Terms of Reference for External Collaborator Contract

for

ILO Toolkit for Quality Apprenticeships-Volume II: Guide for practitioners to develop and implement apprenticeship programmes

1. Background

The global youth unemployment rate has risen since 2007, reaching over 13 per cent in 2017. Moreover, young people are over-represented amongst the unemployed, accounting for over 35 per cent of unemployed people globally, despite accounting for just over 15 per cent of the world’s labour force.

Policy-makers have been searching for responses to the negative employment effects of the global financial crisis. There is no one-size-fits-all answer to this situation; but policy-makers are rediscovering, or discovering for the first time - whether at the national, regional or global level - the importance of Quality Apprenticeships, which offer a tried and tested way of enabling young people to make the transition from the world of education to the world of work. Quality Apprenticeships play a key role in enhancing youth employability through the acquisition of relevant skills, personal development and a recognized qualification.

Yet, despite numerous benefits afforded by apprenticeships, many countries, particularly developing ones, have challenges in establishing, scaling up and sustaining high-quality apprenticeships. Policy makers and practitioners across the world are seeking the advice of the ILO for apprenticeships. Therefore, the ILO started developing Toolkit for Quality Apprenticeships, which is a project having high importance.

The overall objective of the ILO Toolkit for Quality Apprenticeships is to provide a comprehensive but concise set of key information, guidance, practical tools and templates for policymakers and practitioners¹ who are engaged in designing and developing Quality Apprenticeships. It will consist of two volumes: Guide for Policy Makers (Volume 1) and Guide for Practitioners to develop and implement apprenticeship programmes (Volume II).

The first volume presents the defining features of the ILO approach to Quality Apprenticeship systems and aims to support policymakers in the design of national apprenticeship systems. It has identified the following six building blocks for quality apprenticeships.

- Social dialogue
- Regulatory framework
- Roles and responsibilities

¹ Practitioners are those responsible for designing, implementing, monitoring and evaluating apprenticeship programmes.
• Funding arrangements
• Labour market relevance
• Inclusiveness

The second volume will focus on the practicalities of developing, implementing, monitoring and evaluating Quality Apprenticeship programmes. Therefore, the primary target group for the second volume is composed of the practitioners in TVET institutions, intermediary organizations, enterprises and other organizations responsible for designing and managing apprenticeship programmes. This Guide will include a compendium of tools used by the key stakeholders of the Quality Apprenticeships value chain; taking best practices and examples from various developed, emerging & developing countries, and provide essential templates.

In preparation of Volume II (henceforth referred to as Toolkit II in this paper), tools from various countries have been collected. Now we intend to engage two Consultants to draft the toolkit II.

2. Objective

The aim of this ToR is to design and draft the ILO Toolkit for Quality Apprenticeships-Volume II: Guide for practitioners to develop and implement apprenticeship programmes in coordination with another international consultant.

3. Activities and Deliverables

The following activities and deliverables are for both consultants. These activities, in consultation with them, will be divided between them. The specific role of each of them will be clearly identified in the contracts to be signed with them. Each consultant will sign a contract directly with the ILO.

I. Activities

The Consultants will be expected to conduct the following activities and generate outputs as per the following:

Activity 1: Develop an annotated outline of the Tools
The consultants will discuss the publication with the ILO, develop an annotated outline of the publication, review tools and other materials collected including those in an ILO publication on Guide for Enterprises for Quality Apprenticeships, propose a final list of types of tools to be included, recommend appropriate tools from given countries to be included in the guide as examples, propose remedial actions to collect additional tools, if required, and propose a list of standard templates/tools that needs to be developed for inclusion in this Toolkit as a reference for the countries.

Note: Overall selection of tools will be done in such a manner to have representations of countries from various continents and development status.

Activity 2: Draft “template” tools
As far as possible, the consultants will develop standard “good practice” templates/ tools, as identified and agreed to as part of activity I, that can be adapted to national contexts.

**Activity 3: Draft chapters**
The consultants will draft the following chapters envisaged at this stage. However, these might change based on the agreed annotated outline between ILO and consultants.

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**Indicative Contents of Toolkit II**

_The following contents give indicative chapters and sections to be covered in the Toolkit. These are for guidance purposes and may require changes during the development of the toolkit._

*Preface*
*Forward*
*Executive Summary*

1. **Introduction**
   - ILO approach to quality apprenticeship (definition and building blocks from toolkit I)
   - What is the ILO Toolkit for Quality Apprenticeships?
   - Who can use this Guide?
   - What is in the Guide?
   - How to use this Guide?

2. **Apprenticeship lifecycle (value chains) and processes involved**

   Apprenticeship life cycle will indicate the steps involved in the process of planning, implementation, monitoring and evaluation of apprenticeship programmes. It will also illustrate examples of apprenticeship programme cycle from 3-4 countries to show diversity in approaches. It will also inform the differences in the roles and responsibilities of key stakeholders in various countries for performing key functions of apprenticeship life cycle.

**Chapters 3-8:** Each of the chapters will cover one major process of apprenticeship life cycle. _The following contents give indicative chapters and processes. These are for guidance purposes and may require changes during the development of the toolkit._

   - Understanding apprenticeship policy and system in your country,
   - Developing an apprenticeship programme,
   - Recognising and preparing training places,
   - Admission of apprentices,
   - Training delivery, monitoring and assessment, and
   - Evaluation.

3. **Understanding apprenticeship policy and system in your country**

   The chapter will explain how to assess current national quality apprenticeship systems/ environments. The assessment of the existing environment will guide the development of Quality Apprenticeship programmes. If no framework exists in a country, the recommendation may be to develop it (or guidelines) through social dialogue in consultation with all stakeholders to eventually guide the design and implementation of programmes. Even if a country has a framework, it might require a review Toolkit I can provide guidance for developing the framework.
This chapter assures coherence between the two volumes of the Toolkit.

- Analysis of the country’s apprenticeship framework
  To facilitate the analysis, the consultants will develop and provide a tool that will take into account the six building blocks and checklists developed in Volume I, other tools used by the ILO and other countries and organizations. The checklists of the Toolkit I would be modified to enable capturing of country information against those benchmarks. The methodology used by CEDEFOP to do country analysis would also be considered while developing the tool.

4. Developing an apprenticeship programme
   The following bullet points give indicative themes/sections to be covered in the Chapter. These are for guidance purposes and may require changes during the development of the toolkit.
   - Ensuring social dialogue for apprenticeship programme design
   - Identifying sectors and occupations having skills demand and gap
     (Give reference to toolkit I after providing a brief overview of the process)
   - Developing/ reviewing competency standards and curricula
     (includes eligibility for selection as apprentices and covering key topics such as entrepreneurship education, labour rights, OSH, soft skills, digital skills)
   - Accreditation/approval of curricula
     (usually by a regulatory body)
   - Designing an apprenticeship contract

5. Recognising and preparing training places
   The following bullet points give indicative themes/sections to be covered in the Chapter. These are for guidance purposes and may require changes during the development of the toolkit.
   - Promoting quality apprenticeships to employers, training providers and other stakeholders
   - Accrediting training providers for off-the-job training
   - Enterprises Identify apprenticeship programme to offer based on their requirements
   - Registering enterprises for on-the-job training
   - Establishing partnerships between training providers, enterprises and intermediary organizations
   - Preparing training plans for on and off-the-job training
   - Strengthening the capacity of teachers, trainers and other staff in different learning venues and certifying them (on the process and rules of apprenticeships, curricula and training plan needs of the specific training programme, pedagogic needs of trainers at the workplace, sensitivity towards women and persons with disabilities, etc.)
   - Ensuring training facilities as per curricula
   - Ensuring modern learning material and training methodologies
   - Ensuring workplace comply with OSH requirement

6. Admission of apprentices
   The following bullet points give indicative themes/sections to be covered in the Chapter. These are for guidance purposes and may require changes during the development of the toolkit.
   - Developing the capacity of employment services providers
   - Promoting apprenticeships to communities, youth and schools
   - Providing vocational guidance
   - Advertising and recruiting apprentices (to also cover issues like inclusiveness and matching the needs of apprentices and enterprises)
   - Registering contracts
7. Training delivery, monitoring and assessment

The following bullet points give indicative themes/sections to be covered in the Chapter. These are for guidance purposes and may require changes during the development of the toolkit.

- Training programme (pre-training assessment, pre-apprenticeship programmes, off-the-job training including distance learning, on-the-job training)
- Supporting apprentices at various training locations
- Monitoring training delivery at various training locations
- Formative and summative assessments
- Certification
- Employment counselling and placement services

8. Evaluation

The following bullet points give indicative themes/sections to be covered in the Chapter. These are for guidance purposes and may require changes during the development of the toolkit.

- Employers’ feedback
- Trade Unions’ feedback
- Apprentices’ feedback
- Tracer study
- Cost-benefit analysis
- Apprenticeship system evaluation

9. Conclusion

The format of each section

Chapters 4-8 will follow the similar format for the ease of readers’ comprehension. The draft structure will include:
- Introduction- What this chapter or the process is about
- Step-by-step actions- How the processes are delivered? The steps involved may vary in different countries, so different approaches need to be mentioned. To the extent possible, show process charts (e.g., refer to the manual from Korea)
- Country practices – examples of good tools and practices (2-3)
- Templates where necessary
- Success factors and lessons learned
- Checklist

Activity 4: Finalize the draft reflecting reviewers’ comments

The drafts would be reviewed by the ILO team and experts two times. The consultants would revise the drafts based on the comments and feedback received through the ILO. They will assure the consistency in quality across chapters. They will check the editor’s work and accept or reject suggested editorial modifications.

II. Deliverables

The Consultant will deliver the outcomes in a structured manner, delivering as per the following estimated timelines.
• Engagement of international consultants: 15 Oct 2018
• Completion of activity I: 15 Nov 2018
• The first draft of chapters- 1, 2, 3, 4 and 5: Jan 2019
• Meeting with consultants and some of the ILO expert committee members: Jan / Feb 2019
• A revised draft of chapters- 1, 2, 3, 4 and 5: Feb 2019
• The first draft of chapters 6-9: March 2019
• A revised draft of chapters 6-9: April 2019
• Draft conclusions, executive summary, preface: May 2019
• Validation meeting for Toolkit II: May 2019 (expert committee and few professionals from countries)
• Revised draft based on the comments: June 2019
• Final comments from the expert committee and other colleagues: July 2019
• Final paper: July 2019

4. Professional qualifications and experience

The Consultant must have at least 10 years of professional experiences in the field of Technical Vocational Education and Training (TVET), including at least five years in apprenticeships. He / She should have in-depth knowledge of the functioning of Dual VET system and programmes in Switzerland and/or Germany. He/ She should have written manuals, tools, papers for apprenticeships/ Dual VET. He/ She should be fluent in English and German/ French.

5. Estimated workdays and reporting to ILO

It is estimated that the whole task will require 80 workdays for two consultants spread over a period from October 2018 to July 2019. The division of workdays between the two consultants will be based on respective responsibilities of the two consultants. These, however, will be discussed between the ILO and consultants.

Consultants will be required to participate in 2-3 meetings in Geneva (usually 1-2 days each). The ILO will provide economy-class return air-tickets and DSA as per ILO rules.

This assignment is backstopped by Mr Ashwani Aggarwal, Senior Specialist and Team Lead for WBL, Apprenticeships and RPL in the SKILLS Branch, Employment Policy Department, ILO Geneva. The ILO has formed an expert committee comprising specialists from ILO offices in HQ and at country levels (external experts will be co-opted as per need) to provide advice to the development of the toolkit. It will review drafts and provide technical comments and inputs where required.

For any clarification or further information, please contact:

Mr Ashwani Aggarwal,
Team Lead (Work-based Learning, Apprenticeships and Recognition of Prior Learning)
6. Budget
The consultant shall prepare a budget detailing estimate of number of days required to do the assignment.

7. Proposals
Interested consultant/s should submit a brief expression of interest including the CV/s of those to be involved in the project and budget. Proposals should be sent to Ashwani Aggarwal (aggarwal@ilo.org) and Josée-Anne Larue (larue@iloguest.org) by 21 September, 2018.