Areas of Work in Skills

1. Lifelong learning policy and system (with a focus on employment, and reskilling and upskilling)
2. Anticipation of future skills needs
3. TVET governance, effective partnership with industry
4. Skills for a green transition
5. Workplace learning incl. Apprenticeship
6. Skills for inclusion, and gender equality
7. Skills for digital economies
8. Skills and migration



Interventions of ILO's Skills Support

61
countries

12
Americas

4
Arab States

6
Europe

26
Africa

13
Asia and the Pacific



International
Labour
Organization

For Further Information:

1. Reports for and Proceedings of the Standard-Setting Committee on Apprenticeships

<https://www.ilo.org/ilc/ILCSessions/110/committees/apprenticeships/lang--en/index.htm>

2. Proposed Resolution and Conclusions: Standard-Setting Committee on Apprenticeships (June 2022)

https://www.ilo.org/ilc/ILCSessions/110/reports/records/WCMS_848121/lang--en/index.htm

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