REGионаl woRkshop:

Quality Apprenticeships and Work Experience Measures to Improve the School-to-Work Transition

6-7 October 2015
Phnom Penh, Cambodia
Young people in Asia and the Pacific remain among the most vulnerable members of society. Not only do they represent 45% of global youth unemployment; but they are also the first victims of discrimination.

They are groomed for careers that are often unreachable but are not guided as they should be for some of the key opportunities that the future holds. In times of growth, they are the last ones to be hired as often employers prefer more experienced workers; and in times of crisis they are the first ones to be fired because their contracts (when they are fortunate enough to have one) are more precarious.

In the midst of the global economic recovery effort, signs of weakening growth in China, India, Indonesia and other nations are worrisome. With more countries being increasingly confronted with graduate unemployment, education modalities are at stake in the region and the transition phase for young people from education to the labour market is increasingly difficult.

To facilitate the transition from school to decent employment, work based programmes including apprenticeships and internships are crucial. However, these programmes are beneficial as long as they target young people with the intent to have them obtain new skills and are primarily focused on the acquisition of hands-on experience; and for as long as they are actually available. Indeed, many pupils or students do not have the possibility to take part in quality apprenticeships1.

There are many instances where young people leave school without the knowledge or foundation required to find and retain a good job.

Employers are not merely looking for graduates with good technical knowledge but also with non-technical capabilities, also known as core skills or competencies – including communication, personal and interpersonal relationships, problem solving and management of organizational processes – which young people can demonstrate in the course of quality apprenticeships.

Conversely, the absence of work exposure programmes in growing or booming industries can prove costly. The urgency therefore resides in promoting the availability of work exposure mechanisms

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1Quality apprenticeship - unique form of vocational education and training, combining on-the-job training and school-based learning, for specifically defined competencies and work processes. It is regulated by law and based on an oral or written employment contract with a compensatory payment and standard social protection coverage. A formal assessment and a recognized certification come at the completion of a clearly defined duration.
while ensuring their quality. These can be tremendously helpful to young people but there is mounting evidence that work placements outside formal education are frequently replacing quality employment for young people. Other issues include the lack of clear quality guidelines and the need for more research and labour market monitoring. Furthermore, interns are often not well informed of their social and labour rights, and the way they relate to contractual arrangements, health and safety and social protection.

The ILO seeks to support constituents in their policies and measures to improve—and enhance skills and employability of young people through work-based learning systems which prepare young women and men for decent and productive work.

The following countries will be invited to participate in the Regional Workshop on Quality Apprenticeships and Work Experience Measures to Improve the School-to-Work Transition to be held in Phnom Penh on 6-7 October 2015. The event will be an opportunity to share information, experiences and plans for future involvement toward the provision of quality apprenticeships. These countries to be represented are: Cambodia, China, Fiji, Indonesia and Pakistan.

Approach

The ILO has a long experience addressing the challenge of youth employment. Two International Labour Conferences (ILC), in 2005 and in 2012 reflected the latest issues affecting youth employment with proposed collective actions. In the Committee on Youth Employment at the 101st Session of the International Labour Conference in 2012, member States have emphasized the importance of promoting school-to-work transition by implementing on-the-job training or internships. Internships were highlighted to be crucial to keep jobseekers linked to the labour market and maintain employability and skills across periods of unemployment. Given the limited resources and administrative capacity of the existing public vocational training systems in low- and middle-income countries, it is pertinent to promote provision of demand-driven skills training through effective and viable PPP. In fact, the tripartite constituents of the ILO agreed to promote PPP as a means to meeting skills development needs at the 97th International Labour Conference (ILC).3

There are different typologies of work-based training for youth transition to work. These include apprenticeships (both formal and informal), “learnerships”, programmes for industrial attachment, internships and other forms of traineeships, as well as work experience provided as part of comprehensive packages of labour market policies targeting young people, particularly the most disadvantaged ones.

Work-based training is certainly amongst the most important factors in determining a successful transition of young people from school to work. Work-experience is highly valued in the labour market and the forms of training that combine work-experience allow young people to find a job. It

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2 ILO, Report of the Committee on Youth Employment - 101st International Labour Conference
is also valuable as it may reduce the hesitation of companies to recruit first-time jobseekers with no record of possessing appropriate skills and attitudes to meet job requirements.

The ILO has identified four building blocks of quality apprenticeships which help the transition of youth from school to productive and decent work:

- **Social dialogue:** Commitment, active participation and collaboration of the government, employers’ and workers’ organizations, as well as training providers throughout the whole process. Dense social dialogue and close coordination among stakeholders are essential. Coordination among different line ministries is also important.

- **Clear roles and responsibilities:** The division of labour between schools/training centres and the industry must be clear. Employers may take a leading role in the design, implementation and governance of apprenticeship programmes. Trade unions play a role, for instance, in safeguarding the rights, working conditions, welfare and occupational safety and health of apprentices.

- **Sound legal framework:** Formal laws and regulations ensure decent working conditions (e.g. wages, working hours, occupational safety and health) for apprentices, averting exploitation. Assessment at the end of apprenticeship is ideally tripartite and certification of successful completion of apprenticeship should be recognized nationally.

- **Shared financing:** Typically, companies finance the biggest share (e.g. costs of in-company training and the apprentices’ wages), while the government runs vocational schools and training centres. Some countries have established an apprenticeship fund. The government may also introduce tax incentives for host companies.

In all cases, young people receive an opportunity to learn a trade and be exposed to the world of work for the first time, and while all systems should help them acquire meaningful learning experiences, the conditions –and consequently the access- of their work differ. In particular, the transparency of the recruitment process, the contractual agreements developed, the duration and working hours, the remuneration, the availability of social protection and the tasks at stake vary greatly depending on the nature of the apprenticeship.

In light of the need to strengthen the links between education, training systems and the world of work, the Regional Workshop in Phnom Penh aims to respond to the need of member States in improving skills and employability for youth while addressing the fundamental principles for successful quality apprenticeships and work experience measures to improve the school-to-work transition.
The event will draw on globally researched good practices but also on the mutual challenges faced by enterprises and interns, and will seek to find solutions for the interest of tripartite constituents willing to engage in quality apprenticeships in their countries.

**Objectives**

The workshop will help enhance mutual learning on quality apprenticeships and work experience measures so as to better assist young people in their transitions from school to decent employment.

It is designed to provide opportunities for participating countries to:

- Enhance their understanding of the pre-requisites for quality apprenticeships and work experience measures;
- Share country, regional and inter-regional experience on what works on quality apprenticeships and work experience measures;
- Identify key elements that constitute good practice in the development and implementation of quality apprenticeships and work experience measures.

By the end of the Workshop, the participants are expected to have:

- a deepened understanding of quality apprenticeships and work experience measures in their respective countries;
- clarified the role of employers’ and workers’ organizations in the provision of quality apprenticeships and work experience measures to improve the school-to-work transition;
- identified what works in promoting work experience for youth in the region and outside;
- identified next steps to promote work experience for youth in their respective country.

**Participation**

Tripartite delegations from the five countries listed above as well as experts from Europe, Latin America and Africa will be conveyed to the event. Furthermore, young people from across the region will be invited to observe and share their ideas during the workshop. The composition of participants will be carefully reviewed to ensure gender parity.

**Country Papers and Presentations**

- Tripartite delegates of each country will share their experiences about quality apprenticeships in one consolidated country paper. The length of the paper should be no more than 15 pages. All country papers must be submitted to the ILO no later than **22 September 2015**. The following outline will be followed for the country paper:
  - Background in current issues and challenges on apprenticeship programmes;
  - Current practices specifying occupational coverage, length of apprenticeship, skills recognition, others;
- Social dialogue: roles and division among government, employers and workers and training institutions;
- Legal framework and financial arrangement;
- Recommendations and observations.

- Resource persons from outside of Asia-Pacific will be invited to prepare presentations on quality apprenticeships from their own regional/country perspectives, which will then be followed by interactive discussions with constituents and observers.

- Young people from the region will be invited to present their suggestions for quality apprenticeships in the form of interactive discussions (e.g. fish bowl discussions and/or debates).
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<tr>
<td><strong>Tuesday 6 October 2015</strong></td>
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<tr>
<td>08.30 – 09.00</td>
<td>Registration</td>
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| 09.00 – 09.45 | Opening Remarks  
- H.E. Dr Ith Sam Heng, Minister of Labour and Vocational Training  
- Ms Carmela Torres, ILO Senior Specialist on Skills and Employability |
| 09:45 – 10:00 | Programme & arrangements for the Meeting  
Group Photo |
| 10:00 – 10:30 | Coffee/ Tea Break |
| **Session 1:** Workplace learning schemes, internships and apprenticeships – Overview, Global Trends and Delineation/Clarification | |
| 10:30 – 11:30 | Background, Comparative analysis of Quality Apprenticeships  
- Mr Theo van der Loop, ILO International Consultant |
| 11:30 – 12:30 | Good practices on internships  
- Ms Sophon Chau, youth representative from Cambodia  
- Mr Suebsit Sarntisart, youth representative from Thailand |
| 12:30 – 13.30 | Lunch |
| **Session 2:** Good practices on apprenticeship schemes | |
| 13:30 – 14:15 | Apprenticeships and School-to-Work Transition in Cambodia  
- Mr Hunleng Hay, Deputy Director General, National Employment Agency  
- Mr Vuthy Nen, Deputy Director, Directorate General of TVET |
| 14:15 – 15:00 | Good practices: Apprenticeship scheme in Germany  
- Ms Birgit Thomann, BIBB - Federal Institute for Vocational Education and Training |
| 15:00 – 15:45 | Good practices: Apprenticeship scheme in Africa  
- Mr Blessing Gwengwe, Skills Development Specialist |
<p>| 15:45 – 16:15 | Coffee/ Tea Break |
| 16:15 – 17:15 | Fishbowl: Role of workers and employers’ organizations in developing and promoting workplace learning schemes, internships and apprenticeships: issues and challenges including implementation |
| 17:15 – 17:30 | Wrap up |</p>
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<tr>
<td>08:45 – 09:00</td>
<td>Summary / recap of day 1</td>
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<td>09:00 – 10:00</td>
<td>Good practices: Apprenticeship scheme in South America</td>
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<td>Mr Jorge Castro Leon, Deputy Director, Servicio Nacional de Adiestramiento en</td>
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<td>Trabajo Industrial (SENATI)</td>
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<td>10:00 – 10:30</td>
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**Session 3: Country level experiences on apprenticeships: overview, issues and challenges**

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<tr>
<td>10:30 – 12:30</td>
<td>Country presentations:</td>
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<td>China, Fiji, Indonesia, Pakistan</td>
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<td>12:30 – 13:30</td>
<td>Lunch</td>
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<td>13:30 – 15:00</td>
<td>Group Work: Ideal Apprenticeships Programme</td>
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<td>Presentation of Group Work</td>
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**Session 4: Model Apprenticeship Programme**

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<td>16:00 – 17:00</td>
<td>Fishbowl: Toward a Model Apprenticeship Programme</td>
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<td>17:00 – 17:30</td>
<td>Closing remarks</td>
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**Moderator:** Ms Delnaaz Irani