International Labour Organization

ILO Toolkit for
Quality Apprenticeships

Volume 2: Guide for Practitioners

▶ **Post-training transitions
and evaluation**

ILO Toolkit for
Quality Apprenticeships

Volume 2: Guide for Practitioners

▶ **Post-training transitions
and evaluation**
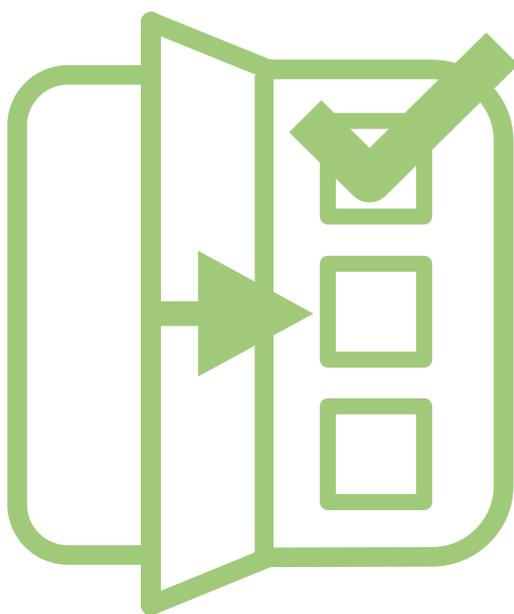
Edited by: Ashwani Aggarwal

Skills and Employability Branch, Employment Policy Department

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation
iii

ILO Toolkit for Quality Apprenticeships

Module 1   Introduction - The quality apprenticeship training life cycle
Module 2   Developing quality apprenticeship programmes
Module 3   Preparing quality training places
Module 4   Organizing apprenticeship training
▶ Module **5 Post-training transitions and evaluation**
Module 6   Innovations and strategies in apprenticeships

Table of contents

List of tools

List of figures

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

v

Acronyms and abbreviations

BIBB	German Federal Institute for Vocational Education and Training
CBC	competency-based curriculum
Cedefop	European Centre for the Development of Vocational Training
CVET	continuing vocational education and training
DC dVET	Donor Committee for Dual Vocational Education and Training
EAfA	European Alliance for Apprenticeships
ESS	employer/establishment skills survey
ETF	European Training Foundation
EU	European Union
GAN	Global Apprenticeship Network
GIZ	German Corporation for International Cooperation *(Deutsche Gesellschaft für Internationale Zusammenarbeit)*
GTOs	Group Training Organisations
ICT	information and communication technology
ILO	International Labour Organization
in-CT	in-company trainer
IOE	International Organisation of Employers
IVET	initial vocational education and training
KPI	key performance indicator
LMI	labour market information
MoU	memorandum of understanding
NCS	National Competency Standards
NIMI	**Nation**al Instructional Media Institute
OECD	Organisation for Economic Co-operation and Development
off-JT	off-the-job training
OJT	on-the-job training
OS	occupational standard
RTOs	Registered Training Organizations
SDC	Swiss Agency for Development and Cooperation
SFIVET	Swiss Federal Institute for Vocational Education and Training
SMEs	small and medium-sized enterprises
TVET	technical and vocational education and training
VET	vocational education and training

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

1

▶ Post-training transitions and evaluation

[A]pprenticeships [are] a way to guarantee skills and to help our employees cope with the onset of AI (Artificial Intelligence). Apprenticeships boast a strong track record of return on investment for both business and the apprentice's career track.

Alain Dehaze (The Adecco Group CEO), 16 January 2018

This module considers the processes that follow the completion of an apprenticeship – apprentices' transition into working life or further education and training, as well as the evaluation of apprenticeship programmes. It has two sections as follows:

Post-training transitions and evaluation

▶ **Transition to the labour market or into further education and training**

▶ **Evaluation of quality apprenticeship programmes**

▶ 5.1 Transition to the labour market or into further education and training

The issue: How to facilitate a smooth transition to the labour market or into further education and training

The primary goal of apprenticeships is to facilitate apprentices' smooth transition to the labour market and enable them to access decent employment. While many apprenticeship graduates are hired by the enterprise in which they completed their training, some of them may search for jobs in other enterprises, plan to start their own business or pursue further education and training. Therefore, support for apprenticeship graduates should be provided by various entities, such as employment services, in relation to job search, CV writing and job interview skills. Graduates seeking to start their own businesses also need to develop entrepreneurial and management skills, including how to formulate business ideas and access business development services, both financial and non-financial.

As some apprenticeship graduates may aspire to higher level qualifications, countries should ensure that their formal education and training system provides effective pathways for progression from apprenticeship qualifications to higher education or further training. This has become especially relevant in view of the fast changes taking place in the world of

work. The permeability between apprenticeships and other education and training systems is increasingly important as individuals need to reskill and upskill continuously throughout their working lives to adapt to the ongoing labour market transformations.

> **Mr Johann N. Schneider-Ammann, former Swiss President, speaking at the International Congress on Vocational and Professional Education and Training, referred to permeability as a key element of the success of the Swiss education system. He stated that permeability occurs in two directions: laterally, between the academic and vocational education paths, and from the bottom up, with opportunities for lifelong learning and promotion, and that no qualification leads to a dead end.**
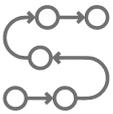
The steps needed to ensure a smooth transition to the labour market or into further education and training

▶ The lead entity managing apprenticeship programmes should identify organization(s), through social dialogue, to take responsibility for developing and offering post-training employment services to apprenticeship graduates. Public and private employment services usually provide services that can be complemented by the career offices of TVET providers as well as by employers' organizations and local and sectoral industry associations.

▶ Enterprises and TVET providers should provide information to apprentices about employment services providers and job portals that offer job-matching services for apprenticeship graduates and potential employers.

▶ The skills needed for job search, CV writing, interview and entrepreneurship should be integrated into apprenticeship curricula, so that apprentices are equipped with the relevant skills for entering the world of work on completion of their programme.

▶ Enterprises and TVET providers should link apprenticeship graduates who are seeking to start their own businesses with financial and non-financial business development service providers, as well as public and private entities that support SMEs.

▶ TVET providers should advise apprentices on how to access further education and training. At the same time, policy-makers should ensure that the national education system allows easy access to further education and training for apprenticeship graduates (see boxes 5.1 and 5.2).

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

3

© ILO

Box 5.1   **Pathways to qualification**

UNESCO has established recommendations to improve the pathways for all those pursuing initial vocational qualifications, while a recent UNESCO report describes the potential obstacles, and the many ways in which countries around the world are seeking to overcome them (Field and Guez, 2018). The report offers some examples of how such pathways can work in contexts where TVET students are given options to pursue simultaneous study, so that they are able to access higher education.

• *In Brazil*, there are two models – academic and vocational courses may be pursued as one programme in the same upper secondary school. In addition, general upper secondary students may pursue a simultaneous technical programme in a separate school.

• *In Denmark*, the EUX programme combines workplace training with academic classwork, so that students end up with both a skilled worker's certificate and an academic qualification granting access to higher education.

• *In Switzerland*, as illustrated in figure 5.1, upper secondary VET students can opt to pursue a general education qualification (the Federal Vocational Baccalaureate (FVB), shown as number 1 in the figure) in parallel with, or following completion of, their TVET programme. The FVB grants them access to universities of applied sciences (blue arrow), which take half of their students from the VET system. Holders of the FVB can also take the University Aptitude Test, which grants them access to a university or federal institute of technology, such as ETHZ or EPFL (orange arrow).

▶ **Figure 5.1   Pathways of vocational and professional training in the Swiss system**
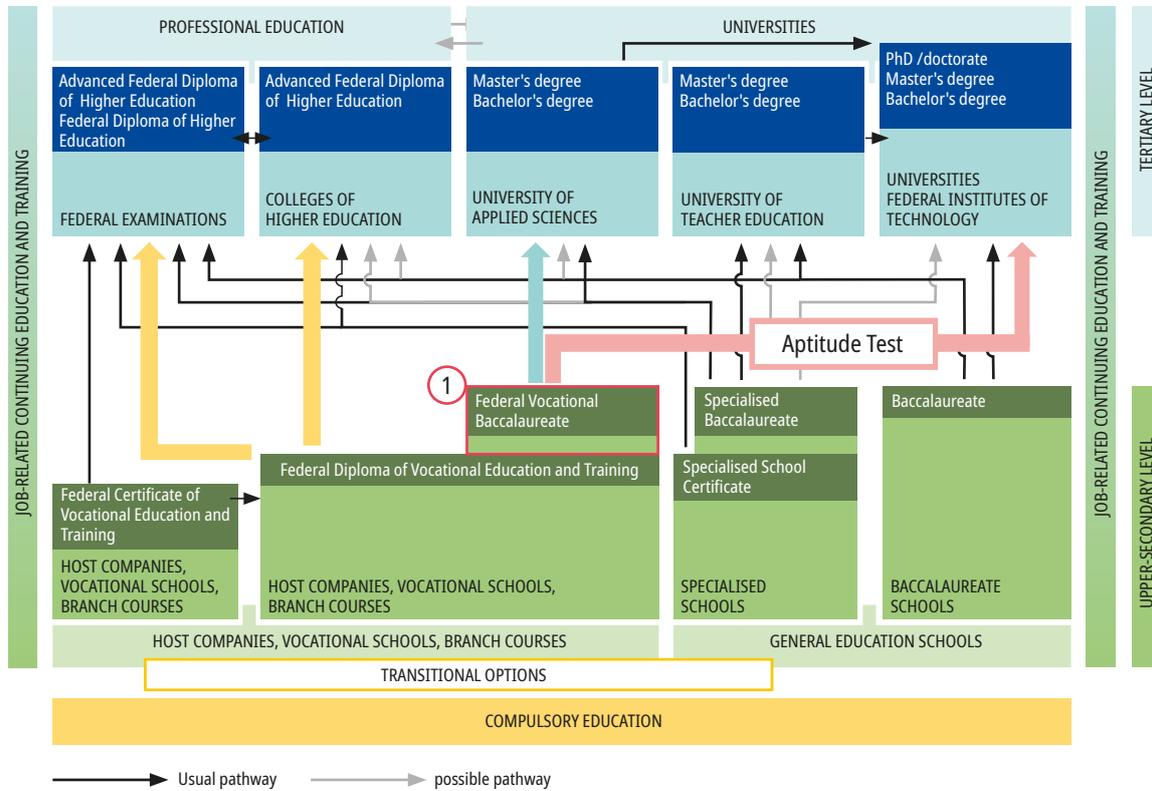
Source: Adapted from SERI, 2019.

Box 5.2   **Post-apprenticeship qualification, Germany and Austria**

In Germany and Austria, the "Meister" qualification, obtained through an examination, allows apprenticeship graduates to pursue a higher level qualification that includes a combination of occupation-specific technical skills, entrepreneurial skills and skills for mentoring and training apprentices (refer to Tool 5.1.4). In this way, the Meister qualification provides strong support to the apprenticeship system. First, it opens up more options for apprenticeship graduates, clearly signalling that an apprenticeship is not a dead end, and, second, it supports the apprenticeship system more broadly by equipping apprenticeship graduates with the skills needed to guide future apprentices.

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

5

© ILO

Tools for ensuring a smooth transition to the labour market

Tool 5.1.1	**Information on apprenticeship opportunities and post-apprenticeship pathways, Switzerland**

The national Swiss portal www.orientation.ch provides comprehensive information on post-apprenticeship pathways and opportunities, helping apprenticeship graduates in the transition to the labour market or into further education and training. It offers guidance on how to become self-employed and how to start a business and highlights important points to consider beforehand, as well as detailing legal requirements and procedures.

The website offers information and links on apprenticeship and other helpful tools to aid career choices, helping users to find their way through the multiple programmes and pathways of vocational education and training. It shows apprentice opportunities in a given area and occupation, including a description of tasks, education and training pathways, and career progression via further education and training.

Source: www.orientation.ch/dyn/show/1418?lang=fr (available in German, French and Italian)

Tool 5.1.2	**How to design, plan, implement and evaluate an employment fair, ILO, Egypt**

This tool seeks to enhance the capacity of national and local level institutions to support jobseekers, including apprentices, in their quest for employment. It documents the experiences that the ILO has gathered in supporting public employment service offices in planning and implementing employment fairs. Its main goal is to serve as a reference for staff in public employment service offices and members of local career guidance taskforces that are partners in the organization of employment fairs.

Source: www.ilo.org/wcmsp5/groups/public/---africa/---ro-addis_ababa/---sro-cairo/documents/publication/wcms_561931.pdf

Video: *ILO's Start and Improve Your Business (SIYB),*
www.youtube.com/watch?v=v8_b3jQvVkM#action=share

Tool 5.1.3

Guide to starting and improving a business, ILO

This guide is intended as a practical tool to support the implementation of the Start and Improve Your Business (SIYB) programme. It provides step-by-step guidance for the successful introduction of SIYB in a given context, from carrying out an initial market assessment to planning for sustainability. SIYB has four training packages that correspond to the stages of business development:

- Generate Your Business Idea
- Start Your Business
- Improve Your Business
- Expand Your Business.

Source: www.ilo.org/wcmsp5/groups/public/---ed_emp/---emp_ent/---ifp_seed/documents/publication/wcms_315262.pdf

Tool 5.1.4

The master craftsperson qualification – higher level vocational qualifications for graduate apprentices, Germany

The traditional further qualification for an apprentice, after several years of work experience, is the master craftsperson qualification. Master craftsperson qualifications offer a higher vocational education which is quite different from university education. In Germany, individuals with an industrial master craftsperson qualification hold key positions in companies. Straddling the worlds of planning and production, they act as intermediaries between production workers and management, and their qualifications prepare them for serving as specialists, trainers and leaders in their field. Their core tasks are focused on technical and organizational areas as well as on the training and leadership of colleagues. In addition, they are also responsible for applying and integrating the latest process, information and communication technology into existing production processes.

Source: https://www.eckert-schools-international.com/en/dimi.html

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

7

Tool 5.1.5	**Europass to promote mobility between countries in the EU**

The Europass Certificate Supplement is a tool designed to make apprentices from one EU country employable in other EU countries. The Certificate Supplements describe the country-specific standards of the respective training occupation and provide a brief description of the knowledge, skills and competencies acquired through vocational training. In addition, they provide information on the duration, type and level of training as well as the course of training in which this can be achieved.

The Europass Certificate Supplements apply to all those who have obtained the relevant vocational certificate. They are prepared by the competent authorities in the respective EU Member State. The Certificate Supplements for dual training occupations in Germany and for advanced training occupations are drawn up by the Federal Ministry of Education and Research and the BIBB, together with the social partners. In addition to the German-language version, the Europass Certificate Supplements are also available in English and French.

Source: www.bibb.de/tools/berufesuche/index.php/certificate_supplement/en/mechatronikeri2018_e.pdf

▶ 5.2 Evaluation of quality apprenticeship programmes

The issue: Why evaluation of apprenticeships is necessary

The active participation of various stakeholders is essential for the success of apprenticeships. To secure their continuous support and participation in apprenticeships, it is important to be able to provide concrete evidence of the outcome and impact of programmes, and the net benefits to different stakeholders.

For example, potential apprentices would like to know the outcome of the programmes in terms of employment rates, income levels and long-term career prospects. They would also like to be able to assess the quality of the training offered by various enterprises and TVET providers. For these purposes, tracer studies can provide a very useful tool for gathering the relevant information.

Enterprises would like to be able to weigh the costs and benefits of apprenticeships while governments' interest may focus more on the social and economic outcomes of apprenticeships (an example from South Korea is given in box 5.3). In the United States, registered apprenticeship programmes are evaluated using an apprenticeship outcomes performance matrix, which lists indicators for employers, apprentices or workers, and partner

organizations (Tool 5.2.9). This tool seeks to determine "whether using apprenticeship as a talent development strategy has been valuable to employers; created opportunities for workers to enhance their skills, earn industry-recognized credentials, and increase earnings; and helped workforce, education, and community partners achieve their goals" (United States Department of Labor, n.d.). For policy-makers, evaluation at the system level may also involve benchmarking of their national apprenticeship system against internationally recognized good practices.

Therefore, evaluation of the apprenticeship system and programmes is essential to collect information on performance which provides evidence to inform stakeholders' decisions regarding the changes needed to improve and strengthen the apprenticeship system and programmes. Stakeholders would also be able to decide whether a particular apprenticeship programme should be scaled up, limited or stopped, and how it could be improved.

While the evaluation of the system and specific programmes can be carried out separately, the evaluation findings at the two levels are inextricably linked. Very often, the implementation challenges at the programme level stem from underlying gaps or weakness in the broader policy environment.

Tips

⭐ A tracer study can help to answer a number of questions about the transition of apprenticeship graduates to the labour market, such as: How many are hired by their training employers directly after training? How quickly can apprentices find a job if they do not remain with the apprenticeship employer? What level of income can the apprenticeship graduates obtain? How many of them choose to continue with their education? What situation are do graduates find themselves in, half a year or one to two years after finishing their apprenticeship? These data, taken together, provide a comprehensive evaluation of the outcomes of an apprenticeship programme.

⭐ The steps for conducting a tracer study are as follows:
1. Plan and design a tracer study.
2. Formulate research questions.
3. Develop a questionnaire.
4. Send out the questionnaire and collect data.
5. Analyse the data and interpret the results.

For further details, see Tool 5.2.2.

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

9

Before developing apprenticeship programmes, practitioners need to be fully aware of the design features, training and working conditions for apprenticeships prescribed in the law and the regulatory framework. Therefore, policy-makers and practitioners should cooperate and carry out regular evaluation of the apprenticeship system and programmes, developing comprehensive evaluation mechanisms and methodologies for that purpose. They should share evidence and data gathered from a wide array of evaluation mechanisms and methodologies, in order to obtain a holistic perspective of the strengths and weaknesses of the apprenticeship system or programmes.

Box 5.3 **Economic and social outcome analysis of apprenticeships in South Korea**

In South Korea, apprenticeship programmes are evaluated based on both economic and social outcome analysis.

Economic outcomes are examined through cost–benefit analysis from the employers' perspective. The total cost includes personnel expenses (e.g. apprentices' income, in-CT allowance), operating expenses (e.g. teaching materials, training equipment) and apprentice selection and recruitment expenses (e.g. advertisement and promotion). The total benefit comprises, among other factors, apprentices' enhanced productivity, reduction in the cost of new worker recruitment or retraining and government incentives.

Social outcomes are categorized and assessed on three levels:
- *National level* – Four outcomes, namely, improvement in youth employment rates, reduced age of entry into first job, reduced period spent seeking employment, alleviated mismatch between supply and demand.
- *Organizational level* – 11 outcomes, including company's strengthened competencies in the implementation of on-the-job training and the quality of internal training and improvements in work performance, adaptability and satisfaction of apprentices.
- *Individual level* – Seven outcomes, including improvement in employability and job performance as well as adaptability of enterprises and enhanced psychological well-being due to increased job security and welfare provision.

Source: Kang, Jeon and Lee, 2017.

The steps needed to implement a comprehensive evaluation system

The regulatory body or working group overseeing the implementation of apprenticeships should take the following steps, facilitated by social dialogue:

▶ Identify a set of key performance indicators (KPIs) for measuring the outcomes of the apprenticeship system and programmes at national, regional, local or enterprise levels, while allowing enterprises the flexibility to adapt the KPIs to their particular circumstances.

▶ Develop detailed guidelines for evaluation, indicating the roles of various stakeholders, methodologies (for example, tracer studies, employers' and apprentices' opinion surveys), frequency and data requirements. In particular, support employers in carrying out a cost–benefit analysis of their apprenticeship programmes.

▶ Assign the responsibility for evaluation to a specific entity (for example, a quality assurance body).

▶ Ensure transparency and quality in the evaluation processes.

▶ Discuss the findings of the evaluation in a social dialogue working group and propose recommendations.

▶ Compile the findings and data from the evaluation systematically and produce an annual report on apprenticeship programmes. Ideally, the report should be made available to the public.

▶ Widely disseminate the report among relevant stakeholders, so that they can use the evaluation results effectively to improve the regulatory framework, programme design and provision of vocational guidance and counselling services.

Tips

⭐ The use of technology can significantly reduce the cost of evaluation. For example, mobile-based applications, such as KoBoToolbox (www.kobotoolbox.org), can be used to conduct tracer studies free of charge, while the use of block chain technology can allow the career progression of apprentices to be monitored after they have completed their programmes.

⭐ In addition to quantitative data, qualitative information can be collected to evaluate the satisfaction of various apprenticeship stakeholders, including enterprises, parents, apprentices, TVET providers, ministries and employers' and workers' organizations.

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

11

Tools for evaluating apprenticeship systems and programmes

A number of tools for carrying out tracer studies, cost–benefit analysis, assessment of the apprenticeship policy environment and self-assessment of apprenticeships, as well as performance indicators, are given below for both policy-makers and practitioners who are engaged in the evaluation of the apprenticeship system and programmes.

Tools for conducting tracer studies

Tool 5.2.1	**Online survey for graduate apprentices, EAN**
	This tool is an example of an online survey for graduate apprentices, to assess their opinions about the quality of apprenticeship programmes. The #AskTheApprentices survey questions cover modules such as: the quality of education, learning materials and teaching methods; apprentices' rights, responsibilities and protection; apprentices' contracts; representation in the workplace; promotion of apprenticeships; anti-discrimination measures; and access to information on apprenticeships.
	Source: https://www.surveygizmo.eu/s3/90161249/EAN-Survey

Tool 5.2.2	**Guide to tracer studies, ETF, ILO and Cedefop**
	This guide offers a step-by-step introduction to the wide range of different tracer study approaches available and provides detailed instructions on how to design a graduate tracer study, develop the questionnaire and carry out the data analysis. Furthermore, it provides two versions of the questionnaire: a minimal version, which was designed to be used with very few adaptations/changes; and a module version, which is a toolbox of different topics and questions from which elements can be selected as appropriate.
	Although this guide primarily targets TVET and higher education, it can easily be adapted to apprenticeship programmes.
	Source: www.ilo.org/skills/areas/skills-training-for-poverty-reduction/WCMS_534331/lang--en/index.htm

Tool 5.2.3	**A survey of apprentices to assess the system, United Kingdom**
	This report presents the findings of the apprenticeships evaluation learner survey 2017 in the United Kingdom. The survey, which is carried out on a regular basis, is intended to monitor key progress indicators and assess the impact of recent policy reforms in order to help shape future development of the apprenticeship programme. Specifically, it covers individuals' motivations for undertaking their apprenticeship, their experience of the training they received, their satisfaction with the apprenticeship and the impact it has had on their careers.
	Source: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/659709/Apprenticeships_evaluation_2017-learners.pdf

Tools for enterprises, including cost–benefit analysis

Tool 5.2.4

QualiCarte – a tool that allows employers to self-assess how well they manage apprentices, Switzerland

QualiCarte is an instrument for assessing the quality of in-company vocational training in any occupation. It consists of 28 quality requirements, divided into five chapters, covering: monitoring of quality improvement measures and objectives, commitment, introduction to training, training, responsibility of the host company and end of the agreement.

This tool can be used by employers for self-assessment purposes but also functions as an external assessment tool in cases where representatives of cantons or professional associations want to assess the quality of training provided in a given host company.

Source: http://vpet.ch/dyn/bin/21423-23923-1-qualicarte_eg_2016i.pdf

Tool 5.2.5

A review of methodologies for measuring the costs and benefits of in-company apprenticeship training, ILO

Understanding the costs and benefits of apprenticeship training, as well as its outcomes, is an important factor for enterprises, enabling them to make informed decisions relating to the skills development of current and future employees. Existing studies on this topic paint a mixed picture: some reveal net benefits to employers and others, net costs. In addition to the observed variations in apprenticeship systems and practices between countries, a proper international comparison of cost–benefit analyses is hampered by differences in research methods. This report reviews the research methods and findings of major existing studies with the aim of helping to advance discussions on research methods and highlighting areas where knowledge gaps exist.

Source: http://ilo.org/skills/areas/work-based-learning/WCMS_725494/lang--en/index.htm

Tool 5.2.6

Assessment of returns on apprenticeship investment, India

This tool provides a questionnaire for assessing returns on investments in apprenticeships.

The publication discusses five case studies in which senior managers from SMEs assess the costs and benefits of the apprenticeships they provide. The case studies provide a clear insight into how the cost–benefit or returns on investment (ROI) approach can be adapted to the case of SMEs in the Indian context and how evidence gained from the ROI approach can be used as an effective instrument for enterprises to base their training and hiring decisions on.

Source: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---sro-new_delhi/documents/publication/wcms_332263.pdf

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

13

Tool 5.2.7	**Analysis of the costs and benefits of apprenticeship to employers, Germany**

This tool provides information on how dual vocational education and training is financed in Germany and which cost–benefit factors are involved.

The tool answers the following questions:

- What are the actual costs and benefits of vocational education and training in Germany?
- Is external recruitment cheaper than training?
- Is dual VET a worthwhile model?

Source: https://www.bibb.de/govet/en/71186.php

© ILO

Performance indicators

Tool 5.2.8

Set of indicators for assessing work-based learning, IAG

This paper lists a range of indicators developed by the Inter-Agency Working Group (IAG) on Work-based Learning (WBL) to monitor and evaluate WBL. Although the proposed indicators are related to the performance of WBL, they can easily be adapted for the assessment of quality apprenticeships.

The proposed indicators cover two policy areas:

- Access, participation and equity – the indicators show the proportion of learners that participate in WBL, and the proportion of companies that provide WBL.
- Quality and efficiency of WBL – the indicators show the proportion of learners that complete WBL programmes and the proportion of companies with a certified in-company trainer/mentor.

There are also two additional indicators for quality assessment that can be used during a transition period when WBL programmes are not yet fully developed: share of programmes with learning outcomes/objectives for the WBL component and share of programmes with assessment procedures for the WBL component.

Source: https://www.skillsforemployment.org/KSP/en/Details/?dn=EDMSP1_254639

Tool 5.2.9

Apprenticeship outcomes performance matrix, United States

In the United States, registered apprenticeship programmes are evaluated using an apprenticeship outcomes performance matrix, which lists indicators for employers, apprentices or workers, and partner organizations.

Indicator	*Outcomes*	*Time frame*
Employersw		
Number of apprentices retained		
Decrease in recruitment costs		
Increase in productivity		
Increase in workforce diversity		
Increase in workplace safety		
Apprentices/workers		
Wage increases		
Number of credentials earned		
Partner organizations		
Number of programmes developed		
Number of individuals trained		
Increase in under-represented populations engaged (e.g. women in non-traditional occupations, veterans, individuals with disabilities, etc.)		
Number of apprentices retained		

Source: United States Department of Labor, n.d.

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

15

Tools for system-level evaluation

The ILO has developed an analytical framework for evaluating and benchmarking a country's apprenticeship system and programmes. This framework can assist in carrying out detailed, external evaluation of the policy environment and apprenticeship system, leading to practical policy recommendations to overcome identified challenges. It enables a rapid assessment of an apprenticeship system to be carried out and highlights gaps and challenges that are not always obvious to the practitioners themselves.

Tool 5.2.10

Evaluation tool for apprenticeship policy and system, ILO

The tool serves three purposes, as illustrated below:

1. Comprehensive evaluation tool

The tool, in the form of an analytic framework, provides guidance on carrying out an evaluation of a country's apprenticeship system, offering an analysis of the characteristics and performance of the apprenticeship law, policy and system in a country. It also allows the country's system to be benchmarked against international good practices.

It describes the evaluation procedures and includes three questionnaires covering:
- the public authorities responsible for apprenticeships
- the social partners
- apprenticeship graduates.

2. Rapid self-assessment tool

The tool can also be used by practitioners to carry out a rapid self-assessment to help identify the perceived strengths and challenges in an apprenticeship system. As the self-assessment can be completed quickly, and by a range of different stakeholders, it might be used as part of a workshop involving apprenticeship stakeholders. Completing the self-assessment would form the initial point for debate and discussion, allowing individuals to explore those areas where different stakeholders' assessments of the system are radically different, determining why those differences of perception arise and what steps are necessary to improve system performance.

3. Tool for understanding policy environment

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

Source: ILO, 2020a.

The following two tools are in the form of reports that provide the results of reviews of a country's apprenticeship system, carried out by CEDEFOP and OECD. These reports illustrate examples of actual reviews, using methodology and tools developed by the two organizations.

**Tool
5.2.11**

Review of the apprenticeship system in Italy, Cedefop

Cedefop has been carrying out in-depth reviews of apprenticeship systems at national level in order to identify their specific strengths and any challenges that they face in order to propose a set of policy recommendations for ensuring quality apprenticeshpis. Such information can also help other countries to reflect on their own practices and implement reforms for quality apprenticeships.

This report includes the key findings, conclusions and recommendations of the thematic country review on apprenticeships in Italy. It also offers a short description of the review's rationale and methodology.

Source: https://www.cedefop.europa.eu/files/4159_en.pdf

**Tool
5.2.12**

Evaluation framework for Modern Apprenticeships in Scotland, OECD

This evaluation framework aims to generate insights into the outcomes, benefits and challenges of Modern Apprenticeships in Scotland, thereby strengthening the links between apprenticeships and labour market policies. Furthermore, it can also provide policy-makers in other countries with a concrete example of an evaluation strategy in an actual policy setting.

The evaluation framework proposes recommendations for evaluating Modern Apprenticeships in Scotland, detailing various evaluation activities, scope of evaluation and data options. It outlines both long-term and medium-term evaluation strategies covering various methodologies, such as ex-ante strategy, use of multiple specific control groups, analysis of impact on well-being and on employer productivity, etc.

Source: https://www.oecd-ilibrary.org/docserver/59084781-en.pdf?expires=1568268999&id=id&ac cname=guest&checksum=730E7BACD41ADCCF809CD54135EE1894.

ILO Toolkit for Quality Apprenticeships – Volume 2: Guide for Practitioners
Module 5. Post-training transitions and evaluation

17

▶ 5.3 Checklist

By completing the following checklist, readers of this Toolkit can revisit the key elements involved in post-training transitions and evaluation and also carry out a rapid assessment of the functioning of related systems. It will help readers to identify the elements that could be improved and to assess whether additional measures are needed.

Post-training transitions and evaluation	Yes	No	Needs improvement	Remarks
Do apprenticeship qualifications have a good reputation in the relevant sector(s)?				
Do employers recognize the apprenticeship certificate when recruiting employees?				
Is there an institution responsible for job placement for apprentices?				
Are specific job-search tools for apprentices available?				
Is there support for apprenticeship graduates who would like to become self-employed?				
Are there opportunities for apprenticeship graduates to continue their education?				
Is there a monitoring system for evaluating the effectiveness of apprenticeship programmes? If so, has it been discussed and defined in a social dialogue working group?				
Are baseline data for apprentices collected before apprenticeship programmes begin to allow tracer studies to be carried out?				
Is an annual report produced in which data on quality assurance are presented to the public?				
Are the data from the monitoring system evaluated and presented in accordance with the specifications of the social dialogue working group?				
Are the results of evaluation readily available to all stakeholders, including the general public?				
Are the results of the apprenticeship evaluation used by decision-makers for reviewing policy and programmes?				

The questions to which readers have answered "No" or "Needs improvement" point to gaps where measures to improve or strengthen post-training transitions and evaluation in their contexts should be considered. It is important to keep in mind that the involvement of social partners, including workers' and employers' organizations, in the design, development and implementation of apprenticeships, is a key factor for the success and sustainability of apprenticeship programmes.

[A]pprenticeships [are] a way to guarantee skills and to help our employees cope with the onset of AI (Artificial Intelligence). Apprenticeships boast a strong track record of return on investment for both business and the apprentice's career track.

Alain Dehaze (The Adecco Group CEO), 16 January 2018