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## ► ILO Evaluation Tool

For the review of a country's  
apprenticeship policy and system





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apprenticeship policy and system

Ashwani Aggarwal  
Simon Field

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## ▶ Foreword

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Globally, apprenticeships have a long history and play a key role in enhancing youth employability through the acquisition of relevant skills, personal development and the awarding of a recognized qualification. They also have great potential as an effective response to the challenges posed by the megatrends shaping the world of work. Many countries, however, do not have a fully functioning apprenticeship system due to various reasons.

Evaluation is an essential and critically important means of obtaining verifiable evidence as to the relevance, effectiveness, efficiency, impact and sustainability of a country's apprenticeship policy and system. It provides information on what does and does not work, and why this is the case.

Currently, there is no standard tool for reviewing and evaluating a country's apprenticeship system. Consequently, wide variations exist in methodology and indicators, and the quality of evaluation reports. There is a pressing need for a reference document that a country's stakeholders and evaluation experts can consult with confidence. Therefore, the Skills and Employability Branch of the ILO initiated the development of an evaluation tool for a country's apprenticeship policy and system, based on the common principles set out in the *ILO Toolkit for Quality Apprenticeships*.

The *ILO Evaluation Tool* comprises guidelines and questionnaires and gives guidance on how to evaluate a country's apprenticeship policy and system. It provides the framework for an analysis of the characteristics and performance of a country's apprenticeship policy and system, which can then be benchmarked against international good practices. The *Evaluation Tool* makes it possible for policy-makers and social partners to review, reform and modernize their country's apprenticeship policy and system.

**Srinivas B. Reddy**

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## ► Acknowledgements

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Ashwani Aggarwal led the development of the Evaluation Tool. He conceptualized and designed the evaluation tool and methodology, drafted the questionnaires for policy-makers and social partners, and edited and finalized the publication. Simon Field drafted both the narrative and the questionnaire for apprentices. Sylwia Goławska supported the process and reviewed the initial draft. Florus Prinsloo, Ilca Webster, Aggrey Ndomy and Julien Magnet peer-reviewed the publication. Anna Zongollowicz of GAN Global peer-reviewed the questionnaires for policy-makers and social partners. Florus Prinsloo suggested revisions to address comments made by the reviewers and supported the finalization of the Evaluation Tool. Cheryl Chan coordinated the layout, production and publication.

The questionnaires were tested by representatives from 20 countries (Albania, Bangladesh, Cambodia, Egypt, India, Indonesia, Kyrgyzstan, Laos, Malawi, Myanmar, Namibia, Philippines, Romania, Rwanda, South Africa, Tanzania, Thailand, Uganda, Viet Nam and Zambia) who participated in the regional workshops for Asia and Africa organized in Cambodia and Italy, respectively. Stefano Merante and other colleagues from ITCILO, Turin, and the ILO Bangkok office coordinated the collection of completed questionnaires.

The development of the Evaluation Tool would not have been possible without the strong support and guidance of Srinivas B. Reddy, Chief of the Skills and Employability Branch of the ILO.

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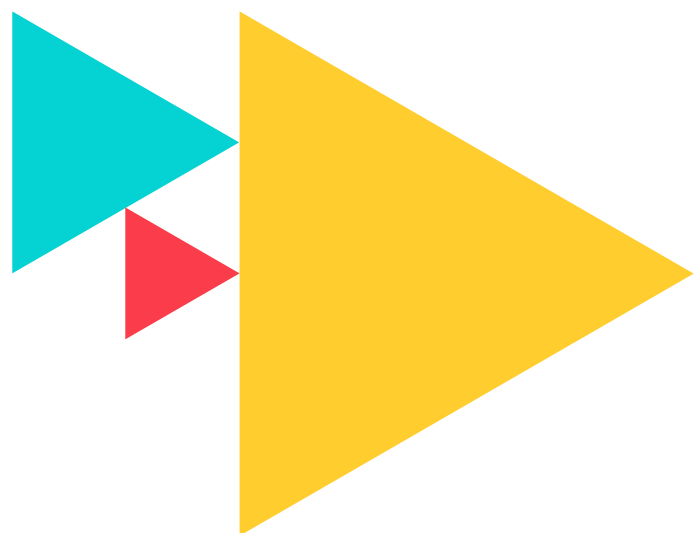
# 1. Introduction

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This evaluation tool provides practical step-by-step guidance, backed by evaluation questionnaires, on how to undertake a review of a country's apprenticeship policy and system that leads to actionable and practical recommendations.

Apprenticeships, like many other programmes, benefit from well-conducted internal and external evaluations. Internal evaluation refers to those carried out by experts who are involved in the management of an apprenticeship system, while an external evaluation is undertaken by an independent organization. In an external evaluation, experts who are not directly involved in the management of a country's apprenticeship system take a fresh look at its apprenticeship policy and practice, drawing on their experience of how apprenticeship systems in other countries have tackled similar challenges. External experts can come from within the country (local) or from outside the country (international). Often the choice is determined by the availability of relevant expertise within a country, as well as budgetary constraints.

Globally, apprenticeships have a long history and their forms vary widely by country. This diversity offers countries the opportunity to learn much from one another about how best to manage an apprenticeship system. While national contexts vary significantly, there remain many features of good quality apprenticeships that apply in different countries. Some of these common features are recorded in the *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers* (ILO, 2017). In addition, many examples of excellent practices can be found in the *ILO Toolkit for Quality Apprenticeships, Volume 2: Guide for Practitioners* (ILO, 2020).



## ► 1.1 Purpose of the tool

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This evaluation tool serves three purposes, as detailed below.

### 1.1.1 Comprehensive evaluation of a country's apprenticeship policy and system

The tool, which comprises guidelines and questionnaires, provides guidance on carrying out an evaluation of a country's apprenticeship system and offers an analysis of the characteristics and performance of the country's apprenticeship policy and system. It also allows the country's system to be benchmarked against international good practices.

It describes the evaluation procedures and includes three questionnaires covering:

- the public authorities responsible for apprenticeships (Annex A)
- the social partners and other stakeholders (Annex B)
- apprenticeship graduates (Annex C).

To allow a comprehensive evaluation, **all three questionnaires** need to be implemented and the outputs analysed.

Whether it is an internal review conducted by a country's public authority or one which utilizes an external review body, either local to the country or international, it is critical that specific individuals are identified to coordinate the process of collating the information gathered across all three questionnaires.

### 1.1.2 Rapid self-assessment of a country's apprenticeship policy and system

The tool can also be used by policy-makers, social partners and other stakeholders to carry out a rapid self-assessment in order to identify perceived strengths and challenges in an apprenticeship system. As the self-assessment can be completed quickly, and by a range of different stakeholders, it might be used as part of a workshop involving apprenticeship stakeholders. Completing the self-assessment would provide a springboard for debate and discussion, allowing individuals to explore those areas where different stakeholders' assessments of the system are radically different, determining why those differences of perception exist and what steps are necessary to improve system performance. As such, the rapid self-assessment tool provides an entry point for a comprehensive evaluation.

For the rapid self-assessment, the **questionnaire attached as Annex B** needs to be completed.



### 1.1.3 Understanding the policy environment

The tool can also be useful in helping practitioners to develop a clear understanding of the policy environment, including national law, policies and regulatory and institutional frameworks, which is necessary before embarking on the further development of an apprenticeship system.

#### ▶ Who are the apprenticeship practitioners?

A practitioner is a person who has a role in the design, planning, implementation, monitoring and evaluation of an apprenticeship programme. Examples of practitioners include the following:

- ▶ trainers, mentors, supervisors and human resources officers in an enterprise
- ▶ managers and teachers of TVET providers
- ▶ employment services providers and school counsellors
- ▶ labour inspectors
- ▶ experts and staff of other institutions involved in the development of standards, qualifications, curricula and learning aids; examinations and certification; monitoring and evaluation of apprenticeship programmes.

The types and roles of practitioners in a country depend on its policy and legal framework.

To better understand the policy environment, practitioners can refer to **section 1 of the questionnaire in Annex A** after it has been completed by an in-country expert belonging to the apprenticeship authority or other designated authority.

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#### NOTE:

The balance of this guidance has been developed from the perspective of an independent review that may be conducted by an external body or person. This can be either a local “in-country” expert body or person, if such capacity exists in a country. Alternatively, this could be an international body or person from another country. Where an authority responsible for apprenticeships decides to conduct its own internal evaluation, the guidance will need to be adapted accordingly.





## 2. Key initial points

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### ► 2.1 Establishing aims and audiences for an apprenticeship system review

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#### 2.1.1 Reviews should add value to other sources of policy advice

An apprenticeship system review, and its design, needs to add value. This means that the tailoring of a review to an individual country should not only reflect the substantive interests of that country but also provide an assessment of where the review body can best contribute *relative* to other available resources for policy analysis and advice, such as the evaluation reports from pilot projects, previous research studies, etc. Very often, one of the main sources of added value for reviews of a country's apprenticeship system and policy will be comparison with other countries.

#### 2.1.2 Engagement of all stakeholders in the review builds their sense of ownership in implementing policy recommendations

Apprenticeship is characterized by the involvement of multiple stakeholders, including government bodies and their agencies, employers and their organizations, workers' organizations, education and training providers, intermediaries and apprentices, among others. This means that the review process should engage with a wide range of stakeholder groups, to ensure that their views are taken into account (and that they are seen to be taken into account). This will both substantially improve the quality of the review and make it much easier to implement the policy recommendations, since decisions will typically require consensus among the different stakeholders.

#### 2.1.3 Recommendations should be practical and actionable

The main target audience for an apprenticeship review will be those involved in apprenticeship policy-making and implementation at national level. Reviews should therefore provide advice that is practical and actionable and that is sensitive to the types of trade-offs and feasibility constraints (political, socio-economic and financial) faced by policy-makers.

## ▶ 2.2 Establishing the key elements of the review

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### 2.2.1 Clarifying aims and expectations

The authority commissioning the review should understand what it will get from a review and what it will involve, including how much work will be required to be done by the stakeholders (as opposed to the reviewing body) to facilitate the review, and how much it will cost. This will also help the reviewing body to organize and manage the review in order to gain maximum value for the country.

### 2.2.2 Determining the budget and choosing a review body

Determining the budget is a key issue. Useful apprenticeship policy and system reviews can be undertaken for modest sums, using just one or two individual, high-quality consultants, or they can involve a much more ambitious, and also more expensive, exercise with a substantial research body or international organization. Regardless of the budget or the nature of the potential review body, some key considerations in the choice of the review body are common to all reviews, namely:

- ▶ the review body should have experience in undertaking reviews of vocational education and training in general, and apprenticeship in particular, in a range of countries
- ▶ the review body should have a good track record in preparing high-quality, policy-relevant reports
- ▶ the review body should have the capacity to understand the context and circumstances of the apprenticeship system in the country under review.

### 2.2.3 Some reviews may focus on specific aspects of apprenticeship

Sometimes, a country may wish to examine one aspect of its apprenticeship system, perhaps because a reform of this part is already planned or because there are concerns that it is not working well. Apprenticeship policy and system reviews could, for example, focus on inclusion, the framing of apprenticeship qualifications, employer engagement or quality assurance. More often, reviews will be quite general in scope but will prioritize certain topics which require particular attention.



## 2.2.4 A framework for the review

It may be helpful for the review body to utilize a framework, based on the key building blocks of a quality apprenticeship system. This will allow the review body to frame the issues and draw on international experience. The *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers* (ILO, 2017) sets out the six key building blocks of the design and policy features of quality apprenticeship systems and illustrates them with a range of examples. These six building blocks, which represent the ILO approach to quality apprenticeship, are as follows:

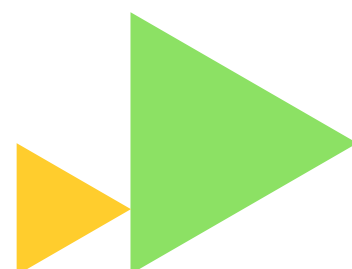
- ▶ *meaningful social dialogue* – among and between employers, workers and government, but also encompassing other stakeholders
- ▶ *a robust regulatory framework* – covering legal and other forms of regulation
- ▶ *clear roles and responsibilities* – so that, for example, the respective training responsibilities of employers and training providers are clearly defined
- ▶ *equitable funding arrangements* – so that employers, apprentices and society as a whole can see the benefits offered by apprenticeships
- ▶ *strong labour market relevance* – so that apprenticeships provide skills which are in demand and lead to rewarding jobs and careers
- ▶ *inclusiveness* – so that the needs of disadvantaged groups are served by apprenticeships.

The key building blocks outlined above must be considered within each of the four stages of the apprenticeship life cycle. These stages are described in the *ILO Toolkit for Quality Apprenticeships, Volume 2: Guide for Practitioners* (ILO, 2020) as follows:

- ▶ Developing quality apprenticeship programmes
- ▶ Preparing quality training places
- ▶ Organizing apprenticeship training
- ▶ Post-training transition and evaluation.

## 2.2.5 Apprenticeship reviews should use these tools selectively in light of the country's specific circumstances

In practice, any given review of a country's apprenticeship system should use tools such as these selectively, adapting them first to the specific circumstances of the country under review and its apprenticeship system and, second, to any particular requirements of the review. Such requirements might involve, for example, a decision to focus on certain specific aspects of apprenticeship, such as quality assurance or how informal apprenticeships could be linked to the formal economy, etc.





# 3. Practical steps to undertaking an apprenticeship review

There are three basic practical steps to undertaking an apprenticeship review, illustrated in Figure 3.1. This process is applicable to both internal and external evaluation. Each step is explained further in the sections that follow.

► Figure 3.1 Practical steps for an apprenticeship review



## ► 3.1 Establishing a plan and working arrangements

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### 3.1.1 Identifying a national coordinator

The authorities within the country conducting the review need to undertake several tasks in order to manage the review process through to completion, even if they intend to contract out the review itself to an external body. These include planning, budgeting, identifying social partners and other key stakeholders for consultations, setting up an advisory group and appointing a national coordinator. The national coordinator will facilitate the collection of data and reports as required by the review body, schedule meetings of evaluators with the advisory group and key stakeholders, and organize stakeholders' consultative workshops. Other tasks that the coordinator may be required to undertake include preparing the agenda for the fact-finding and stakeholders' consultation process, taking an active part to ensure the smooth running of the missions, arranging good quality interpretation services where necessary, taking receipt of the draft report and coordinating feedback from various stakeholders, and handling the launch of the publication and associated publicity. This is a substantial job and, although it can be shared between different individuals, it is vital to establish a single point of coordination and day-to-day contact with the review body, in the form of a national coordinator with overall responsibility for the review process.

### 3.1.2 Establishing a steering or advisory group

The creation of a steering or advisory group for the review, comprising representatives of government, employers' and workers' organizations and other stakeholders within the country, is a crucial aspect of the process. It ensures that the ownership of the review exercise is local and broad and that all key stakeholder groups are involved. This group can then provide inputs throughout the exercise, including identifying stakeholders, facilitating their involvement in the review process, providing comments on the draft report and validating the final report. In this way, the final report will be recognized as the result of the inputs of a wide range of stakeholders, rather than being restricted to the views of the government.

### 3.1.3 Developing a plan for the review

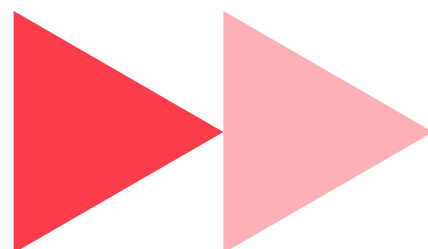
The success of any apprenticeship review depends on a sound and workable plan being agreed at the outset. The plan should not only have clear objectives, scope of work and clearly identified actors with their roles and responsibilities precisely defined, but should also set out the sequence of tasks necessary to undertake the review, the parties who will undertake those tasks and a timetable according to which they will be completed. The plan will require the agreement of the country's apprenticeship authority, advisory group and the review body and must be consistent with the resources available, both in terms of the budget for the review body and the requirements which must be met by the country's authorities. At this stage it is essential to achieve agreement on the scope/themes of the exercise, timetable, budget and financial commitment by various stakeholders within or outside of the country.

Clearly, the nature of the plan will depend heavily on the budget available; however, regardless of the budget and the scale of the exercise, a review may be conceived as a sequence of tasks to be undertaken primarily by the review body, but in coordination with the country's authorities. These tasks and the means by which they will be undertaken are set out in Table 3.1.

► **Table 3.1 Elements of an apprenticeship review work plan**

Tasks for the review body	How the tasks will be undertaken
<p><b>Establishing an evidence base and understanding the country's apprenticeship system within the objectives and scope of work for the review</b></p>	<ul style="list-style-type: none"> <li>• The review body prepares a background report based on the information and reports collected from the country's authorities. It may use the questionnaire in Annex A to collect information about the policy environment and data on the apprenticeship system</li> <li>• The review body may use the questionnaire in Annex B to obtain feedback from social partners and other stakeholders and the questionnaire in Annex C to gather information from apprenticeship graduates or those who left without completing their apprenticeship</li> <li>• The review body may use a blended approach, incorporating both virtual and face-to-face meetings with stakeholders, to conduct interviews/focus group discussions/stakeholders' workshops. If the reviewing body is not based in the country, it must include a local expert in the team who collects data from stakeholders under the guidance of an international expert</li> </ul>
<p><b>Assessing the quality of the country's system, its strengths and challenges</b></p>	<ul style="list-style-type: none"> <li>• The assessment is made on the basis of the evidence base and by drawing on international experience of desirable characteristics of apprenticeship systems</li> </ul>
<p><b>Exploring and identifying potential policy reforms in the light of country-specific challenges and international experience</b></p>	<ul style="list-style-type: none"> <li>• Potential policy reforms are identified through reflection on the challenges and how these are addressed in other countries</li> <li>• Policy and system recommendations are tested for feasibility in validation workshops, in discussion with key stakeholders</li> </ul>
<p><b>Preparing, delivering and disseminating a review report</b></p>	<ul style="list-style-type: none"> <li>• Following careful drafting, taking into account comments from the country's apprenticeship authority at the outline and full draft stages, the review report is disseminated in the country via launch event(s)</li> </ul>

The elements of the plan set out in Table 3.1 need to be translated into a series of practical steps implemented according to a specified timeline. This can be achieved in various different ways, depending on country-specific factors and the budget available. Table 3.2 sets out a sample plan and timeline for a review. The 22-week period suggested in Table 3.2 is for an external review, based on the presumption of effective coordination, active participation and timely responses from stakeholders. It also presumes the selection of a competent, experienced review body.





► Table 3.2 Sample timeline for an apprenticeship review

Suggested time period	Action(s)
Weeks 1–2	The review body team and the country's apprenticeship authority agree on the timetable, scope and methodology of the apprenticeship review. The review body disseminates the questionnaires to collect information from the authority and other stakeholders
Weeks 3–5	The coordinator appointed by the authority facilitates delivery of all relevant data, completed questionnaires and existing reports to the review body
Weeks 6–13	A draft background report is prepared by the review body and shared with the authority to allow facts and information to be checked. The authority responds to this report. The review body team and the national coordinator agree on a programme for the fact-finding process/mission
Week 14	<b>Fact-finding process/mission</b> (including meetings and workshops with stakeholders) is undertaken to examine the facts and tentatively identify key policy issues, challenges and potential policy reforms to strengthen the system. This includes an iterative process for additional evidence collection and follow-up questions on key policy issues posed to the country's stakeholders by the review body evaluators
Weeks 15–17	The review report is drafted by the review body and shared with stakeholders through the advisory group and national coordinator
Week 18	Stakeholders' <b>validation</b> process is undertaken with workshops for reviewing the report and to allow further exploration of key issues and develop and validate the policy reforms needed to address the challenges
Weeks 19–21	The review body delivers the final draft evaluation report including policy and system recommendations to the authority and advisory group for final comments
Week 22	The review body submits the final evaluation report to the authority

## ► 3.2 Assembling the evidence base

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The evidence base for a review draws on three sources:

1. the background report and questionnaires (Annexes A, B and C) completed by stakeholders
2. other documentary evidence, information and reports specially collected on the working of the apprenticeship system
3. evidence arising from stakeholders' workshops, interviews and focus group discussions during the evaluation processes.

### 3.2.1 Preparing a background report

The background report and other background material prepared by the review body should provide a description of the country's apprenticeship system within the scope of the exercise, relevant statistical data and a description of structures. It should:

- offer a succinct description of the country's apprenticeship system as a basis for policy analysis
- provide a framework within which each country can assess the strengths of its system and the challenges it faces, as a basis for national reflection and policy development.

Examples of the content of a review may include governance and systemic factors (political, economic, social, technological, legal and environmental) and labour market related factors (such as employment levels, income differentials, etc.). The review body should prepare the background report based on the response of national apprenticeship authorities to a guideline questionnaire prepared by the review body. A questionnaire for the authority responsible for apprenticeships is attached as Annex A. However, this questionnaire is in a general form and, in practice, it would be tailored to the country and to the specific themes of the apprenticeship review. The review may wish to take advantage of other inputs that could add value.

Annex B presents a questionnaire for social partners and other stakeholders involved in the apprenticeship system, designed also as a tool for self-assessment of the perceived strengths and challenges faced by the apprenticeship system. It also invites stakeholders to offer their views on their country's apprenticeship system (in Parts 2 and 3). This questionnaire aims to evaluate a number of features that are usually found in effective apprenticeship systems, and which are generally considered international policy benchmarks. It therefore provides an assessment of the strengths and challenges of the system from the viewpoint of different stakeholders.

Finally, Annex C provides a short questionnaire that can be administered to apprenticeship graduates and those who left without completing their apprenticeship. This information may also provide useful evidence for the review. The primary function of this questionnaire is to obtain data on the labour market outcomes of apprenticeship – whether apprenticeship graduates secure decent jobs or pursue further education and training. Labour market outcomes are a key measure of the success of apprenticeship programmes.

### The review body will collect other documentary evidence

Alongside such directly collected information, the review body will initiate a literature review and draw on other reports about the apprenticeship system and its context, including data and analysis of the national economy, the labour market and the broader education and training system. This will also form part of the documentary evidence base.

### 3.2.2 Implementing fact-finding and validation processes/missions – virtual and/or face to face

The COVID-19 pandemic that has swept the globe during 2020 has pushed much of the world to adopt virtual, rather than face-to-face forms of communication, at least during the pandemic.

The ILO/UNESCO joint publication, *The Digitization of TVET and Skills Systems*, noted that “Although the outbreak of the pandemic has provided a test bed for distance learning technologies, we must seize this opportunity to use the potential of digitalisation to create long term positive impacts and develop greater resilience for future shocks” (ILO/UNESCO, 2020). Fact-finding and validation processes prior to the pandemic were largely conducted face to face, but are now using the potential of digitalization to allow them to be conducted virtually across digital platforms.

Whether this virtual trend will become the norm or whether a blended approach is adopted, will need to be decided on a case-by-case basis weighing the advantages and disadvantages of virtual as opposed to face-to-face processes. Some of these are listed in Box 3.1.

#### ► Box 3.1 Virtual vs face-to-face processes

##### Advantages of virtual processes:

- cost savings resulting from reduced/no travel and accommodation requirements
- no limit to the number of persons that can participate in events, such as meetings
- much more flexibility around the timing of events, such as meetings
- improved communication processes due to the ability to share live on-screen experiences.

##### Disadvantages of virtual processes:

- investigation details that were previously picked up by observation may be missed
- it is difficult to conduct accurate due diligence exercises on physical assets, such as buildings, learning materials, teaching aids, etc.
- increased costs may be incurred if video material needs to be developed to allow due diligence exercises to be conducted remotely
- some participants may experience connectivity difficulties due to a lack of digital infrastructure, devices or airtime
- it is more difficult to build relationships of trust between a remote review body and key stakeholders, particularly if any conflicts need to be negotiated and resolved. Issues may include a lack of perceived credibility if experts make recommendations without physically visiting key institutions. This is a critically important factor that needs to be carefully considered and may require additional virtual meetings at the initial stages to develop a credible relationship between the parties.

## It is helpful to have separate fact-finding and validation processes

It is normally helpful for the review body to undertake at least two main processes or missions with the country's apprenticeship stakeholders for the purposes of the review – a fact-finding and a validation process or mission. If resources are very limited, the two processes can be amalgamated, but separating them allows room for reflection on what has been learned during the fact-finding process, and for that reflection to inform the development of the agenda for the validation process or mission. Costs can also be considerably reduced when processes are conducted virtually, since travel costs are eliminated.

- The **fact-finding process** is designed to provide an understanding of the system and to identify/determine key strengths and challenges. The review team will be equipped with the background report and will use that alongside discussions with stakeholders to establish a clear understanding of the country's apprenticeship system, and to validate the strengths and challenges of the system identified based on the completed questionnaires received from stakeholders. The mission may comprise stakeholders' meetings, focus group discussions and interviews of key informants.
- The **validation process** is designed to address the system's identified strengths and challenges and test potential policy recommendations in dialogue with the country's stakeholders. The policy recommendations can be submitted in draft form to the apprenticeship authorities, social partners and other stakeholders before the validation process commences. Usually, a stakeholders' workshop will be organized to discuss, gather feedback or validate the policy recommendations.

## Planning fact-finding process agendas should be a joint exercise between the review body and the apprenticeship authority

As a first step, the review body may offer advice to the apprenticeship authority on the main features of the agenda for the fact-finding process. Ideally, this task is undertaken following the preparation of a background report so that the review body's advice can be fully informed by detailed knowledge of the relevant issues and institutions. The national coordinator may then prepare an initial outline of the draft agenda in light of the review body's advice. The review body might then offer comments on that draft, following which, with further iterations, the agenda for the fact-finding process/mission can be finalized. While travel within the country may be necessary, it is time consuming and, wherever possible, meetings should be organized either virtually or in one location and stakeholders may be invited for discussions to reduce travel time. An example would be organizing a webinar or stakeholders' workshop with several experts rather than meeting them individually in different locations.

## The agendas for processes will need to include some key elements

Agendas for processes must be developed in light of the country's specific context, including its geography, the focus of the review and the budget for the review. However, there are some key elements that will need to be included in all review processes:

- A meeting with relevant political leaders and the administrative leadership team with responsibility for apprenticeship policy.
- An initial meeting with policy officials within the ministry or national authority responsible for apprenticeship and subsequent meetings with officials from the bodies that implement apprenticeship policy.
- Meetings, workshops, focus groups, etc. with the employers' and workers' organizations, the steering/advisory committee and other key stakeholder groups involved in apprenticeship policy.

- ▶ Visits to see apprenticeships in action, which should include both visits to employers and visits to training providers and offer opportunities to meet with apprentices and with other agencies (such as local government) involved in apprenticeships.
- ▶ Depending on a country's geography, visits to different regions to gain an impression of how apprenticeships work in the various regions of the country and the specific issues that arise.
- ▶ Meeting with statistical and research experts both inside and outside government.
- ▶ Feedback meetings after each mission with senior policy-makers and the national co-ordinator, at which the review body can present their tentative conclusions and findings for discussion. At the end of the first fact-finding visit, these conclusions will typically take the form of a preliminary identification of strengths and challenges, while at the end of the policy visit they should be tentative policy recommendations.
- ▶ Overall, the dialogue during visits to the country undertaking the review should aim to ensure that there are no surprises in the line of analysis and recommendations advanced by the review body and that the country's authorities and stakeholders have had ample opportunity to challenge any aspects of the analysis which they believe are unconvincing, or recommendations which might not be feasible in view of some feature of the country's structure of which the review body is unaware. This does not mean that the review body should acquiesce in the policy preferences of the country's authorities, but it does mean fully exposing review body proposals to challenge and debate.

### **Countries need guidance on the timing of meetings, whether virtual or face to face**

Between three and four hours of meetings can be scheduled in both the morning and the afternoon. Individual meetings should last between 30 and 60 minutes without interpretation and 60 minutes with simultaneous interpretation. Every two hours there should be a break of 10 to 15 minutes. Evenings should be kept free so that the review body team members have the opportunity to discuss what they have learned during the course of the day and digest it fully.

### **Meetings should be chaired/moderated by the review body**

This helps to ensure that the focus of the interview is on the issues which are important to the review. Although some discretion and flexibility are necessary in response to individual circumstances, there is otherwise a risk, particularly (but not solely) during institutional visits, that the meeting will become diverted by issues which the institution is determined to put to the visiting team.

### **Meetings should adhere to a defined number of points**

Meetings should normally start with a round of brief introductions – just names and affiliations on both sides. The review body should provide the country's national coordinator with a brief document describing the purpose of the review and detailing the team members, which is distributed in advance of the meeting. Likewise, the national coordinator should provide a document with the names, titles, affiliations and contact information of meeting participants in advance of the meeting.

Presentations from the country undertaking the review should be kept to a minimum and, if essential, kept very short. All documents and presentations should be shared electronically with the review body.



## ▶ 3.3 Drafting, validating and publishing the review report

### 3.3.1 Drafting, validating and publishing

The review body can begin drafting the evaluation report during the fact-finding mission/process. A suggestion for organizing the sequence of steps involved in drafting and validating the apprenticeship evaluation report is presented below:

- ▶ **An outline of the review is shared** with the country's apprenticeship authority within the first two weeks of drafting the background report and comments invited. The outline is designed to crystallize, after a period of reflection, the proposed lines of argument of the apprenticeship review and likely policy recommendations. This offers a further opportunity to address any misunderstandings between the review body and the authority regarding the basis of the review.
- ▶ **The draft report is submitted to the country's authority for comments.** A firm deadline for this is necessary and it is recommended that this occurs no later than 13 weeks from the start of the evaluation process.
- ▶ **Redrafting takes place in light of the comments received during the validation process.** The apprenticeship review is an independent report reflecting the views of the review body and not those of the apprenticeship authority and/or country. The review body should have a full dialogue with all stakeholders during a week-long validation process, in which they are given the opportunity to respond and confirm, where necessary, the empirical foundations of the report, the logic underpinning

its policy recommendations and the feasibility of the review's recommendations. If there are real differences of opinion between the review body and the country's authorities, a face-to-face/virtual meeting is highly desirable.

- **The text of the report is finalized.** This takes place following the validation process and the report is then submitted to the authority/organization that commissioned the study.
- **The review is published and launched.** Often it is useful to have both a formal launch and an internal discussion with ministry officials and key stakeholders. Different publicity material, including press releases, blogs and other devices may be useful. Publication is just the start of dissemination: sustained dissemination efforts are vital.

### The structure of the report

The draft should be authoritative, objective, evidence-based and practically focused. The policy recommendations should be actionable. Phrases such as "more should be done to improve quality" are unhelpful; "the training provider should have regular meetings with employers taking apprentices, to discuss X, Y, Z" is much more useful. There are many different templates for an apprenticeship review, but Box 3.2 demonstrates one possible model.

### Implementation issues need to be addressed

- Reviews should not only provide policy advice but should also reflect on development and implementation issues – which is often where the biggest challenges lie. While recognizing that a review body's policy advice should be challenging, there is limited value in recommending action that is too costly, or not practically or politically feasible. However, setting that point aside, there will still often be development and implementation issues that need to be thought through and explained in the review. Countries, when reforming their apprenticeship systems, have limited resources in terms of political capital, time and energy of policy officials and financial reserves to support reform. They need to determine priorities and trade-offs, and they also need to decide what to do in both the short and the medium term. They must also take into account the linkages between different reform proposals – sometimes two reforms only make sense as a package.



### 3.3.2 Sample template for a review report

#### ► Box 3.2 Sample template for a review of an apprenticeship system

##### **Executive summary including policy recommendations.**

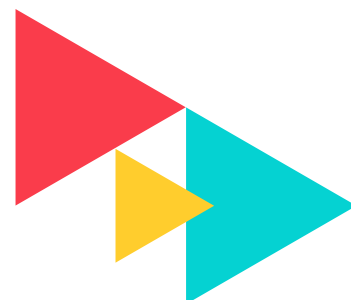
###### **Introduction**

This should set the context for the review by describing the country context in terms of the labour market and the economy, how apprenticeship has developed in the country and how it fits into the broader education and training system. It should assess the system, describing its strengths as well as the challenges it faces. The introduction may also briefly describe the methodology and how the review was prepared.

###### **The policy chapters**

The bulk of an apprenticeship policy review should be made up of a sequence of policy chapters, each describing a particular aspect of apprenticeship – such as funding or coordination between training provider and employer – where there is a challenge. Each chapter should describe the issue then set out why there is a challenge, exposing weaknesses in current arrangements, and finally propose a policy measure, backed by argument and evidence, to address and resolve the challenge. So the structure of each policy chapter might be as follows:

- **The issue** – policy chapters start with a description of the issue, an explanation of why it is important and include additional information on the system and performance related to this issue. For example, the issue might be work-based learning, drawing on evidence that learning in the workplace is at the heart of strong apprenticeship systems.
- **The challenges** – for example, if apprentices do not receive sufficient training from their employer.
- **The policy recommendation(s)** – for example, systematic rotation of apprentices around different job roles in the employer organization and training for those who supervise, train and mentor apprentices in the workplace.
- **Supporting arguments** – evidence-based analysis of why these policy recommendations are advisable: evidence that their implementation would work and that they would be better than other potential means of tackling the same problem. Examples of successful practices in other countries are a key element of the supporting arguments.
- **Implementation:** Discussion of how to implement the recommendations.





Condiciones físicas y psíquicas  
 Empleo (salario, prestaciones)  
 Cond. labor. y sust. de la vida  
 recam. conservación y uso  
 vida civil  
 criterios mínimos  
 Grupo de consideración

Experiencia  
 datos  
 literaria  
**Riesgo y Severidad**

TIPO	Riesgo y Severidad
Biológico	contaminación, y otros Ambiente
QUÍMICO	maquinaria energía humana
Físico	red, equip. servicio empleados

ISO / HAC

↓ Don't

en terreno

Riesgo (P1)

P2)

críticas (P3)

monitoreo (P4)

correctivos (P5)

ación (P6)

y documentar

5

2

# 4. Questionnaires

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## ► 4.1 Annex A – Questionnaire designed to guide the collection of information by the authority responsible for apprenticeships in support of an external evaluation

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### How to use this questionnaire

The purpose of this questionnaire is to collect information about a country's apprenticeship system. It is designed to yield information that will then support a full apprenticeship system review, involving visits to the country and examination of available documentary evidence. This questionnaire template is very general and would, in practice, need to be adapted to reflect the circumstances of individual countries when used for the purposes of an apprenticeship review.

The questionnaire should be completed by an expert employed by the apprenticeship authority or an expert appointed by such an authority, with knowledge of all aspects of the apprenticeship system, consulting as necessary with other individuals, possibly with an expert group. As indicated below, it would be helpful if responses to the questions could be accompanied by relevant data. Where part or all of the answer can be provided by reference to a published report, that approach should be adopted.

When this questionnaire is issued by a review body, whether a local external body or an international external body, it is good practice for the review body to offer details of a single point of contact for those completing the questionnaire, so that any queries about the questionnaire can be dealt with by a specified individual.

Furthermore, in addition to being used to undertake a comprehensive evaluation of an apprenticeship system, the questionnaire (Section 1) can also be useful in helping practitioners to develop a clear understanding of the policy environment, including national law, policies and regulatory and institutional framework, which is an essential precursor to embarking on the development of apprenticeship programmes.

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### QUESTIONNAIRE FORMATS

The questionnaires below will be available in physical (paper) format but it is the intention of the ILO to also implement a digitization process to convert the questionnaires from a physical format into a digital one.

It is also important to remember that these are generic questionnaires that should be adapted to local in-country circumstances.

The questionnaires can be downloaded from the link below: <https://www.ilo.org/global/topics/apprenticeships/publications/toolkit/programme-and-project-level/transitions-and-evaluation/evaluation/tools/lang--en/index.htm>

## Section 1 – Policy and legislation

In answering the questions in Section 1, please give full answers explaining each “Yes”, “No” or “Partly” (PA) response with a detailed description of what takes place.

	Yes	No	PA	Please give details below
<b>Enabling environment</b>				
1. Does your country have specified main objectives <sup>1</sup> of promoting apprenticeships in the country? Please state the main objectives and attach a copy of any relevant documents.				
2. Are apprenticeships mainstreamed in national development strategies and in employment, education and lifelong learning policies?				
3. Does your country have a national strategy and an action plan for promoting apprenticeships? Please give the main elements of the strategy and attach a copy of the strategy and action plan.				
4. Has the government set specific targets for apprenticeships? If so, what are these targets?				
5. Are adequate resources (people, skills and funding) available to implement the strategy?				
6. Does your country undertake awareness-raising activities and promotional campaigns at regular intervals to improve the image and attractiveness of apprenticeships?				
7. Does your country provide incentives for apprenticeships, such as cost-sharing, tax exemptions or subsidies for social security contributions, to enterprises, especially small and medium-sized enterprises?				
8. Does your country encourage intermediaries, including through financial support, to participate in the provision, coordination and support of quality apprenticeship programmes?				
9. Does your country offer and promote pre-apprenticeship programmes?				

<sup>1</sup> For example, these could include promoting youth employment, upskilling and reskilling of adults, overcoming skills mismatch, improving the productivity and competitiveness of enterprises, etc.



	Yes	No	PA	Please give details below
10. Does your country promote the use of new technologies and innovative methods to improve efficiency in delivering and managing apprenticeships?				
11. Does your country have a risk-based crisis policy and procedures in place to respond to national, regional or local crises, including health pandemics and natural disasters?				
<b>National law governing apprenticeships</b>				
12. Does a national law exist that sets out the legal and regulatory framework for apprenticeships?  Please give the name of the law and the year it was enacted. Please attach a copy of the legislation.				
13. Do other laws (relating to labour, education, TVET) also have an impact on the way that apprenticeships are regulated? Please specify the names of the laws and how they impact apprenticeships.				
<b>Governance and social dialogue</b>				
14. Is there a regulatory body for apprenticeships? Please insert the name and functions of the body.				
15. Are there other entities or institutions with responsibility for apprenticeships? Please describe them.				
16. Are social partners (employers' and workers' organizations) represented within the regulatory body and other relevant entities? Please describe the composition of the body.				
17. Are social partners involved effectively in the design, implementation, monitoring and evaluation of the apprenticeship training system and programmes? Please describe their involvement.				



	Yes	No	PA	Please give details below
<b>Conditions for apprenticeship training</b>				
<b>18.</b> Does the regulatory framework specify the following (please give full answers with explanations):				
▶ the official definition of “apprenticeship”?				
▶ the minimum and maximum duration of programmes?				
▶ the qualification(s) obtainable on successful completion of an apprenticeship?				
▶ learning outcomes and curricula for the qualification(s)?				
▶ the minimum educational qualifications or prior learning needed for admission to apprenticeships?				
▶ the extent to which the normal duration of training could be reduced on the basis of any prior learning or progress made during an apprenticeship?				
▶ the proportion of off-the-job learning and on-the-job training?				
▶ procedures for the mentoring and supervision of apprentices?				
▶ guidelines for monitoring the quality of training?				
▶ procedures for assessing and certifying the competencies acquired?				
▶ access to further higher education and training?				
▶ a written contract signed between the employer and the apprentice, and/or training institution/chamber/intermediary body? Please attach an example if available.				
▶ that the contract must be registered by a competent authority?				
▶ a model apprenticeship agreement to facilitate consistency, uniformity and compliance?				
▶ the status of the apprentice (e.g. employee, apprentice, trainee)?				
▶ the remuneration for apprentices – how does it relate to the minimum wage?				

	Yes	No	PA	Please give details below
▶ entitlement to holidays with pay, paid leave for absence due to illness or accident and other working conditions for apprentices similar to regular workers?				
▶ entitlement to safety and health provisions and compensation for work-related injuries in line with the rights of employees?				
▶ entitlement to social security, including pension benefits, in line with the rights of employees?				
▶ minimum age for admission to apprenticeships?				
▶ maximum age for admission to apprenticeships?				
▶ minimum qualifications for TVET teachers and trainers at the workplace?				
▶ minimum eligibility conditions for TVET institutes offering apprenticeships?				
▶ minimum eligibility conditions for enterprises offering apprenticeships?				
▶ minimum eligibility conditions for intermediaries offering apprenticeships?				
<b>19.</b> Do older workers have the opportunity to access apprenticeships? Do different conditions or regulations of apprenticeships apply to them?				
<b>Funding arrangements, including incentives</b>				
<b>20.</b> Are initiatives implemented to calculate the costs and benefits, both financial and non-financial, of apprenticeship training for enterprises, apprentices and government?				
<b>21.</b> Does the regulatory framework specify the funding/cost-sharing arrangements between government, employers and apprentices? Please describe.				
<b>22.</b> Who meets the cost of on-the-job training?				
<b>23.</b> Who meets the cost of off-the-job training?				
<b>24.</b> How are the salary/wages/stipend of apprentices decided?				



	Yes	No	PA	Please give details below
25. Who provides the salary/wages/stipend to apprentices during the on-the-job training period?				
26. Who provides the salary/wages/stipend to apprentices during the off-the-job training period?				
27. Does the government provide employers with incentives to offer apprentice training? Please provide details.				
<b>Labour market relevance of training</b>				
28. Is there a system for assessing and anticipating skills needs?				
29. Is there a mechanism in place to translate identified skills needs into the development of apprenticeship programmes and qualifications?				
30. Is there a system in place for providing guidance, counselling and support services to apprentices and employers? Please give details.				
31. Is there a system for quality assurance of apprenticeship training in place? Please describe.				
32. Is there a system for monitoring and evaluation of apprenticeship training in place?				
33. Are tracer studies regularly conducted and do the findings inform the reform of apprenticeship training programmes?				
34. Are employer satisfaction surveys regularly conducted, and do the findings inform the reform of apprenticeship training programmes?				



	Yes	No	PA	Please give details below
<b>Inclusiveness</b>				
<b>35.</b> Has your country specified measures, including targets, to promote gender equality in apprenticeships? Please describe them.				
<b>36.</b> Has your country specified measures, including targets, to promote social inclusion in apprenticeships? Please describe them.				
<b>37.</b> Does a school-based TVET system run in parallel to apprenticeships? I.e. can the same qualifications be obtained from school-based TVET and the apprenticeship system?				
<b>38.</b> Are apprenticeships available at upper secondary, post-secondary or higher education level?				
<b>39.</b> Do you have informal apprenticeships in the country? If "Yes", please provide the definition and comment on the following:				
<b>a.</b> Are the informal apprenticeship trainers' skills certified by a recognized body?				
<b>b.</b> Do you have a framework/policy/guidelines for recognizing the informal host trainers and/or upgrading their skills as trainers?				
<b>40.</b> Would you like to share any other information?				

## Section 2 – Data analytics

### Data related to operations and outcomes of apprenticeship training.

1. In which year was apprenticeship training started?

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2. How many apprentices have been admitted during the last three years?

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3. What is the proportion of youth in apprenticeships compared to TVET programmes?

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4. What is the proportion of apprentices in every 1,000 employed workers?

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5. What is the completion rate of apprenticeship training?

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6. What is the employment rate of apprentices who complete training?

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7. For how many occupations is apprenticeship training offered?

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8. What is the proportion of enterprises that offer apprenticeships?

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9. Is there any other relevant information that you would like to share?

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## Section 3 – Qualitative developmental inputs

### Please list five strengths of the apprenticeship system in your country.

1.

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2.

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3.

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4.

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5.

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### Please list five challenges facing the apprenticeship system in your country.

1.

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2.

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3.

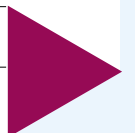
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4.

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5.

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**What initiatives have been implemented by your country to improve the apprenticeship system?**

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**What are the lessons learned from the implementation of those initiatives?**

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**Please give five recommendations for improving the apprenticeship system in your country.**

1.

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2.

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3.

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4.

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5.

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**Please provide any other relevant information.**

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**Personal details (optional):**

Respondent's name:

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Designation:

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Email address:

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## ► 4.2 Annex B – Information collection questionnaire for social partners and other stakeholders involved in the quality apprenticeship system

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### How to use the questionnaire

This questionnaire is designed to collect information from social partners and other stakeholders involved in the quality apprenticeship system. Unlike the questionnaire in Annex A, it is designed to collect information on how social partners and other stakeholders assess their own system and, while many of the questions are formally factual, there is an inevitable and accepted element of subjectivity in the assessment of the facts – so responses will certainly vary from individual to individual.

Part 1 is designed to explore the extent to which a given apprenticeship system conforms, in the eyes of stakeholders, to some expected quality standards based on international experience (stakeholders in a country may adapt the questionnaire to their context). Part 1 has six sections. Each statement of what might be expected of a quality apprenticeship system is based on international experience and respondents are invited to indicate, on a five-point scale, the extent to which their apprenticeship system corresponds to this expectation. Where an apprenticeship system falls short (for example, because the statement “rarely” or “never” applies) respondents are invited to consider whether remedial action is required and what initiatives might help to provide the remedy. At the same time, the exercise is not only designed to expose challenges in the system, but also to identify strengths that should be celebrated and nurtured.

While completion of Part 1 by different stakeholders will entail an element of subjective opinion, it will also provide a helpful check to establish whether some of the key elements of a quality apprenticeship system are in place. In general, agreement with the statements will be positive (for example, if the statement is seen as being “always” or “usually” true) and disagreement will be negative (for example, if the statement is “never” true). The questionnaire is intended as a springboard for stimulating dialogue, and a more comprehensive self-assessment process, to be used in the light of country circumstances rather than as a mechanical exercise.

The self-assessment might, for example, be used as a tool to support debate on the quality of the apprenticeship system. As the self-assessment can be completed quickly, and by different stakeholders, it might be used as part of a workshop that involves different actual or potential apprenticeship stakeholders – such as employers and their organizations, workers’ organizations, TVET providers, government officials and apprentices. Completing the self-assessment would allow individuals to explore areas where assessments of the system by different stakeholders are radically different, determine why those differences of perception arise and establish what steps are necessary to improve system performance.

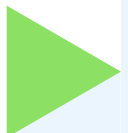
Parts 2 and 3 of the questionnaire invite respondents to give their views on the apprenticeship system and its strengths and challenges, as well as offering suggestions on how to improve their apprenticeship system in more open-ended responses. These sections therefore open the way for a more qualitative research approach that may include an option for focus group discussions on the development of apprenticeship systems.

## Part 1

	Always	Usually	Sometimes	Rarely	Never	Not applicable /don't know
<b>Section I: Regulatory framework</b>						
1. Government involves employers' and workers' organizations effectively in developing and implementing the regulatory framework, including laws and regulations.						
2. Adequate government funding is available to support apprenticeships.						
3. The costs of apprenticeships are fairly shared between apprentices, employers and government.						
4. Monetary and non-monetary incentives for supporting apprenticeships are clearly explained and easily accessible for all stakeholders that qualify.						
5. Strategy for apprenticeships is aligned with the country's development strategy.						
6. National and/or sectoral targets are established to develop, expand and improve apprenticeships.						
7. Apprenticeships are mainstreamed and integrated into formal education and qualification systems.						
8. Apprentices have adequate access to further learning opportunities, including higher level professional qualifications and higher education.						
9. Apprentices receive remuneration.						
10. Apprenticeship agreements are signed by the relevant stakeholders, setting out their rights and obligations.						
11. Upon completion, apprentices obtain a recognized qualification.						
12. All stakeholders are required to submit relevant data on apprenticeships, including costs and benefits data.						
<b>Section II: Roles and responsibilities</b>						
<b>Employers' organizations are involved in:</b>						
13. the design of the apprenticeship system						
14. the development of apprenticeship programmes						
15. the monitoring and evaluation of apprenticeship programmes.						



	Always	Usually	Sometimes	Rarely	Never	Not applicable /don't know
<b>Workers' organizations are involved in:</b>						
16. the design of the apprenticeship system						
17. the development of apprenticeship programmes						
18. the monitoring and evaluation of apprenticeship programmes.						
<b>Apprentices/apprentice organizations are involved in:</b>						
19. the design of the apprenticeship system						
20. the development of apprenticeship programmes						
21. the monitoring and evaluation of apprenticeship programmes.						
<b>Section III: Quality assurance</b>						
22. Teachers/trainers and supervisors/mentors of apprentices are well prepared for their role through special training and/or other measures.						
23. Apprentices are informed of their learning objectives and receive regular guidance and feedback on their progress.						
24. Apprentices are provided with career guidance and counselling.						
25. Employers and off-the-job training providers work in close collaboration to ensure that on- and off-the-job learning elements are complementary and coherent.						
26. A comprehensive final and/or continuous assessment process is in place which ensures that apprentices acquire the required competencies in the occupation.						
27. Occupational safety and health measures for apprentices are implemented at the workplace.						
28. Social protection measures, such as unemployment insurance for apprentices, are implemented at the workplace.						
29. Arrangements for dispute settlement and conflict resolution are in place.						
30. A quality assurance mechanism is effectively implemented to ensure compliance with laws and regulations and to monitor the delivery of programme.						
31. Monitoring and evaluation mechanisms guarantee adequate quality, inclusive of multi-modal delivery of programmes, and support continuous improvement.						



	Always	Usually	Sometimes	Rarely	Never	Not applicable /don't know
<b>Section IV: Promoting apprenticeships</b>						
32. Government recognizes the importance of apprenticeships and is committed to promoting them.						
33. Government promotes collaboration and knowledge sharing with other countries and development partners.						
34. All stakeholders and, in particular, social partners and enterprises recognize the benefits of apprenticeships and are committed to promoting them.						
35. Information about apprenticeship opportunities is widely circulated and made available to potential apprentices.						
36. Apprenticeships have a positive reputation, such that young people are aware of their benefits and are encouraged to pursue them.						
37. Support is provided to small and medium-sized enterprises in implementing apprenticeship programmes.						
38. Support is provided to the informal sector through recognition of prior learning (RPL) to link skills developed in the informal sector to the formal apprenticeship system in the country.						
39. Awards and recognition are given to enterprises that provide quality apprenticeships.						
<b>Section V: Social inclusion</b>						
40. Measures are taken to promote gender equality in access to apprenticeships and throughout the course of the training to its completion.						
41. Persons from disadvantaged groups (including persons with disabilities, persons in the informal economy, older persons, long-term unemployed, ethnic minorities, migrants, refugees and other persons in vulnerable situations) receive continuous support to access apprenticeships and throughout the course of the training to its completion.						



	Always	Usually	Sometimes	Rarely	Never	Not applicable /don't know
<b>Section VI: Post-training transitions and evaluation</b>						
42. Skills needs of employers are met through apprenticeship programmes.						
43. On completion, qualified apprentices obtain jobs in their field of study or proceed with further education and training.						
44. Data are collected on a regular basis regarding apprenticeships and apprentices in relation to the type of apprenticeship, occupation or sector, gender, age, costs and benefits and other variables.						
45. Regular tracer studies are conducted to assess post-training transition.						
46. Surveys of employers and apprentices are carried out to determine their satisfaction with different aspects of apprenticeships.						
47. Evaluation data and results are used systematically to inform the development of policies and programmes.						

## Part 2

1. What should be the status of an apprentice (e.g. employee, apprentice, trainee)?

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2. How much remuneration, as a percentage of the minimum wage for skilled workers, should an apprentice receive?

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3. What type of social protection provision should an apprentice be entitled to receive?

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4. In addition to social protection provision, what other benefits should an apprentice be eligible to receive?

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5. What role should workers' organizations play in promoting quality apprenticeships?

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6. What role should employers' organizations play in promoting quality apprenticeships?

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### Part 3

**Please list five strengths of the apprenticeship system in your country.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Please list five challenges facing the apprenticeship system in your country.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Please give five recommendations for improving the apprenticeship system in your country.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



### ► 4.3 Annex C – Questionnaire for those who have left apprenticeship following graduation or non-completion

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The main aim of this questionnaire is to develop a permanent, continuously updated database of information to assess whether apprenticeships are associated with positive labour market outcomes. This questionnaire is designed to be administered to apprentices six months to two years after leaving an apprenticeship programme, either as graduates or those who have not completed their apprenticeship.

The questionnaire may be administered by the process determined most appropriate in any given country and could be by telephone or mobile app, live website pages or even face to face, using a sample survey of apprentice graduates. This can be achieved by collecting contact information, such as mobile phone numbers or email addresses, from apprentices at the point of graduation (or earlier), and provides an effective means of following them up. Standard survey techniques should be used to determine a sample and to ensure a good response rate without too many biases – for example because non-completers are reluctant to tell their story.

This is a very simple questionnaire, designed to be quick and easy to administer. Some countries run full apprenticeship surveys, which are much longer and more complex and, therefore, will involve substantial costs – see, for example, the questionnaire included in the Department for Education's technical report on the apprenticeship survey conducted in England.<sup>2</sup>

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<sup>2</sup> Available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/757508/Learners\\_and\\_Apprentices\\_Survey\\_2018\\_-\\_Technical\\_report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/757508/Learners_and_Apprentices_Survey_2018_-_Technical_report.pdf).

The questionnaire should also be modified to reflect national circumstances since some countries may already have an established tracking system for all labour market outcomes of apprentices, possibly even written into their contractual requirements.

## Questionnaire: 20 questions ONLY (maximum time required – ten minutes).

1. How old are you?

2. What is your gender?

- a. Male
- b. Female
- c. Other

3. What occupation were you trained for through your apprenticeship programme?  
If possible, please provide the occupational code and category.

4. Before joining your apprenticeship, did you receive adequate counselling and guidance about:

- a. the trade or training
- b. job availability
- c. other possible education and training programmes?

5. What were your main reasons for joining the apprenticeship training?

- a. I wanted to start my own business/workshop
- b. To get a job easily
- c. I did not gain admission to my preferred education and training programme
- d. Other (please specify)

6. How satisfied were you with the training and mentoring you received at the workplace?

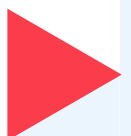
- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied

7. If you were dissatisfied or very dissatisfied, what was the single main cause?

(Note: encourage the respondent to explain the reason for their dissatisfaction as concisely as possible.)

8. Were you satisfied with the off-the-job training received in the school/college/training provider?

- a. Very satisfied
- b. Satisfied
- c. Neither satisfied nor dissatisfied
- d. Dissatisfied
- e. Very dissatisfied



- 9.** If you were dissatisfied or very dissatisfied, what was the single main cause?  
(Note: encourage the respondent to explain the reason for their dissatisfaction as concisely as possible.)
- 10.** Were you satisfied with the online training received (please answer if applicable)?
- a.** Very satisfied
  - b.** Satisfied
  - c.** Neither satisfied nor dissatisfied
  - d.** Dissatisfied
  - e.** Very dissatisfied
- 11.** If you were dissatisfied or very dissatisfied, what was the single main cause?  
(Note: encourage the respondent to explain the reason for their dissatisfaction as concisely as possible.)
- 12.** Did you complete the apprenticeship programme?
- a.** Completed
  - b.** Left the apprenticeship before completing (please go to question 14)
- 13.** When did you graduate from your apprenticeship?  
Please indicate year of graduation (please go to question 16)
- 14.** When did you leave your apprenticeship?
- a.** Shortly after the start of the programme
  - b.** Around halfway through
  - c.** Towards the end
- 15.** What were the main reasons for not completing your apprenticeship?  
(More than one answer can be recorded.)
- a.** Found a job
  - b.** Left to join another training or education programme
  - c.** Personal issues
  - d.** Financial issues
  - e.** Left to live in another part of the country
  - f.** Did not like the apprenticeship programme
  - g.** Other (please describe in fewer than 20 words):



**16. What are you currently doing?**

(More than one answer can be recorded.)

- a.** Looking for work
- b.** Studying – full time
- c.** Studying – part time
- d.** Employed – full time
- e.** Employed – part time
- f.** Self-employed
- g.** Other (please describe in fewer than 20 words):

**17. For those who are working: are you working in the same field that you were trained in through your apprenticeship?**

- a.** Yes
- b.** No

**18. If you answered “No” to question 17, what field are you working in?**

Answer:

**19. How has your monthly financial income situation changed as a result of your apprenticeship?**

- a.** Worse off
- b.** The same
- c.** Better but not twice as well off
- d.** Better and at least twice as well off
- e.** Better and more than twice as well off

**20. Please give two recommendations for improving the apprenticeship training in your country.**

1. \_\_\_\_\_
2. \_\_\_\_\_

## 5. References

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