

Report IV(2)

▶ A framework for quality apprenticeships

Fourth item on the agenda

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► Abbreviations

Employers' and workers' organizations

	ETUC	European Trade Union Confederation
	IOE	International Organisation of Employers
	ITUC	International Trade Union Confederation
Argentina	APA	Association of Aviation Staff
	UOCRA	Union of Construction Workers of the Republic of Argentina
	CGT-RA	General Confederation of Labour of the Argentine Republic
Australia	ACTU	Australian Council of Trade Unions
Austria	BAK	Federal Chamber of Labour
	ÖGB	Austrian Trade Union Federation
	WKÖ	Austrian Federal Economic Chamber
Brazil	CNI	National Confederation of Industry
	CUT	Single Confederation of Workers
Burkina Faso	CNTB	National Confederation of Workers of Burkina Faso
Canada	CEC	Canadian Employers' Council
	CLC	Canadian Labour Congress
Czechia	ČMKOS	Czech-Moravian Confederation of Trade Unions
Denmark	DA	Confederation of Danish Employers
Estonia	EAKL	Estonian Trade Union Confederation
	EEC	Estonian Employers' Confederation
France	CGT-FO	General Confederation of Labour-Force Ouvrière
	MEDEF	Movement of the Enterprises of France
	UNSA	National Union of Autonomous Trade Unions
Germany	BDA	Confederation of German Employers' Associations
	DGB	German Trade Union Confederation
Greece	ESEE	Hellenic Confederation of Commerce and Entrepreneurship
	GSEE	Greek General Confederation of Labour
	SETE	Association of Greek Tourism Enterprises
Guatemala	CACIF	Coordinating Committee of Agricultural, Commercial, Industrial and Financial Associations
Ireland	ICTU	Irish Congress of Trade Unions

Italy	CGIL	Italian General Confederation of Labour
	CISL	Italian Confederation of Workers' Trade Unions
	UIL	Italian Union of Labour
Japan	JTUC-RENGO	Japanese Trade Union Confederation
Latvia	LBAS	Free Trade Union Confederation of Latvia
Luxembourg	OGBL	Confederation of Independent Trade Unions of Luxembourg
Mexico	CAT	Authentic Confederation of Workers
	CONCAMIN	Confederation of Chambers of Industry of Mexico
	COPARMEX	Employers' Confederation of the Mexican Republic
Netherlands	CNV	National Federation of Christian Trade Unions
	FNV	Netherlands Trade Union Confederation
	VNO-NCW	Confederation of Netherlands Industry and Employers
Norway	Unio	Confederation of Unions for Professionals
Peru	CATP	Autonomous Confederation of Workers of Peru
Poland	Solidarność	Independent Self-Governing Trade Union "Solidarity"
Portugal	CIP	Confederation of Portuguese Business
	CGTP	General Confederation of Portuguese Workers
Russian Federation	RSPP	Russian Union of Industrialists and Entrepreneurs
	FNPR	Federation of Independent Trade Unions of Russia
Senegal	CNTS	National Confederation of Workers of Senegal
	SNTMMS	National Union of Merchant Shipping Workers of Senegal
Serbia	CATUS	Confederation of Autonomous Trade Unions of Serbia
	SAE	Serbian Association of Employers
Somalia	FESTU	Federation of Somali Trade Unions
Spain	CCOO	Trade Union Confederation of Workers' Commissions
	UGT	General Union of Workers
Sudan	SWTUF	Sudanese Workers' Trade Union Federation
Togo	CNTT	National Confederation of Workers of Togo
Turkey	HAK-İŞ	Confederation of Turkish Real Trade Unions
	TISK	Turkish Confederation of Employers' Associations
United Kingdom	TUC	Trades Union Congress
	Unite	Unite the Union

► Introduction

At its 334th Session (October–November 2018), the Governing Body of the International Labour Office decided to place a standard-setting item on apprenticeships on the agenda of the 110th Session of the International Labour Conference.¹

In accordance with article 39(1) of the Standing Orders of the Conference, the Office prepared a preliminary report (Report IV(1)) setting out the law and practice in different countries, together with a questionnaire, which was transmitted to Member States in December 2019.² Member States were invited to submit their views by 30 April 2020, after consultation with the most representative organizations of employers and workers. This consultation is obligatory for Members that have ratified the Tripartite Consultation (International Labour Standards) Convention, 1976 (No. 144).

In the context of the COVID-19 pandemic, the Office received requests from constituents to postpone the deadline for submitting their replies to the questionnaire. Following a review of the timeline of the standard-setting process, the deadline for submitting replies to the questionnaire was postponed to 31 March 2021.

A total of 96 governments sent their replies to the Office, with 66 of them indicating that the most representative organizations of employers and workers had been consulted.³ The governments of several Member States sent the replies of employers' and workers' organizations either separately or together with their own replies; in other cases, the replies were received directly by the Office from these organizations. Replies were also received directly from the International Organisation of Employers (IOE), the International Trade Union Confederation (ITUC) and the European Trade Union Confederation (ETUC). Overall, at the time of preparing this report, the Office had received replies from 96 governments, 16 employers' organizations and 41 workers' organizations.⁴

The present report and proposed Conclusions were prepared on the basis of the replies received from governments and organizations of employers and workers, the substance of which is given in the following pages. The Office commentary is included immediately after the replies to each question. The proposed Conclusions are included at the end of the report.

¹ ILO, *Minutes of the 334th Session of the Governing Body of the International Labour Office*, GB.334/INS/PV, 2018, para. 42.

² ILO, *A Framework for Quality Apprenticeships*, ILC.110/IV/1, 2019.

³ A response in the form of comments was received from the Government of Australia. As the replies were not submitted in the standard questionnaire format, they were processed based on the Office's interpretation of the detailed comments.

⁴ The Office had initially received the consolidated reply from the Government and workers' organizations of the Republic of Korea, which was included in this report. Later on, the Office received separate replies from the Korea Confederation of Trade Unions (KCTU) and the Federation of Korea Trade Unions (FKTU), which have been duly noted but could not be separately included in the present report as they were received after the publication of the report.

► Replies received and comments

This section contains the substance of the replies received from governments and organizations of employers and workers to the questionnaire contained in Report IV(1). Each question is reproduced as it appeared in the questionnaire and is followed by the number of replies received, grouped in accordance with the nature of the replies (“Yes”, “No” or “Other”). A reply has been classified as “Other” where it was neither clearly affirmative nor negative.⁵ In cases where a reply was qualified or clarified by comments, the substance of these comments is summarized. Due to space limitations, only a sample of replies has been summarized after each question, and similar responses have been grouped together, where possible. Comments which either agreed or disagreed with the proposition contained in the question, without adding additional points, have not been reproduced. Some replies providing detailed information on specific national practices have not been reproduced in this report.

In view of the restrictions on the length of Conference reports, instead of reproducing after each question the list of which constituents replied “Yes”, “No” or “Other”, this is displayed in tabular form in the appendix to the present report. In addition, instead of reproducing for each question the names of the workers’ organizations that replied to it in the same or in a similar way, a summary of the replies is presented as a consolidated reply. The following workers’ organizations collaborated in this way: ACTU, APA, CATP, CATUS, CGIL, CGT-RA, CISL, CLC, CNTB, CNTS, CNV, DGB, FNV, ICTU, ITUC, JTUC-RENGO, UIL and UOCRA. However, some of these organizations did not reply to some questions.

The proposed Conclusions have been drafted in the light of the replies received from the tripartite constituents. A number of linguistic and editorial adjustments have been made to align the English and French versions of the proposed Conclusions, taking into account the terminology used in relevant ILO Conventions and Recommendations.

1. General observations

In addition to providing comments on specific questions raised in the questionnaire, the respondents made general observations on certain issues that are of overarching relevance to the proposed instrument.

A majority of the respondents support the adoption of a Recommendation concerning a framework for quality apprenticeships, given the importance of apprenticeships to the future of work and to promoting employability, decent work and productivity as well as to addressing the challenges faced by many countries in offering high-quality apprenticeships.

A recurring comment made by several respondents is that any instrument should be formulated to take account of national laws and circumstances. The Office notes that the definitions and substantive proposals outlined in the proposed Conclusions have been carefully framed to be sufficiently flexible to accommodate the diverse range of national approaches, priorities, capacities and frameworks that have been adopted by Member States. The Office also notes that a Recommendation is a non-binding instrument and provides guidance on the development of national legislation and practice while enabling Member States the necessary discretion to adapt the guidance to their national circumstances.

⁵ This refers to responses where more than one of the given options (“Yes”, “No” or “Other”, or in the case of question 2, “a Convention”, “a Recommendation” or “a Convention supplemented by a Recommendation”) were selected, and where no option was selected but a comment was given. See also the general observations for responses of overarching relevance to the standard-setting process.

Nevertheless, reference is also made to national law and circumstances in certain points in the proposed Conclusions.

Another recurrent observation is that the social partners should be involved in the design and implementation of Member States' policies, frameworks, systems and programmes. The proposed Conclusions have been designed to support the social partners' involvement in all elements of Members' apprenticeship regulations, systems and programmes. In the light of the comments proposing to add references to social dialogue to specific points, the Office proposes to insert a point (point 7) that clarifies that Members should implement all the provisions of the proposed instrument in consultation with representative employers' and workers' organizations. This overarching reference to social dialogue early in the proposed Conclusions also makes the text more streamlined and avoid repeated references to it throughout the text.

Ensuring equality and diversity in quality apprenticeships is also broadly considered a priority by constituents, along with the need to promote quality apprenticeships in the informal economy. Furthermore, in the light of the comments received, the Office has also considered regional and international legal and policy frameworks.

In addition, there was wide support for Members to create an enabling environment that includes support and incentives for enterprises and apprentices to promote quality apprenticeships using a comprehensive strategy, developed and implemented in consultation with the social partners.

► Replies and comments on the questionnaire

I. Form of the international instrument or instruments

Question 1 Should the International Labour Conference adopt an instrument or instruments concerning a framework for quality apprenticeships?

Governments

Total number of replies: 95

Yes: 89

No: 4

Other: 2

Comments

Algeria, Bulgaria, Colombia, Ethiopia, Indonesia, Thailand, United Kingdom of Great Britain and Northern Ireland, Zimbabwe: Adopting an instrument or instruments would increase the common understanding of quality apprenticeship systems, and provide a framework to review, develop and redesign existing systems and programmes to improve their effectiveness, efficiency and reach.

Angola, Bahrain, Italy: Apprenticeships are essential for human resource development, decent work, a better future of work, socio-economic development and inclusion. A framework for quality apprenticeships should specify the rights of apprentices, trainees and interns, and ways of guaranteeing decent work.

Australia: The ILO as the technical specialist on labour issues should continue to position itself to lead on issues such as apprenticeships and skills, in line with the goals of the ILO Centenary Declaration for the Future of Work.

Brazil, Dominican Republic, India, Republic of Korea, United Kingdom: National circumstances and differences need to be taken into account.

Burkina Faso, Czechia, Ecuador, Germany, Greece: Apprenticeships are important for increasing the employability of young persons, which is even more important under the current challenges of the COVID-19 pandemic.

Colombia: The instrument(s) need to cover the challenges concerning equality of access, tackling informality and harnessing digital technologies.

Germany, Ireland, Turkey: Existing frameworks should be taken into account, such as the 2015 Recommendation of the United Nations Educational, Scientific and Cultural Organization (UNESCO) concerning Technical and Vocational education and Training (TVET), the UNESCO Strategy for TVET 2016–21 and the European Framework for Quality and Effective Apprenticeships.

Japan: The Government of Japan agrees to the basic concept of the ILO that it is important to resolve a situation where there are no international labour standards for apprenticeships and to improve the quality of apprenticeships based on the recommendation from the Standards Review Mechanism Tripartite Working Group and the ILO Centenary Declaration. However, a new instrument or

instruments should be flexible enough so that each country is able to adapt measures in accordance with its national conditions.

Russian Federation: The adoption of such an instrument appears to be problematic in view of the major differences in production processes, professions and working conditions, and also social and economic disparities between countries.

Sri Lanka: The quality of apprenticeships is of prime importance to skills development.

Employers

Total number of replies: 16

Yes: 12

No: 4

Other: 0

Comments

BDA: Take into account the diversity of existing national systems.

DA: A general discussion instead of a new standard-setting discussion would be more appropriate. Traineeships should not be included.

VNO-NCW: In accordance with the European Union (EU) framework.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

Consolidated response, ČMKOS, Solidarność: A new standard is necessary to ensure apprenticeships and traineeships/internships provide a pathway to decent work. The framework should specify the rights of apprentices, trainees and interns and how to secure decent work. The title of the instrument(s) could be changed to "Quality apprenticeships and traineeships" in order to capture that the instrument(s) cover both apprenticeships and traineeships/internships.

Office commentary

An overwhelming majority of governments, the large majority of employers' organizations and all workers' organizations are in favour of the Conference adopting an instrument or instruments.

A number of governments agree that, while several ILO international labour standards refer to aspects of skills development and systems, none gives clear guidance on apprenticeships. Multiple governments and employers' and workers' organizations stress the need to formulate the instrument or instruments in a manner that takes account of differences in national circumstances. The Office notes that the definitions and substantive proposals outlined in the proposed Conclusions have been carefully framed to be sufficiently flexible to accommodate the diverse range of national approaches, priorities, capacities and frameworks that have been adopted by Member States.

Many of the workers' organizations suggest changing the title to "Quality apprenticeships and traineeships" in order to capture that the instrument or instruments cover both apprenticeships and traineeships/internships. The Office notes that any modifications to the title of the potential instrument or instruments may be decided by the constituents during the first discussion in 2022.

In the light of the replies received, the Office proposes that the International Labour Conference adopt an instrument concerning a framework for quality apprenticeships.

Question 2 If so, should the instrument or instruments take the form of:

- (a) a Convention?
- (b) a Recommendation?
- (c) a Convention supplemented by a Recommendation, as two separate instruments or as a single instrument comprising binding and non-binding provisions?

Governments

Total number of replies: 95

(a) a Convention: 8

(b) a Recommendation: 48

(c) a Convention supplemented by a Recommendation: 33

Other: 6

Comments

(a) a Convention

Eswatini: Binding instruments will standardize the regulation of quality apprenticeships.

(b) a Recommendation

Algeria, Angola, Bulgaria, Canada, Dominican Republic, Ethiopia, Finland, India, Iraq, Ireland, Malaysia, Mexico, Myanmar, Namibia, Netherlands, Republic of Korea, South Africa, Tunisia, Uruguay: As a Recommendation is non-binding for Member States, this will provide guidance on the development of national legislation and practice in relation to apprenticeships, enabling countries to take into account national specificities.

Czechia, Latvia: A Recommendation could reflect the differences between Member States' educational systems in relation to formal and non-formal categories of education and other options for implementing the instruments.

Japan: It is appropriate to have flexible provisions allowing each country to take actions in accordance with its actual situation.

Malta, Poland: In line with the Council of the European Union's Recommendation on a European Framework for Quality and Effective Apprenticeships.

United Kingdom: A Recommendation would promote apprenticeships.

(c) a Convention supplemented by a Recommendation

Antigua and Barbuda, Belgium (Flemish Authority), Costa Rica, Israel, Spain, Sudan, Thailand: A Convention with a Recommendation allows for compliance with flexibility. It establishes the basic principles that should be applied by the countries that ratify the Convention, while a related Recommendation complements the Convention, providing more detailed guidance regarding its application. This combination would serve to strengthen the national regulatory framework in this area.

Employers

Total number of replies: 15

(a) a Convention: 0

(b) a Recommendation: 13

(c) a Convention supplemented by a Recommendation: 1

Other: 1

Comments

BDA, CEC, IOE: A Convention is not supported, as Conventions should be high-impact standards that seek to address fundamental workplace issues on which there can be a broad consensus on applicable policies or principles. Experience has shown that overly detailed Conventions do not enjoy high levels of ratification, impact or credibility. The present practice of adopting both a Convention and an accompanying Recommendation on a given subject has contributed to the proliferation of Conventions that remain increasingly unratified and, at the same time, it has weakened the status of Recommendations. The elaboration and adoption of a stand-alone, autonomous and short Recommendation with broad, non-prescriptive and flexible language that highlights the importance of apprenticeships for employment promotion, especially in times of crisis, is supported.

CACIF: In practice, work-based apprenticeships are very different and depend on the needs of the enterprises, students and the country, therefore a Convention is highly restrictive. A Recommendation gives countries more leeway.

MEDEF: The instrument should provide guidance and be flexible enough to take into account the different national, sectoral and regional realities of the countries' education and training systems. This is why the adoption of a Recommendation is supported.

SETE: At this stage, a Recommendation appears more suitable. Afterwards, in the next stage, a Convention should be adopted.

Workers

Total number of replies: 41

(a) a Convention: 8

(b) a Recommendation: 20

(c) a Convention supplemented by a Recommendation: 10

Other: 3

Comments

ETUC: A Recommendation only, because apprenticeships should be a matter of national competence.

CNTT: It would be better to have a Convention with binding effect complemented by a Recommendation, to highlight the urgent need to create suitable conditions for quality apprenticeships and traineeships.

OGBL: There should be a Convention to clarify and harmonize existing contractual arrangements as far as possible, to enhance support for apprentices in training enterprises and at schools and to introduce the principle of remuneration for apprentices.

Unite: The instrument should be a Convention, with international law identifying the fundamental principles and foundations for what defines quality apprenticeships and traineeships.

Office commentary

A majority of governments, an overwhelming majority of employers' organizations and a majority of workers' organizations are in favour of having a Recommendation only. The main argument is that it would give the flexibility to react to the specificities in each country.

Among the respondents who indicated a preference for a Convention supplemented by a Recommendation, the vast majority of those who expressed a view on the matter preferred two separate instruments to a single instrument with binding and non-binding provisions.

Taking into account the replies received, the Office proposes to develop a Recommendation. Furthermore, the Office recognizes the need, mentioned by a number of respondents, to take account of existing national, regional and international frameworks.

II. Preamble

Question 3 **Should the Preamble of the instrument or instruments note that global youth unemployment rates continue to be high and that rapid transformations in the world of work are resulting in skills mismatches, requiring people of all ages to reskill and upskill continuously to access and remain in employment?**

Governments

Total number of replies: 93

Yes: 88

No: 4

Other: 1

Comments

Austria: The wording may include "access and remain in decent employment that provides a livelihood".

Djibouti, Panama, South Africa: COVID-19 should be mentioned, as it has had a negative impact on young people. Post-COVID-19, the call for reskilling and upskilling of the workforce will become more important.

Ecuador: It is important to note that the global youth unemployment rate is almost three times higher than the rate for adults.

France: Youth unemployment remains high and an apprenticeship is an excellent way to find a job.

Germany: We support including lifelong learning as a focus of vocational education and training policy.

Employers

Total number of replies: 15

Yes: 12

No: 2

Other: 1

Comments

BDA, CNI, IOE, MEDEF: The global rate of youth unemployment has not decreased in the past decade. A targeted approach would help, complemented by an enabling environment for entrepreneurship and businesses to grow and thrive.

VNO-NCW: The Netherlands does not see added value in such a specific sentence, since the differences across the globe regarding youth employment and unemployment are substantial. The Netherlands does acknowledge the changing world of work and sees the importance of reskilling and upskilling.

Workers

Total number of replies: 41

Yes: 39

No: 1

Other: 1

Comments

Consolidated response: The Preamble should also refer to the global youth underemployment rates, which are particularly high in developing countries. We would also suggest replacing “resulting in skills mismatches, requiring people of all ages to reskill and upskill continuously” with “resulting in shifts in supply and demand, leading to skills mismatches and requiring continuous learning and training for people of all ages to access ...”. The Preamble should also refer to Part III of the ILO Centenary Declaration for the Future of Work, 2019, which calls on Member States to strengthen the capacities of all people to benefit from the opportunities of a changing world of work, including through “effective lifelong learning and quality education for all”.

CGT-RA: Suggest replacing “apprenticeships” with “apprenticeships and professional practicums”.

EAKL, ETUC, Unio: The Preamble should mention the green transition and digital transition of the labour market and the need to ensure that all young people have access to quality, inclusive and fair apprenticeships in companies, which can help them become employed.

Office commentary

An overwhelming majority of governments, almost all workers' organizations and a large majority of employers' organizations agree with this statement. While there are many suggestions regarding additional information that might be included in the Preamble, many of these suggestions are not supported by more than one respondent. The most common addition suggested by respondents is of a reference to the need for quality apprenticeship systems as a result of the challenges of the future of work, although this is arguably at least partially addressed by the reference to "rapid transformations". In addition, some respondents suggest that challenges due to COVID-19 could be mentioned. Some respondents also emphasize that the challenges go beyond the problem of unemployment.

In the light of the replies received, the Office proposes to amend point 3(a) of the proposed Conclusions to "note that global youth unemployment and underemployment rates continue to be high and that rapid transformations in the world of work, as well as crises such as the COVID-19 pandemic, result in skills mismatches, requiring people of all ages to reskill and upskill continuously in the interest of promoting full, productive and freely chosen employment".

Question 4 **Should the Preamble of the instrument or instruments recognize that apprenticeships vary widely in different contexts and face significant challenges in many countries, perpetuating gender inequality, offering low-quality training and inadequate protection to apprentices, and deterring participation of enterprises, in particular small and medium-sized enterprises?**

Governments

Total number of replies: 93

Yes: 77

No: 12

Other: 4

Comments

Australia: The diversity of national approaches to apprenticeships needs to be recognized from the outset – there is no "one size fits all" approach to success.

Burkina Faso: This situation is a reality in many countries and justifies the legal and practical measures that could be envisaged by the instrument to be adopted.

Dominican Republic: It should be noted in the Preamble that inequality in access to quality education has numerous repercussions.

France: Apprenticeships are well known and are increasingly being recognized as a training path of excellence. The quality of training can be guaranteed by the various obligations and monitoring systems.

Greece: It should be noted that most EU Member States implement apprenticeship schemes in compliance with the European Quality Framework for Apprenticeships.

Ireland: The text should be changed to: "recognize that apprenticeships vary widely in different contexts and many countries require support to deliver high-quality training which promotes gender equality, appropriate protections for apprentices and engagement by enterprises, in particular, small and medium-sized enterprises".

Malta: The message should be positive enough to motivate more participation in education–industry collaborations.

Trinidad and Tobago: Apprenticeships do not always perpetuate gender inequality.

United Kingdom: Small and medium-sized enterprises should not be singled out.

Employers

Total number of replies: 15

Yes: 6

No: 8

Other: 1

Comments

BDA: This part is too negative. This reads as if apprenticeships cause these problems.

CACIF: It should be recognized that apprenticeships vary according to the context, but this does not necessarily mean that they are negative.

CEC, BDA, IOE: The challenges faced by small and medium-sized enterprises should be addressed in another context – not in the context of gender and perceived inequalities. The point of a discussion on apprenticeships has to be a more enduring one and based on apprenticeships for skills, employment, development and positive labour mobility. Therefore, the discussions need to be given a more timeless context.

DA: The question is highly biased and does not match many national circumstances.

ESEE: We do not think that all the problems that are referred to are linked only to small and medium-sized enterprises in general, although it may happen in specific contexts.

Workers

Total number of replies: 41

Yes: 39

No: 2

Other: 0

Comments

Consolidated response: It is suggested to replace “apprenticeships” with “apprenticeships and traineeships”. The Preamble should refer to gender inequality and other inequalities based on characteristics such as race, religion, political opinion, national extraction, social origin, disability, gender identity or sexual orientation.

CGTP: The variety of contexts is not a negative in itself. Different cultural, political and productive contexts can justify a different answer from the educational system on the best way of organizing and regulating apprenticeships.

ČMKOS, ETUC, ICTU, Unio: It should also highlight that apprentices differ from country to country and the social partners play a crucial role in developing and improving apprenticeship systems. Without the effective involvement of the social partners, there is a high likelihood that the apprenticeship systems will fail.

OGBL: The instrument should be about improving apprenticeship systems and not about pointing the finger at countries that are lagging behind.

Office commentary

A large majority of governments and almost all workers' organizations agree that the text should be included in the Preamble. However, a majority of the employers' organizations would prefer to not have this text in the Preamble. Some replies indicate that the gender inequality aspect does not reflect realities or that there are other inequalities that should also be included.

Many respondents suggest that the Preamble should avoid being overly negative or suggesting that apprenticeships are the cause of some of the problems mentioned.

In the light of the replies received, the Office proposes to amend point 3(d) of the proposed Conclusions to "emphasize that apprenticeships should be promoted and regulated with a view to ensuring their quality, providing benefits and protection to apprentices and enterprises, and enhancing the attractiveness of apprenticeships".

The Office proposes to include a reference to promoting gender equality in point 3(c) together with inclusiveness.

Question 5 **Should the Preamble of the instrument or instruments acknowledge that quality apprenticeships can constitute effective and efficient responses to current challenges and provide lifelong learning opportunities to enhance productivity, resilience, transitions and employability and meet current and future labour market needs?**

Governments

Total number of replies: 92

Yes: 90

No: 1

Other: 1

Comments

Algeria, Burkina Faso: This will encourage the various parties, especially the various participants, to adhere to the implementation of adequate procedures to improve apprenticeships.

Bulgaria: It is important to highlight clearly the difference between apprenticeships and standard employment relationships, making it clear that this is a form of learning and can be applied at different stages of life (not only for young people but also for adults).

Central African Republic: This is essential, as the elements mentioned here constitute the strengths of apprenticeship programmes.

Guatemala: The importance of quality apprenticeships for countries with a high degree of informality should be underscored.

Indonesia: Quality apprenticeships are very useful in building resilience in responding to constantly changing labour market situations.

Iraq: Add the phrase “and enhancing the competitiveness of productive and service institutions”.

United States of America: We recommend changing “quality apprenticeships” to “quality regulated apprenticeships”, “current challenges” to “labour market challenges and opportunities” and “transitions” to “transitions, including to another industry or occupation”.

Employers

Total number of replies: 15

Yes: 13

No: 0

Other: 2

Comments

BDA, CEC, IOE, SAE: Any instrument must be firmly grounded in, and clearly start with, the importance of apprenticeships, and the positives they can offer for individual workers, businesses and their communities.

MEDEF: The Preamble should recognize that apprenticeships are an essential element of vocational education and training systems, which are beneficial to both employers and apprentices. They strengthen the link between the world of work and the world of education and training and remain an effective response to labour market integration and transformation.

Workers

Total number of replies: 41

Yes: 39

No: 1

Other: 1

Comments

Consolidated response: Quality apprenticeships can help secure an effective transition from school to tertiary education and decent work. A reference should be added to quality apprenticeships providing “lifelong learning opportunities to enhance decent work, productivity, resilience, transitions and employability and meet current and future labour market needs”. The Preamble should mention that the purpose of an apprenticeship is also to prepare apprentices to take on higher-level education and training in their field or a related field, and to participate as citizens in society.

ETUC, ICTU, Unio: The Preamble should clearly distinguish between two things: (1) the need to provide a quality and inclusive apprenticeship to learners of all ages, which can be one of the tools (but not the only one) which can ensure just, digital and green transitions of the labour market; and (2) the importance of companies being open to increasing their offer of quality and inclusive apprenticeships, enhancing their productivity, resilience, transitions and quality jobs to meet current and future labour market needs.

Office commentary

Almost all governments and workers' organizations, and an overwhelming majority of employers' organizations, agree to the inclusion of the text in the Preamble. The suggested additions are not supported by others.

In the light of the comments above and as most of the suggested changes come from individual respondents only, the Office proposes no changes to point 3(b) of the proposed Conclusions.

Question 6 **Should the Preamble of the instrument or instruments underline that an effective and successful framework for quality apprenticeships requires apprenticeships to be well regulated, sufficiently funded, socially inclusive and free from discrimination, provides adequate remuneration and social protection coverage, recognizes qualifications and enhances employment outcomes?**

Governments

Total number of replies: 92

Yes: 89

No: 2

Other: 1

Comments

Algeria: The role of the social partners in regulating the apprenticeship training system in terms of monitoring and evaluating the quality of training should be mentioned.

Austria: The wording that apprenticeships are required to provide "adequate remuneration" should be expanded to read: "adequate remuneration taking account of the relevant sector".

Ecuador: It is essential for apprenticeship processes to be regulated and funded, as this will entail the use and application of appropriate methods in the implementation of appropriate standards for the purpose of enhancing employment outcomes.

Estonia: The contribution of enterprises and the qualifications of supervisors are also important.

Latvia: Regarding remuneration and social protection coverage, more discussion is needed. It is not clear who should pay for that – the State or an employer, or both.

Namibia: Quality apprenticeships require sufficient resources and protections for apprentices, who at times find themselves vulnerable.

Spain: It is sufficient for the Preamble to underline the need for apprenticeships to be regulated within general training systems. The other issues mentioned are precisely the sort of quality criteria that should be regulated in the body of the instrument.

Employers

Total number of replies: 16

Yes: 8

No: 8

Other: 0

Comments

BDA, CEC, IOE, SAE: The national labour law should be the first point of reference on the rights and benefits of apprenticeships, including on social protection, holidays with pay and so on. The expectations from the apprentices themselves, the businesses they learn from, and expectations from the State should all be clear, and this can be clarified in the domestic law.

CACIF: An effective and successful framework for quality apprenticeships is required, but it must be flexible enough to adapt to each country's reality.

CIP: The use of the concept of "remuneration", in the context of the apprenticeship system, is not the most appropriate term. In fact, as this is not a "job", other terms, such as "grant" or "support", should be used.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

CCOO: It is sufficient to indicate in the Preamble the need to regulate apprenticeship pathways in the framework of general training systems. The other issues indicated are the quality criteria that should be regulated in the body of the instrument.

Consolidated response: An effective and successful framework for quality apprenticeships requires the integration of all four pillars of the Decent Work Agenda: employment creation, social protection, rights at work and social dialogue. Therefore, the Preamble should underline the effective participation of the social partners through social dialogue and ensure rights at work, including the rights to freedom of association and to organize and collective bargaining for apprentices.

Office commentary

Almost all governments and workers' organizations and half of the employers' organizations welcome the inclusion of the text in the Preamble. Several respondents suggested the inclusion of social dialogue. Some respondents expressed concerns regarding the term "adequate remuneration". This issue is discussed below in the more specific context of question 24(a).

Some respondents have suggested adding ensuring rights at work, including the rights to freedom of association and to organize and collective bargaining for apprentices. The Office notes that the Preamble recognizes the particular relevance of the ILO Declaration on Fundamental Principles and Rights at Work, 1998, in point 3(e).

In the light of the comments above, the Office proposes to amend point 3(c) of the proposed Conclusions to “consider that a framework for quality apprenticeships requires apprenticeships to be equitably funded, inclusive and free from discrimination, to promote gender equality, to provide appropriate remuneration and social protection coverage, to lead to recognized qualifications and to enhance employment outcomes”.

Question 7 **Should the Preamble of the instrument or instruments recognize the particular relevance of the ILO Declaration on Fundamental Principles and Rights at Work, 1998, and the ILO Centenary Declaration for the Future of Work, 2019, for the promotion of quality apprenticeships and the effective protection of all apprentices and trainees, particularly in the light of the profound transformations in the world of work?**

Governments

Total number of replies: 92

Yes: 88

No: 2

Other: 2

Comments

Burkina Faso: The ILO Declaration on Fundamental Principles and Rights at Work and the ILO Centenary Declaration are the foundations on which the other instruments should be based.

Finland, Germany, United States: Traineeships should not be governed by a standard and therefore should not be named in the Preamble.

Republic of Korea: Reference should be also made to the Conference resolution “The youth employment crisis: A call for action”, 2012, in particular paragraphs 26 and 27.

Employers

Total number of replies: 15

Yes: 13

No: 1

Other: 1

Comments

MEDEF: The Preamble must not confuse apprentices and trainees, because the legal provisions governing them are different.

Workers

Total number of replies: 40

Yes: 39

No: 1

Other: 0

Comments

Consolidated response: Add a reference to the ILO Declaration on Social Justice for a Fair Globalization, 2008, the ILO Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy (MNE Declaration), fifth edition (2017), and the Conference resolution “The youth employment crisis: A call for action”, 2012, in particular paragraphs 26 and 27. The Preamble should recognize the importance of regulating and monitoring apprenticeships and traineeships to ensure they allow for a real learning experience and do not replace regular workers, and of raising awareness of the labour rights of apprentices and trainees/interns.

Office commentary

Almost all governments and workers’ organizations and an overwhelming majority of employers’ organizations agree to include the proposed text in the Preamble. Most workers’ organizations propose the inclusion of the ILO Declaration on Social Justice for a Fair Globalization, 2008. Some respondents put forward other instruments that could be added, but none of these suggestions command widespread support. Several governments indicate that traineeships should not be governed by a standard and therefore should not be named in the Preamble. Regarding the regulation of apprenticeships, the Office notes that this is covered in point 3(d) of the proposed Conclusions.

In the light of the replies received, the Office proposes to amend point 3(e) of the proposed Conclusions to include a reference to the ILO Declaration on Social Justice for a Fair Globalization, given the fact that its importance is expressly underlined in the ILO Centenary Declaration for the Future of Work, alongside the reference to the ILO Declaration on Fundamental Principles and Rights at Work.

Question 8 **Should the Preamble of the instrument or instruments recall the provisions of other relevant ILO instruments, particularly the Employment Policy Convention (No. 122) and Recommendation (No. 122), 1964, the Human Resources Development Convention, 1975 (No. 142), the Employment Policy (Supplementary Provisions) Recommendation, 1984 (No. 169), and the Human Resources Development Recommendation, 2004 (No. 195)?**

Governments

Total number of replies: 90

Yes: 79

No: 8

Other: 3

Comments

Austria: A reference may be added to the ILO instruments on equality and non-discrimination.

Iraq: The Human Resources Development Convention, 1975 (No. 142), does not address the question of apprenticeships, so we question whether there is any call to mention it. We would propose that only Conventions or provisions relevant to apprenticeships or vocational training be mentioned.

Italy: Refer to the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204), the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights.

Suriname: Make a reference to Recommendation No. 204.

Switzerland: Refer also to the Worst Forms of Child Labour Convention, 1999 (No. 182), and the Minimum Age Convention, 1973 (No. 138).

Tunisia: Refer also to the Labour Administration Convention, 1978 (No. 150).

Employers

Total number of replies: 14

Yes: 6

No: 7

Other: 1

Comments

CEC, BDA, IOE: The chronological order of how this instrument has been developed would be helpful to readers in future.

RSPP: In what way will any such mentions influence the content of the proposed instrument?

VNO-NCW: The inclusion of these notions is not relevant in this Preamble.

Workers

Total number of replies: 41

Yes: 38

No: 1

Other: 2

Comments

Consolidated response: Refer also to the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204), the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights.

Office commentary

An overwhelming majority of governments and workers' organizations agree to include the proposed text, whereas a majority of employers' organizations do not want to include the text. Respondents suggest additional instruments that should be mentioned, but many are only mentioned once; only Recommendation No. 204 is mentioned several times. Likewise, objections to any of the instruments already proposed for inclusion are not widely shared.

In the light of the above, the Office proposes to amend point 3(f) of the proposed Conclusions to include a reference to Recommendation No. 204.

III. Definitions, scope and implementation

Question 9 Should the instrument or instruments include a definition of “apprenticeship”?

If so, should the term “apprenticeship” be defined as any form of education and training, which is governed by an apprenticeship agreement, and enables a person (the “apprentice”) to acquire the competencies required to work in an occupation through structured training consisting of on-the-job learning and supplemented by off-the-job learning and leading to a recognized qualification?

Governments

Total number of replies: 94

Yes: 84

No: 7

Other: 3

Comments

Australia, Malaysia, United Kingdom: The definition must be broad enough to take a range of national circumstances into account.

Bulgaria: It is important to highlight the difference between apprenticeships and the standard employment relationship, making it clear that an apprenticeship is one form of lifelong learning, which takes place in the workplace and contains certain characteristics of employment.

Burkina Faso: This definition of the term “apprenticeship” is sufficiently broad and should be included.

Ireland: The statement provides a basic and functional definition. Ideally, there should be a reference to “formal” education and training rather than to “any form of education and training”.

Lithuania: A clear definition of “apprenticeship” is needed.

Sweden: It might be difficult to define the word “apprenticeship” due to the fact that apprenticeships and the definition of the word “apprenticeship” vary among Members.

Employers

Total number of replies: 16

Yes: 4

No: 12

Other: 0

Comments

BDA, CIP: The legal concept of “apprenticeship” varies from State to State; it would be a futile exercise to determine one agreed definition at the global level.

CACIF: The definition must not be rigid and limit the different types of apprenticeships that exist.

SETE: Consider the differences between apprenticeships and internships.

Workers

Total number of replies: 41

Yes: 38

No: 0

Other: 3

Comments

Consolidated response: There is no internationally agreed definition of the term “apprenticeship”. We would suggest replacing “and supplemented by” with “and includes” to reflect the importance of off-the-job training as an integral part of quality apprenticeships, rather than being supplementary.

HAK-İŞ: A concise definition of “apprenticeship” should be included that can be understood in all Member States.

Office commentary

An overwhelming majority of governments and workers’ organizations support the statement, while a large majority of employers do not. There is wide recognition of the need for any agreed definition to be broad and not to prejudice existing national definitions.

While most respondents accept the proposed definition, suggested amendments to the existing text included replacing “supplemented by off-the-job learning” with “including off-the-job learning”.

In the light of these observations, the Office proposes to amend point 4(a) of the proposed Conclusions to change “consisting of on-the-job learning and supplemented by off-the-job learning” to read “consisting of both on-the-job and off-the-job learning”.

Question 10 **Should the instrument or instruments include a definition of “enterprise”?**

If so, should the term “enterprise” be defined as a business, undertaking, economic unit or organization, whether public or private?

Governments

Total number of replies: 92

Yes: 79

No: 9

Other: 4

Comments

Germany: The term “enterprise” is too narrow; “place of training” is more appropriate as an overarching term.

Italy: Any employer, regardless of legal form (enterprise, company or self-employed worker), may hire apprentices.

Netherlands: This would have legal implications, since different definitions of “company” are used in Dutch laws and regulations in the field of employment law.

United Kingdom: This could be helpful in a Recommendation as long as it takes into account the different ways in which apprentices can be trained and employed.

Employers

Total number of replies: 16

Yes: 5

No: 10

Other: 1

Comments

RSPP: This concept is generally accepted and does not need to be defined.

Workers

Total number of replies: 41

Yes: 18

No: 23

Other: 0

Comments

Consolidated response: Several ILO standards refer to enterprises without defining them. We do not see the need to change the practice with this instrument.

Office commentary

An overwhelming majority of governments support this statement, but a majority of employers’ and workers’ organizations do not. For those respondents who did support the statement, a number raised concerns that included: whether public and private enterprises should be explicitly referred to; how social enterprises should be treated; and how to account for enterprises in the informal economy.

A number of respondents from both employers’ and workers’ organizations noted that several existing ILO standards refer to enterprises without defining them. The Office agrees that this approach could be taken with regard to any instrument on apprenticeships.

The Office therefore proposes to remove this definition from point 4 of the proposed Conclusions.

Question 11 **Should the instrument or instruments include a definition of “intermediary”?**
If so, should the term “intermediary” mean an individual or an entity, other than the host enterprise or educational institution, which assists in the provision, coordination or support of an apprenticeship?

Governments

Total number of replies: 92

Yes: 69

No: 20

Other: 3

Comments

Trinidad and Tobago: The term “individual” should be excluded from the definition of “intermediary”. There should not be room for unregulated recruitment, which can open a gateway to human trafficking.

United Kingdom: It would be helpful in a Recommendation to provide a definition of different organizations that can support apprenticeships.

Employers

Total number of replies: 16

Yes: 4

No: 11

Other: 1

Comments

CACIF: Yes, due to the fact that apprentices do not necessarily have contracts with enterprises and may have contracts with these intermediaries.

SETE: The definition requires further explanation with regard to the role of the intermediary.

Workers

Total number of replies: 41

Yes: 38

No: 3

Other: 0

Comments

CGTP: Care should be taken in allowing entities to act as “intermediaries”. Organizing and supporting apprenticeships should not turn into a business.

Consolidated response: For the purposes of the instrument or instruments the term “intermediary” should be defined to avoid ambiguity and to distinguish intermediaries from recruiters and labour contractors.

Office commentary

A large majority of governments and an overwhelming majority of workers' organizations support the statement, while a majority of employers do not.

A number of respondents expressed the view that the term "individual" should be removed from the definition to reduce the potential promotion of unregulated recruitment.

While the risk of unregulated recruitment is addressed elsewhere in the proposed Conclusions, specifically in points 12 and 18, the Office proposes to amend point 4(b) of the proposed Conclusions by removing the term "an individual" from the definition of "intermediary". The Office notes that Report IV(1), *A framework for quality apprenticeships*, provides more information about intermediaries in section 3.7.3, "Intermediaries providing apprenticeship support services".

Question 12 **Should the instrument or instruments include a definition of "recognition of prior learning"?**

If so, should the term "recognition of prior learning" be defined as a process of identifying, documenting, assessing and certifying a person's competencies, acquired through formal, non-formal or informal learning, based on established qualification standards?

Governments

Total number of replies: 93

Yes: 84

No: 5

Other: 4

Comments

Canada: In the fast-changing world of work, older workers require reskilling and upskilling; recognizing prior learning would allow for their prior experience to be taken into consideration to participate in apprenticeships. It was also noted that there should not be confusion between (a) reducing apprenticeship training and (b) apprenticeship programme prerequisite learning.

Germany: The term "recognition of prior learning" is not specific enough in the context of apprenticeships. The final examination should cover only content that was communicated in a standard, formal and scheduled manner during the apprenticeship.

Iraq: We propose that the phrase "and recognized as part of the requirements for awarding the qualification" be added and that the phrase "based on established qualification standards" be replaced by "in accordance with the national qualifications system".

Lesotho: This will cater for countries whose apprenticeship programmes focus on traditional apprenticeships.

Pakistan: It provides a cost-effective, alternative pathway to formal education and training and allows credit to be given for work experience and competencies with a view to reducing the duration of apprenticeship training.

Employers

Total number of replies: 15

Yes: 6

No: 9

Other: 0

Comments

MEDEF: The definition of this term is not useful because the mechanisms for validating prior learning do not exist everywhere and depend on education and vocational training systems.

RSPP: It is worth including a definition, but it should be refined, including by demonstrating the differences between identification, assessment and documentation.

Workers

Total number of replies: 40

Yes: 38

No: 2

Other: 0

Comments

CATUS: Recognition of prior learning systems should have qualified assessors.

Office commentary

An overwhelming majority of governments and almost all workers' organizations support the statement, while a majority of employers' organizations do not. A number of respondents gave a clearer indication of the relevance of the recognition of prior learning to apprenticeships in particular, namely to establish the scope and duration of learning in apprenticeships for older workers and others with previous skills and relevant experience.

In the light of the replies received, the Office proposes no changes to point 4(d) of the proposed Conclusions.

Question 13 **Should the instrument or instruments include a definition of “traineeship”?**

If so, should the term “traineeship”, which includes internship, be defined as any form of on-the-job learning, which enables a person (the “trainee”) to acquire work experience with a view to enhancing their employability?

Governments

Total number of replies: 94

Yes: 78

No: 11

Other: 5

Comments

Algeria, Bulgaria, Canada, Slovenia: Traineeships should be more clearly differentiated from apprenticeships.

Austria: The proposed definition is too broad. A traineeship can take the form of either an employment relationship or a training relationship (with different legal consequences under labour and social security law).

Cook Islands, Poland: The difference between a traineeship and an internship should be explained.

Greece: It should be highlighted that the definition of traineeship varies across countries.

Japan: The nature of traineeships differs, so they should not be lumped together. The scope of the new instrument(s) should be flexible.

Portugal: The instrument should include a definition of “traineeship”, specifying whether or not it includes traineeships for access to and exercise of regulated or regulated professions and professional activities.

South Africa: The traineeship concept may be similar to what other countries define as an “internship”. Work-based learning concepts need to be well defined to avoid conflating them or using them interchangeably with quality apprenticeships.

Tunisia: We propose that the words “enhancing their employability” should be replaced with the words “developing their skills and acquiring new competencies”.

Employers

Total number of replies: 15

Yes: 6

No: 9

Other: 0

Comments

VNO-NCW: This definition does not cover what is also considered to be a traineeship in the Netherlands, where a traineeship is considered to be the same as a regular labour contract.

Workers

Total number of replies: 41

Yes: 37

No: 2

Other: 2

Comments

ACTU, GSEE: It is important to distinguish traineeships and internships from apprenticeships to ensure that the different programmes are not misused or abused.

CCOO: Traineeships cover both those activities that are performed in a workplace and that form part of a compulsory training programme required for the completion of the corresponding studies and those that are performed at the end of a person's studies in order to gain work experience.

Office commentary

An overwhelming majority of workers' organizations and the large majority of governments support the proposed definition, while a majority of employers' organizations do not. While there is clearly a measure of support for the inclusion of a definition, a number of respondents queried the suitability of the one proposed.

Some respondents believed the proposed definition, and in particular the phrase "any form of on-the-job learning", did not recognize sufficiently clearly the potential of traineeship and internship programmes to involve an employment relationship, a training relationship or both, depending on national circumstances.

The Office notes that the proposed definition is framed to encompass a wide range of arrangements which – however they may be labelled (whether as "traineeship", "internship", "placement", "work experience" or other) – are intended to involve on-the-job learning and the acquisition of work experience but may lack the structured combination of education, training and skills acquisition associated with an apprenticeship (as defined in point 4(a) of the proposed Conclusions). Such arrangements may be associated with a programme of study, the requirements for entering a profession or an active labour market programme. Alternatively, they may be established by a business or organization for its own purposes in the open market.

In the light of these observations, the Office proposes to amend point 4(e) of the proposed Conclusions to emphasize the breadth of the concept of a "traineeship" and to differentiate it from an apprenticeship: the term "traineeship" should be understood as "any form of on-the-job learning, other than as part of an apprenticeship, that enables a trainee to acquire work experience and competencies with a view to enhancing their employability, and includes any form of internship or placement, whether or not undertaken as part of a programme of study".

Question 14 **Should any other terms be defined by the instrument or instruments? If so, please specify.**

Governments

Total number of replies: 87

Yes: 49

No: 34

Other: 4

Comments

Egypt: A definition for “teacher” in the field of apprenticeships should be defined.

Guatemala: It is important to create a consensus-based definition of the concepts and/or terms “quality apprenticeship” and “pre-apprenticeship”.

Mauritius: Other forms of work-based learning must be defined.

Trinidad and Tobago: A definition of a “regulator” should be included.

Employers

Total number of replies: 15

Yes: 1

No: 13

Other: 1

Comments

CACIF: “Work-based learning” could be included, which serves as a general term that encompasses different types of learning programmes.

Workers

Total number of replies: 38

Yes: 8

No: 27

Other: 3

Comments

FESTU: The term “dual system” (learning and work) could be included.

Office commentary

A majority of governments supported the need for additional definitions, but an overwhelming majority of employers’ organizations and a majority of workers’ organizations did not.

Of the suggestions for additional definitions that could be considered, those with a degree of support included the following:

- educational institution/providers of off-the-job training
- pre-apprenticeship training
- work-based learning
- internship
- apprenticeship agreement
- workplace
- supervisor/mentor of the apprentice

- adequate remuneration
- quality apprenticeship
- dual system

Most of these suggested definitions relate to terms that, if they are to be used in the proposed instrument at all, seem better left for Members to define in consultation with the social partners according to national context. The exceptions are “pre-apprenticeship programme”, “work-based learning” and “quality apprenticeships”, on which a number of respondents sought clarification.

In the light of the replies, the Office proposes to add a definition of the term “pre-apprenticeship programme” in the proposed Conclusions as point 4(c). The Office notes that the concept of quality apprenticeships is mentioned in point 3(c) of the Preamble to the proposed Conclusions.

“Pre-apprenticeship programme” should be understood as “a programme designed to help potential apprentices to develop their competencies with a view to improving their preparedness or meeting the formal entry requirements for an apprenticeship”.⁶

Question 15 **Should the instrument or instruments apply to all apprenticeships and traineeships in all enterprises and sectors of economic activity?**

Governments

Total number of replies: 94

Yes: 71

No: 16

Other: 7

Comments

Australia: It would be preferable to limit the scope of the instruments to formal apprenticeships and traineeships which lead to a recognized qualification as entry to an occupation.

Bulgaria: It should not be generalized, but rather allowed to be assessed at the national level whether to limit the scope of application to certain enterprises and sectors.

Djibouti: It shall be prohibited in certain sectors such as domestic work, hotels, bars and pubs, except for jobs strictly related to catering.

Estonia: It must take into account sectoral specificities and also different national specificities.

Germany: The instrument should not be applied to traineeships, because traineeships are generally not systematic training programmes with standardized formal benchmarks.

United States: The proposed instrument should apply to apprenticeships rather than traineeships.

⁶ This definition is consistent with the understanding of the term presented in the *ILO Toolkit for Quality Apprenticeships, Volume 1: Guide for Policy Makers*, 2017.

Employers

Total number of replies: 15

Yes: 5

No: 10

Other: 0

Comments

IOE: The question is unclear. Apprenticeships and traineeships are two different categories.

VNO-NCW: Not in favour of an instrument that applies to all apprenticeships and traineeships, in order to have a flexible system.

Workers

Total number of replies: 41

Yes: 38

No: 1

Other: 2

Comments

CGTP: We have to differentiate an “apprenticeship” from a “traineeship” and their different contexts. However, we should not keep any economic activity outside of the scope of this instrument.

CGT-RA: The instrument or instruments should apply to all apprenticeships and in all enterprises and sectors of economic activity, including in the informal economy.

GSEE: It is preferable, but not necessary.

Office commentary

A large majority of governments and an overwhelming majority of workers’ organizations support the statement, whereas a majority of employers’ organizations do not.

Some respondents highlighted the challenges associated with covering traineeships. The Office notes that during discussions at the Conference, constituents may decide whether to restrict the instrument to apprenticeships only or also to include traineeships. Another viewpoint for taking a broader approach is that in some countries, the line between an apprenticeship and other types of traineeships can be very difficult to draw. There are also issues to be considered about the misuse of internships or traineeships, especially relating to working conditions. Therefore, based on the replies received, point 27 of the proposed Conclusions recommends the regulation of certain essential aspects related to working conditions and protection of trainees at the workplace, while giving flexibility to Members to decide those having regard to national circumstances.

Most respondents did not object to the scope of the instrument covering all enterprises and sectors of economic activity. However, some respondents identified sectors that should be excluded from the application of the instrument, while others suggested that limiting the application to certain enterprises and sectors should be assessed at the national level. The Office notes that a Recommendation is a non-binding instrument and provides guidance on the development of national legislation and practice while allowing Member States the necessary discretion to adapt the guidance to the national context.

In the light of the replies received, the Office proposes a minor change to point 5 of the proposed Conclusions to read: “The instrument should apply to apprenticeships and traineeships in all enterprises and sectors of economic activity”.

Question 16 **Should the instrument, if it takes the form of a Convention, provide that Members could, after consulting with the most representative organizations of employers and workers, limit its scope of application where special problems of a substantial nature arise?**

Governments

Total number of replies: 92

Yes: 71

No: 12

Other: 9

Comments

China: 16 years should be the minimum recruitment age for an apprenticeship.

Lithuania: It is important to ensure some form of flexibility.

Thailand: Each country may have different contexts with regard to apprenticeships, so flexibility is important.

Employers

Total number of replies: 16

Yes: 8

No: 6

Other: 2

Comments

CNI: An instrument should not be binding and should allow for adaptations in each country, given the practices currently in place.

Workers

Total number of replies: 38

Yes: 14

No: 19

Other: 5

Comments

CNTT: The circumstances in each country would have to be taken into account.

UNSA: If the agreement includes very detailed and prescriptive criteria and conditions, limitations to the scope of application could be considered, after consultation with the social partners.

Office commentary

A large majority of governments and half of the employers' organizations support the statement, while half of the workers' organizations oppose it.

The Office notes that this question is relevant only in the case of a Convention. As the proposed Conclusions deal only with the adoption of a Recommendation, the Office proposes not to include this statement.

The Office proposes to include a new general provision under point 6 concerning the means by which Member States may give effect to the provisions of the draft instrument. This point – which is standard and may be found in many international labour standards – is covered under question 22. It is proposed to include it as point 6 to clarify that the means of implementation should be available not only for the section concerning the regulatory framework for quality apprenticeships but for every section of the instrument. The new point 6 reads “Members may give effect to the provisions of this instrument through national laws and regulations, collective agreements, policies and programmes or other measures consistent with national law and practice”.

In the light of the recurring comments proposing to insert references to social dialogue, the Office proposes to insert a new point 7 that clarifies that Members should implement all the provisions of the proposed instrument in consultation with representative employers' and workers' organizations. This overarching reference to social dialogue early in the proposed Conclusions also makes the text more streamlined.

The Office also proposes to modify the title of the section to “Definitions, scope and implementation” so as to reflect the new points 6 and 7.

IV. Regulatory framework for quality apprenticeships

Question 17 Should the instrument or instruments provide that Members should establish regulatory frameworks for quality apprenticeships through social dialogue and that the social partners should be involved in the design, implementation, monitoring and evaluation of quality apprenticeship programmes?

Governments

Total number of replies: 94

Yes: 88

No: 3

Other: 3

Comments

Burkina Faso: Social dialogue could secure stakeholder support for the regulatory process and ensure its successful implementation.

Colombia: Consultations should be broad and inclusive.

Israel: During the COVID-19 pandemic, we saw that consultations with the social partners are very important.

Malta: All stakeholders, that is, apprentices, intermediaries and enterprises, should be involved.

Panama: Quality apprenticeships form a bridge between the world of education and the world of work, based on social dialogue involving the social partners.

Employers

Total number of replies: 16

Yes: 12

No: 3

Other: 1

Comments

CACIF: These programmes should be left in the hands of the enterprise, the apprentice and, if applicable, the intermediary.

CEC, BDA, IOE: In general, businesses are keen to push for more apprenticeships through companies, rather than TVET institutions. TVET institutions can fill in any gaps, but apprenticeship systems should be led by businesses. Therefore, social dialogue is key.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

Consolidated response: The frameworks must be established through social dialogue and collective bargaining. The social partners should be involved in the overall governance of quality apprenticeships, including their design, implementation, monitoring and evaluation.

Office commentary

An overwhelming majority of governments, a large majority of employers' organizations and almost all workers' organizations agree with this statement.

The Office proposes to amend point 8 of the proposed Conclusions to make it clear, and consistent with responses to other questions, that representative employers' and workers' organizations should be involved in the design, implementation, monitoring and evaluation of quality apprenticeship systems and policies as well.

Question 18 **Should the instrument or instruments provide that Members should establish or designate one or more authorities to regulate apprenticeships and that the social partners should be represented in these bodies?**

Governments

Total number of replies: 92

Yes: 72

No: 17

Other: 3

Comments

Armenia, Namibia, Switzerland, United Arab Emirates: This provision should be decided in accordance with national laws and circumstances.

Bosnia and Herzegovina: The establishment of additional bodies to regulate apprenticeships would represent additional administration and complicate procedures.

Czechia: This should be included in the instrument as a recommendation, but not an obligation.

Denmark: Social partners should to a large extent have the autonomy to regulate in this field.

Myanmar, Sierra Leone: There should be one authority regulating apprenticeships.

Nicaragua: These authorities should include technical training colleges, public and private universities and the major trade unions in Member States.

United Arab Emirates: The decision should be left to the State, in accordance with its circumstances and requirements.

Employers

Total number of replies: 16

Yes: 7

No: 7

Other: 2

Comments

BDA, CEC, IOE, MEDEF, SAE: This should be decided together with the social partners at the national level.

DA: This depends on national circumstances.

Workers

Total number of replies: 41

Yes: 36

No: 4

Other: 1

Comments

CGTP: The responsibilities of each organization should be defined.

ČMKOS, EAKL: This should be left to national discretion.

Consolidated response: Any such authority or authorities should guarantee the representation of the social partners and have adequate resources.

Office commentary

The large majority of governments, an overwhelming majority of workers' organizations and half of the employers' organizations agree with this statement. Many of the employers' organizations who disagree with the statement suggest that this matter should be left to national discretion. Some governments suggest that decisions about authorities to regulate apprenticeships should be made in accordance with national law and circumstances. The Office notes that a Recommendation serves as non-binding guidelines that Member States can adapt to their national contexts.

In the light of the replies, the Office proposes no changes to point 9 of the proposed Conclusions.

Question 19 Should the instrument or instruments provide that Members should ensure that the competent regulatory authorities have clearly defined responsibilities and work in close cooperation with other authorities or institutions responsible for regulating or delivering education and training, labour inspection, social protection, occupational safety and health, and public and private employment services?

Governments

Total number of replies: 91

Yes: 84

No: 5

Other: 2

Comments

Denmark, Finland, Germany, Ireland: Depends on national circumstances.

Egypt: The competent regulatory authority should be responsible for monitoring the implementation of the provisions of apprenticeship contracts, and it should be able to seek the assistance of any other authority to fulfil its responsibility.

Malaysia: The instrument should provide general guidance on responsibilities, to encourage coordination among the relevant bodies in each Member State.

Mexico: We recommend having small, agile authorities working on the range of implementation processes, as well as official national skills validation systems, where these exist.

Slovakia: Apprenticeships are usually regulated by Ministries of Education, as the competent authorities. The establishment of additional authorities would increase administrative burdens.

Employers

Total number of replies: 16

Yes: 7

No: 6

Other: 3

Comments

BDA, CEC, IOE, MEDEF, SAE: This can add value if there is effective coordination and open communication.

CNI, DA: These matters should be left to national discretion.

Workers

Total number of replies: 41

Yes: 37

No: 3

Other: 1

Comments

ČMKOS, EAKL: These matters should be decided nationally.

Consolidated response: This is necessary to ensure coordination, coherence and consistency and for the effective application of a regulatory framework for quality apprenticeships.

Office commentary

An overwhelming majority of governments and workers' organizations, and a majority of employers' organizations agree with this statement.

Several constituents have suggested that the responsibilities of regulatory bodies and coordination between various institutions should be determined at the national level in accordance with national law and circumstances. The Office is of the view that the statement provides flexibility to Members to decide the nature of the responsibilities of the regulatory authority, and notes that the requirement for social dialogue is incorporated in point 7 of the proposed Conclusions.

Consequently, the Office proposes no changes to point 10 of the proposed Conclusions.

Question 20 **Should the instrument or instruments provide that Members should adopt a process for recognizing an occupation as being suitable for quality apprenticeships, taking into account:**

(a) the competencies needed to work in that occupation?

Governments

Total number of replies: 93

Yes: 85

No: 5

Other: 3

Comments

Bulgaria: The nature and manner of acquiring the necessary competences to work in an occupation should be the leading factors in defining an occupation as suitable for an apprenticeship.

India: The processes should not impose unreasonable barriers to the recognition of certain trades/occupations.

Iraq: Members should publish lists of the occupations and jobs for which apprenticeship programmes are available.

Republic of Korea: We would suggest adding in the chapeau “in consultation with the most representative employers’ and workers’ organizations”.

Uruguay: In order to do this, there is a need to determine competence standards by occupation.

Sri Lanka: Core competencies, soft skills and attitudes should be taken into account.

Employers

Total number of replies: 16

Yes: 10

No: 5

Other: 1

Comments

BDA, CEC, DA, IOE, SAE: The involvement of the social partners is essential.

CNI: It is necessary to take into consideration the degree of complexity of the functions performed in a given occupation.

MEDEF: The procedure must be flexible so that it can be adapted as needed in each sector.

Workers

Total number of replies: 40

Yes: 33

No: 1

Other: 6

Comments

Consolidated response: We suggest adding in the chapeau “in consultation with the most representative employers’ and workers’ organizations”.

ČMKOS: This matter should be decided nationally.

UGT: All in all, this question causes a difficulty, as it refers to “occupations” and not to the attainment of a professional qualification, something quite different.

Office commentary

An overwhelming majority of governments, a majority of employers’ organizations and a large majority of workers’ organizations agree that there should be a process for recognizing an occupation as being suitable for quality apprenticeships, including by taking into account the competencies needed to work in that occupation.

Some respondents observed that whether an occupation is suitable for apprenticeships may depend on the nature or complexity of the competencies involved. The Office notes that these are matters which Member States would be free to take into account in identifying occupations suitable for quality apprenticeships.

Several governments and workers' organizations have suggested that the social partners be involved in this process. The Office notes that a recommendation that Members should implement the provisions of this instrument in consultation with representative employers' and workers' organizations is now included under point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 11(a) of the proposed Conclusions.

Question 20 (b) the appropriateness of an apprenticeship as a means of acquiring such competencies?

Governments

Total number of replies: 92

Yes: 83

No: 6

Other: 3

Comments

Guatemala: In assessing the appropriateness of an apprenticeship as a means of acquiring competencies, a central issue is whether acquiring the competencies requires a substantial element of practical training.

Employers

Total number of replies: 15

Yes: 10

No: 4

Other: 1

Comments

BDA, CEC, IOE, MEDEF, SAE: The social partners should be involved.

Workers

Total number of replies: 40

Yes: 34

No: 1

Other: 5

Comments

CATP: We suggest adding to the statement "in consultation with the most representative employers' and workers' organizations".

Unite: An apprenticeship should lead to an industry-recognized occupation. Skills for intermediate, menial and lower-skilled jobs can be provided via other training mechanisms. Low-level, short-duration

programmes labelled as “apprenticeships” can demean the respected apprenticeship “brand” and the concept of what an apprenticeship actually is.

Office commentary

An overwhelming majority of governments and workers’ organizations, and a majority of employers’ organizations, agree that there should be a process for recognizing an occupation as being suitable for quality apprenticeships that takes into account the appropriateness of an apprenticeship as a means of acquiring such competencies.

In the light of the replies received, the Office proposes no changes to point 11(b) of the proposed Conclusions.

Question 20 (c) the duration of the apprenticeship required to acquire such competencies?

Governments

Total number of replies: 93

Yes: 83

No: 6

Other: 4

Comments

Bulgaria: The length of an apprenticeship is determined by the volume of knowledge and skills needed to perform an occupation, and should therefore be taken into account when defining an occupation as suitable for an apprenticeship.

Eritrea: The duration of an apprenticeship should be compatible with what a specific occupation requires.

Employers

Total number of replies: 15

Yes: 8

No: 6

Other: 1

Comments

CEC: It is important to ensure that employers are able to exercise flexibility in promoting apprenticeships. This statement is therefore unhelpful, as each industrial sector and the nature of the work differs.

Workers

Total number of replies: 40

Yes: 33

No: 3

Other: 4

Comments

CUT: Decisions on the duration of an apprenticeship must consider the levels of complexity of the different occupations.

OGBL: The specified duration should enable apprentices to reach the levels required to be able to perform their future jobs competently and safely.

Office commentary

An overwhelming majority of governments, a large majority of workers' organizations and a majority of employers' organizations agree with the statement.

In the light of the replies received, the Office proposes no changes to point 11(c) of the proposed Conclusions.

Question 20 (d) the current and future demand for skills and employment potential in that occupation?

Governments

Total number of replies: 93

Yes: 83

No: 6

Other: 4

Comments

Guatemala, India: Labour market information systems are needed to assess the current and future demand for skills in various occupations.

United States: While the US Government supports apprenticeships taking into account the current and future demand for skills, it notes that some occupations suitable for apprenticeship may not be in high demand. Additionally, we note that some countries may not have the ability to accurately project this future demand.

Employers

Total number of replies: 15

Yes: 10

No: 4

Other: 1

Comments

MEDEF: This matter should be decided upon together with the social partners.

Workers

Total number of replies: 40

Yes: 33

No: 3

Other: 4

Comments

FO: Employment demand is a strong indicator and allows for better professional integration.

OGBL: Multiple sectors and activities should be covered, including new sectors with significant employment potential, while taking into account forecasts of future demand for skills.

Office commentary

An overwhelming majority of governments, a large majority of workers' organizations and a majority of employers' organizations agree with the statement. A few governments emphasize the need to have a labour market information system to assess the current and future demand for skills.

In order to address some Members' support for a labour market information system, the Office proposes to add a new point 24(c) in the proposed Conclusions, which reads "developing and maintaining a robust labour market information system to assess the current and future demand for skills with a view to designing or adapting apprenticeship programmes accordingly".

In the light of the replies received and the addition of point 24(c), the Office proposes no changes to point 11(d) of the proposed Conclusions.

Question 20 (e) any other factors? If so, please specify.

Governments

Total number of replies: 81

Yes: 28

No: 49

Other: 4

Employers

Total number of replies: 13

Yes: 0

No: 11

Other: 2

Workers

Total number of replies: 35

Yes: 5

No: 26

Other: 4

Office commentary

A majority of governments, a large majority of employers' organizations and a majority of workers' organizations do not specify any other factors as relevant.

In the light of the replies received, the Office proposes no additions to point 11 of the proposed Conclusions.

Question 21 **Should the instrument or instruments provide that Members should establish occupation-specific standards for quality apprenticeships, which provide, among other things, for:**

(a) the minimum age for admission?

Governments

Total number of replies: 93

Yes: 82

No: 8

Other: 3

Comments

Austria: The minimum age for admission could be below that of Convention No. 138.

Burkina Faso, Mali, Thailand: This statement would protect children from certain risks.

Canada: While minimum age requirements should be in place, apprenticeships should also be available to older workers who require new skills across their working lives.

Germany: Question 21 concerns specific factual matters that should be left to Member States. However, the instrument could recommend that States elaborate upon these points in national standards in line with national circumstances.

Employers

Total number of replies: 16

Yes: 7

No: 8

Other: 1

Comments

BDA, CEC, IOE, MEDEF: Setting the minimum age at 18, for instance, will construct barriers to learning for many younger learners and deprive them of employability opportunities in the future. Each country has different rules.

DA: The social partners should be involved in all elements of question 21.

Workers

Total number of replies: 41

Yes: 33

No: 3

Other: 5

Comments

Consolidated response: The following should be added to the chapeau: "in consultation with the most representative employers' and workers' organizations". Minimum ages for admission should be in line with the Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182).

ČMKOS, EAKL, ETUC, ICTU: The minimum age for admission should be decided at the national level in consultation with the social partners.

ETUC: The criteria mentioned in question 21 (a–h) are not needed in the ILO standard and should be set at the national level. These are not quality standards, but quantitative elements.

Office commentary

An overwhelming majority of governments and a large majority of workers' organizations agree that there should be occupation-specific standards for apprenticeships that provide for, among other things, a minimum age of admission. Half of the employers' organizations do not agree with the statement.

Workers' and employers' organizations have suggested that the social partners should be involved in all elements of question 21. Some governments and social partners have suggested that criteria be decided upon nationally.

In view of the suggestions made in several replies from workers' organizations and some from governments, the Office proposes to add "taking account of the Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182)" to point 12(a) of the proposed Conclusions.

Question 21 (b) the educational qualifications or prior learning needed for admission?

Governments

Total number of replies: 93

Yes: 74

No: 16

Other: 3

Comments

Ireland: Statutory guidance should recognize a range of prior learning. While minimum entry criteria may be required in various programmes, higher standards may be required for others. In addition, employers may have specific employment criteria/programme-suitability criteria.

Italy: Educational qualifications and prior learning depend on the sector.

Thailand: It must be ensured that apprentices have sufficient knowledge and skills to take part in the training.

Tunisia: Preparatory qualifying courses could be organized for those who do not meet the minimum requirements.

Employers

Total number of replies: 15

Yes: 7

No: 8

Other: 0

Comments

CEC, BDA, IOE: Apprenticeship opportunities and learning should be open to all. There should not be any qualification barriers to admission.

Workers

Total number of replies: 39

Yes: 29

No: 10

Other: 0

Comments

Unite: Sectoral bodies should define criteria for entry into an occupation and for recognition of prior learning.

Office commentary

A large majority of governments and a majority of workers' organizations agree with the statement, while a majority of employers' organizations do not agree.

The Office notes that the rationale given by some governments for minimum qualifications is that they are required to ensure that apprentices have sufficient knowledge and skills necessary for the training and that preparatory courses could be organized for those who do not meet the minimum requirements. The proposed Conclusions also suggest that Members establish pre-apprenticeship programmes for those who do not meet minimum requirements.

In the light of the replies received, the Office proposes no changes to point 12(b) of the proposed Conclusions.

Question 21 (c) the ratio of apprentices to workers in the workplace?**Governments**

Total number of replies: 93

Yes: 66

No: 24

Other: 3

Comments

Brazil: This statement is required to prevent the misuse of apprenticeships and provide a suitable learning environment.

Germany: A rigid ratio is not appropriate. "Ratio" should be replaced with "appropriate proportion".

Greece: This provision prevents the replacement of regular employment by apprentices or trainees.

Mali, Mexico: This issue varies across sectors.

Uruguay: The ratio may be set by Member States, taking into account national circumstances, including the requirements of small and medium-sized enterprises.

Employers

Total number of replies: 15

Yes: 5

No: 10

Other: 0

Comments

BDA, CEC, IOE, SAE: This issue should be left open and depend on the prerogative and capabilities of the employer.

CACIF: This statement would only limit apprenticeship opportunities, particularly in small enterprises.

Workers

Total number of replies: 39

Yes: 30

No: 9

Other: 0

Comments

CUT: It is important to ensure supervision of the ratio of apprentices to workers so that apprentices are not used as cheap labour.

TUC: This approach may be necessary in the context of small workplaces where there is not enough staff to mentor apprentices.

Office commentary

A majority of governments and a large majority of workers' organizations agree with the statement, whereas a majority of employers' organizations disagree with it. They prefer this matter to be decided nationally and by employers, on the grounds that a ratio can limit apprenticeship opportunities, particularly in small enterprises.

In terms of how a ratio might be expressed, the Office notes that it would be open to Member States to specify a percentage range rather than a precise figure, so as to ensure that quality apprenticeships are promoted in enterprises of all sizes, including in small and medium-sized enterprises, while ensuring adequate arrangements for supervision and mentoring by trainers. The Office also notes that the chapeau provides for the relevant standards to be occupation-specific so that prescribed ratios might vary according to the relevant occupation. Considerable flexibility is therefore permitted in specifying the ratio at the national level in consultation with social partners. The Office also notes that the proposed Conclusions recommend that Members develop regulations, systems and programmes for apprenticeships through social dialogue.

In the light of the replies received, the Office proposes to add "taking account of the need to promote apprenticeships also in micro, small and medium-sized enterprises" to point 12(c) of the proposed Conclusions.

Question 21 (d) the minimum and maximum duration of the apprenticeship?

Governments

Total number of replies: 93

Yes: 79

No: 13

Other: 1

Comments

Canada: Flexibility should be allowed.

Central African Republic: These durations are necessary to determine the thresholds below which skills are not considered to be fully acquired and beyond which it is assumed that the apprentice will not learn additional skills.

Namibia: A specified duration is required to avoid exploitation and secure commitments from both parties.

Nicaragua: The duration of an apprenticeship should depend on the complexity of skills required in an occupation.

Employers

Total number of replies: 15

Yes: 7

No: 8

Other: 0

Comments

BDA, CEC, IOE: This issue should be left open and depends on the prerogative and capabilities of the employer.

Workers

Total number of replies: 40

Yes: 32

No: 7

Other: 1

Comments

Consolidated response: The duration may depend on the occupation and on previously acquired competencies.

Office commentary

A large majority of governments and workers' organizations agree with the statement, to avoid exploitation and secure commitments from both parties. A majority of employers' organizations do not agree with the statement. Some respondents have suggested that the duration of an apprenticeship should depend on the complexity of skills required in an occupation. The Office notes that flexibility is inherent in the question, in the degree of choice available in specifying minimum and maximum durations for apprenticeships, which can vary greatly, including at the sectoral level, and should be determined through a process of social dialogue.

In the light of the replies received, the Office proposes no changes to point 12(d) of the proposed Conclusions.

Question 21 (e) the extent to which the normal duration of the apprenticeship could be reduced on the basis of any prior learning or progress made during the apprenticeship?

Governments

Total number of replies: 92

Yes: 74

No: 15

Other: 3

Comments

Bulgaria: Occupation-specific apprenticeship standards should make it possible to reduce the duration of an apprenticeship on the basis of progress made during the apprenticeship or knowledge and skills from the apprentice's prior learning or professional experience.

Portugal: Members will need to establish processes for the recognition of prior learning.

United Kingdom: A Recommendation could suggest Member States may wish to allow for reduced durations, which would keep apprentices motivated while maintaining effectiveness and reducing costs.

Employers

Total number of replies: 16

Yes: 6

No: 7

Other: 3

Comments

BDA, CEC, IOE, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 38

Yes: 31

No: 6

Other: 1

Comments

OGBL: Validation of prior learning is an effective instrument for reducing the normal duration of an apprenticeship. Guidelines should be established at the national level to ensure the efficient implementation of validation of prior learning.

Office commentary

A large majority of governments and workers' organizations agree with the statement, whereas a majority of employers' organizations do not agree with it.

Some employers' organizations propose recognition of prior learning systems.

The Office notes that recognition of prior learning is dealt with in point 23 of the proposed Conclusions. In the light of the replies received, the Office proposes no changes to point 12(e) of the proposed Conclusions.

Question 21 (f) learning outcomes and curricula?

Governments

Total number of replies: 92

Yes: 84

No: 5

Other: 3

Comments

Algeria, Canada, Colombia, Greece: Learning outcomes and curricula should reflect labour market needs.

France: This could be complex, as the needs would have to be determined by the actors involved.

Ireland: There may need to be flexibility in relation to the curricula within occupation-specific standards, to ensure that individual apprenticeship programmes remain up to date and fit for purpose within the defined learning outcomes and occupational standards.

Morocco: It is essential to have learning outcomes, as apprenticeship programmes lead to nationally recognized certification.

Netherlands: The apprentice, the educational institute and the employer should be clear about what the apprentice should be learning in the workplace.

United Kingdom: Flexibility is necessary.

Employers

Total number of replies: 16

Yes: 7

No: 6

Other: 3

Comments

BDA, CEC, IOE, MEDEF, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 40

Yes: 33

No: 6

Other: 1

Comments

ČMKOS, EAKL, ETUC, ICTU: Learning outcomes should be included in the final certificate.

Office commentary

An overwhelming majority of governments and a large majority of workers' organizations agree with the statement. A majority of employers' organizations disagree with the statement. Some respondents have stressed the need for learning outcomes to reflect labour market needs.

In the light of the replies received, the Office proposes to amend point 12(f) of the proposed Conclusions to read "learning outcomes and curricula based on labour market needs".

Question 21 (g) the ratio of off-the-job learning to on-the-job learning?

Governments

Total number of replies: 92

Yes: 76

No: 13

Other: 3

Comments

Brazil: Theoretical training should range from 30 to 50 per cent of the apprenticeship.

India: A permissible range for the given ratio in an occupation may be defined by the Member States.

Ireland: The European framework stipulates that at least half of the learning should be carried out in the workplace.

United States: It may be overly prescriptive to set the ratio by law or regulation.

Employers

Total number of replies: 16

Yes: 6

No: 9

Other: 1

Comments

BDA, CEC, IOE, MEDEF, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 38

Yes: 32

No: 6

Other: 0

Comments

FESTU: A balance is needed.

FO: At least one quarter of the contracted time must be spent on off-the-job training.

Unite: Off-the-job learning should be mandatory and minimum criteria for the time spent off the job should be defined.

Office commentary

A large majority of governments and workers' organizations agree with the statement, whereas a majority of employers' organizations disagree with it.

Some governments have suggested that there should be a permissible range for flexibility in the ratio of off-the-job to on-the-job learning. The Office notes that there is inherent flexibility in the adoption of the term "ratio", which can be expressed in flexible terms or as a range rather than as a static number. The ratio can vary according to the requirements of an occupation, which may be decided in consultation with the social partners.

In the light of the replies received, the Office proposes no changes to point 12(g) of the proposed Conclusions.

Question 21 (h) the conditions under which apprentices should be released from on-the-job learning to undertake off-the-job learning?

Governments

Total number of replies: 92

Yes: 73

No: 14

Other: 5

Comments

China: Based on the realities of enterprise production and the apprentice's working life, a flexible learning mechanism should be pursued, encouraging apprentices to complete their learning with off-the-job time and in a phased manner.

Czechia: These matters should be left to the Member States.

Greece: Flexible schedules should be implemented.

United States: This provision may be overly prescriptive.

Employers

Total number of replies: 16

Yes: 6

No: 8

Other: 2

Comments

BDA, CEC, IOE, MEDEF, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 39

Yes: 30

No: 9

Other: 0

Comments

GSEE: It is difficult to set these aspects centrally.

HAK-İŞ: These criteria should be fixed by national agencies in compliance with the national qualifications framework.

Office commentary

A large majority of governments and workers' organizations agree with the statement, but a majority of employers' organizations disagree with it.

Several respondents from governments and workers' and employers' organizations have suggested that such conditions should be decided by Members in consultation with the social partners. The Office notes that flexibility is needed by the providers of off-the-job and on-the-job training in scheduling the training in accordance with local circumstances. **The Office therefore proposes not to include this statement in the proposed Conclusions.**

Question 21 (i) vocational guidance and career counselling?

Governments

Total number of replies: 93

Yes: 84

No: 4

Other: 5

Comments

Austria: Guidance and counselling should be gender-neutral.

Ecuador: This is essential for better selection of a suitable course or career.

Mali: Apprentices should be guided before, during and after their training.

United Arab Emirates: Vocational guidance or career counselling must be given during the phase preceding the formation of the apprenticeship contract.

Employers

Total number of replies: 15

Yes: 11

No: 3

Other: 1

Comments

BDA, CEC, IOE, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 40

Yes: 35

No: 4

Other: 1

Comments

Consolidated response: Quality apprenticeships should help to build bridges and flexible pathways between apprenticeship systems, formal higher education and decent work.

ČMKOS, CNV, ETUC, FNV, ICTU, UNSA: Apprentices need to have access to free and high-quality guidance and counselling during the apprenticeship.

Office commentary

An overwhelming majority of governments and workers' organizations and a majority of employers' organizations agree with the statement.

A few respondents suggested that guidance and counselling should be available before, during and after training.

The Office proposes to clarify point 12(h) of the proposed Conclusions by adding "before, during and after the apprenticeship".

Question 21 (j) the mentoring and supervision of apprentices?

Governments

Total number of replies: 92

Yes: 85

No: 5

Other: 2

Comments

France: The role of tutors is fundamental to the success of apprenticeships.

India: Due emphasis should be given to continuous mentorship and evaluation along with timely feedback to candidates.

Italy, Morocco: The mentors and supervisors of apprentices should have the appropriate skills and experience to train them.

Mauritius: Provision should be made for the training of trainers and supervisors.

Switzerland: The instrument should emphasize the importance of supervision of apprentices, especially for any hazardous work performed by minors, in accordance with Article 3(3) of the Minimum Age Convention, 1973 (No. 138).

Employers

Total number of replies: 14

Yes: 12

No: 1

Other: 1

Comments

BDA, CEC, IOE, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 39

Yes: 34

No: 3

Other: 2

Comments

Consolidated response: Trainers should have pedagogic training and experience.

CUT: Regular visits should be conducted by institutions responsible for training.

FO: Additional remuneration should be provided to employees who become trainers.

LBAS, TUC: The social partners should be involved in the mentoring and training of supervisors.

Office commentary

An overwhelming majority of governments and employers' and workers' organizations agree with the statement.

A number of respondents highlighted that the teachers and trainers who mentor and supervise apprentices should have the appropriate skills and experience. Therefore, the Office proposes to amend point 12(i) of the proposed Conclusions to read "the qualifications and experience required for teachers and in-company trainers".

Question 21 (k) the procedures for assessing and certifying the competencies acquired?**Governments**

Total number of replies: 93

Yes: 87

No: 4

Other: 2

Comments

Algeria: The training plan, jointly developed by the enterprise and the public training establishment, should include the methodology to be used to evaluate the apprentice.

Croatia: The assessment procedure should be harmonized with the regulatory framework applicable to the broader education system.

Nicaragua: Assessment should be conducted throughout the training process.

Trinidad and Tobago: Assessment should measure both hard and soft skills.

Employers

Total number of replies: 15

Yes: 12

No: 2

Other: 1

Comments

BDA, CEC, IOE, SAE: This issue should be determined according to national law and practice, and in agreement with the social partners.

Workers

Total number of replies: 40

Yes: 34

No: 4

Other: 2

Comments

Consolidated response: Assessors should be properly qualified.

Office commentary

An overwhelming majority of governments and workers' organizations and a large majority of employers' organizations agree with the statement.

In the light of the replies received, the Office proposes no changes to point 12(j) of the proposed Conclusions.

Question 21 (I) the qualification(s) acquired on successful completion of the apprenticeship?

Governments

Total number of replies: 93

Yes: 84

No: 7

Other: 2

Comments

Dominican Republic: This statement is very useful and should be specified in the national qualification framework.

Italy: Provision should be made for the standardization of qualifications, to guarantee mutual recognition and improve apprentices' mobility.

United Arab Emirates: Assessment standards, certification and the recognition of qualifications acquired on successful completion of the apprenticeship.

Employers

Total number of replies: 15

Yes: 11

No: 3

Other: 1

Comments

BDA, CEC, IOE, SAE: This issue should be determined according to national law and practice, and with the agreement of the social partners.

Workers

Total number of replies: 40

Yes: 33

No: 5

Other: 2

Comments

ČMKOS, ETUC, ICTU, TUC, UNSA: The apprenticeship should lead to a recognized certificate.

Office commentary

An overwhelming majority of governments, a large majority of workers' organizations and a majority of employers' organizations agree with the statement.

In the light of the replies received, the Office proposes no changes to point 12(k) of the proposed Conclusions.

Question 21 (m) any other elements? If so, please specify.

Governments

Total number of replies: 80

Yes: 25

No: 50

Other: 5

Comments

Antigua and Barbuda: There should be no gender bias in participation in apprenticeships.

Nepal: Criteria to be fulfilled for quality apprenticeships and traineeships should be included.

Saudi Arabia: Establishing new standards for industrial apprenticeships is important through a specialized committee.

Spain: It is the responsibility of the government training system to provide off-the-job training.

Employers

Total number of replies: 13

Yes: 3

No: 10

Other: 0

Workers

Total number of replies: 35

Yes: 25

No: 10

Other: 0

Comments

Consolidated response: Quotas should be adopted in relation to gender and under-represented groups.

Office commentary

A majority of governments and a large majority of employers' organizations are not in favour of including additional elements, while a majority of workers' organizations propose additions.

Several workers' organizations suggest that quotas be adopted in relation to gender and under-represented groups. The Office notes that those issues are addressed by the proposed Conclusions under questions 31–33, in the section "Equality and diversity in quality apprenticeships".

In the light of the replies received, the Office proposes to add no further elements to point 12 of the proposed Conclusions.

Question 22 **Should the instrument or instruments provide that Members may establish standards for quality apprenticeships through national laws and regulations, collective agreements, decisions of competent regulatory bodies or in any other manner consistent with national practice?**

Governments

Total number of replies: 91

Yes: 88

No: 1

Other: 2

Comments

Colombia, Mali: Yes, and the autonomy of the constituents should be recognized on the basis of minimum standards.

Germany, Mali: A reference to national legal frameworks should be included.

Malta: Yes, and entities should be allowed enough leeway to design flexible programmes.

Pakistan: Member States should be allowed to adopt and implement the instrument with flexibility.

Tunisia: There is a need to specify respect for national standards, which should not be contrary to the international standards defined in the instrument or instruments.

Employers

Total number of replies: 15

Yes: 8

No: 6

Other: 1

Comments

BDA, CEC, IOE, MEDEF, SAE: The aim of the instrument is to encourage more employers to take on apprentices. All efforts at the national level should aim at a “promotional approach” rather than a “deterrent approach”.

CNI: It is always necessary to establish the primacy of national practice.

DA: Yes, but solely through collective agreements.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

CNV, EAKL, ETUC, FNV, ICTU, Unio: This provision should mention quality indicators (contract, remuneration, defined learning outcomes, the qualifications of trainers and mentors, quality assurance, recognition and so on). See the 14 indicators contained in the Recommendation of the Council of the European Union on the European Framework for Quality and Effective Apprenticeships.

Office commentary

Almost all governments and all workers’ organizations, and a majority of employers’ organizations agree with this statement. A number of governments and employers’ organizations call for a reference to national legal frameworks or flexibility. Several employers’ organizations highlight that Members should adopt a promotional approach, to encourage employers to take on apprentices. Several workers’ organizations propose that an instrument should also consider the quality indicators of the European Framework for Quality and Effective Apprenticeships.

The Office notes that the proposed Conclusions deal separately with measures to promote quality apprenticeships, and that they also take into account the quality indicators of the European Framework for Quality and Effective Apprenticeships.

The Office proposes to move this statement to point 6 to clarify that the means of implementation should be available not only for the section concerning the regulatory framework for quality apprenticeships but for every section of the instrument.

Question 23 Should the instrument or instruments provide that Members should take measures to ensure that there is a fair and transparent process for transferring an apprentice from one enterprise to another when this is considered necessary or desirable for the completion of the apprentice's training?

Governments

Total number of replies: 91

Yes: 79

No: 9

Other: 3

Comments

Guatemala: It should be made explicit that, in addition to being fair and transparent, the process must be regulated and have the protection of the apprentice as a priority.

Latvia: More discussion is needed on who is taking this decision and to what degree, and to what extent the apprentice should decide himself or herself.

Qatar: No. The trainee should only be transferred to another enterprise with the consent of the parties (the original employer; the trainee; and the enterprise to which the trainee is to be transferred).

Slovenia: The transfer should be between enterprises within the same country.

Sudan: Yes, with strong supervision.

Employers

Total number of replies: 16

Yes: 10

No: 4

Other: 2

Comments

BDA, CEC, IOE, MEDEF, SAE: This issue should be determined according to national law and practice and with the agreement of the social partners.

Workers

Total number of replies: 41

Yes: 36

No: 2

Other: 3

Comments

CGTP: Yes, provided that the apprentice agrees to the transfer.

Consolidated response: It should be ensured that all the necessary skills and competencies for a profession or occupation can be acquired by the apprentice. Such a process should be developed in consultation with the social partners and should include the participation of the apprentice.

Office commentary

An overwhelming majority of governments and workers' organizations and the majority of employers' organizations support the inclusion of this statement. Several governments and employers' organizations are of the view that the process of transferring apprentices should be based on national law and practice. A number of governments and workers' organizations stress that the process must ensure adequate protection of apprentices, and should be based on the consent of various parties, particularly the apprentices themselves. A number of social partners highlight that the process should be developed in consultation with the social partners.

In the light of the replies received, the Office proposes to amend point 13 of the proposed Conclusions to add a reference to the consent of the apprentice.

Question 24 **Should the instrument or instruments provide that Members should take appropriate measures to ensure that apprentices:**

(a) are adequately remunerated?

Governments

Total number of replies: 93

Yes: 86

No: 3

Other: 4

Comments

Austria: Yes, adding "taking into account the relevant sector".

Belgium: Yes, taking into account the ratio of on-the-job to off-the-job training.

Djibouti: The salary of an apprentice should not be less than 25 per cent of the salary for the trade in which the apprenticeship is carried out.

Latvia: Who should pay this remuneration – the State or an employer, or both?

Lesotho: A clear definition of adequate remuneration is needed and it should be ensured that apprentices are given a stipend to cover their living costs.

Nicaragua: Yes, to cover expenses such as transport and food, among others.

Sweden: A possible instrument should only refer to appropriate remuneration, not to levels of remuneration.

Switzerland: The concept of “adequate remuneration” does not refer to any established legal concept. Concerning the remuneration of apprentices, there should also be a requirement for gender wage equality.

Tunisia: The term “adequate remuneration” needs to be clarified. We propose that the term “apprenticeship stipend” should be adopted.

Employers

Total number of replies: 15

Yes: 5

No: 8

Other: 2

Comments

BDA, CEC, IOE, SAE: The objective of apprenticeships is to promote learning at the workplace. Apprentices are remunerated with a “stipend” or “allowance” and not a “wage”, unless stipulated by domestic labour laws.

CACIF: Apprenticeships are not employment, so this matter is not applicable.

CNI, MEDEF: It should be left to Members to adopt remuneration standards in accordance with national law and practice.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

Consolidated response: Apprentices should receive at least the minimum living wage which is set based on evidence of the cost of living and with the full involvement of the social partners.

FO: Remuneration should be adjusted according to the age of the apprentice.

Unite: Remuneration should increase with progression in an apprenticeship.

Office commentary

An overwhelming majority of governments and all of the workers’ organizations agree with the statement. A majority of employers’ organizations do not agree, as many of them consider that apprentices are remunerated with a “stipend” or “allowance” in accordance with national law and practice. Some employers’ organizations express concerns that this concept dilutes the distinction between regular employment and apprenticeships. Some respondents question the meaning of the term “adequate”. Many workers’ organizations suggest that apprentices should receive at least the minimum living wage.

The Office recognizes the point made by a number of respondents that flexibility is required for levels of remuneration to be determined at the national level. Matters of terminology, adequacy of remuneration, increasing remuneration with age, and progression and funding would necessarily be for Member States to determine in accordance with national circumstances and through a process of social dialogue.

In the light of the replies received, the Office proposes the addition of "having regard to national circumstances" to the chapeau. The Office also proposes to replace "are adequately remunerated" with "receive appropriate remuneration, which may be adjusted at different stages of the apprenticeship" in point 14(a) of the proposed Conclusions.

Question 24 (b) are not required to work hours that exceed specified limits?

Governments

Total number of replies: 92

Yes: 84

No: 6

Other: 2

Comments

Ireland, Nicaragua: Working time should take into account time spent on the job and in off-the-job training.

Namibia: This avoids exploitation and abuse.

Tunisia: Yes, and working hours must be determined in accordance with the needs of the training, taking into account national legislation.

Employers

Total number of replies: 15

Yes: 7

No: 5

Other: 3

Comments

BDA, CEC, IOE, SAE: This would be decided in accordance with national law and practice, and with the agreement of the social partners.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

Consolidated response: Working hours should be defined in the apprenticeship contract. Apprentices should not be required or allowed to work overtime. Overtime pay should be provided to an apprentice if and when overtime work is performed.

Office commentary

An overwhelming majority of governments and almost all of the workers' organizations agree that apprentices should not be required to work hours that exceed specified limits, while less than half of employers' organizations are in agreement.

In the light of the replies received, the Office proposes no changes to point 14(b) of the proposed Conclusions.

Question 24 (c) are entitled to holidays with pay?

Governments

Total number of replies: 91

Yes: 73

No: 13

Other: 5

Comments

Azerbaijan: It depends on the duration of the apprenticeship.

Central African Republic: No, otherwise they become employees of the firm and should no longer be considered apprentices.

Germany: Yes for the on-the-job training component; the question cannot be answered for off-the-job training.

Guatemala: Yes, in accordance with enterprise regulations.

Lesotho: No. This will depend on the labour laws of each country and the policy of the enterprise.

Mali: No, apprentices are not salaried employees.

United States: We support this statement on the condition that it is amended to read "are entitled to no less than the same holidays with pay as non-apprentice employees, as specified by laws or regulations of the Member State or any of its political subdivisions".

Employers

Total number of replies: 14

Yes: 4

No: 8

Other: 2

Comments

BDA, CEC, IOE: No. Apprentices should have a special status, which is different from employees. National labour law should be the first point of reference on their rights and benefits, including on holidays with pay.

CACIF: An apprenticeship is not employment, so this matter is not applicable.

ESEE: This depends on national labour legislation.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

ČMKOS, ETUC, ICTU, Unio: Yes, holidays with pay should be defined in the work/apprenticeship contract based on the collective agreement.

Office commentary

The large majority of governments and almost all workers' organizations agree that apprentices should be entitled to holidays with pay, while a majority of employers' organizations do not agree.

Some respondents state that apprentices should have a special status that is different from employees. The Office notes that the status of apprentices is not the same in all Member States. Several respondents suggest that matters related to "holiday with pay" should be decided in accordance with national laws or collective agreements. The Office notes that a reference to national circumstances is included in the chapeau of point 14. The Office also notes that a general recommendation to involve the social partners in all provisions of the proposed instrument is now included as point 7.

In the light of the replies received and the explanation provided above, the Office proposes no changes to point 14(c) of the proposed Conclusions.

Question 24 (d) are entitled to paid leave for absence due to illness or accident?

Governments

Total number of replies: 91

Yes: 78

No: 8

Other: 5

Comments

Burkina Faso: No, it would be preferable to establish an insurance mechanism for apprentices.

Czechia: Yes, if the apprenticeship is carried out under the terms of an employment relationship.

Mali: No in the case of a non-occupational accident or illness, where apprentices should be able to benefit from sick leave but not paid leave.

Mexico: Yes, including medical insurance, rather than just paid leave, for the illness or accident.

Portugal: Yes, provided the requirement is in accordance with national law and practice and their social security systems.

Republic of Korea: Apprentices should be afforded the same treatment as other workers in the same workplaces under domestic laws, without discrimination.

Employers

Total number of replies: 14

Yes: 4

No: 8

Other: 2

Comments

BDA, CEC, IOE: No. Apprentices should have a special status that is different from employees. National labour law should be the first point of reference on their rights and benefits, including on paid leave.

CACIF: An apprenticeship is not employment, so this matter is not applicable.

ESEE: Depends on the national work legislation.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

ČMKOS, ETUC, ICTU, Unio: Yes. This matter should be defined in the work/apprenticeship contract based on collective agreement and the conditions defined in agreement with the social partners.

CNV, FNV: Apprentices must have the same rights to paid leave for absence due to illness or accident as employees have.

Office commentary

An overwhelming majority of governments and almost all workers' organizations agree that apprentices should be entitled to paid leave for absence due to illness or accident, while a majority of employers' organizations are not in agreement.

Several respondents suggest that matters related to paid leave for absence due to illness or accident should be determined in accordance with national laws or collective agreements. The Office notes that a reference to national circumstances is included in the chapeau of point 14. The Office also notes that a general recommendation to involve the social partners in all provisions of the proposed instrument is now included as point 7.

In the light of the replies received and the explanation provided above, the Office proposes no changes to point 14(d) of the proposed Conclusions.

Question 24 (e) are afforded the same protection and receive the same training as others in the workplace in respect of discrimination and violence and harassment?

Governments

Total number of replies: 91

Yes: 88

No: 1

Other: 2

Comments

Dominican Republic: This is greatly needed.

Uruguay: This is considered essential as apprentices may be more susceptible to discrimination and harassment.

Employers

Total number of replies: 15

Yes: 8

No: 3

Other: 4

Comments

BDA, CEC, IOE, SAE: No. Apprentices should have a special status that is different from employees. National labour law should be the first point of reference on their rights and benefits.

Workers

Total number of replies: 41

Yes: 39

No: 0

Other: 2

Comments

Consolidated response: Yes, in line with the Violence and Harassment Convention, 2019 (No. 190).

ČMKOS, ETUC, ICTU, Unio: This has to be decided with the relevant trade unions. All employees should have the right to access employee training and all apprentices should have the right to access training that is important to obtaining the apprenticeship.

Office commentary

Almost all governments and workers' organizations and a majority of employers' organizations agree that apprentices should be afforded the same protection and receive the same training as others in the workplace in respect of discrimination and violence and harassment.

Considering that both questions 24(e) and 24(f) deal with a similar issue concerning apprentices' protection and training, and that both questions received wide support from constituents, the Office proposes to cover the two statements under the same point 14(e), which reads "are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment".

Question 24 (f) are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health?

Governments

Total number of replies: 93

Yes: 92

No: 0

Other: 1

Comments

Switzerland: Apprentices who are minors should even be afforded increased protection and receive in-depth training in respect of occupational safety and health.

Employers

Total number of replies: 15

Yes: 9

No: 3

Other: 3

Comments

BDA, CEC, IOE, SAE: Apprentices should have a special status that is different from employees. National labour law should be the first point of reference on their rights and benefits, including on social protection.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

Consolidated response: Yes, in line with relevant occupational safety and health standards and the Violence and Harassment Convention, 2019 (No. 190).

Office commentary

Almost all governments and workers' organizations and a majority of employers' organizations agree that apprentices should be afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health.

Considering that both questions 24(e) and 24(f) deal with a similar issue concerning apprentices' protection and training, and that both questions received wide support from constituents, the Office proposes to cover the two statements under the same point 14(e), which reads "are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment".

Question 24 (g) are entitled to compensation for work-related injuries?

Governments

Total number of replies: 91

Yes: 86

No: 3

Other: 2

Comments

Germany: Yes, for example through coverage by accident insurance during on-the-job and off-the-job training.

India: There should be no discrimination with regard to work-related injuries.

Nicaragua: Members should set standards that ensure that apprentices are registered under their social security schemes so that, in the event of an accident at work, the insurer will be liable for compensation; otherwise, full liability lies with the enterprise.

Employers

Total number of replies: 15

Yes: 7

No: 5

Other: 3

Comments

BDA, CEC, IOE, SAE: Apprentices should have a special status that is different from employees. National labour law should be the first point of reference on their rights and benefits, including on social protection.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Office commentary

An overwhelming majority of governments and all workers' organizations agree that apprentices should be entitled to compensation for work-related injuries, while less than half of employers' organizations are in agreement.

In the light of the replies received, the Office proposes no changes to point 14(f) of the proposed Conclusions.

Question 24 (h) are eligible for any other benefits? If so, please specify.

Governments

Total number of replies: 87

Yes: 50

No: 30

Other: 7

Comments

Algeria: Accommodation, discounts and benefits awarded under the education system.

Austria: Accommodation or transportation and maternity/paternity and carers' leave.

Bahrain: Retirement pensions.

Belgium, Lebanon: Free meals and meal vouchers.

Brazil: Transport vouchers, meals on an equal basis with employees, personal protective equipment, uniforms.

Denmark: Paid paternity, maternity and parental leave.

Eritrea: Maternity leave.

Indonesia: Protection in the form of workplace accident and death insurance.

Italy: Disability and old-age insurance, maternity leave, family allowance and social insurance for employment.

Mali, Mauritius: Health insurance.

Poland, Portugal: Accident insurance.

Seychelles: Maternity and paternity protection.

South Africa: Maternity, paternity and child adoption leave.

Employers

Total number of replies: 14

Yes: 2

No: 11

Other: 1

Comments

CNI: National legislation should identify other benefits that it deems essential for the country.

BDA, CEC, IOE, SAE: Apprentices should have a special status that is different from employees. National labour law should be the first point of reference on their rights and benefits, including on social protection.

Workers

Total number of replies: 40

Yes: 37

No: 3

Other: 0

Comments

ČMKOS, ETUC, Unio: Protective equipment, work clothes and so on.

CGTP: Retirement pensions.

Consolidated response: Apprentices should have access to maternity benefits, including paid leave, as well as to paid paternity and parental leave. They should have access to time off to care for dependants. Apprentices should also have access to the same training opportunities as others in the same workplace.

Office commentary

A majority of governments and an overwhelming majority of workers' organizations agree that apprentices are eligible for other benefits besides those already specified. A large majority of employers' organizations are not in favour of including other benefits. A number of respondents mentioned that the benefits should be decided in accordance with national law.

Some responses suggested that apprentices should also receive benefits other than those currently listed in point 14 of the proposed Conclusions (such as support for accommodation, food, transport, clothing, maternity and paternity leave). The Office notes that although there is currently not enough support for such proposals to be included in the proposed Conclusions, the constituents may propose amendments during the committee discussions to be held at the 110th Session (2022) of the International Labour Conference, with a view to considering those or any other proposals under point 14. The Office also notes that in the context of lifelong learning, additional benefits and support services for adults and older persons to access quality apprenticeships for reskilling and upskilling may also be desirable.

The Office therefore proposes to add no further elements to point 14 of the proposed Conclusions.

Question 25 **Should the instrument or instruments provide that Members should prescribe conditions under which:**

(a) enterprises may offer apprenticeships?

Governments

Total number of replies: 93

Yes: 84

No: 7

Other: 2

Comments

Algeria: At a minimum, enterprises should ensure a safe working environment for apprentices, assign a master craftsman, and comply with the content of the training programme.

Belgium: Enterprises wishing to take on apprentices should be approved in advance.

Croatia: Every enterprise wishing to offer apprenticeships should meet prescribed spatial, material and personal requirements.

Kuwait: Enterprises should offer apprenticeship programmes that meet certain standards and prove that their working environment and equipment are appropriate and capable of providing training in the required competences.

Uruguay: It is essential to ensure conditions that guarantee decent work, as established by the ILO, and it is therefore recommended that there be basic requirements for enterprises wishing to train apprentices.

Employers

Total number of replies: 16

Yes: 9

No: 5

Other: 2

Comments

BDA, CEC, IOE: All of these points should be determined according to national law and practice and with the agreement of the social partners. In general, businesses are keen for more apprenticeships to be made available through companies, rather than TVET institutions. TVET institutions can fill in gaps, but apprenticeship systems should be led by businesses (not schools).

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

ČMKOS, ETUC, ICTU: Enterprises should comply with the quality conditions for the provision of apprenticeships.

UGT: Enterprises must have the necessary human and material resources to offer apprenticeships and these programmes must be guaranteed to be conducted in safe and high-quality work environments.

Office commentary

An overwhelming majority of governments, almost all workers' organizations and a majority of employers' organizations agree that Members should prescribe the conditions under which enterprises may offer apprenticeships. Some respondents suggest that the social partners should be consulted.

In the light of the replies received, the Office proposes no changes to point 15(a) of the proposed Conclusions.

Question 25 (b) educational and training institutions may provide off-the-job training?

Governments

Total number of replies: 91

Yes: 73

No: 12

Other: 6

Comments

Uruguay: The capacity, suitability and legality of educational and training institutions to provide off-the-job training must be guaranteed, and they must be assessed and supervised by competent institutions.

Employers

Total number of replies: 15

Yes: 7

No: 8

Other: 0

Comments

BDA, CEC, IOE: All of these points should be determined according to national law and practice and with the agreement of the social partners. In general, businesses are keen for more apprenticeships to be made available through companies, rather than TVET institutions. TVET institutions can fill in gaps, but apprenticeship systems should be led by businesses (not schools).

Workers

Total number of replies: 40

Yes: 35

No: 3

Other: 2

Comments

ACTU: Not all young people find an apprenticeship, so supra-enterprise apprenticeships must be made available. These should be offered to young people who require additional support (such as catching up on basic skills, psychosocial support, private tutoring) to successfully complete their apprenticeships.

Office commentary

A large majority of governments and an overwhelming majority of workers' organizations agree that Members should prescribe the conditions under which educational and training institutions may provide off-the-job training. A majority of employers' organizations disagree.

The main objection of the employers' organizations is that such matters should be determined according to national law and practice and in agreement with the social partners.

The Office notes that the involvement of the social partners in implementing the provisions of the instrument has now been addressed in point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 15(b) of the proposed Conclusions.

Question 25 (c) intermediaries may assist in the provision, coordination or support of apprenticeships?

Governments

Total number of replies: 89

Yes: 71

No: 12

Other: 6

Comments

Armenia: This statement is applicable only to countries in which intermediaries exist.

Italy: Intermediaries involved in apprenticeships may be public or private. However, private organizations should have official accreditation. The type of intermediaries that may contribute to the provision, coordination or support of apprenticeships, and their scope of liability, should be defined in consultation with the social partners.

Employers

Total number of replies: 16

Yes: 6

No: 10

Other: 0

Comments

BDA, CEC, IOE: All of these points should be determined according to national law and practice and with the agreement of the social partners. In general, businesses are keen for more apprenticeships to be made available through companies, rather than TVET institutions. TVET institutions can fill in gaps, but apprenticeship systems should be led by businesses (not schools).

CIP: We have doubts about the role of intermediaries.

Workers

Total number of replies: 41

Yes: 37

No: 3

Other: 1

Comments

Consolidated response: The type of intermediaries that may assist in the provision, coordination or support of apprenticeships and the scope of their responsibilities should be defined in consultation with the social partners.

Office commentary

A large majority of governments and an overwhelming majority of workers' organizations agree that Members should prescribe the conditions under which intermediaries may assist in the provision, coordination or support of apprenticeships. A majority of employers' organizations disagree.

As above, the main objection of the employers' organizations is that these matters should be determined according to national law and practice and in agreement with the social partners.

Several workers' organizations also mention that the type of intermediaries and their responsibilities should be decided in consultation with the social partners.

The Office notes that the involvement of the social partners in implementing the provisions of the instrument has now been addressed in point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 15(c) of the proposed Conclusions.

Question 26 **Should the instrument or instruments provide that Members should take measures to continuously develop and strengthen the capacity of government agencies and the social partners to respond to challenges affecting quality apprenticeships, such as technological changes and the emergence of new forms of work arrangements?**

Governments

Total number of replies: 91

Yes: 84

No: 5

Other: 2

Comments

Canada: Yes, recommending that these issues be agreed upon at the local level and based on input from the social partners.

Dominican Republic: Yes, most especially Ministries of Labour.

Finland: Yes, if the instrument takes the form of a Recommendation.

Iraq: This statement is unnecessary, as it is a logical step that the relevant institutions would take.

Mexico: Yes, in accordance with each country's legal framework and in line with the competence of the parties involved.

Nicaragua: Yes. It is important to establish mechanisms that facilitate dialogue and interaction among the different stakeholders. Measures should be adopted at all levels, including by government bodies, the social partners and other stakeholders.

United Kingdom: This statement should include a reference to "as necessary and according to national circumstances/need".

United States: Yes, provided the statement is amended to read “technological changes and the emergence of new forms of work arrangements, including the intensification of workplace ‘fissuring’ and employee misclassification” and “strengthen or maintain the capacity”.

Uruguay: Capacities to provide the right tools for high-quality apprenticeships must be regularly monitored and assessed.

Employers

Total number of replies: 15

Yes: 11

No: 3

Other: 1

Comments

CNI: Training institutions should maintain a constant dialogue with companies, to ensure that professional training is aligned to the demands of the productive sector.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

Consolidated response: Such measures should be defined in consultation with the social partners and should ensure that new forms of work guarantee decent work and lead to full, productive and freely chosen employment, in line with the ILO Centenary Declaration for the Future of Work, 2019.

HAK-İŞ: A reference should be included to adaptable strategies and alternative policies.

OGBL: Consideration should be given to the creation of a fund for the promotion of apprenticeships, which would be managed on a tripartite basis.

Office commentary

An overwhelming majority of governments, almost all workers’ organizations and a majority of employers’ organizations agree with this statement. A number of governments point out that the need to take measures to develop and strengthen the capacity of government agencies and the social partners should be determined at the local level based on national circumstances and need. One government and one employers’ organization also highlight the importance of facilitating dialogue among different stakeholders, including training institutions and enterprises, and developing their capacity. A number of workers’ organizations stress that the measures should be defined in consultation with the social partners.

Several responses to various questions suggest building the capacity of trainers.

In response to these suggestions, the Office proposes to add “teachers, in-company trainers and other experts involved in apprenticeships” to point 16. In order to allow flexibility to Members

to develop capacity according to national needs, the Office proposes not to include illustrative details such as technological changes and the emergence of new forms of work arrangements.

Question 27 Should the instrument or instruments provide that Members should take measures to ensure that apprenticeship systems and programmes are regularly monitored and evaluated?

Governments

Total number of replies: 93

Yes: 86

No: 4

Other: 3

Comments

Belgium: Guidelines should be included for determining goals and indicators, which may lead to monitoring and evaluation at the European or global levels.

Bosnia and Herzegovina: This need should be assessed by Member States according to their needs and capabilities.

Czechia: It would be appropriate to carry out evaluations at recommended (but not obligatory) periods or in relation to relevant landmarks.

Greece: Apprenticeship systems should be regularly evaluated by external evaluators.

Guatemala: These measures should include support, supervision and feedback.

Ireland: Such measures may need to take into account national and institutional quality assurance structures.

Mauritania: We recommend implementing a mechanism for the oversight and continuous improvement of the system, coupled with monitoring and evaluation.

Pakistan: Yes, with the support of intermediary organizations.

Employers

Total number of replies: 16

Yes: 13

No: 2

Other: 1

Comments

BDA, CEC, IOE: These measures should be designed in cooperation with the social partners.

MEDEF: These measures should be taken in partnership with the companies and the social partners.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

Consolidated response, GSEE: Such measures should be defined in consultation with the social partners.

UGT: It is necessary to define a robust system of evaluation from the perspective of the various stakeholders, and based on efficiency, efficacy and effectiveness.

Office commentary

An overwhelming majority of governments, all workers' organizations and a large majority of employers' organizations support the inclusion of the statement. Several governments point out that the monitoring and evaluation of apprenticeships should be based on local needs and take into account national and institutional quality assurance structures. A number of employers' and workers' organizations emphasize that the measures related to monitoring and evaluation should be defined in consultation with the social partners.

In the light of the replies received, the Office proposes no changes to point 17 of the proposed Conclusions.

V. Apprenticeship agreement

Question 28 Should the instrument or instruments provide that Members should ensure that all apprenticeships are governed by a written agreement which is concluded between an apprentice and an enterprise or an intermediary, and which, if so permitted by national laws and regulations, may also be signed by a third party, such as an educational or training institution?

Governments

Total number of replies: 93

Yes: 87

No: 3

Other: 3

Comments

Australia: Australia supports the use of agreements as a way of ensuring apprentices are aware of their entitlements and the requirements of their position.

Austria, Spain, United Arab Emirates: Intermediaries should not be permitted to conclude an apprenticeship agreement.

Bulgaria: This will guarantee the rights and responsibilities of each of the parties involved in the process.

Canada, United Kingdom: Given the current electronic capabilities to register agreements, the term “written” may be outdated. Digital alternatives to writing should be allowed.

India, Lesotho, Mauritania, Saudi Arabia, United Kingdom, Uruguay: The exact number of signatories should be determined by individual countries and national legal frameworks.

Saudi Arabia: It should be compatible with existing national regulations.

Employers

Total number of replies: 15

Yes: 13

No: 2

Other: 0

Comments

DA: Leave room for national practices and the role of the social partners.

IOE: This can be helpful to ensure the roles and expectations are clear from the very beginning.

SETE: All three stakeholders should be required to sign the agreement (the educational institution, the apprentice and the enterprise).

Workers

Total number of replies: 41

Yes: 38

No: 2

Other: 1

Comments

Consolidated response: The apprenticeship agreement should be established in accordance with the provisions of national legislation or collective agreements. Apprenticeship agreements between apprentices and an intermediary should be established in consultation with the social partners.

ČMKOS, CNV, ETUC, FNV, TUC, UNSA: The written agreement should be called a contract.

Office commentary

An overwhelming majority of governments and employers’ and workers’ organizations agree with this statement. While three governments point out that intermediaries should not sign the agreement, the majority of workers’ organizations emphasize that agreements between apprentices and intermediaries are established in consultation with the social partners and that agreements should be made in accordance with the provisions of national legislation or collective agreements. Some workers’ organizations prefer the agreement to be called a contract.

Two governments suggest developing a standard or model agreement. The Office notes that this suggestion is dealt with in point 20.

Two governments highlight that the reference to a “written” agreement should be clarified to include electronic agreements. The Office is of the view that the term “written” is to be understood as the opposite of “oral” and does not refer to a specific medium, such as paper or digitized document. The question of the validity of an electronic contract in the context of an apprenticeship or traineeship is one of the details of general contract law that are left to be determined by the national law. Additionally, the term “written agreement” does not exclude electronic agreements, nor does it prevent national administrations from authorizing the conclusion of written agreements in an electronic format.

Consequently, the Office proposes no changes to point 18 of the proposed Conclusions.

Question 29 **Should the instrument or instruments provide that Members should ensure that an apprenticeship agreement:**

(a) clearly identifies the parties’ respective roles, rights and obligations, with reference to the relevant occupation-specific standards?

Governments

Total number of replies: 93

Yes: 89

No: 2

Other: 2

Comments

Australia: While Australia supports the inclusion of the elements identified at question 29, it may be necessary to have some flexibility to allow for differing national circumstances.

Mauritania: Clearly defining the respective roles, rights and obligations of the parties to an apprenticeship contract will help to avoid confusion between this relationship and the contractual employment relationship.

Morocco: This will enable the agreement to be monitored and evaluated.

Employers

Total number of replies: 15

Yes: 14

No: 1

Other: 0

Comments

IOE, CEC, BDA: This can add value.

Workers

Total number of replies: 41

Yes: 38

No: 3

Other: 0

Comments

Consolidated response: Written agreements should refer to the relevant occupational standards and/or the collective agreement concluded in the sector or branch with the aim of ensuring that apprentices are aware of their rights and working and training conditions. Agreements should include apprentices' right to join a trade union and bargain collectively, in accordance with the Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87), and the Right to Organise and Collective Bargaining Convention, 1949 (No. 98).

Office commentary

Almost all governments and an overwhelming majority of employers' and workers' organizations agree with the statement.

A large majority of workers' organizations emphasize that agreements should refer to collective agreements in place and include apprentices' rights to join a union and bargain collectively. The Office notes that the ILO's supervisory bodies have taken the view that persons hired under training agreements should have the right to organize and engage in collective bargaining, regardless of whether they are employed.⁷ In response to question 7, respondents strongly agree that the Preamble to any instrument that may be adopted should acknowledge the application of those rights as two of the core standards recognized by the ILO Declaration on Fundamental Principles and Rights at Work, 1998.

Considering that the roles and responsibilities of the parties need to be clarified in respect of all key aspects of apprenticeships, the Office proposes to amend point 19(a) of the proposed Conclusions to read: "clearly identifies the parties' respective roles, rights and obligations".

Question 29 (b) contains provisions governing matters such as apprenticeship duration, remuneration, working hours, leave entitlements, occupational safety and health, social security, dispute resolution and the termination of the apprenticeship agreement?

Governments

Total number of replies: 93

Yes: 88

No: 2

Other: 3

⁷ See ILO, *A Framework for Quality Apprenticeships*, ILC.110/IV/1, 2019, section 2.1.6.

Comments

Austria, Germany: Not all of these matters need to be included explicitly in the apprenticeship agreement if they are governed by other laws.

Lesotho: This will allow all parties involved, especially the apprentice, to know what to expect in the apprenticeship programme and thus make an informed decision.

Indonesia: Apprenticeship programme does not recognize the term “leave entitlements”, because that refers to an employee’s entitlements, while the apprentice is not yet an employee.

Mauritius: This will help to avoid abuse and to ensure that apprentices are fairly treated.

Morocco: Yes, to protect the fundamental rights at work of apprentices.

Employers

Total number of replies: 16

Yes: 12

No: 3

Other: 1

Comments

CEC, BDA, IOE: This can add value, but needs to be consistent with domestic laws.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

Consolidated response: Yes, in accordance with national regulations and collective agreements.

BAK, ÖGB: Especially in view of the fact that apprentices are often young, the content of the apprenticeship agreement must be as comprehensive and concrete as possible.

Office commentary

An overwhelming majority of governments, almost all workers’ organizations and a large majority of employers’ organizations agree with the statement.

Two governments suggest limiting the number of elements to those not included in other regulations, and some employers’ organizations highlight that provisions should be consistent with national legislation. Workers’ organizations emphasize that agreements should highlight all relevant elements in line with national regulations and collective agreements. The Office notes that where particular matters are already addressed by other forms of regulation, including collective agreements,

it would be open to a Member to require that an apprenticeship agreement merely include a cross-reference to, or explain the effect of, the other regulation.

In the light of the replies received, the Office proposes no changes to point 19(b) of the proposed Conclusions.

Question 29 (c) is registered under conditions established by the competent authority?

Governments

Total number of replies: 93

Yes: 85

No: 5

Other: 3

Comments

Estonia: The definition and role of the competent authority need clarification.

Morocco: This would allow the competent authority for quality apprenticeships to verify eligibility and carry out monitoring and evaluation.

Employers

Total number of replies: 15

Yes: 13

No: 2

Other: 0

Comments

CEC, BDA, IOE: Where appropriate.

Workers

Total number of replies: 41

Yes: 34

No: 7

Other: 0

Comments

BAK, ÖGB: The authority should check the content of the apprenticeship agreement, not only establish the type of registration.

ČMKOS, ETUC, ICTU: This should be a matter for national decision.

Office commentary

An overwhelming majority of governments and employers' organizations and a large majority of workers' organizations agree with the statement.

In the light of the replies received, the Office proposes no changes to point 19(c) of the proposed Conclusions.

Question 29 (d) is signed on the apprentice's behalf by a parent, guardian or legal representative, where the apprentice is a minor, as may be required by national laws and regulations?

Governments

Total number of replies: 92

Yes: 85

No: 4

Other: 3

Comments

Czechia, India: This matter should be based on national law and regulations.

Nicaragua: It should be added that national legislation must comply with the United Nations Convention on the Rights of the Child.

Serbia: The apprentice should be consulted, even though he or she is a minor.

Employers

Total number of replies: 15

Yes: 14

No: 1

Other: 0

Workers

Total number of replies: 41

Yes: 39

No: 2

Other: 0

Comments

ČMKOS, ETUC: This should be a matter for national decision.

FESTU: If it is required under national law.

Office commentary

An overwhelming majority of governments and employers' organizations and almost all workers' organizations agree with this statement.

While some governments and workers' organizations highlight that this decision should be left to Members to decide, a few governments suggest that apprentices should sign the agreement even when, according to national laws and regulations, their legal guardian is required to sign on their behalf. Some governments seek clarification of the term "minor".

The Office notes that the term "minor" can be defined by national laws and regulations. The minimum age for apprentices is dealt with in point 12(a) of the proposed Conclusions. Article 6 of the Minimum Age Convention, 1973 (No. 138), provides that the Convention does not apply to work done in education or training institutions, or to work done by persons aged 14 or above in undertakings as an integral part of appropriately regulated education or training programmes.

In the light of the replies received, the Office proposes not to make any changes to point 19(d) of the proposed Conclusions.

Question 29 (e) contains any other elements? If so, please specify.

Governments

Total number of replies: 79

Yes: 27

No: 45

Other: 7

Comments

Algeria: Probation period.

Belgium: Means of communication and evaluation between the different parties; a training plan, including the learner's training path and the skills to be acquired.

Belgium, Iraq, Portugal: Type of qualification.

Central African Republic, Iraq: Breakdown of time between company and school.

Colombia: A system of regular feedback.

Ecuador: Form and methods of payment.

Namibia: Details of the training institution.

Nicaragua, Trinidad and Tobago, Tunisia, United States, Uruguay: Provision on non-discrimination (gender, persons with disabilities).

Uruguay, Zimbabwe: Provision against harassment.

Employers

Total number of replies: 10

Yes: 0

No: 10

Other: 0

Workers

Total number of replies: 35

Yes: 24

No: 8

Other: 3

Comments

Consolidated response: Working and training conditions; target occupation and qualification; type of work performed; periodicity of remuneration; access to on-the-job and off-the-job training, including the proportion of on-the-job and off-the-job training; access to training opportunities; reference to any collective agreement and the specific rules for that occupation; identification of the person who will act as guardian or supervisor; conditions for transfer to other companies; evaluation and certification; right of apprentices to join a union and bargain collectively.

BAK, ÖGB: The collective agreement; the remuneration; the occupation and the physical locations of the apprenticeship.

OGBL: The amount of the apprenticeship allowance; the weekly hours of learning (on-the-job and off-the-job); holiday entitlements; the conditions under which the agreement can be terminated and the procedure to be followed to terminate it.

Unifor: Possible repercussions for poor attitude and poor attendance.

Office commentary

While all employers' organizations and a majority of governments propose no additional elements, a majority of workers' organizations make proposals.

Among the additional elements listed by governments and workers' organizations, the following are mentioned most frequently: provisions on non-discrimination; the type of qualification; the type of assessment; contact information; the breakdown of time between the host and educational institution; working conditions; identification of the on-the-job mentor/supervisor; and the right of apprentices to join a union.

The Office notes that some of those matters are addressed by other laws and regulations and that Members would in any event be free to require apprenticeship agreements to deal with additional matters. In relation to the right to join a union, the Office refers to the comments made above in relation to the responses to question 29(a).

In the light of the replies received, the Office proposes not to specify any additional matters to be addressed by an apprenticeship agreement, beyond those specified in point 19 of the proposed Conclusions.

Question 30 Should the instrument or instruments provide that Members should develop a model apprenticeship agreement to facilitate consistency, uniformity and compliance?

Governments

Total number of replies: 93

Yes: 75

No: 15

Other: 3

Comments

Canada: A model agreement can serve to promote a standard of a well-functioning apprenticeship system, but should take into account the differences that may exist across jurisdictions.

Djibouti: Some flexibility must be allowed in view of the nature of the contract, without prejudicing fundamental labour rights.

South Africa, Sudan, Togo: A standard apprenticeship contract annexed to one of the instruments would make it possible to standardize practice at the Member State level.

United States: It may not be possible to have a single model in many Member States, given the differences between different apprenticeship programmes and different industries. However, some Member States may find developing such a model suits their national circumstances.

Employers

Total number of replies: 15

Yes: 10

No: 5

Other: 0

Comments

BDA, CEC, IOE: Yes, but with the agreement of employers.

Workers

Total number of replies: 40

Yes: 34

No: 5

Other: 1

Comments

Consolidated response: This apprenticeship agreement should be drawn up in consultation with the social partners.

ČMKOS, ETUC, Unio, UNSA: This should be a matter for national decision together with the social partners.

Office commentary

A large majority of governments, a majority of employers' organizations and an overwhelming majority of workers' organizations support this statement.

The Office notes that there is some confusion in the interpretation of the statement, since some respondents suggest that the international instrument should include a model agreement, whereas the statement suggests that Members should develop a model agreement (at the country/state/sector levels). Moreover, both employers' and workers' organizations insist on consultations with the social partners in developing the model agreement. The Office also notes that the involvement of the social partners in all provisions of the proposed Conclusions is addressed in point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 20 of the proposed Conclusions.

VI. Equality and diversity in quality apprenticeships

Question 31 Should the instrument or instruments provide that Members should take measures to promote gender equality in apprenticeships?

Governments

Total number of replies: 94

Yes: 89

No: 3

Other: 2

Comments

Austria: Measures could include targeted measures to increase the proportion of women or men in particular sectors or to increase the proportion of women in apprenticeships across the board.

Israel: Especially promoting female students in technological professions.

Mali: Unequal levels of apprenticeships among women and men are a threat to attaining national education and training goals.

Portugal: The instrument should include measures to promote equality, diversity and social inclusion in lifelong learning, in order to develop competencies enabling full participation in society and successful transitions in the labour market.

Switzerland: Member States should also take measures to promote equality before hiring, in the access and choice of apprentices.

Uruguay: Measures may include implementing affirmative actions, building gender awareness for the host enterprise, and promoting shared caregiving responsibilities.

Employers

Total number of replies: 15

Yes: 10

No: 4

Other: 1

Comments

CACIF: Quotas must not be established.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

Consolidated response: Yes, including through the establishment of gender quotas and in line with the Equal Remuneration Convention, 1951 (No. 100), the Discrimination (Employment and Occupation) Convention, 1958 (No. 111), and the Violence and Harassment Convention, 2019 (No. 190).

Office commentary

An overwhelming majority of governments, all workers' organizations and a majority of employers' organizations support this statement.

While several governments and a majority of workers' organizations propose gender quotas and affirmative action, some employers' organizations disagree with these measures. The Office notes that it would be up to Members to decide on appropriate measures to promote gender equality in accordance with national circumstances.

Regarding the reference to ILO instruments on equality and freedom from discrimination and harassment, the Office notes the intention to deal with such matters in point 14(e) of the proposed Conclusions.

Therefore, in the light of the replies received, the Office proposes no changes to point 21 of the proposed Conclusions.

Question 32 Should the instrument or instruments provide that Members should take measures to promote equality, diversity and social inclusion in apprenticeships, special account being taken of the situation and needs of:

(a) persons with disabilities?

Governments

Total number of replies: 93

Yes: 88

No: 1

Other: 4

Comments

Portugal: Learning/training is seen as an important factor in providing a person with disabilities with skills and knowledge to facilitate access to employment.

Switzerland: The transition from apprenticeship to work is particularly difficult for apprentices with disabilities. During evaluation and skills certification procedures a system must be defined to compensate for disadvantages.

Employers

Total number of replies: 16

Yes: 12

No: 3

Other: 1

Comments

CNI: This would be consistent with the ILO Declaration on Fundamental Principles and Rights at Work.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

APA: A minimum quota should be established for people with disabilities in the workplace.

Office commentary

An overwhelming majority of governments, a large majority of employers' organizations and all workers' organizations support the statement.

In the light of the replies received, the Office, therefore, proposes no changes to point 22(a) of the proposed Conclusions.

Question 32 (b) persons in the informal economy?

Governments

Total number of replies: 94

Yes: 73

No: 14

Other: 7

Comments

Burkina Faso, Lesotho, Morocco, Portugal: This will contribute to the transition from the informal to the formal economy.

Employers

Total number of replies: 15

Yes: 11

No: 3

Other: 1

Comments

BDA, CEC, IOE: There should be a condition that efforts are being undertaken by various stakeholders to promote a stronger transition from the informal to the formal economy.

CACIF: Provided that the aim is to formalize work arrangements for these people and not to support situations of informality.

Workers

Total number of replies: 40

Yes: 37

No: 2

Other: 1

Comments

CNTT: The importance of the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204), should be recalled.

Office commentary

A large majority of governments, a majority of employers' organizations and an overwhelming majority of workers' organizations support the statement.

Some governments highlight the difference between persons in the informal economy, who should be included in apprenticeships as apprentices, and informal enterprises, which are excluded under current national laws and regulations.

The Office recalls that Paragraph 15(f) of the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204), calls on Members to promote education and skills development policies that support lifelong learning and that recognize prior learning, such as through informal apprenticeship systems, thereby broadening options for formal employment. The Office also notes the proposal to include a reference to Recommendation No. 204 in point 3(f) of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 22(b) of the proposed Conclusions.

Question 32 (c) older persons?

Governments

Total number of replies: 93

Yes: 74

No: 13

Other: 6

Comments

China: Depending on their state of health and the adequacy of competencies for the position.

Djibouti: Given the current global context, older people will be forced to retrain in order to adapt to the needs of the labour market.

India, South Africa, Portugal: Yes, to promote lifelong learning.

Employers

Total number of replies: 15

Yes: 10

No: 4

Other: 1

Comments

CNI: Countries should be free to establish their own policies on the subject, so no obligation in this sense should be created in the international instrument.

Workers

Total number of replies: 41

Yes: 39

No: 1

Other: 1

Comments

CCOO: Being an “older person” cannot be a criterion for qualifying as “vulnerable”, as an older person can be perfectly qualified.

Office commentary

A large majority of governments, a majority of employers’ organizations and almost all workers’ organizations agree with this statement. However, some responses suggest that positive action for this group should not be recommended. The Office notes the importance of reskilling and upskilling of people of working age and that specific measures may be left for Members to take in accordance with national circumstances.

In the light of the responses received, the Office proposes no changes to point 22(c) of the proposed Conclusions.

Question 32 (d) long-term unemployed persons?

Governments

Total number of replies: 94

Yes: 85

No: 5

Other: 4

Comments

Croatia: Apprenticeships can be ideal for the reintegration of long-term unemployed persons in the labour market.

Spain: These programmes must not be confused with equally needed initiatives that bring long-term unemployed persons back into work.

Employers

Total number of replies: 14

Yes: 10

No: 3

Other: 1

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

OGBL: Yes, while at the same time ensuring that an apprenticeship does not become a social measure or an anti-unemployment measure.

Office commentary

An overwhelming majority of governments, a majority of employers' organizations and almost all workers' organizations support this statement.

The Office therefore proposes no changes to point 22(d) of the proposed Conclusions.

Question 32 (e) persons belonging to disadvantaged minorities?

Governments

Total number of replies: 92

Yes: 84

No: 5

Other: 3

Comments

Canada: While governments agree that persons belonging to disadvantaged minorities need to be included, many noted that it is not clear how "disadvantaged minorities" is to be defined.

Ireland: This should cover disadvantaged and ethnic minorities within national contexts.

Employers

Total number of replies: 15

Yes: 12

No: 2

Other: 1

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

Consolidated response: Indigenous peoples should be included.

Office commentary

An overwhelming majority of governments, a large majority of employers' organizations and almost all workers' organizations agree with the statement.

Some governments request further clarity on the term "disadvantaged minorities". Others propose to speak of "ethnic minorities", and several workers' organizations suggest the addition of a reference to indigenous peoples.

The Office notes that Articles 21 and 22 of the Indigenous and Tribal Peoples Convention, 1989 (No. 169), call for equal opportunities in respect of vocational training measures.

The Office therefore proposes to amend point 22(e) of the proposed Conclusions to "persons belonging to minorities or indigenous and tribal peoples".

Question 32 (f) migrants, refugees, internally and forcibly displaced persons, and other persons in vulnerable situations?

Governments

Total number of replies: 92

Yes: 78

No: 10

Other: 4

Comments

Denmark: The instrument should only apply to refugees and, in addition, to migrants with legal residence who have the right to work as an apprentice.

Greece: Provided that they meet the conditions. Specific apprenticeship programmes are needed for them (such as a preparatory apprenticeship class).

India: It should be regulated in accordance with the national laws and circumstances.

Myanmar: This should only be done for those who meet the requirements for apprenticeships.

Switzerland: It is important to promote access to apprenticeships for the categories of people mentioned in question 32(b), (c), (d), (e) and (f). However, apprenticeship systems should not only target categories of vulnerable persons. In fact, that would contravene the objectives of equality, diversity and social inclusion.

Employers

Total number of replies: 15

Yes: 11

No: 3

Other: 1

Comments

BDA, CEC, MEDEF: This should be done in accordance with national laws and regulations for these groups.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

Consolidated response, Unite: The wording “other persons in vulnerable situations” should be interpreted in accordance with international labour standards and applicable international human rights instruments.

BAK, ÖGB: A key requirement for taking up employment or training is knowledge of the national language. Young refugees should receive rapid access to apprenticeships, with a right to remain at least until completion of their vocational training.

Office commentary

A large majority of governments, a majority of employers’ organizations and almost all workers’ organizations support this statement.

Some governments and workers’ organizations highlight additional barriers faced by migrant workers and refugees, such as language barriers, or limitations on access to labour markets upon completion of apprenticeships.

The Office notes that paragraph 18(d) of the ILO’s *Guiding principles on the access of refugees and other forcibly displaced persons to the labour market* stipulates that Members’ employment strategies should include measures to “facilitate tailored vocational training, including occupational safety and health training, with a strong on-the-job component (for example, apprenticeships), and intensive language teaching”.

In the light of the responses received to question 32(f) and 32(g), the Office proposes to split the statement for this question in two:

22(f): migrants, refugees, or internally or forcibly displaced persons; and

22(g): other persons in vulnerable situations or belonging to disadvantaged groups.

Question 32 (g) any other persons? If so, please specify.

Governments

Total number of replies: 76

Yes: 20

No: 50

Other: 6

Comments

Canada: Inmates; African/Black persons; individuals from racialized communities; immigrants; two-spirit, lesbian, gay, bisexual, transgender and queer (2SLGBTQ) individuals; youth (those at risk and in conflict with the law, for example).

Canada, Guatemala, Nicaragua: Indigenous persons; persons from rural/remote communities.

Ireland: Those from socio-economically disadvantaged backgrounds, where these are not otherwise covered.

Kyrgyzstan: The partially unemployed, women, vulnerable groups.

Sweden: A possible instrument should provide that Members should take measures to promote equality, diversity and social inclusion in apprenticeships.

United States: Inclusion of race, colour, sex, sexual orientation, gender identity, genetic information, religious identification and national origin as identities that should be taken into "special account", meaning that apprentices should not be discriminated against on these bases.

Employers

Total number of replies: 11

Yes: 1

No: 9

Other: 1

Comments

CIP: People not in education, employment or training (NEETs).

Workers

Total number of replies: 34

Yes: 23

No: 10

Other: 1

Comments

Consolidated response: People in non-standard forms of employment, and lesbian, gay, bisexual, transgender, queer and intersex (LGBTQI) individuals.

BAK, ÖGB: Individuals with personal obstacles to being placed, such as those with poor or no school leaving qualifications, should be included here.

CGTP: Ethnic minorities and NEETs.

CUT: Black people, native peoples and the LGBTQI+ population.

Office commentary

A majority of governments and a large majority of employers' organizations do not support the inclusion of further persons, while a majority of workers' organizations make proposals.

Several governments and workers' organizations, and one employers' organization, emphasize that special account should be taken of the situation and needs of NEETs. Other groups mentioned in several responses include LGBTQI individuals, and people from rural or remote communities.

The Office notes that people in such groups may, according to national law and circumstances, be treated as falling into some of the other categories covered in points 22(e), 22(f) and 22(g) of the proposed Conclusions, such as minorities and other persons in vulnerable situations or belonging to disadvantaged groups.

Question 33 Should the instrument or instruments provide that Members should take measures to promote access to formal education and training, including quality apprenticeships, especially for persons in the informal economy, through recognition of prior learning?

Governments

Total number of replies: 89

Yes: 76

No: 10

Other: 3

Comments

France: The reference to the informal economy can be maintained, specifying that this concerns States where the scale of the informal economy is significant.

Germany: Using the term "recognition of prior learning" is not specific enough in the context of apprenticeships.

Morocco: Recognition of prior learning of persons in the informal economy would enable them to access formal education and training, including quality apprenticeships.

Thailand: In many cases, knowledge and skills can be obtained from informal learning methods or experience. Access to formal education and training promotion for workers in the informal sector will ensure that they have a greater chance for self-development.

Employers

Total number of replies: 14

Yes: 11

No: 3

Other: 0

Comments

CACIF: Provided that the aim is to formalize working arrangements for these people and not to support situations of informality, and provided that the prior learning comes from formal educational institutions.

MEDEF: This should be done in accordance with national laws and regulations.

Workers

Total number of replies: 40

Yes: 40

No: 0

Other: 0

Comments

Consolidated response: Trade unions and qualified educators and teachers should be involved in the process of recognition of prior learning.

Office commentary

An overwhelming majority of governments and employers' organizations and all workers' organizations support the statement.

Some governments ask for further clarification of the concepts of the informal economy and recognition of prior learning. The Office notes that point 4(d) of the proposed Conclusions has a definition of the term "recognition of prior learning", and that Paragraph 2(a) of the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204), defines the term "informal economy" as "all economic activities by workers and economic units that are – in law or in practice – not covered or insufficiently covered by formal arrangements".

In the light of the responses received, the Office proposes no changes to point 23 of the proposed Conclusions.

VII. Promotion of quality apprenticeships and international cooperation

Question 34 Should the instrument or instruments provide that Members should take measures to create an enabling environment for promoting quality apprenticeships, including by:

- (a) developing and implementing strategies, setting national goals and allocating adequate resources for quality apprenticeships?

Governments

Total number of replies: 92

Yes: 85

No: 6

Other: 1

Comments

Czechia: This statement is suitable especially for countries that have not yet adopted such measures.

Mali: A clear road map is needed in order to give effect to the public policies on apprenticeships. Once the strategy has been adopted, the financial resources required to attain the objectives set will have to be made available.

Morocco, Panama: To support quality apprenticeships, it is important to develop and implement strategies, set national goals and allocate adequate resources for quality apprenticeships.

South Africa: A quality apprenticeship system is marked by the existence of apprenticeship policies and strategies, which relate to training, funding, forums for social dialogue on apprenticeship, quality assurance systems, and research and development activities.

Employers

Total number of replies: 16

Yes: 14

No: 1

Other: 1

Comments

MEDEF: This should be decided with the social partners and the relevant professional bodies at the national level.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

Consolidated response: This issue is critical in increasing the supply and quality of apprenticeships. A framework for quality apprenticeships should encourage employers to take on apprentices if they meet certain thresholds/conditions (for example size of enterprise, ratio of on-the-job training to off-the-job training, mentoring/supervision of apprentices) and as a condition of gaining access to public procurement.

CNV, FNV: These elements have to be defined with the social partners.

Office commentary

An overwhelming majority of governments and employers' organizations and all workers' organizations support the statement, with several respondents highlighting the need for the involvement of sectoral social partners in the development of national strategies and goals for apprenticeships. The Office notes that the involvement of the social partners in the implementation of all provisions of the proposed instrument is addressed by point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 24(a) of the proposed Conclusions.

Question 34 (b) mainstreaming quality apprenticeships in national development strategies and in employment, education and lifelong learning policies?

Governments

Total number of replies: 93

Yes: 89

No: 3

Other: 1

Comments

Panama: This will produce a workforce that has been trained in the skills in demand on the labour market and make enterprises more productive and generate more and better jobs.

United Arab Emirates: There is a link between apprenticeship policies and national recruitment or employment policies, including policies on the demand for, and employment of, migrant workers.

United States: The US Government supports this statement on the condition that "national development strategies" is followed by "where applicable", since some Member States do not have these.

Employers

Total number of replies: 16

Yes: 14

No: 1

Other: 1

Comments

BDA: The support of the private sector is crucial to implementing strategies and policies.

CNI: Apprenticeships should be strengthened as a public policy issue.

Workers

Total number of replies: 41

Yes: 40

No: 1

Other: 0

Comments

HAK-İŞ: The instrument could also suggest that key elements of a quality apprenticeship system should be linked with national policies, especially vocational education and training policies and employment strategies.

Office commentary

Almost all governments and workers' organizations and an overwhelming majority of employers' organizations support the statement. Some respondents highlighted the need to acknowledge different national planning systems where state and regional entities have certain responsibilities.

In the light of the replies received, the Office proposes no changes to point 24(b) of the proposed Conclusions.

Question 34 (c) **providing incentives, such as cost-sharing, tax exemptions or subsidies for social security contributions, to enterprises, especially small and medium-sized enterprises?**

Governments

Total number of replies: 92

Yes: 81

No: 6

Other: 5

Comments

Indonesia: Provide tax incentives to companies providing apprenticeships.

Portugal: Provisions could be included to this end, while leaving the options to be taken by Member States, taking into account the different socio-economic contexts.

Thailand: Providing incentives will support small and medium-sized enterprises in offering apprenticeship programmes.

Employers

Total number of replies: 16

Yes: 15

No: 1

Other: 0

Comments

CNI: It is necessary to leave room for each country to develop specific guidelines in accordance with the educational and labour context.

Workers

Total number of replies: 41

Yes: 38

No: 3

Other: 0

Comments

Consolidated response: These incentives should define the conditions or thresholds that enterprises must respect.

BAK, ÖGB: The future of skilled work should fundamentally not be dependent on state aid. It would be desirable to have a fund paid into by enterprises that do not train any apprentices but could do so. In addition, state aid must be linked to the quality of in-company training and to quality assurance measures.

Office commentary

An overwhelming majority of governments, employers' organizations and workers' organizations support the statement. Many respondents indicate the need for incentives to be dependent on enterprises meeting various criteria to ensure that agreed quality standards are met. Some respondents suggested the need to provide support for the training of trainers.

In the light of the replies received, the Office proposes to amend point 24(d) of the proposed Conclusions to "providing incentives and support services, such as cost-sharing, tax exemptions, subsidies for social security contributions, or training of trainers, to enterprises, especially micro, small and medium-sized enterprises".

Question 34 (d) encouraging intermediaries, including through financial support, to participate in the provision, coordination and support of apprenticeships?

Governments

Total number of replies: 91

Yes: 69

No: 14

Other: 8

Comments

Central African Republic: Absolutely. This could increase the chances of success of apprenticeship programmes.

Germany: Yes, within limits. The use of intermediaries makes sense, but the specific organization and funding of the intermediary services should be governed by national guidelines alone.

Employers

Total number of replies: 16

Yes: 12

No: 4

Other: 0

Comments

CNI: It is necessary to leave room for each country to develop specific guidelines in accordance with the educational and labour context.

IOE: Yes, and these intermediaries need to work closely and positively with businesses.

Workers

Total number of replies: 40

Yes: 37

No: 3

Other: 0

Comments

TUC: Yes, provided intermediaries are not created to erode apprentices' rights and decent pay.

UNSA: Yes, to be defined within the framework of national skills, in agreement with the social partners and subject to the condition of a quality offer to apprentices. Intermediation structures must be supervised and evaluated.

Office commentary

A large majority of governments and employers' organizations, and an overwhelming majority of workers' organizations, support the statement.

A number of respondents qualified their responses by indicating that while encouragement of intermediaries was supported, the inclusion of financial support was not. A number of respondents also queried the concept and definition of intermediaries. The Office notes that a definition of that term is included in point 4(b) of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 24(e) of the proposed Conclusions.

Question 34 (e) undertaking awareness-raising activities and promotional campaigns at regular intervals to improve the image and attractiveness of apprenticeships?

Governments

Total number of replies: 92

Yes: 85

No: 4

Other: 3

Comments

Ireland: Awareness-raising should target all relevant prospective employers, learners and influencer groups.

Mali: It is evident that apprenticeships, especially those concerning manual work, are particularly devalued, hence the need to improve their image.

Employers

Total number of replies: 16

Yes: 15

No: 0

Other: 1

Comments

MEDEF: This is essential if we want to enhance the attractiveness of the system and increase the number of apprentices.

Workers

Total number of replies: 41

Yes: 39

No: 2

Other: 0

Comments

ETUC: Yes, together with the social partners.

HAK-İŞ: It is important to make society conscious about the advantages of apprenticeship programmes for everyone in the labour market.

Office commentary

An overwhelming majority of governments and employers' organizations, and almost all workers' organizations, support this statement.

A number of respondents highlight the need to develop such promotion strategies in conjunction with the social partners, taking account of the circumstances of different economic sectors. The Office notes that the involvement of the social partners in the implementation of all provisions of the proposed instrument is addressed in point 7 of the proposed Conclusions.

In the light of the replies received, the Office proposes no changes to point 24(f) of the proposed Conclusions.

Question 34 (f) establishing pre-apprenticeship programmes?

Governments

Total number of replies: 91

Yes: 73

No: 14

Other: 4

Comments

Austria: Yes, but only for disadvantaged groups or target groups.

Ireland: Care needs to be taken in relation to standardizing the meaning and objectives of pre-apprenticeship programmes.

Mexico: These programmes prepare individuals who may wish to enrol in apprenticeships by teaching certain skills.

Employers

Total number of replies: 16

Yes: 9

No: 4

Other: 3

Comments

CEC: Yes, if already agreed by employers.

SAE: This will also be different according to different sectors

Workers

Total number of replies: 37

Yes: 33

No: 0

Other: 4

Comments

Unite: Pre-apprenticeship programmes are an important part of a quality system.

UNSA: Yes, to be defined within the framework of national competences, in agreement with the social partners.

Office commentary

A large majority of governments, a majority of employers' organizations and an overwhelming majority of workers' organizations support the statement.

In the light of the replies received, the Office proposes no changes to point 24(g) of the proposed Conclusions. However, as noted in relation to question 14, the Office proposes that a definition of "pre-apprenticeship programme" be added to point 4(c) of the proposed Conclusions.

Question 34 (g) facilitating access to further vocational and higher education opportunities for apprentices?

Governments

Total number of replies: 93

Yes: 90

No: 2

Other: 1

Comments

Colombia: Continuity in training processes allows for motivated and qualified human resources.

France: Develop the apprentices' ability to continue their studies.

Ireland: Pathways into and following apprenticeship should be clearly identified as part of the programme development process and clearly communicated to employers, learners and the education and training system.

Uruguay: Coordination with educational sectors such as universities is essential to promote continuity of education.

Employers

Total number of replies: 16

Yes: 14

No: 1

Other: 1

Comments

CEC: Apprentices should be able to access different learning pathways.

MEDEF: Ensuring permeability between different vocational training paths is essential; bridges between different training frameworks must be developed.

Workers

Total number of replies: 41

Yes: 41

No: 0

Other: 0

Comments

OGBL: A "stepped" model of training is needed which gives the learner the opportunity to access further and higher qualifications under the motto "no dead-end qualifications".

Office commentary

Almost all governments, an overwhelming majority of employers' organizations and all workers' organizations support the statement.

In the light of the replies received, the Office proposes no changes to point 24(h) of the proposed Conclusions.

Question 34 (h) using new technologies and innovative methods to improve effectiveness and efficiency in delivering and managing quality apprenticeships?

Governments

Total number of replies: 92

Yes: 88

No: 2

Other: 2

Comments

Algeria: The introduction of information and communication technologies is an opportunity to develop new educational approaches to improve the quality of apprenticeship training.

India: New pedagogies and techniques should be encouraged to impart the knowledge and skill sets that are in sync with the demands of an ever-changing industry.

Employers

Total number of replies: 16

Yes: 15

No: 0

Other: 1

Comments

CNI: This training should be of high quality, including the use of new technologies and improvement of efficacy and efficiency in management.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

CCOO: These technologies and methods should always be adopted under the auspices of training centres that are accredited by the training system.

ICTU: Data protection of apprentices needs to be ensured, especially in recruitment by artificial intelligence.

Office commentary

Almost all governments and workers' organizations and an overwhelming majority of employers' organizations support the statement.

In the light of the replies received, the Office proposes no changes to point 24(i) of the proposed Conclusions.

Question 34 (i) adopting any other measures? If so, please specify.

Governments

Total number of replies: 74

Yes: 19

No: 52

Other: 3

Comments

Belgium (Flemish Authority): Stimulating apprenticeships for employees in order to upskill or reskill; flexible pathways and mobility; teachers and trainers should be supported to update their skills.

Nicaragua: Continuing development programmes for teaching staff and administrative staff responsible for learning processes.

Trinidad and Tobago: Increased communication between industries and training institutions.

Tunisia: Continuous evaluation and development of apprenticeship programmes and curricula.

Employers

Total number of replies: 10

Yes: 1

No: 9

Other: 0

Workers

Total number of replies: 33

Yes: 6

No: 26

Other: 1

Office commentary

While some interesting comments were provided that could inform the development of additional measures, there was limited support from all parties for further additions.

In the light of the replies received, the Office proposes not to identify any further measures in point 24 of the proposed Conclusions.

Question 35 Should the instrument or instruments provide that Members should take measures to enhance international cooperation and exchange of good practices, in all aspects of quality apprenticeships, including through offering expanded learning opportunities to apprentices and recognizing competencies acquired through apprenticeship programmes or prior learning?

Governments

Total number of replies: 92

Yes: 87

No: 4

Other: 1

Comments

Germany: Germany supports international cooperation and exchange in relation to quality apprenticeships, both at the EU level and through bilateral development cooperation. However, Germany rejects the specification of measures concerning “recognizing competencies acquired through apprenticeship programmes or prior learning”, because these might conflict with existing national rules on recognition.

Netherlands, South Africa, Tunisia: Encourage exchange of cross-country best practices.

Employers

Total number of replies: 16

Yes: 13

No: 2

Other: 1

Comments

CNI: Apprenticeship should be strengthened as a public policy, linked to specific vocational training and focusing on its quality. This involves international exchange of experience.

Workers

Total number of replies: 41

Yes: 39

No: 0

Other: 2

Comments

ETUC: This is a tricky question and not fully clear. It needs to be handled in two parts: First, international cooperation, for example via the ILO, on how to improve apprenticeship systems is essential. Second, apprenticeships offered in other countries must comply with the fair and quality apprenticeship conditions (pay, working conditions, contracts and so on) of the home country and there must be an agreement between the sending and hosting institution and company about the learning outcomes, recognition and quality standards.

Office commentary

An overwhelming majority of governments, almost all workers' organizations and a large majority of employers' organizations support the statement.

The Office agrees that the question would be better dealt with in two parts under point 26 of the proposed Conclusions, one of which highlighting international cooperation and the exchange of information on apprenticeships in general, and the other highlighting cooperation on the recognition of prior learning or certification arising from apprenticeship programmes.

The following modified statement is proposed:

Members should take measures to:

- (a) **enhance international cooperation and exchange information on good practices, in all aspects of quality apprenticeships; and**
- (b) **cooperate to offer expanded learning opportunities to apprentices and recognize competencies acquired through apprenticeship programmes or prior learning.**

Question 36 Should the instrument or instruments provide that, with a view to promoting quality apprenticeships in the informal economy, Members should:

- (a) **strengthen the capacity of micro and small economic units by facilitating access to business development and financial services, improving occupational safety and health conditions, and enhancing the technical, pedagogical and entrepreneurial competencies of master crafts persons?**

Governments

Total number of replies: 91

Yes: 76

No: 10

Other: 5

Comments

Central African Republic: Given the importance of the informal sector in developing countries, and their involvement in the traditional or modern apprenticeship process, these measures are highly recommended.

Panama: This would strengthen apprenticeships in micro and small enterprises.

Slovenia: Apprentices and secondary school students should be trained by employers legally and be engaged in the activities for which they are registered.

Employers

Total number of replies: 16

Yes: 12

No: 4

Other: 0

Comments

CEC: Yes, provided this would not result in a proliferation of the informal sector.

Workers

Total number of replies: 41

Yes: 33

No: 4

Other: 4

Comments

Consolidated response: This approach should be an integral part of Members' education and skills development policies for the informal economy in accordance with the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204).

Office commentary

A large majority of governments and employers' and workers' organizations support the statement.

In the light of the replies received, the Office proposes no changes to point 25(a) of the proposed Conclusions.

Question 36 (b) ensure that apprentices have access to off-the-job learning and may complement their on-the-job learning through intermediaries or in other enterprises?

Governments

Total number of replies: 91

Yes: 71

No: 16

Other: 4

Comments

Burkina Faso: This will help to ensure quality apprenticeships.

Egypt, Germany: Yes to off-the-job learning; no to “on-the-job learning through intermediaries or in other enterprises” because the intention here is not clearly identifiable.

Tunisia: Yes, noting that this approach presupposes that the necessary legislative framework for off-the-job apprenticeships will be developed and that the structures and establishments that will undertake this training will be identified.

Employers

Total number of replies: 16

Yes: 9

No: 4

Other: 3

Comments

BDA, CEC, IOE, SAE: This should be business-led.

CNI: Apprenticeships are characterized by a training stage in the training entity and another, practical, stage in the company hiring the apprentice. One should not mix strategies or internationally impose a single method of dealing with the issue, or link continuity of training to apprenticeships. However, public policies are needed to reinforce continuous professional training and qualification.

Workers

Total number of replies: 38

Yes: 33

No: 4

Other: 1

Comments

CCOO: Off-the-job learning must be provided by public administrations; providing apprentices with qualifications is a right, not a business.

HAK-İŞ: It is vital that apprentices should have access to off-the-job learning and reach the necessary opportunities for on-the-job learning.

Office commentary

A large majority of governments, a majority of employers' organizations and an overwhelming majority of workers' organizations support the statement. While there is a higher level of support for the proposition relating to off-the-job training, some respondents seek clarity on supplementing on-the-job training through intermediaries and other enterprises. The Office notes that the economic units providing apprenticeships in the informal economy are usually small and may not have the capacity to deliver training covering a full range of competencies required for a particular occupation. Such shortcomings can be overcome by organizing complementary training in other enterprises or intermediaries.

In the light of the replies received, the Office proposes no changes to point 25(b) of the proposed Conclusions.

Question 36 (c) **strengthen the capacity of associations of micro and small economic units, including through financial support, to perform the role of regulators and quality assurance bodies?**

Governments

Total number of replies: 91

Yes: 66

No: 20

Other: 5

Comments

Burkina Faso: The proposed process could enhance the value of the micro and small economic units.

Central African Republic: Such associations already exist and play this role.

Dominican Republic: It is a very interesting proposal, which would require an institutional strengthening project.

Poland: It can be a way to improve the quality of apprenticeships and promote them. However, it should not be mandatory for all Members.

Switzerland: It could be difficult for the Government to ensure quality apprenticeships in the informal economy.

Tunisia: Ensure funding, guidance and follow-up by the supervisory authorities with a view to coaching these units to play the role of regulators.

United Kingdom: A Recommendation could reflect the potential for associations of micro and small economic units to act as regulators and quality assurance bodies, with roles agreed through negotiations between Member States, employers and workers. Despite this potential, it is unclear how such arrangements would function in an apprenticeship system that is already established or whether the micro and small economic units would be best placed to perform these functions.

Employers

Total number of replies: 16

Yes: 9

No: 5

Other: 2

Comments

BDA, CEC, IOE, SAE: This substantially depends on what has been agreed by employers' organizations at the national level.

Workers

Total number of replies: 41

Yes: 15

No: 23

Other: 3

Comments

Consolidated response: Performing the role of regulators and quality assurance bodies is the responsibility of the authorities.

HAK-İŞ: Small and medium-sized enterprises and/or their associations should be encouraged by sufficient financial and administrative support at the national level to conduct the role of regulators and to ensure quality assurance bodies.

UGT: If apprenticeship training is to be encouraged in small and medium-sized enterprises, they must be offered adequate external support for training, recruitment and administration, to allow them to obtain a better return on their investments.

Office commentary

A majority of governments and employers' organizations support the statement, while a majority of workers' organizations do not.

Member States with large informal economies strongly support the statement, but a number of respondents from workers' organizations argue that regulators and quality assurance bodies are the responsibility of the authorities. While acknowledging the role of these authorities, the Office notes that it would be very challenging for governments to directly regulate the quality of apprenticeship training in the informal economy and that it is not unusual for an authority to be associated with other

institutions in relation to quality assurance. Further, the proposal is based upon the experience of several Member States in Africa in which associations of master craftspersons or micro and small economic units perform this role.

The Office notes that the term “regulators” has created a degree of confusion and proposes to delete this term so that the proposed Conclusions do not specify the precise role that such associations should play in providing quality assurance, which would be left to Members to determine through social dialogue.

In the light of the replies received, the Office proposes to amend point 25(c) of the proposed Conclusions by deleting the word “regulators”.

VIII. Traineeships

Question 37 Should the instrument or instruments provide that Members should take measures, in accordance with national laws and regulations, to ensure that trainees:

- (a) have a written traineeship agreement concluded between themselves and a host enterprise?

Governments

Total number of replies: 92

Yes: 83

No: 4

Other: 5

Comments

Malta: A written agreement is necessary to avoid abuse and ensure effective targets and goals.

Zimbabwe: In the case of a minor, the agreement should also be signed by a representative, parent or guardian.

Employers

Total number of replies: 14

Yes: 6

No: 5

Other: 3

Comments

BDA, IOE: The national labour law should be the first point of reference on the rights and benefits of trainees.

WKÖ: The fundamentals (such as the content of the traineeship, anticipated duration) of a mandatory traineeship should be set out in writing. The term “mandatory traineeship agreement” is preferred for this purpose.

Workers

Total number of replies: 40

Yes: 37

No: 0

Other: 3

Comments

Consolidated response: The traineeship agreement should stipulate the following elements: working conditions; type of work performed; duration of traineeship; periodicity of remuneration; access to training opportunities; learning objectives and recognition of skills and competencies acquired; reference to the collective bargaining agreement; identification of the mentor of the trainee; right of trainees to join a trade union and to engage in collective bargaining, in line with the Freedom of Association and Protection of the Right to Organise Convention, 1948 (No. 87), and the Right to Organise and Collective Bargaining Convention, 1949 (No. 98).

Office commentary

An overwhelming majority of governments and workers' organizations agree with this statement, whereas employers' organizations are divided on this point. For the minority of respondents who were opposed, this was generally because of their view that the instrument or instruments should not deal with the subject of traineeships at all.

Some respondents called for the content of a traineeship agreement to be prescribed. However, given the variety of different arrangements that can be characterized as a traineeship (as recognized in point 4(e) of the proposed Conclusions), the Office considers that it is better to leave the matter to be addressed according to national circumstances.

The Office notes that the term "enterprise" may imply that the need for a written traineeship agreement is restricted to the private sector only. Therefore, the Office proposes to amend point 27(a) of the proposed Conclusions to "have a written traineeship agreement with the host enterprise or public administration, as the case may be".

Question 37 (b) are adequately remunerated?

Governments

Total number of replies: 87

Yes: 77

No: 6

Other: 4

Comments

Burkina Faso: The provision of trainees' remuneration should be left to the host enterprise.

Canada: It may be preferable to have two separate categories of traineeships: those that may be unpaid and those that must pay at least a minimum wage.

Dominican Republic, Sudan: No less than the minimum wage.

India: Remuneration may be defined on the basis of the type of industry and national policy.

Latvia: This depends on the national system and practice. It is not clear what kind of remuneration is meant and who should pay it.

Mali: The concept of “adequate remuneration” should be defined.

Spain: A distinction must be made between traineeships that are part of training programmes and traineeships undertaken at the end of a person’s studies. “Free market” traineeships should be banned because they entail a clear violation of labour rights.

Switzerland: The concept of “adequate remuneration” does not refer to any established legal concept.

Thailand: Yes for trainees who are not in the educational curricula of apprenticeship programmes. Otherwise, remuneration should be on a voluntary basis.

Employers

Total number of replies: 13

Yes: 4

No: 7

Other: 2

Comments

CIP: The term “remuneration” should not be used, but rather other terms such as “scholarship” or “support” (or subsidy).

MEDEF: The term “reward” is preferable to “remuneration”.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

Consolidated response: In some cases, internships can run the risk of being used as a way of obtaining cheap labour or replacing existing workers. Trainees and interns should receive at least the minimum living wage and with the full involvement of the social partners.

CCOO: A distinction should be made between traineeships that form part of training programmes and those that take place at the end of studies. “Free market” practices should be prohibited as they are a clear violation of labour rights.

Office commentary

Almost all workers’ organizations and an overwhelming majority of governments agree with this statement, whereas a majority of employers’ organizations are against it. Some of them suggest using terms such as “scholarship”, “subsidy” or “award” instead of “remuneration”. Some Member States suggest that remuneration should depend on the nature of traineeships and national practice. As in

relation to apprenticeships (see question 24(a)), the Office notes that matters of terminology, adequacy of remuneration, and funding would necessarily be for Member States to determine, having regard to national circumstances. The Office notes that the chapeau of point 27 addresses this matter appropriately, as it recommends that Members take measures having regard to national circumstances. Furthermore, point 7 of the proposed Conclusions recommends that Members should implement the provisions of this instrument in consultation with representative employers' and workers' organizations.

In the light of those observations, the Office proposes to replace “are adequately remunerated” with “receive appropriate remuneration” in point 27(b) of the proposed Conclusions.

Question 37 (c) are not required to work hours that exceed specified limits?

Governments

Total number of replies: 89

Yes: 84

No: 4

Other: 1

Comments

India: The number of hours per week may be defined in accordance with national policy.

Morocco: It is desirable for trainees to work normal hours, provided that, for those undergoing vocational training, it does not adversely affect their attendance of off-the-job learning.

Switzerland: Limits on specified hours should apply only to trainees who are minors.

United Kingdom: Maximum hours could be referred to in a Recommendation, to prevent exploitation.

Employers

Total number of replies: 12

Yes: 6

No: 3

Other: 3

Comments

CNI: Internships cannot be included in any regulation of “working hours”, since they are hours of training.

WKÖ: Traineeships are not an employment relationship. It is therefore incorrect to speak about hours of work.

Workers

Total number of replies: 41

Yes: 38

No: 1

Other: 2

Comments

Consolidated response: Working hours should be defined in the traineeship agreement. Trainees and interns should not be required or allowed to work overtime. Overtime pay should be provided to trainees/interns if and when overtime work is performed.

Office commentary

An overwhelming majority of governments and workers' organizations and half of the employers' organizations agree with this statement.

In the light of the replies received, the Office proposes no changes to point 27(c) of the proposed Conclusions.

Question 37 (d) are entitled to holidays with pay?

Governments

Total number of replies: 87

Yes: 62

No: 19

Other: 6

Comments

Algeria, Mauritania: Only if the trainee is linked to the employer by an employment contract.

Belgium (German-speaking community), Canada: If trainees are not remunerated, they will not be entitled to holidays with pay.

Central African Republic: No, unless the internship is to last several years.

Ireland, Portugal: Depending on the period of traineeship and in accordance with the national context.

Lesotho: Depending on the host enterprise's policies and national laws that govern traineeships.

Employers

Total number of replies: 13

Yes: 3

No: 8

Other: 2

Comments

CACIF, CNI: No, internships do not constitute an employment contract.

ESEE: It depends on the national labour legislation.

Workers

Total number of replies: 40

Yes: 37

No: 1

Other: 2

Comments

GSEE: It depends on the duration of the traineeship.

HAK-İŞ: It is not considered applicable for all Members because of the status of trainees at enterprises.

Unite: Traineeships and internships should adhere to national law and collective agreements, including proper durations of holidays and annual leave.

Office commentary

An overwhelming majority of workers' organizations and a majority of governments agree with this statement, whereas a majority of employers' organizations are against it.

Many of the positive responses were qualified, with respondents indicating that whether paid holidays were appropriate should depend on the nature or duration of the traineeship and national circumstances. Many answers (both positive and negative) are based on the assumption that paid holidays should be available only to trainees who receive remuneration and/or to those classified as employees.

In the light of the replies received, the Office proposes to amend point 27(d) of the proposed Conclusions by adding the qualification "depending on the nature and duration of the traineeship".

Question 37 (e) are entitled to paid leave of absence for illness or accident?

Governments

Total number of replies: 87

Yes: 67

No: 14

Other: 6

Comments

Czechia: If the trainee is not an employee, any paid leave would have to be stipulated explicitly in the agreement.

Ecuador: This would not apply to interns as there is no employment relationship.

Mexico: This should include medical insurance rather than just paid leave for the illness or accident.

Morocco: Trainees should benefit from the same conditions at the workplace as workers.

Netherlands: "Accident" should be defined in more detail.

Panama: Private insurance that covers these eventualities should be paid for by the enterprise or educational or vocational training institute.

Poland: Trainees should be covered by mandatory accident insurance, but providing trainees with health insurance coverage should be further analysed.

Employers

Total number of replies: 12

Yes: 3

No: 7

Other: 2

Comments

ESEE: It depends on the national labour legislation.

VNO-NCW: Yes for paid leave for illness, but "accident" should be defined in more detail.

Workers

Total number of replies: 41

Yes: 39

No: 1

Other: 1

Office commentary

Almost all workers' organizations and the large majority of governments agree with this statement, whereas a majority of employers' organizations are against it.

As with holidays with pay (see question 37(d) above), many of the positive responses were qualified, with respondents indicating that whether paid sick leave was appropriate should depend on the nature of the traineeship.

In the light of the replies received, the Office proposes to amend point 27(e) of the proposed Conclusions by adding the qualification "as appropriate".

Question 37 (f) are afforded the same protection and receive the same training as others in the workplace in respect of discrimination and violence and harassment?

Governments

Total number of replies: 88

Yes: 86

No: 1

Other: 1

Comments

Switzerland: Trainees should enjoy additional protection that takes account of their dependent relationship.

United Kingdom: The instrument should allow for flexibility, as many work placements are short-term.

Employers

Total number of replies: 12

Yes: 7

No: 3

Other: 2

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

Consolidated response: Yes, in line with the ILO Violence and Harassment Convention, 2019 (No. 190).

Office commentary

Almost all governments and workers' organizations and a majority of employers' organizations agree with this statement.

Considering that both questions 37(e) and 37(f) deal with a similar issue concerning trainees' protection and training, and that both questions received wide support from constituents, the Office proposes to combine both statements under point 27(f), which reads "are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment".

Question 37 (g) are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health?

Governments

Total number of replies: 88

Yes: 85

No: 2

Other: 1

Comments

Lesotho: This will depend on the enterprise policy and the labour laws in a given country.

Mexico: The enterprise should ensure that trainees can work safely at all times.

Switzerland: Trainees who are minors should be afforded increased protection and receive in-depth training.

United Kingdom: The instrument should allow for flexibility, as many work placements are short-term.

Employers

Total number of replies: 12

Yes: 8

No: 3

Other: 1

Comments

CNI: National legislation must provide for healthy and safe conditions in the training environment.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

Consolidated response: In line with relevant occupational health and safety standards and the Violence and Harassment Convention, 2019 (No. 190).

Office commentary

Almost all governments and workers' organizations and a majority of employers' organizations agree with this statement.

Considering that both questions 37(e) and 37(f) deal with a similar issue concerning trainees' protection and training, and that both questions received wide support from constituents, the Office proposes to combine both statements under point 27(f), which reads "are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment".

Question 37 (h) are entitled to compensation for work-related injuries?

Governments

Total number of replies: 88

Yes: 85

No: 2

Other: 1

Comments

Central African Republic: This must be provided for in the country's labour legislation or at least in the traineeship contract.

Czechia: Yes, if such an activity of the trainee meets the definition of dependent work and has been carried out under the terms of an employment relationship.

Ecuador: The host enterprise should cover the cost of any compensation when the safety of interns is at risk.

Latvia: It depends on the national system and practice of the country, including the type of relationships and paid social security contributions and available financial resources. It is not clear who should pay the compensation.

Mauritania: They must have social security coverage.

Mexico: In accordance with social security provisions.

Panama: This should be covered in the contract or agreement.

Poland: Depending on the definition of a trainee. If a trainee is a juvenile, they should be covered by a special labour law protection.

Employers

Total number of replies: 12

Yes: 6

No: 4

Other: 2

Comments

CACIF, CNI: No, the internship is not an employment contract. Nevertheless, national legislation must provide for safety and health protection in the internship practice environment.

Workers

Total number of replies: 41

Yes: 40

No: 0

Other: 1

Comments

HAK-İŞ: Yes, as a part of social welfare policies and standards.

Unite: Yes, regardless of employment status.

Office commentary

Almost all governments and workers' organizations and half of the employers' organizations agree with this statement.

The Office notes that the proposed requirement could be met in a variety of ways, according to national law and circumstances.

In the light of the replies received, the Office proposes no changes to point 27(g) of the proposed Conclusions.

Question 37 (i) are eligible for any other benefits? If so, please specify.

Governments

Total number of replies: 81

Yes: 29

No: 42

Other: 10

Comments

Algeria: All social security benefits under relevant international standards should be granted to trainees who have employee status.

Austria: An entitlement to the allowances and bonuses awarded to the others in the workplace.

Denmark: Paid maternity, paternity and parental leave.

Dominican Republic: Payment for overtime and a bonus for good performance.

Mexico, Portugal, Zimbabwe: Food and transport allowances or services.

Indonesia: Protection in the form of work accident and death insurance.

Trinidad and Tobago: Insurance and maternity leave.

Tunisia: Provision of workwear, safety equipment, transport, and subsidies for food and accommodation.

Employers

Total number of replies: 11

Yes: 1

No: 8

Other: 2

Workers

Total number of replies: 41

Yes: 35

No: 5

Other: 1

Comments

ACTU, BAK, FO, ÖGB: All the benefits afforded to the enterprise's employees.

Consolidated response, Solidarność, Unite: Trainees and interns should also have access to the same training opportunities as others in the same workplace. Access to maternity benefits, including paid leave, as well as paid paternity and parental leave and time off to care for dependants, may also be considered.

CUT: Time off for examinations, recruitment competitions and other examinations in order to pursue studies.

FESTU: Maternity leave.

LBAS, OGBL: Social security protection.

UGT: Good working conditions, social protection, agreed duration.

Office commentary

A majority of governments and employers' organizations do not support trainees being eligible for other benefits, whereas an overwhelming majority of workers' organizations propose additional benefits.

Given the variety of different arrangements that can be characterized as a traineeship (as recognized in point 4(e) of the proposed Conclusions), the Office considers that it is better to leave the matter of other benefits to be addressed by Members through social dialogue and according to national circumstances.

In the light of the replies received, the Office proposes no additions to point 27 of the proposed Conclusions.

► Proposed conclusions

The following are the proposed Conclusions that have been prepared on the basis of the replies received, which are summarized and commented on in this report. They have been drafted in the usual form and are intended to serve as a basis for discussion by the International Labour Conference of the fourth item on the agenda of its 110th Session (2022).

A. Form of the instrument

1. The International Labour Conference should adopt an instrument concerning a framework for quality apprenticeships.
2. The instrument should take the form of a Recommendation.

B. Content of the instrument

Preamble

3. The Preamble of the proposed instrument should:
 - (a) note that global youth unemployment and underemployment rates continue to be high and that rapid transformations in the world of work as well as crises such as the COVID-19 pandemic result in skills mismatches, requiring people of all ages to reskill and upskill continuously in the interest of promoting full, productive and freely chosen employment;
 - (b) recognize that quality apprenticeships can constitute effective and efficient responses to current challenges and provide lifelong learning opportunities to enhance productivity, resilience, transitions and employability and meet current and future labour market needs;
 - (c) consider that a framework for quality apprenticeships requires apprenticeships to be equitably funded, inclusive and free from discrimination, to promote gender equality, to provide appropriate remuneration and social protection coverage, to lead to recognized qualifications and to enhance employment outcomes;
 - (d) emphasize that apprenticeships should be promoted and regulated with a view to ensuring their quality, providing benefits and protection to apprentices and enterprises, and enhancing the attractiveness of apprenticeships;
 - (e) underline the relevance of the ILO Declaration on Fundamental Principles and Rights at Work, 1998, the ILO Declaration on Social Justice for a Fair Globalization, 2008, and the ILO Centenary Declaration for the Future of Work, 2019, for the promotion of quality apprenticeships and the effective protection of all apprentices and trainees, particularly in the light of the profound transformations in the world of work;
 - (f) recall the provisions of other relevant ILO instruments, particularly the Employment Policy Convention (No. 122) and Recommendation (No. 122), 1964, the Human Resources Development Convention, 1975 (No. 142), the Employment Policy (Supplementary Provisions) Recommendation, 1984 (No. 169), the Human Resources Development Recommendation, 2004 (No. 195), and the Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204).

I. Definitions, scope and implementation

4. For the purposes of this instrument:
 - (a) the term “apprenticeship” should be understood as any form of education and training that is governed by an apprenticeship agreement and enables an apprentice to acquire the competencies required to work in an occupation through structured training consisting of both on-the-job and off-the-job learning that leads to a recognized qualification;
 - (b) the term “intermediary” should be understood as an entity, other than the host enterprise or educational institution, that assists in the provision, coordination or support of an apprenticeship;
 - (c) the term “pre-apprenticeship programme” should be understood as a programme designed to help potential apprentices to develop their competencies with a view to improving their preparedness or meeting the formal entry requirements for an apprenticeship;
 - (d) the term “recognition of prior learning” should be understood as a process of identifying, documenting, assessing and certifying a person’s competencies, acquired through formal, non-formal or informal learning, based on established qualification standards;
 - (e) the term “traineeship” should be understood as any form of on-the-job learning, other than as part of an apprenticeship, that enables a trainee to acquire work experience and competencies with a view to enhancing their employability, and includes any form of internship or placement, whether or not undertaken as part of a programme of study;
5. The instrument should apply to apprenticeships and traineeships in all enterprises and sectors of economic activity.
6. Members may give effect to the provisions of this instrument through national laws and regulations, collective agreements, policies and programmes or other measures consistent with national law and practice.
7. Members should implement the provisions of this instrument in consultation with representative employers’ and workers’ organizations.

II. Regulatory framework for quality apprenticeships

8. Members should establish regulatory frameworks for quality apprenticeships. Representative employers’ and workers’ organizations should be involved in the design, implementation, monitoring and evaluation of quality apprenticeship systems, policies and programmes.
9. Members should establish or designate one or more authorities responsible for regulating apprenticeships, in which representative employers’ and workers’ organizations should be represented.
10. Members should ensure that these competent authorities have clearly defined responsibilities and work in close cooperation with other authorities or institutions responsible for regulating or delivering education and training, labour inspection, social protection, occupational safety and health, and public and private employment services.
11. Members should adopt a process for recognizing an occupation as being suitable for quality apprenticeships, taking into account:
 - (a) the competencies needed to work in that occupation;
 - (b) the appropriateness of an apprenticeship as a means of acquiring such competencies;

- (c) the duration of the apprenticeship required to acquire such competencies; and
 - (d) the current and future demand for skills and employment potential in that occupation.
- 12.** Members should establish occupation-specific standards for quality apprenticeships that provide, among other things, for:
- (a) the minimum age for admission, taking account of the Minimum Age Convention, 1973 (No. 138), and the Worst Forms of Child Labour Convention, 1999 (No. 182);
 - (b) the educational qualifications or prior learning needed for admission;
 - (c) the ratio of apprentices to workers in the workplace, taking account of the need to promote apprenticeships also in micro, small and medium-sized enterprises;
 - (d) the minimum and maximum duration of the apprenticeship;
 - (e) the extent to which the normal duration of the apprenticeship may be reduced on the basis of any prior learning or progress made during the apprenticeship;
 - (f) learning outcomes and curricula based on labour market needs;
 - (g) the ratio of off-the-job learning to on-the-job learning;
 - (h) vocational guidance and career counselling before, during and after the apprenticeship;
 - (i) the qualifications and experience required for teachers and in-company trainers;
 - (j) the procedures for assessing and certifying the competencies acquired; and
 - (k) the qualification acquired on successful completion of the apprenticeship.
- 13.** Members should take measures to ensure that there is a fair and transparent process for transferring an apprentice from one enterprise to another, subject to the apprentice's consent, when this is considered necessary for the completion of the apprenticeship.
- 14.** Members should take measures, having regard to national circumstances, to ensure that apprentices:
- (a) receive appropriate remuneration, which may be adjusted at different stages of the apprenticeship;
 - (b) are not required to work hours that exceed specified limits;
 - (c) are entitled to holidays with pay;
 - (d) are entitled to paid leave for absence due to illness or accident;
 - (e) are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment; and
 - (f) are entitled to compensation for work-related injuries.
- 15.** Members should prescribe the conditions under which:
- (a) enterprises may offer apprenticeships;
 - (b) educational and training institutions may provide off-the-job training; and
 - (c) intermediaries may assist in the provision, coordination or support of apprenticeships.

16. Members should take measures to continuously develop and strengthen the capacity of government agencies, employers' and workers' organizations, and teachers, in-company trainers and other experts involved in apprenticeships.
17. Members should take measures to ensure that apprenticeship systems and programmes are regularly monitored and evaluated.

III. The apprenticeship agreement

18. Members should ensure that apprenticeships are governed by a written agreement that is concluded between an apprentice and an enterprise or an intermediary, and that, if permitted by national laws and regulations, may also be signed by a third party, such as an educational or training institution.
19. Members should ensure that an apprenticeship agreement:
 - (a) clearly identifies the parties' respective roles, rights and obligations;
 - (b) contains provisions relating to the apprenticeship duration, remuneration, working hours, leave entitlements, occupational safety and health, social security, dispute resolution and the termination of the apprenticeship agreement;
 - (c) is registered under conditions established by the competent authority; and
 - (d) is signed on the apprentice's behalf by a parent, guardian or legal representative, where the apprentice is a minor, as may be required by national laws and regulations.
20. Members should develop a model apprenticeship agreement to facilitate consistency, uniformity and compliance.

IV. Equality and diversity in quality apprenticeships

21. Members should take appropriate measures to promote gender equality in apprenticeships.
22. Members should take measures to promote equality, diversity and social inclusion in apprenticeships, taking special account of the situation and needs of:
 - (a) persons with disabilities;
 - (b) persons in the informal economy;
 - (c) older persons;
 - (d) long-term unemployed persons;
 - (e) persons belonging to minorities or indigenous and tribal peoples;
 - (f) migrants, refugees, or internally or forcibly displaced persons; and
 - (g) other persons in vulnerable situations or belonging to disadvantaged groups.
23. Members should take measures to promote access to formal education and training, including quality apprenticeships, especially for persons in the informal economy, through recognition of prior learning.

V. Promotion of quality apprenticeships and international cooperation

- 24.** Members should take measures to create an enabling environment for promoting quality apprenticeships, including by:
- (a) developing and implementing strategies, setting national goals and allocating adequate resources for quality apprenticeships;
 - (b) mainstreaming quality apprenticeships in national development strategies and in employment, education and lifelong learning policies;
 - (c) developing and maintaining a robust labour market information system to assess the current and future demand for skills with a view to designing or adapting apprenticeship programmes accordingly;
 - (d) providing incentives and support services, such as cost-sharing, tax exemptions, subsidies for social security contributions, or training of trainers, to enterprises, especially micro, small and medium-sized enterprises;
 - (e) encouraging intermediaries, including through financial support, to participate in the provision, coordination and support of apprenticeships;
 - (f) undertaking awareness-raising activities and promotional campaigns at regular intervals to improve the image and attractiveness of apprenticeships;
 - (g) establishing pre-apprenticeship programmes;
 - (h) facilitating access to further vocational and higher education opportunities for apprentices; and
 - (i) using new technologies and innovative methods to improve effectiveness and efficiency in delivering and managing quality apprenticeships.
- 25.** Members should, with a view to promoting quality apprenticeships in the informal economy:
- (a) strengthen the capacity of micro and small economic units by facilitating access to business development and financial services, improving occupational safety and health conditions, and enhancing the technical, pedagogical and entrepreneurial competencies of master craftspersons;
 - (b) ensure that apprentices have access to off-the-job learning and may complement their on-the-job learning through intermediaries or in other enterprises; and
 - (c) strengthen the capacity of associations of micro and small economic units, including through financial support, to perform the role of quality assurance bodies.
- 26.** Members should take measures to:
- (a) enhance international cooperation and exchange information on good practices, in all aspects of quality apprenticeships; and
 - (b) cooperate to offer expanded learning opportunities to apprentices and recognize competencies acquired through apprenticeship programmes or prior learning.

VI. Traineeships

- 27.** Members should take measures, having regard to national circumstances, to ensure that trainees:
- (a) have a written traineeship agreement with the host enterprise or public administration, as the case may be;
 - (b) receive appropriate remuneration;
 - (c) are not required to work hours that exceed specified limits;
 - (d) are entitled to holidays with pay, depending on the nature and duration of the traineeship;
 - (e) are entitled to paid leave for absence due to illness or accident, as appropriate;
 - (f) are afforded the same protection and receive the same training as others in the workplace in respect of occupational safety and health and in respect of discrimination, violence and harassment; and
 - (g) are entitled to compensation for work-related injuries.

► Appendix

Replies to the questionnaire *

* Y= Yes; N = No; O = Other; C = Convention; R = Recommendation; C-R = Convention and Recommendation

Respondent type	Country name	Form of the instrument		Preamble					Definitions and scope								Regulatory framework for quality apprenticeships																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c	21d							
Government	Algeria	Y	R	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Government	Angola	Y	R	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y					
Government	Antigua and Barbuda	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y					
Government	Armenia	Y	C-R	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y	Y	Y	Y	Y					
Government	Australia	Y	R		O					O						O		Y													Y					
Government	Austria	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y				
Government	Azerbaijan	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y				
Government	Bahrain	Y	C-R	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y			
Government	Belgium	Y	O	Y	Y	Y	Y	Y	O	Y	Y	Y	O	O	O	O	O	Y	Y	Y	O	O	O	O	O	Y	Y	O	Y	Y	O	Y	Y			
Government	Bosnia and Herzegovina	Y	O	Y	Y	Y	Y	Y	Y	Y	O	O	O	Y	N	N	O	O	O	O	O	O	O	O	N	O	O	O	N	Y	Y	Y	Y			
Government	Brazil	N	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O		
Government	Brunei Darussalam	Y	R	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y			
Government	Bulgaria	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		
Government	Burkina Faso	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		
Government	Cambodia	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Canada	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Central African Republic	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	China	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Form of the instrument		Preamble					Definitions and scope								Regulatory framework for quality apprenticeships												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c	21d
Government	Colombia	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Cook Islands	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Costa Rica	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Government	Croatia	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Czechia	Y	R	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	N	Y	N	N	
Government	Denmark	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	
Government	Djibouti	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	N	O	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	
Government	Dominican Republic	Y	R	Y	O	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	
Government	Ecuador	Y	C-R	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Egypt	Y	R	Y	N	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Eritrea	Y	C-R	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Estonia	N	R	Y	Y	Y	Y	O	O	N	Y	N	Y	Y	Y	Y	N	Y	N	N	N	N	N		N	N	N	N	
Government	Eswatini	Y	C	Y	Y	Y	Y	Y		Y	Y	N	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		N	Y	N	Y	
Government	Ethiopia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Finland	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	Y	Y	N	N	N	N	N	N	Y	N	N	N	
Government	France	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	
Government	Georgia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Germany	O	R	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	N	Y	N	N	N	Y	Y	Y	N	N	N	N	N	
Government	Greece	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	
Government	Grenada	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Guatemala	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Iceland	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		O	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	India	Y	R	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Indonesia	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	O	Y	Y	Y	Y	N		Y	Y	Y	Y	O	Y	Y	Y	Y	
Government	Iraq	Y	R	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Ireland	Y	R	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Form of the instrument		Preamble					Definitions and scope								Regulatory framework for quality apprenticeships												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c	21d
Government	Israel	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	
Government	Italy	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Japan	O	R	Y									N		N	O													
Government	Kazakhstan	Y	R	Y	N	Y	Y	Y	Y	N	O	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	O	Y	N	N	Y	
Government	Kuwait	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Kyrgyzstan	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	O	N	Y	
Government	Latvia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	O	O	Y	Y	Y	N	N	
Government	Lebanon	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Lesotho	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	
Government	Lithuania	Y	R	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Malaysia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	O	N	Y	N	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Mali	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	
Government	Malta	Y	R	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	
Government	Mauritania	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Mauritius	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Mexico	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	
Government	Morocco	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Myanmar	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Namibia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	
Government	Nepal	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	
Government	Netherlands	Y	R	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	O	O	Y	Y	N	N	Y	N	N	Y	N	N	Y
Government	Nicaragua	Y	C-R	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	O	Y	
Government	Pakistan	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Panama	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	
Government	Poland	Y	R	Y	Y	Y	Y	Y	Y	N	Y	O	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	
Government	Portugal	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

Respondent type	Country name	Form of the instrument		Preamble					Definitions and scope								Regulatory framework for quality apprenticeships												
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c	21d
Government	Qatar	Y	R	Y	N	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Republic of Korea	Y	R	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Russian Federation	N																											
Government	Saudi Arabia	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Serbia	Y	C	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Seychelles	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Sierra Leone	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Slovakia	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	N	
Government	Slovenia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	N	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	N	Y
Government	South Africa	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Spain	Y	C-R	N	N	N	N	Y	Y	Y	N	N	Y	Y		O	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Sri Lanka	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Government	Sudan	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Suriname	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Sweden		R							N			N	N				Y			N	N	N	N	N	N	N	N	N
Government	Switzerland	N	O	Y	O	Y	Y	Y	Y	Y	N	N	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y
Government	Thailand	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Togo	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Trinidad and Tobago	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Government	Tunisia	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Turkey	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	
Government	United Arab Emirates	Y	R	Y	Y	Y	Y	Y		N	Y	N	Y	Y	N	Y	O	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	United Kingdom	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N
Government	United States	Y	C-R	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	O	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y
Government	Uruguay	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Government	Zimbabwe	Y	C-R	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	

		Regulatory framework for quality apprenticeships																							
Respondent type	Country name	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Government	Algeria	N	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Angola	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Antigua and Barbuda	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Government	Armenia	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Australia			Y									Y					Y							
Government	Austria	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y
Government	Azerbaijan	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y
Government	Bahrain	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Belgium	O	Y	O	O	O	Y	Y	Y	O	Y	O	Y	Y	Y	N	Y	Y	Y	O	Y	Y	Y	O	Y
Government	Bosnia and Herzegovina	O	O	O	O	O	O	O	O	N	Y	O	Y	Y	Y	Y	Y	Y	Y	O	O	O	O	Y	O
Government	Brazil	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Government	Brunei Darussalam	N	Y	N	N	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y
Government	Bulgaria	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Burkina Faso	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Cambodia	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Canada	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Central African Republic	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	N	N	Y	Y	Y	Y	Y
Government	China	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Colombia	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Cook Islands	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Costa Rica	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Croatia	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Czechia	N	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	O	Y	N
Government	Denmark	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y
Government	Djibouti	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	O	Y	Y	Y

		Regulatory framework for quality apprenticeships																							
Respondent type	Country name	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Government	Dominican Republic	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Government	Ecuador	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Egypt	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Eritrea	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Estonia	N	N	N	N	N	N	N		Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	O	N	N	N
Government	Eswatini	N	Y	N	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	N		Y	Y
Government	Ethiopia	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Government	Finland	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		N	N	N	Y	Y
Government	France	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	N	N	N	N	Y	Y
Government	Georgia	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Germany	N	N	Y	Y	Y	N	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Government	Greece		Y	Y	O	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
Government	Grenada	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Guatemala	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y
Government	Iceland	Y	Y		Y	Y	Y	Y	Y		Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	India	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Indonesia	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y			Y	Y	Y	O	Y	O		Y	Y
Government	Iraq	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	O
Government	Ireland	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Israel	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Italy	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Japan																								
Government	Kazakhstan	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	O		Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Government	Kuwait	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Kyrgyzstan	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Latvia	Y	Y	Y	N	Y	Y	Y	Y	N	Y	N	Y	Y	O	O	Y	Y	O	O	Y	Y	Y	Y	Y

		Regulatory framework for quality apprenticeships																								
Respondent type	Country name	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27	
Government	Lebanon	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Lesotho	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	Y	Y	Y	N	N	Y	Y	Y	
Government	Lithuania	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	
Government	Malaysia	Y	O	Y	Y	Y	Y	Y	Y		Y	Y	Y	O	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Mali	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Malta	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	
Government	Mauritania	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Mauritius	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Mexico	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Morocco	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y		Y	O	O	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Myanmar	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Namibia	Y	Y	Y	Y	Y	Y	Y	Y	N		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Nepal	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Netherlands	N	Y	N	O	N	Y	Y	N	N	Y	N	N	N	N	N	O	Y	N	N	Y	N	N	N	N	
Government	Nicaragua	Y	Y	Y	Y	O	Y	Y	Y	O	O	Y	Y	Y	O	Y	Y	Y	Y	O	Y	Y	O	Y	Y	
Government	Pakistan	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Panama	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Poland	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	O	Y	Y	Y	
Government	Portugal	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Qatar	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Republic of Korea	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	
Government	Russian Federation																									
Government	Saudi Arabia	Y	Y		Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	Y	N	Y				Y	
Government	Serbia	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Seychelles	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Sierra Leone	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	

		Regulatory framework for quality apprenticeships																							
Respondent type	Country name	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Government	Slovakia	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y	Y
Government	Slovenia	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Government	South Africa	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y
Government	Spain	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Government	Sri Lanka	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Sudan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Suriname	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Sweden	N	N	N	N	N	N	N	N	N	Y		N	Y							N	N	N		Y
Government	Switzerland	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y
Government	Thailand	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	O	Y	O	O	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	Togo	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Trinidad and Tobago	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Tunisia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Turkey	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Government	United Arab Emirates	Y	Y	N	Y	O		Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y
Government	United Kingdom	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	United States	Y	Y	N	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Uruguay	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Zimbabwe	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation				
		28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e
Government	Algeria	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	N	Y	Y	N	N		Y	Y	Y	Y	Y
Government	Angola	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Antigua and Barbuda	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Armenia	Y	Y	Y	Y	Y		N	Y	Y	O	Y	Y		Y		Y	Y	Y	Y	Y	Y
Government	Australia	O	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y							
Government	Austria	Y	Y	O	Y	Y	N	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	N	N
Government	Azerbaijan	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y
Government	Bahrain	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Belgium	Y	Y	Y	Y	Y	O	O	O	O	O	O	O	O	O		O	Y	Y	O	O	Y
Government	Bosnia and Herzegovina	Y	Y	Y	Y	Y	N	O	Y	Y	O	Y	Y	Y	O	N	Y	Y	Y	Y	O	Y
Government	Brazil	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
Government	Brunei Darussalam	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	N	N	Y
Government	Bulgaria	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y
Government	Burkina Faso	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Cambodia	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Canada	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Central African Republic	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	China	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Colombia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Cook Islands	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y
Government	Costa Rica	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Croatia	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N	Y
Government	Czechia	O	Y	Y	N	N	N	N	Y	Y	N	Y	N	Y	Y	N	N	Y	Y	O	N	O
Government	Denmark	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Djibouti	Y	Y	Y	Y	Y	N	N	Y	Y	N	O	Y		Y	N	Y	Y	Y	N	Y	Y
Government	Dominican Republic	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation				
		28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e
Government	Ecuador	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Egypt	Y	Y	Y	Y	N	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Eritrea	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Estonia	Y	Y	Y	O	Y		N	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	N	Y	Y
Government	Eswatini	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	N	Y
Government	Ethiopia	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Finland	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y		Y	N	Y	Y	N	Y
Government	France	Y	N	Y	N	Y	N	Y	Y	O	O	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y
Government	Georgia	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Germany	Y	O	O	Y	Y	N	N	Y	Y	N	N	Y	N	N	N	N	N	N	N	Y	N
Government	Greece	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y		Y
Government	Grenada	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Guatemala	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Iceland	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	India	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Government	Indonesia	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	Y	N	Y
Government	Iraq	Y	Y	Y	Y	N	O	Y	Y	Y	Y	N	Y	N	Y		N	Y	Y	Y	Y	Y
Government	Ireland	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Israel	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Italy	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Japan																					
Government	Kazakhstan	Y	N	N	N	O	Y	Y	N	Y	Y	O	Y	Y	Y	N	N	N	Y	Y	Y	Y
Government	Kuwait	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Kyrgyzstan	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Latvia	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y
Government	Lebanon	Y	Y	Y	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	N	Y		Y	Y	Y	Y

Respondent type	Country name	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation				
		28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e
Government	Lesotho	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Government	Lithuania	Y	Y	Y	Y	Y	O	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Malaysia	Y	Y	Y	O	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Mali	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Malta	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	N	Y
Government	Mauritania	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y
Government	Mauritius	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Mexico	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	O	Y
Government	Morocco	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Myanmar	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Namibia	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Nepal	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Netherlands	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y
Government	Nicaragua	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	O	O	Y	Y
Government	Pakistan	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Panama	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	N
Government	Poland	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	O	Y
Government	Portugal	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Qatar	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	N	Y	N	Y	Y	Y	Y	Y	Y
Government	Republic of Korea	Y	Y	Y	Y		N	Y	Y	Y	N	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y
Government	Russian Federation																					
Government	Saudi Arabia	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y		N	Y	Y	Y	Y	Y	Y
Government	Serbia	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Seychelles	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y
Government	Sierra Leone	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y
Government	Slovakia	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y

Respondent type	Country name	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation				
		28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e
Government	Slovenia	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	South Africa	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Spain	Y	Y	Y	Y	Y		Y	Y	Y	N	N	N	N	N	Y	N	Y	N	N	N	
Government	Sri Lanka	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Sudan	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y
Government	Suriname	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Sweden							N	Y	O	O	O	O	O	O		N	N				
Government	Switzerland	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	O	O	Y
Government	Thailand	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Togo	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Trinidad and Tobago	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Tunisia	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Turkey	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	United Arab Emirates	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	N	Y
Government	United Kingdom	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	United States	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	O	Y	Y	Y	Y	Y
Government	Uruguay	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y
Government	Zimbabwe	Y	Y	Y	Y	O	O	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	O

Respondent type	Country name	Promotion of quality apprenticeships and international cooperation								Traineeships								
		34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Government	Algeria	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Angola	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Antigua and Barbuda	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Armenia	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Australia																	
Government	Austria	Y	Y	Y	Y	Y	Y	Y	Y	O	O	Y	Y	Y	Y	Y	Y	Y
Government	Azerbaijan	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Bahrain	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Belgium	Y	Y	Y	Y	Y	O	O	O	Y	N	Y	N	N	Y	Y	Y	
Government	Bosnia and Herzegovina	N	Y	Y	N	Y	O	O	O	Y	Y	Y	Y	Y	Y	Y	Y	O
Government	Brazil	O	O	O	N	O	O	O	O	O	O	O	O	O	O	O	O	O
Government	Brunei Darussalam	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	N
Government	Bulgaria	O	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Burkina Faso	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	N
Government	Cambodia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Canada	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N
Government	Central African Republic	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N	Y	Y	Y	N
Government	China	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Colombia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Cook Islands	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Costa Rica	Y	Y	Y		Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
Government	Croatia	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Czechia	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Denmark	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Djibouti	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N
Government	Dominican Republic	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N

Respondent type	Country name	Promotion of quality apprenticeships and international cooperation								Traineeships								
		34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Government	Ecuador	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N
Government	Egypt	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Eritrea	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Estonia	N	Y	Y		N	N	N	N	Y	Y	Y	O	O	Y	Y	Y	
Government	Eswatini	Y	Y	Y		Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Ethiopia	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O
Government	Finland	Y	Y	Y	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N
Government	France	Y	Y	Y	N	Y	O	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Georgia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Germany	N	Y	N	N	N	N	N	N	O								
Government	Greece	Y	Y	Y		Y	O	O	O	Y	Y	Y	Y	Y	Y	Y	Y	
Government	Grenada	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Guatemala	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N
Government	Iceland	Y	Y	Y		Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	
Government	India	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Indonesia	N	N	Y		Y	Y	Y	Y	Y	Y	Y			Y	Y	Y	O
Government	Iraq	Y	Y	N		Y	Y	Y	Y	N		Y						
Government	Ireland	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Israel	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O
Government	Italy	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	N
Government	Japan																	
Government	Kazakhstan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Kuwait	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Kyrgyzstan	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Latvia	Y	Y	Y	O	Y	N	N	N	Y	Y	Y	O	O	Y	Y	Y	O
Government	Lebanon	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Promotion of quality apprenticeships and international cooperation								Traineeships								
		34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Government	Lesotho	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	N
Government	Lithuania	N	Y	Y	O	Y		Y		Y		Y	N	N	Y	Y	Y	O
Government	Malaysia	N	Y	Y		Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N
Government	Mali	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	O	Y	Y	Y	Y
Government	Malta	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	O
Government	Mauritania	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	N	N	Y	Y	Y	N
Government	Mauritius	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Mexico	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	N
Government	Morocco	N	Y	Y	N	Y	Y	Y	Y	Y		Y	O	O	Y	Y	Y	N
Government	Myanmar	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Namibia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N
Government	Nepal	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Netherlands	N	N	Y	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	O
Government	Nicaragua	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Pakistan	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Panama	N	Y	Y	N	Y	Y	N	Y	Y	N	Y	N	Y	Y	Y	Y	N
Government	Poland	O	Y	Y		Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Portugal	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Qatar	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Republic of Korea	Y	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	N	Y	Y	Y	N
Government	Russian Federation																	
Government	Saudi Arabia	Y	Y	Y	N	Y	Y		N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Serbia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Seychelles	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Sierra Leone	N	Y	Y		Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	
Government	Slovakia	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N

Respondent type	Country name	Promotion of quality apprenticeships and international cooperation								Traineeships								
		34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Government	Slovenia	N	Y	Y	N	Y	N	N	N	O								
Government	South Africa	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Spain		Y	Y		N	N	N	N	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Sri Lanka	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Sudan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Suriname	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	N
Government	Sweden		Y															
Government	Switzerland	Y	Y	Y	N	Y	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	Thailand	Y	Y	Y	N	Y	Y	Y	Y	Y	O	Y	O	O	Y	Y	Y	N
Government	Togo	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O
Government	Trinidad and Tobago	O	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Tunisia	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y
Government	Turkey	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Government	United Arab Emirates	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Government	United Kingdom	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	United States	Y	Y	Y	N	Y	Y	Y	Y	O								
Government	Uruguay	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Government	Zimbabwe	N	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Acronym	Form of the instrument		Preamble								Definitions and scope								Regulatory framework for quality apprenticeships											
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c			
Employers	Austria	WKÖ	Y	R	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	N				
Employers	Brazil	CNI	N	O	O	O	O	N	O	N	N	N	N	N	N	N	Y	N	N	N	O	O	O	O	O	O						
Employers	Canada	CEC	Y	R	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	Y	N	Y	Y	Y	N	Y	N	N	N	N				
Employers	Denmark	DA	N	R	Y	N	Y	Y	Y	N	N	O	N	N	N	N	Y	Y	Y	N	N	N	N	N	N	Y	Y	Y				
Employers	Estonia	EEC	N	R	Y	N	O	Y	Y	O	N	Y	O	Y	Y	N	Y	Y	Y	N	N	N	N	N	N	N	N	N				
Employers	France	MEDEF	Y	R	Y	Y	Y	N	Y	N	N	N	N	N	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	N	N	N				
Employers	Germany	BDA	Y	R	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	Y	N	O	Y	Y	N	Y	N	N	N	N				
Employers	Greece	ESEE	Y	R	N	N	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y				
Employers	Greece	SETE	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y		O	Y	Y	Y	Y	Y	Y		Y	Y	Y				
Employers	Guatemala	CACIF	Y	R	Y	N	Y	N	N	N	Y	N	Y	Y	Y	O	Y	Y	N	Y	N	N	N	N	N	N	Y	N				
Employers	Netherlands	VNO-NCW	Y	R	N	Y	Y	Y	Y	N	N	N	N	N	N	N	O	O	Y	Y	N	N	Y	N	N	Y	N	N				
Employers	Portugal	CIP	N					N			N	N	N		N	N	N	N	N	N					N	N	N					
Employers	Russian Federation	RSPP	Y	R	Y	Y	Y	Y	Y	N	N	N	N	Y	N	N	Y	Y	Y	N	Y	Y	Y	Y		Y	Y	Y				
Employers	Serbia	SAE	Y	R	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	Y	O	O	Y	Y	Y	Y	N	N	N	N				
Employers	Turkey	TISK	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y				
Employers	World	IOE	Y	R	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	Y	O	O	Y	Y	N	Y	N	N	N	N				

			Regulatory framework for quality apprenticeships																								
Respondent type	Country name	Acronym	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Employers	Austria	WKÖ	Y	Y	Y	Y	N	Y	Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Employers	Brazil	CNI		O	O	O	O	O	O	O			O	N	O	O	O	O	O	O	O	N	N	N	O	O	
Employers	Canada	CEC	N	N	N	N	N	Y	Y	Y	Y	N	N	Y	Y	N	N	N	Y	Y	Y	N	Y	N	N	Y	Y
Employers	Denmark	DA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y		Y	Y	N	N	Y
Employers	Estonia	EEC	N	N	N	N	N	N	N	N	N	N	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N
Employers	France	MEDEF	N	N	N	N	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	Y
Employers	Germany	BDA	N	N	N	N	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	Y	Y
Employers	Greece	ESEE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	O	Y	Y	Y		Y	Y	Y	Y	Y
Employers	Greece	SETE	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y								Y	Y	Y	Y	Y	Y
Employers	Guatemala	CACIF	N	N	N	N	Y	N	Y	N	N	N	Y	Y	N	Y	N	N	Y	Y	N	N	Y	Y	Y	Y	Y
Employers	Netherlands	VNO-NCW	Y	N	Y	N	O	N	Y	Y	N	N	Y	N	N	N	N	N	O	Y	N	N	Y	N	N	N	N
Employers	Portugal	CIP	N	N	N	N	N					N	N	Y	N	N	N	N	N	N	N	N	N		N		Y
Employers	Russian Federation	RSPP	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Employers	Serbia	SAE	N	O	O	N	N	Y	Y	Y	Y	N	N	O	N	O	N	N	O	O	O	N	O	N	N	Y	Y
Employers	Turkey	TISK	Y	Y	Y	Y	Y	Y		Y	Y	N	Y	Y	Y	Y			Y	Y	Y	N	Y	Y	Y	Y	Y
Employers	World	IOE	N	O	O	N	N	Y	Y	Y	Y	N	N	O	N	O	N	N	O	O	O	N	O	N	N	Y	Y

Respondent type	Country name	Acronym	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation				
			28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e
Employers	Austria	WKÖ	Y	Y	N	Y	Y		Y	N	N	O	O	O	O	O		Y	Y	Y	Y	Y	
Employers	Brazil	CNI	N	N	N	N	N	N	N	O	Y	N	N	N	Y	N	N	O	O	N	N	O	
Employers	Canada	CEC	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y		
Employers	Denmark	DA	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	
Employers	Estonia	EEC	Y	Y	Y	Y	Y		N	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		
Employers	France	MEDEF	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	
Employers	Germany	BDA	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y		
Employers	Greece	ESEE	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		
Employers	Greece	SETE	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y		
Employers	Guatemala	CACIF	Y	Y	N	N	Y	N	N	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y		
Employers	Netherlands	VNO-NCW	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	Y	N	Y	
Employers	Portugal	CIP			O						Y	Y	N		Y	Y	Y	Y	Y	Y	Y		
Employers	Russian Federation	RSPP	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	N	Y	
Employers	Serbia	SAE	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y		
Employers	Turkey	TISK	Y	Y	Y	Y	Y	N	Y	Y	O							Y	Y	Y	Y	Y	
Employers	World	IOE	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y		

Respondent type	Country name	Acronym	Promotion of quality apprenticeships and international cooperation								Traineeships								
			34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Employers	Austria	WKÖ	Y	Y	Y		Y	Y	Y	Y	O	N	O	N	N	Y	Y	Y	
Employers	Brazil	CNI	N	O	O	N	O	N	N	N	N	O	N	N	N	N	N	N	N
Employers	Canada	CEC	Y	Y	Y	N	Y	Y	Y	Y	N	N	N	N	N	N	N	N	N
Employers	Denmark	DA	Y	Y	Y		Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N
Employers	Estonia	EEC	O	Y	Y		N	N	O	N	Y	N	O	N	N	O	Y	O	
Employers	France	MEDEF	Y	Y	Y	N	Y	N	N	N	Y	N	N	N	N	N	N	N	N
Employers	Germany	BDA	N	Y	Y	N	Y	Y	N	N	N	O	O	O	O	O	O	O	O
Employers	Greece	ESEE	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	O	O	Y	Y	Y	
Employers	Greece	SETE	Y	Y	Y		Y	Y	Y	Y									Y
Employers	Guatemala	CACIF	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	N	N
Employers	Netherlands	VNO-NCW	N	N	Y	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	O
Employers	Portugal	CIP	Y	Y	Y	N	Y	Y	Y	Y	Y	N		N					N
Employers	Russian Federation	RSPP	N	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	N
Employers	Serbia	SAE	O	Y	Y	N	Y	Y	O	O	O								
Employers	Turkey	TISK	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	N
Employers	World	IOE	O	Y	Y	N	Y	Y	O	O	O								

Respondent type	Country name	Acronym	Form of the instrument		Preamble								Definitions and scope								Regulatory framework for quality apprenticeships										
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c		
Workers	Argentina	APA	Y	C	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Argentina	CGT-RA	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Argentina	UOCRA	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Australia	ACTU	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	Y			
Workers	Austria	BAK, ÖGB	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y			
Workers	Brazil	CUT	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y			
Workers	Burkina Faso	CNTB	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Canada	CLC	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Canada	Unifor	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		N	Y	Y			
Workers	Czechia	ČMKOS	Y	R	Y	Y	Y	Y	Y	Y	O	N	Y	Y	Y		Y	Y	Y	N	N	O	O	O	O	O					
Workers	Estonia	EAKL	Y	R	Y	Y	Y	Y	Y	O	O	Y	Y	Y	Y	O	Y	Y	Y	N	N	O	O	O	O	O	N	N			
Workers	France	CGT	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N			
Workers	France	FO	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Y	O	O	Y	Y	N	Y	Y	Y			
Workers	France	UNSA	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	O	Y	Y	Y	O	O	O	O	O	Y	Y	Y			
Workers	Germany	DGB	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	N	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y			
Workers	Greece	GSEE	Y	R	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y	N	O	O	Y	Y	Y	N	N	N	N	N	N	N			
Workers	Ireland	ICTU	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y		Y	Y	Y	Y	Y	Y	N	O	N	N			
Workers	Italy	CGIL, CISL, UIL	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Japan	JTUC-RENGO	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Latvia	LBAS	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y			
Workers	Luxembourg	OGBL	Y	C	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Workers	Mexico	SME	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y			
Workers	Netherlands	CNV, FNV	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N			
Workers	Norway	Unio	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	O	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N			
Workers	Peru	CATP	Y	C-R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y		Y	Y	N	Y	Y	Y			
Workers	Poland	Solidarność	Y	R	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			

Respondent type	Country name	Acronym	Form of the instrument		Preamble								Definitions and scope								Regulatory framework for quality apprenticeships											
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c			
Workers	Portugal	CGTP	Y	O	Y	Y	Y	Y	N	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y			
Workers	Russian Federation	FNPR	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N			
Workers	Senegal	CNTS	Y	R	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y				
Workers	Senegal	SNTMMS	Y	C-R	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Workers	Serbia	CATUS	Y	R	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y				
Workers	Somalia	FESTU	Y	C-R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Workers	Spain	CCOO	Y	C-R	N	N	N	N	Y	Y	N	N	Y	Y		O	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Workers	Spain	UGT	Y	R	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y		Y	Y	O	O				O							
Workers	Sudan	SWTUF	Y	C	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y				
Workers	Togo	CNTT	Y	C-R	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	N	Y	N	Y				
Workers	Turkey	HAK-İŞ	Y	C	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	N	N	N	N				
Workers	United Kingdom	TUC	Y	R	Y	Y	Y	Y	Y	Y	Y	Y		Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	N	Y				
Workers	United Kingdom	Unite	Y	C	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				
Workers	Europe	ETUC	Y	O	O	Y	O	Y	Y	O	Y	Y	Y	O	O	Y	O	Y	N	N	O	O	O	O	O	O	N	N				
Workers	World	ITUC	Y	R	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y				

			Regulatory framework for quality apprenticeships																								
Respondent type	Country name	Acronym	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Workers	Argentina	APA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Argentina	CGT-RA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Argentina	UOCRA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Australia	ACTU	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Austria	BAK, ÖGB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Brazil	CUT	Y	O	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Burkina Faso	CNTB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Canada	CLC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Canada	Unifor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Czechia	ČMKOS			O			O	O	O	O	N	Y	O	Y	Y	Y	Y	O	O	Y	Y	Y		Y	Y	Y
Workers	Estonia	EAKL	N	N	N	N	N	N		N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	France	CGT	Y	Y	N	Y	N	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	Y
Workers	France	FO	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	France	UNSA	Y	Y	Y	Y	Y	Y	O	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	O	Y	Y
Workers	Germany	DGB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Greece	GSEE	N	N	N	N	N	N	N	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Ireland	ICTU	N	N	N		N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y
Workers	Italy	CGIL, CISL, UIL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Japan	JTUC-RENGO	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Latvia	LBAS	Y	Y	Y	Y	Y	Y	Y	Y	N		Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Workers	Luxembourg	OGBL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Mexico	SME	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Workers	Netherlands	CNV, FNV	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Norway	Unio	N	Y	Y	N	N	Y	Y	Y	Y	N	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y
Workers	Peru	CATP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Poland	Solidarność	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

			Regulatory framework for quality apprenticeships																								
Respondent type	Country name	Acronym	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27
Workers	Portugal	CGTP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Russian Federation	FNPR	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Workers	Senegal	CNTS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Senegal	SNTMMS	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Serbia	CATUS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Somalia	FESTU	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Spain	CCOO	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Workers	Spain	UGT	Y										Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Sudan	SWTUF	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Togo	CNTT	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y
Workers	Turkey	HAK-İŞ	N	Y	N	N	N	Y	Y	N	N	N	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	United Kingdom	TUC	O	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	United Kingdom	Unite	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Europe	ETUC	N	N	N	N	N	N	N	O	O		Y	O	Y	Y	Y	Y	O	Y	Y	Y	Y	N	Y	O	Y
Workers	World	ITUC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Acronym	Apprenticeship agreement							Equality and diversity in quality apprenticeships										Promotion of quality apprenticeships and international cooperation				
			28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e	
Workers	Argentina	APA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Argentina	CGT-RA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Argentina	UOCRA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Australia	ACTU	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Austria	BAK, ÖGB	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Brazil	CUT	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Burkina Faso	CNTB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Canada	CLC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Canada	Unifor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Czechia	ČMKOS	O	Y	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Estonia	EAKL	Y	Y	Y	Y	Y	O	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	France	CGT	Y	N	Y	N	Y	N	Y	Y	Y	O	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	
Workers	France	FO	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	N	Y	
Workers	France	UNSA	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Germany	DGB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Greece	GSEE	N	N	Y	N	Y	O	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	
Workers	Ireland	ICTU	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Italy	CGIL, CISL, UIL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Japan	JTUC-RENGO	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Latvia	LBAS	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Luxembourg	OGBL	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	
Workers	Mexico	SME	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Netherlands	CNV, FNV	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Norway	Unio	Y	Y	Y	N	Y	N	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	
Workers	Peru	CATP	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
Workers	Poland	Solidarność	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

Respondent type	Country name	Acronym	Apprenticeship agreement							Equality and diversity in quality apprenticeships										Promotion of quality apprenticeships and international cooperation				
			28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e	
Workers	Portugal	CGTP	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N
Workers	Russian Federation	FNPR	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	N	Y	Y	
Workers	Senegal	CNTS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Senegal	SNTMMS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Serbia	CATUS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Somalia	FESTU	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	O	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Workers	Spain	CCOO	Y	Y	Y	Y	Y		Y	Y	Y	N	N	N	N	N	N	Y	Y	Y	N	N	N	N
Workers	Spain	UGT	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Sudan	SWTUF	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N		Y	Y	Y	Y	Y	Y
Workers	Togo	CNTT	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Workers	Turkey	HAK-İŞ	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Workers	United Kingdom	TUC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y
Workers	United Kingdom	Unite	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Europe	ETUC	N	Y	Y	N	N		N	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y
Workers	World	ITUC	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Acronym	Promotion of quality apprenticeships and international cooperation									Traineeships							
			34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Workers	Argentina	APA	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Argentina	CGT-RA	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Argentina	UOCRA	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Australia	ACTU	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Austria	BAK, ÖGB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Brazil	CUT	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Burkina Faso	CNTB	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Canada	CLC	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Canada	Unifor	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y
Workers	Czechia	ČMKOS		Y	O	N	O	N		N	O	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Estonia	EAKL	O	Y	Y	O	Y	O	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	France	CGT	Y	Y	Y	N	Y	O	N	N	Y	Y	Y	Y	Y	Y	Y	Y	N
Workers	France	FO	Y	Y	Y	N	Y	Y	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	France	UNSA	Y	Y	Y		Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Germany	DGB	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Greece	GSEE	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	O	Y	Y	Y	Y	N
Workers	Ireland	ICTU	Y	Y	Y	N	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Italy	CGIL, CISL, UIL	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Japan	JTUC-RENGO	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Latvia	LBAS		Y	Y		Y	O		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Luxembourg	OGBL	O	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Mexico	SME	Y	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Netherlands	CNV, FNV	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Norway	Unio	O	Y	Y	N	Y	O	Y	O	Y	Y	Y	Y	Y	Y	Y	Y	N
Workers	Peru	CATP	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Poland	Solidarność	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y

Respondent type	Country name	Acronym	Promotion of quality apprenticeships and international cooperation								Traineeships								
			34f	34g	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i
Workers	Portugal	CGTP	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Russian Federation	FNPR	Y	Y	Y	N	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	N
Workers	Senegal	CNTS	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Senegal	SNTMMS	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y
Workers	Serbia	CATUS	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Somalia	FESTU	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Spain	CCOO		Y	Y		Y	N	N	N	Y	Y	N	Y	Y	Y	Y	Y	Y
Workers	Spain	UGT		Y	Y		Y	Y	Y	Y	O	O	O	O	O	O	O	O	O
Workers	Sudan	SWTUF	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Togo	CNTT	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Workers	Turkey	HAK-İŞ	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	O	N	Y	Y	Y	Y	Y
Workers	United Kingdom	TUC	Y	Y	Y		Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	United Kingdom	Unite	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Workers	Europe	ETUC	O	Y	Y		O	N	O	O	O	Y	Y	Y	Y	Y	Y	Y	Y
Workers	World	ITUC	Y	Y	Y	N	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y

Summary of replies

Governments	Form of the instrument		Preamble					Definitions and scope								Regulatory framework for quality apprenticeships											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c
Convention		8																									
Recommendation		48																									
Convention and Recommendation		33																									
Yes	89		88	77	90	89	88	79	84	79	69	84	78	49	71	71	88	72	84	85	83	83	83	28	82	74	66
No	4		4	12	1	2	2	8	7	9	20	5	11	34	16	12	3	17	5	5	6	6	6	49	8	16	24
Other	2	6	1	4	1	1	2	3	3	4	3	4	5	4	7	9	3	3	2	3	3	4	4	4	3	3	3
TOTAL OF RESPONSES	95	95	93	93	92	92	92	90	94	92	92	93	94	87	94	92	94	92	91	93	92	93	93	81	93	93	93
Blank	1	1	3	3	4	4	4	6	2	4	4	3	2	9	2	4	2	4	5	3	4	3	3	15	3	3	3

Governments	Regulatory framework for quality apprenticeships																									
	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27	
Convention																										
Recommendation																										
Convention and Recommendation																										
Yes	79	74	84	76	73	84	85	87	84	25	88	79	86	84	73	78	88	92	86	50	84	73	71	84	86	
No	13	15	5	13	14	4	5	4	7	50	1	9	3	6	13	8	1	0	3	30	7	12	12	5	4	
Other	1	3	3	3	5	5	2	2	2	5	2	3	4	2	5	5	2	1	2	7	2	6	6	2	3	
TOTAL OF RESPONSES	93	92	92	92	92	93	92	93	93	80	91	91	93	92	91	91	91	93	91	87	93	91	89	91	93	
Blank	3	4	4	4	4	3	4	3	3	16	5	5	3	4	5	5	5	3	5	9	3	5	7	5	3	

Governments	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation						
	28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e	34f	34g
Convention																							
Recommendation																							
Convention and Recommendation																							
Yes	87	89	88	85	85	27	75	89	88	73	74	85	84	78	20	76	85	89	81	69	85	73	90
No	3	2	2	5	4	45	15	3	1	14	13	5	5	10	50	10	6	3	6	14	4	14	2
Other	3	2	3	3	3	7	3	2	4	7	6	4	3	4	6	3	1	1	5	8	3	4	1
TOTAL OF RESPONSES	93	93	93	93	92	79	93	94	93	94	93	94	92	92	76	89	92	93	92	91	92	91	93
Blank	3	3	3	3	4	17	3	2	3	2	3	2	4	4	20	7	4	3	4	5	4	5	3

Governments	Promotion of quality apprenticeships and international cooperation						Traineeships									
	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i	
Convention																
Recommendation																
Convention and Recommendation																
Yes	88	19	87	76	71	66	83	77	84	62	67	86	85	85	29	
No	2	52	4	10	16	20	4	6	4	19	14	1	2	2	42	
Other	2	3	1	5	4	5	5	4	1	6	6	1	1	1	10	
TOTAL OF RESPONSES	92	74	92	91	91	91	92	87	89	87	87	88	88	88	81	
Blank	4	22	4	5	5	5	4	9	7	9	9	8	8	8	15	

Employers	Form of the instrument		Preamble						Definitions and scope								Regulatory framework for quality apprenticeships											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c	
Convention		0																										
Recommendation		13																										
Convention and Recommendation		1																										
Yes	12		12	6	13	8	13	6	4	5	4	6	6	1	5	8	12	7	7	10	10	8	10	0	7	7	5	
No	4		2	8	0	8	1	7	12	10	11	9	9	13	10	6	3	7	6	5	4	6	4	11	8	8	10	
Other	0	1	1	1	2	0	1	1	0	1	1	0	0	1	0	2	1	2	3	1	1	1	1	2	1	0	0	
TOTAL OF RESPONSES	16	15	15	15	15	16	15	14	16	16	16	15	15	15	15	16	16	16	16	16	15	15	15	13	16	15	15	
Blank	0	1	1	1	1	0	1	2	0	0	0	1	1	1	1	0	0	0	0	0	1	1	1	3	0	1	1	

Employers	Regulatory framework for quality apprenticeships																										
	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27		
Convention																											
Recommendation																											
Convention and Recommendation																											
Yes	7	6	7	6	6	11	12	12	11	3	8	10	5	7	4	4	8	9	7	2	9	7	6	11	13		
No	8	7	6	9	8	3	1	2	3	10	6	4	8	5	8	8	3	3	5	11	5	8	10	3	2		
Other	0	3	3	1	2	1	1	1	1	0	1	2	2	3	2	2	4	3	3	1	2	0	0	1	1		
TOTAL OF RESPONSES	15	16	16	16	16	15	14	15	15	13	15	16	15	15	14	14	15	15	15	14	16	15	16	15	16		
Blank	1	0	0	0	0	1	2	1	1	3	1	0	1	1	2	2	1	1	1	2	0	1	0	1	0		

Employers	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation						
	28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e	34f	34g
Convention																							
Recommendation																							
Convention and Recommendation																							
Yes	13	14	12	13	14	0	10	10	12	11	10	10	12	11	1	11	14	14	15	12	15	9	14
No	2	1	3	2	1	10	5	4	3	3	4	3	2	3	9	3	1	1	1	4	0	4	1
Other	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	3	1
TOTAL OF RESPONSES	15	15	16	15	15	10	15	15	16	15	15	14	15	15	11	14	16	16	16	16	16	16	16
Blank	1	1	0	1	1	6	1	1	0	1	1	2	1	1	5	2	0	0	0	0	0	0	0

Employers	Promotion of quality apprenticeships and international cooperation						Traineeships									
	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i	
Convention																
Recommendation																
Convention and Recommendation																
Yes	15	1	13	12	9	9	6	4	6	3	3	7	8	6	1	
No	0	9	2	4	4	5	5	7	3	8	7	3	3	4	8	
Other	1	0	1	0	3	2	3	2	3	2	2	2	1	2	2	
TOTAL OF RESPONSES	16	10	16	16	16	16	14	13	12	13	12	12	12	12	11	
Blank	0	6	0	0	0	0	2	3	4	3	4	4	4	4	5	

Workers	Form of the instrument		Preamble						Definitions and scope								Regulatory framework for quality apprenticeships										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20a	20b	20c	20d	20e	21a	21b	21c
Convention		8																									
Recommendation		20																									
Convention and Recommendation		10																									
Yes	41	0	39	39	39	40	39	38	38	18	38	38	37	8	38	14	40	36	37	33	34	33	33	5	33	29	30
No	0	0	1	2	1	1	1	1	0	23	3	2	2	27	1	19	1	4	3	1	1	3	3	26	3	10	9
Other	0	3	1	0	1	0	0	2	3	0	0	0	2	3	2	5	0	1	1	6	5	4	4	4	5	0	0
TOTAL OF RESPONSES	41	41	41	41	41	41	40	41	41	41	41	40	41	38	41	38	41	41	41	40	40	40	40	35	41	39	39
Blank	0	0	0	0	0	0	1	0	0	0	0	1	0	3	0	3	0	0	0	1	1	1	1	6	0	2	2

Workers	Regulatory framework for quality apprenticeships																										
	21d	21e	21f	21g	21h	21i	21j	21k	21l	21m	22	23	24a	24b	24c	24d	24e	24f	24g	24h	25a	25b	25c	26	27		
Convention																											
Recommendation																											
Convention and Recommendation																											
Yes	32	31	33	32	30	35	34	34	33	25	41	36	41	40	40	40	39	40	41	37	40	35	37	40	41		
No	7	6	6	6	9	4	3	4	5	10	0	2	0	1	1	1	0	0	0	3	1	3	3	0	0		
Other	1	1	1	0	0	1	2	2	2	0	0	3	0	0	0	0	2	1	0	0	0	2	1	1	0		
TOTAL OF RESPONSES	40	38	40	38	39	40	39	40	40	35	41	41	41	41	41	41	41	41	41	40	41	40	41	41	41		
Blank	1	3	1	3	2	1	2	1	1	6	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0		

Workers	Apprenticeship agreement							Equality and diversity in quality apprenticeships									Promotion of quality apprenticeships and international cooperation						
	28	29a	29b	29c	29d	29e	30	31	32a	32b	32c	32d	32e	32f	32g	33	34a	34b	34c	34d	34e	34f	34g
Convention																							
Recommendation																							
Convention and Recommendation																							
Yes	38	38	40	34	39	24	34	41	41	37	39	40	40	40	23	40	41	40	38	37	39	33	41
No	2	3	1	7	2	8	5	0	0	2	1	1	1	1	10	0	0	1	3	3	2	0	0
Other	1	0	0	0	0	3	1	0	0	1	1	0	0	0	1	0	0	0	0	0	0	4	0
TOTAL OF RESPONSES	41	41	41	41	41	35	40	41	41	40	41	41	41	41	34	40	41	41	41	40	41	37	41
Blank	0	0	0	0	0	6	1	0	0	1	0	0	0	0	7	1	0	0	0	1	0	4	0

Workers	Promotion of quality apprenticeships and international cooperation						Traineeships									
	34h	34i	35	36a	36b	36c	37a	37b	37c	37d	37e	37f	37g	37h	37i	
Convention																
Recommendation																
Convention and Recommendation																
Yes	40	6	39	33	33	15	37	40	38	37	39	40	40	40	35	
No	0	26	0	4	4	23	0	0	1	1	1	0	0	0	5	
Other	1	1	2	4	1	3	3	1	2	2	1	1	1	1	1	
TOTAL OF RESPONSES	41	33	41	41	38	41	40	41	41	40	41	41	41	41	41	
Blank	0	8	0	0	3	0	1	0	0	1	0	0	0	0	0	

