



IOE – BIAC

SCALING UP APPRENTICESHIPS

B20 FOLLOW-UP INITIATIVE

DECEMBER 2012



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.
- Plans are now underway to develop a company network to promote apprenticeships and to provide an international platform for the exchange of best-in-class practice.

Member feedback, an overview of which can be found in the attachment, 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:

- Lobbying the relevant authorities to create 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.
- 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.

¹ Vocational Educational Training

- Promoting the STEM² subjects in school.

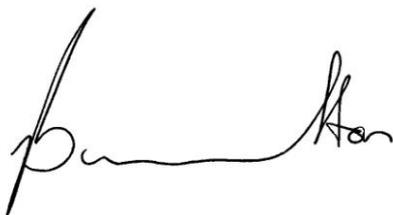
In addition to the advocacy and other initiatives of employer federations, many companies promote apprenticeships amongst their peers and to state administrations. Multinational companies in particular bring expertise and commitment with them when investing abroad, thereby supporting the development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

IOE-BIAC work will now build on these findings to create a global company network for apprenticeships, in which the members commit to a set of principles -for instance, to offer high quality apprenticeships; to engage and establish partnerships with education and training institutions; to share experiences with other companies, employers' federations and labour administrations, and report on programme implementation on an annual basis. The secretariat for the initiative will be jointly hosted by the IOE and BIAC, with a website/page providing a focal point for the network. IOE and BIAC intend to cooperate with the ILO to ensure a close link to the UN system.

The rationale for this project is to take concrete steps to secure a skilled workforce for the future that meets the needs of business, through the commitment of companies to offer high quality apprenticeships; to strengthen the cross-border exchange of experiences between companies and to encourage the development of apprenticeships; and to engage with VET institutions to improve VET systems.

The IOE and BIAC invite all employer and business federations, companies, and relevant networks to collaborate on this initiative. The IOE and BIAC are firmly committed to promoting apprenticeships and the exchange of good practice through the company network on the ground. The success of this initiative will rely on the contributions of as many partners as possible.

Please contact Nicole Primmer (primmer@biac.org) or Matthias Thorns (thorns@ioe-emp.org) to get involved. We will keep you informed of next steps and look forward to your engagement and support.



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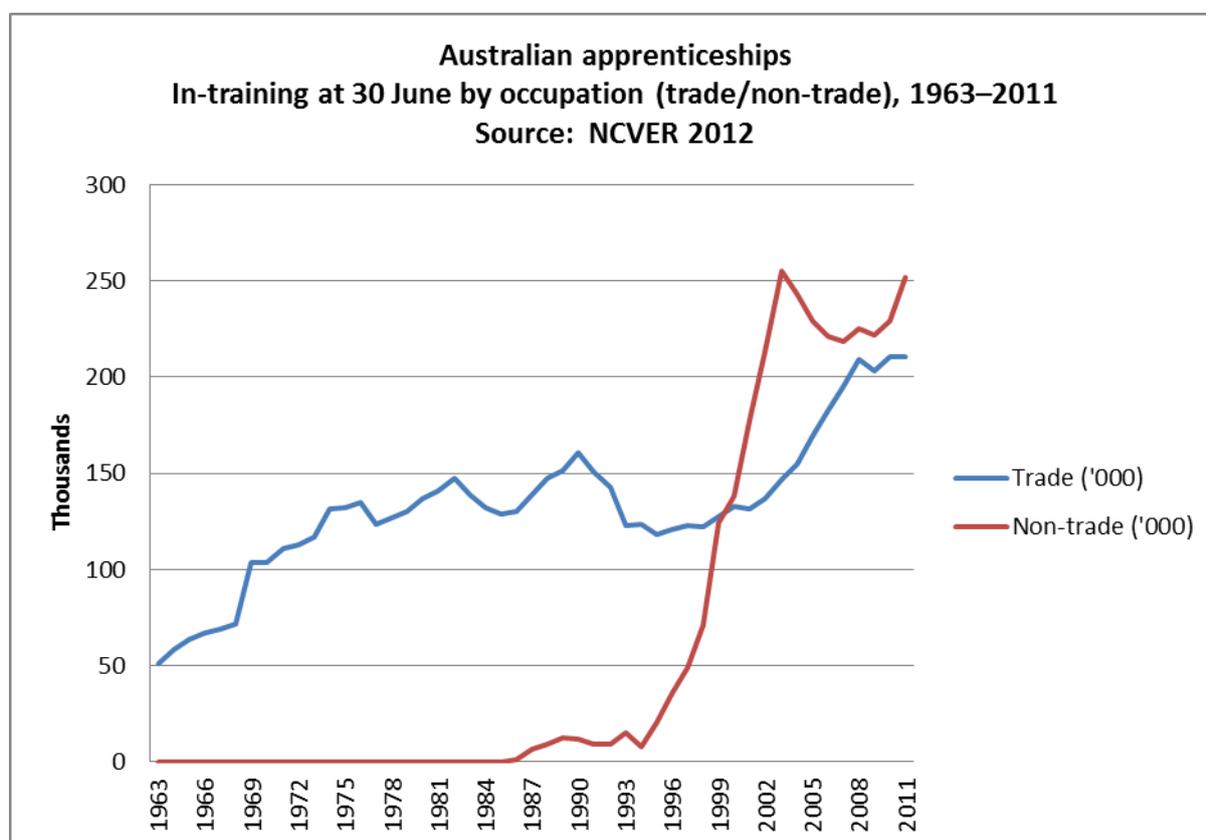
² Science, Technology, Engineering and Mathematics

Preliminary List of National Initiatives and Experiences



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 “apprenticeable” 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 programmes in their enterprises. BEF encourages them to introduce such programmes 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 programmes 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 programmes 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.



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 € 28 billion a year in this system.

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' Coordination Board 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.

Initiatives are:

- The Apprenticeship Alliance (Ausbildungspakt), in which the German government, the trade associations and the federal states work together to improve the quality and quantity of apprenticeships and dual training.
- "Zeig, was Du kannst! Erfolgreich ins Berufsleben starten": This initiative helps young pupils from secondary modern schools to bridge the gap between the end of school and the beginning of a dual training/apprenticeship.
- The "Schule/Wirtschaft" network brings together primary/secondary schools and companies to improve better professional orientation for pupils.
- The „MINT Zukunft schaffen“ initiative targets young people to recruit for positions in the sectors of mathematics, engineering sciences, nature sciences and technologies.



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/labor market needs.
3. Improve the quality and quantity of apprenticeship programs 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.



Korea

Internship/Apprenticeship Program in Korea

In Korea, the Ministry of Employment and Labor (MOEL) is currently operating an 'Internship Program' 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 Program operated by the Government

The Internship Program 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 program, 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 Program' 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 the 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 programmes aimed at their upgrading and improvement so that they better respond to employers' demand.



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.



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 programs
- 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.



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.meslekliisesimemleketmeselesi.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 programmes 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 programmes. 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 Labor's Registered Apprenticeship Program provides the opportunity for hands-on training in over 1,000 career areas. There are currently approximately 24,000 registered apprenticeship programs in the U.S. of which nearly 1,400 were established in FY 2011, the last year for which data is available. The Program 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 programs are operated by partnerships of employers, labor management organizations and government. Some 29,000 Apprenticeship sponsors – employers, employer associations and labor management organizations – register programs with federal and state government agencies. Sponsors provide mentors, on-the-job learning opportunities and required technical instruction to apprentices.

Registered programs 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 programs 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 program, including nationally known companies such as CVS/pharmacy and UPS. These companies participate as program sponsors in a public/private partnership with the government.

The length of an apprenticeship program depends on the complexity of the occupation and the type of program (Time Based, Competency Based, or a Hybrid). Apprenticeship programs range from 1 year to 6 years, but the majority are 4 years in length. During the program, 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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