

PARTNERS FOR CHANGE

Supporting the development of quality apprenticeships

I-WORK Programme

Final report

April 2020

ABOUT THE BRITISH COUNCIL

The British Council is the UK's international organisation for cultural relations and educational opportunities. We create friendly knowledge and understanding between the people of the UK and other countries. We do this by making a positive contribution to the UK and the countries we work with - changing lives by creating opportunities, building connections and engendering trust.

Our work within technical and vocational education and training (TVET) aims to improve technical and vocational skills systems so that they are inclusive and relevant for employment and entrepreneurship. We do this by sharing UK and international experience from skills policy and practice; encouraging mobility and exchange for young people, practitioners and policymakers; supporting innovative and sustainable partnership working; and helping to build the capacity of teachers, practitioners and policy-makers so that there is a better fit between skills provision and labour market needs. To date we have worked in over 50 countries.

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SECTION 1: FOREWORD

This report describes the process of designing and delivering a new evidence-based systems improvement process and tools to help countries take action themselves to develop quality apprenticeships. Increasingly countries recognise that apprenticeships can be a significant tool for improving economic and social outcomes. Their focus on learning in the workplace helps address skills gaps in the labour market and promote employment, especially for young people. The definition of an apprentice differs between countries as do the challenges they want to address. Some are seeking to systematise an informal approach, many are looking to increase their scale or coverage, often from a small base, whilst others are focusing on their quality and inclusiveness.

This report demonstrates the impact and methodology of a new evidence-based systems improvement approach to apprenticeship reform. By designing a benchmarking tool for apprenticeship systems, we have provided a roadmap for countries to assess and compare their policy and practice. However, the reforms they have embarked on as part of this project are their own, shaped in tone and substance by national and international discussion.

We have learnt many things. Some we expected – that buy-in from stakeholders matters hugely and that innovation and improvement must be grounded in context and address the root causes not merely mitigate the effects of systemic challenges. Some were less expected, that loosely defining project scope and activity can be a strength in the right framework and that where ownership and real autonomy is given to national partners significant efficiencies can be found.

The multi-lateral, demand-led and complex nature of apprenticeship systems can often be a barrier to intervention. We hope we have shown this should not be the case. This complexity can be a strength, where the diversity of actors allows multiple points of entry to try new things and scale enhanced policy and practice based on this experience.

The on-line benchmarking tool that has emerged from the work offers a powerful new way to help countries take an objective look at their whole system before forming judgements on what needs to change. We have learnt that objectively reviewing national systems against a non-judgemental standard and each other is valuable in delivering impact and addressing core and sometimes unfashionable issues. We encourage other Governments and agencies that have an interest in building quality apprenticeship systems to use the tool. We hope the other detailed recommendations in the report will also be considered by the international community, particularly how evidence led system improvement interventions, led by countries themselves, can be adopted more widely by donors as an effective and sustainable way of working in the longer term.

We would like to thank our Global Apprenticeship Expert Simon Perryman, and our national experts as well as all of the partners who worked with us on delivering this project and hope that the work we have all done will inform the global debate about how best apprenticeships can be improved to further economic and social ambitions.

Chris Cooper

Principal Consultant, Skills Systems

SECTION 2: EXECUTIVE SUMMARY

The I-WORK programme has been funded by the UK government and developed by the British Council in response to a call by the 2018 Commonwealth Heads of Government Meeting (CHOGM), in London, to develop “improved opportunities for young people in the Commonwealth”. It has explored how to help countries develop quality apprenticeship systems through a process of evidence-based systems improvement. The report describes how this process was tested through projects in four Commonwealth countries; Ghana, India, Malaysia and South Africa.

The programme adopted a five-phase approach:

- Whole system diagnosis, using benchmarking;
- A planning phase to review options and scope a realistic project to tackle an important issue holding back development, based on the benchmarking results;
- Team development and capacity building, including light touch external support;
- Networking and partnership, to share experience within and between countries;
- A detailed focus throughout the programme on outcomes and pathways to impact;

At heart, this is about active collaboration, team-working and partnership coupled with an adaptive, action-research approach to change. Team working to build trust, agree priorities and form a consensus to support evidence-based decision making. Partnership working to share ideas, draw inspiration from other I-WORK countries and drive the implementation of practical and effective solutions to achieve the best possible outcomes. A key difference is the use of a unique benchmarking tool and other diagnostic methods to help countries identify system gaps compared to other countries and learn from those who have addressed these issues before.

The primary objective of I-WORK was to:

Research, benchmark and provide technical assistance to improve the policy and provision of apprenticeships in the participating countries. Working with government TVET Authorities and other key actors to benchmark the current systems, identify areas for improvement and to design and deliver technical assistance projects to improve apprenticeship policy, management and delivery in the identified areas

Following an initial international workshop in London in March 2019; A specially designed I-WORK benchmarking tool was used by each country to analyse their whole apprenticeship system, identify priority issues to address and design each project. A separate, more detailed, technical report goes into more detail about how the benchmarking tool was developed and includes a call to the international TVET¹ community to actively engage to further develop the process.

As a result of benchmarking and detailed project planning, the following projects were agreed:

- **Ghana:** To develop a national apprenticeship policy and mainstream apprenticeship into the development plans of government.
- **India:** A communication and engagement strategy to catalyse apprenticeship implementation in the Punjab and engage employers, employer associations, training providers and trainees.
- **Malaysia:** Action-based research to strengthen employer engagement.
- **South Africa:** A digital guideline that ensures all stakeholders know, agree and implement their respective roles.

The report describes the delivery and outcomes of each project in more detail, makes links to the individual projects reports from each country and describes a second workshop, in London in March 2020, where the programme was showcased to an international audience of TVET experts. It goes on to draw out comparisons between the four projects, including the similarities and differences between the countries, the degree of innovation in the approach and the projects, the challenges they faced and pathways to impact.

Although there were many differences of context, starting point and levels of system maturity between the countries, there were also many similarities, including high levels of government commitment to reform, the value they saw from benchmarking, the opportunity to address an issue that would unlock wider change and the degree of collaborative working within and between countries. It was also noticeable that similar and interlocking themes emerged including issues of policy coherence, employer engagement, training institute capacity to engage with industry and clarity about roles and responsibilities. These all relate to the challenge of creating a “demand-led” apprenticeship system. The report identifies a considerable amount of innovation across the programme. Structurally, the whole model for the work has been highly innovative in its aims and approach. Implementation has been innovative in the way it encouraged I-WORK countries to communicate and collaborate with each other. Delivery by each country, has also shown considerable innovation in approach and product design.

The report concludes that:

- Locally owned and initiated reform is valuable, achieves good outcomes and offers strong pathways to longer term impact.
- A considerable amount can be achieved in different country contexts with limited budgets and constrained timescales, provided the process is clearly defined and well-managed.
- Apprenticeship systems are complex and only as strong as their weakest link. Systematic analysis is important to focus effort where it can yield most value.

¹ Technical and Vocational Education and Training

- The I-WORK Benchmarking tool is a powerful resource in scoping and framing projects. It encourages a whole system perspective, tests existing system components against an objective standard and stimulates non-judgemental debate between stakeholders. Problem Tree analysis is also important in helping countries to separate “cause” and “effect” when designing their interventions.
- The importance of bringing different stakeholders from industry, education and government together to build consensus and support the change process. Collaboration, listening and relationship management are key to success.
- The innovation that has occurred in the design of the programme and individual project level should be shared more widely.

More generally, this approach to apprenticeship system development has been well received, has worked well in a diverse range of countries and is a sustainable way forward.

Recommendations for the wider apprenticeship community are:

- To consider whether evidence led systems improvement interventions of this kind, led by countries themselves, are worth implementing more widely by donors as an effective and sustainable way of working in the longer term.
- For funding and management regimes to encourage more flexible delivery models of this type, encouraging diagnostic and consultative activity before requiring detailed specification of all aspects of delivery.
- To extend and develop the use of benchmarking to allow more systematic analysis of the gaps and issues in apprenticeship systems against an objective and non-judgemental on-judgemental standard and with scope for comparison between countries.
- That international collaboration and exchange of ideas is of value even where systems are very different and mechanisms to encourage this should be supported
- To build a consensus around the top three or four most challenging issues in apprenticeship development, such as policy coherence, employer engagement and sustainable funding, and build support models to address them together.

SECTION 3: BACKGROUND AND OBJECTIVES

I-WORK is a British Council led programme that has been developed in response to a call by the 2018 Commonwealth Heads of Government Meeting (CHOGM), in London, to develop “improved opportunities for young people in the Commonwealth”. Given the size and rapid growth rate of the youth populations of Asia and Africa, with more than 60 per cent of the population of the Commonwealth under 30 years old, it was important that the programme had a clear focus on creating routes for young people into skilled work. A three-strand approach was put forward including “Strengthening Policy and Practice in Apprenticeships and Work-Related Learning”. All countries identified for the project were to be Official Development Assistance (ODA) eligible² Commonwealth member-states. Following discussions and assessment, a shortlist of 6 countries was reduced to a final four (Ghana, India, Malaysia and South Africa) in November 2018. Project activity took place between January 2019 and March 2020 with progress to be reported back to the CHOGM in Kigali later this year in 2020.

This report describes the development and delivery of the projects designed to support the development of quality apprenticeships in these four ODA Countries. It examines the outcomes and pathways to impact generated by the projects, compares the similarities and differences between each country’s approach, draws conclusions and offers recommendations for the international TVET community. This report is aimed at senior industry, education and government leaders, donors and key stakeholders who drive apprenticeship and TVET policy and/or implementation and who have an interest in supporting the development of quality apprenticeship systems. A second, more technical report provides more detail on the development of benchmarking arrangements and tools that supported the diagnostic phase of the work and recommends how benchmarking could be taken forward.

The Terms of Reference for I-WORK are at Appendix 1. The I-WORK apprenticeships strand was designed to:

Research, benchmark and provide technical assistance to improve the policy and provision of apprenticeships in the participating countries. Working with government TVET Authorities and key other actors to benchmark the current systems, identify areas for improvement and design and deliver technical assistance projects to improve apprenticeship policy, management and delivery in the identified areas. This project is designed to provide an opportunity to share innovation and approaches across, Ghana, India, Malaysia, South Africa and the UK and create a shared experience in developing policy and practice.’

² These will necessarily all be low- and middle-income countries based on gross national income (GNI) per capita as published by the World Bank, with the exception of G8 members, EU members, and countries with a firm date for entry into the EU. The list also includes all of the Least Developed Countries (LDCs) as defined by the United Nations (UN).

The apprenticeship strand was designed on the principle of “adaptive management for the purpose of working with complex systems”, taking an action research approach to project development. Knowing that countries systems would be at different stages of development and include different initiatives, the project was designed to allow comparison of practice and approaches and create a platform to support developments in key areas of interest. The intention was that local partners should shape the project as it evolved and ensure alignment with the most important issues they identified.

The objectives of the report are to:

- present the work of the projects including how they developed and the tools they used and created to support their objectives
- explore the similarities and differences between the projects
- expand on the challenges and context that the projects have taken place in and how this has influenced delivery
- record the impact they are having and the pathways they have agreed to create sustainable impact over time
- provide conclusions and recommendations.

SECTION 4: PROJECT DESIGN

Whilst apprenticeships appear relatively simple on the surface, the reality is rather different. They are complex interlinked systems that rely on a range of major stakeholders working to deliver programmes that may be unfamiliar and against expectations of quality and scale that may be hard to achieve.

There are a number of common challenges:

- Policy can become fragmented, falling between different government ministries and agencies.
- There tends to be a focus on volume rather than quality.
- Employer engagement can be difficult, affecting the relevance of programmes and quality of delivery.
- The regulatory framework can create barriers to engagement.
- Creating sustainable funding is difficult and incentives can create unintended consequences.
- It can take too long to set up apprenticeships and their administration can be slow, stretching the patience of employers.
- The importance of high-quality teaching and learning and rigorous quality assurance is central to success but is often neglected.
- There is a tendency not to track progress and outcomes, or measure impact and Return on Investment.

Yet the prize for success can be very significant, so countries need better ways to improve their apprenticeships. The I-WORK programme has been designed to find this better way. It is about helping countries to build their own solutions in a systematic way, supporting them with internal capacity building backed by mentoring and expert advice where needed. A key difference is the use of a unique benchmarking tool and other diagnostic methods to encourage diagnosis on a whole system basis against an objective quality standard for apprenticeships and to provide an objective but non-judgemental view of the strengths, gaps and challenges with their current approach. Encouraging team working and an adaptive, action-research approach, then helps to build consensus around appropriate interventions to drive practical and effective change within time and resource constraints and supports partnership working through the implementation phase.

Project design had four specific stages:

- Set-up and bringing the partnership together.
- Benchmarking, including analysis of the current situation, identification of priority issues to address and the choice of a specific project intervention to achieve practical results in the time and with the resources available.
- Definition and design of the project.

Achieving consensus and signing off the approach.

Each will be discussed in turn.

SECTION 5: BRINGING THE PARTNERSHIP TOGETHER

Having agreed their participation in the programme, each country moved quickly to set up project arrangements on the ground against an initial timetable provided by the British Council. This included appointing a project manager in the British Council, appointing a National Apprenticeship Expert in each country and building partnership arrangements with key stakeholders including to establish a National Advisory Group supported by National Advisory Leads. Particular care was taken to draw together government, industry and TVET stakeholders who would work well together and have the necessary influence to support system wide reform, building on existing expertise.

In the UK, programme wide arrangements were set up including the British Council project management team, arrangements for the first international workshop in London in March 2019 and the appointment of the Global Apprenticeships Expert to design the benchmarking model and support countries in developing their projects.

Figure 1: Initial set-up timetable

Activity	When
2018	
Finalise terms of reference for Global Apprenticeships Expert	November
Confirm procurement process for consultants	November
Advertise for Global Apprenticeships Expert	November
Advertise for national apprenticeships experts	November
Identify two contributors from each country to take part in benchmarking and the right group to join national panel as “advisory group leads”	December
Plan international workshop and confirm venue	December
Appoint Global Apprenticeships Expert	December
Define mechanism for technical assistance requests	December
Brief Global Apprenticeships Expert	December
2019	
Identify support (external to British Council) for UK testing of benchmarking tool	January
Arrange and convene local benchmarking workshops in I-WORK countries	January
Appoint national experts in I-WORK countries	January

SECTION 6: BENCHMARKING

The Global Apprenticeships Expert developed a workable benchmarking model and tool that could be tested at the London workshop in March 2019 and then applied in each country to help them undertake a full analysis of the strengths and gaps in their current apprenticeship system. The development of the benchmarking model is set out in more detail in the separate technical report on I-WORK benchmarking³. The design draws on a number of existing frameworks, including ILO⁴, IADB⁵ and EU⁶ frameworks for quality apprenticeships, to construct a tool for holistic assessment of an apprenticeship system and is structured as a three-part framework covering policy, implementation and monitoring/evaluation. The tool that emerged has 13 main criteria and over 200 self-assessment questions addressing the main issues in apprenticeship policy design and delivery. It was designed to meet six key principles:

- To cover the breadth of the apprenticeship process including policy and implementation.
- A tool with sufficient detail to allow countries to undertake detailed analysis against a clear standard for quality apprenticeship.
- A tool that was sufficiently “binary” in terms of choices, to facilitate comparative benchmarking between countries.
- An intuitive tool that would not require detailed guidance to deploy.
- Able to work in different country contexts and at different levels of system maturity.
- Helping countries to take an objective view of their systems, while avoiding judgement.

Figure 2: Design of pilot benchmarking tool

Self-assessment questions		Policy		
	Y/N	Country response	Comment and reflection	Existing projects
Criteria: Purpose, positioning and leadership				
Characteristics: Strategy/ambition – scale of programme, targets and desired outcomes				
Is there evidence of a clear a national strategy for apprenticeship?				
Who publishes this?				
• Ministry of Education?				
• Ministry of Industry?				
• Other, (who)?				
Does this sit within or link to a wider TVET or other government strategy ?				
Is there a clearly defined and widely understood difference between Apprenticeship and other forms of work-based learning such as Internship, Learnership,				
Traineeship/pre-apprenticeship and job placement?				

³ Add reference to “A Technical Report on Benchmarking Apprenticeship Systems”

⁴ International Labour Organisation

⁵ Inter America Development Bank

⁶ European Union

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Are targets set which demonstrate the ambition for apprenticeship including:				
• Starts/registrations?				
• Completions?				
• Timely completions?				
• Drop out?				
• Qualifications obtained?				
Numbers by:				
• Level of apprenticeship?				

The pilot version of the tool, see Figure 2, was agreed following consultation with the UK Devolved Nations, the I-WORK countries, the ILO, GAN⁷ and other stakeholders. The benchmarking tool was introduced to project teams from each of the four countries and other international TVET⁸ experts at an international workshop in London in March 2019. The workshop began by introducing the countries to international developments in apprenticeship policy and practice, including a session from the ILO on agreeing a common language for apprenticeship, from GAN on global challenges and contexts and from officials from Scotland, Wales and Northern Ireland who provided different UK perspectives. The workshop then described how the pilot tool had been designed, discussed how it should be completed and provided time for each country team to begin to consider the strengths and issues in their system by beginning to complete their self-assessment. Each team made a final presentation of their experience in testing the tool. The general view was very positive. It had helped countries to look across their whole system rather than being drawn to specific issues they already knew to be problems or that had disproportionately high visibility. It provided a clear and comprehensive framework for analysis and a valuable structure around which to debate key issues. It forced a comprehensive and objective review where each issue is considered equally and there is less of a tendency to be attracted to fashionable issues and solutions.

A number of helpful suggestions were made to strengthen the model including to add a column to record existing initiatives and that rather than having only a binary choice between Yes and No answers, the format should be modified to allow qualification of responses using “substantially/partly/not in place”. The model was revised accordingly.

The workshop ensured countries were in a good position to complete the benchmarking and move forward with project definition on their return home. It was encouraging how much the workshop had stimulated their interest in other country approaches and the importance of working together across national boundaries. There was a real sense of “being in this together”, wanting to share and collaborate and being prepared to pick up different models and ideas developed across their network. There was also a real sense of teamwork within each country group, forging relationships that have held them in good stead as they have defined and delivered their projects and collaborated more widely on TVET matters.

⁷ Global Apprenticeship Network

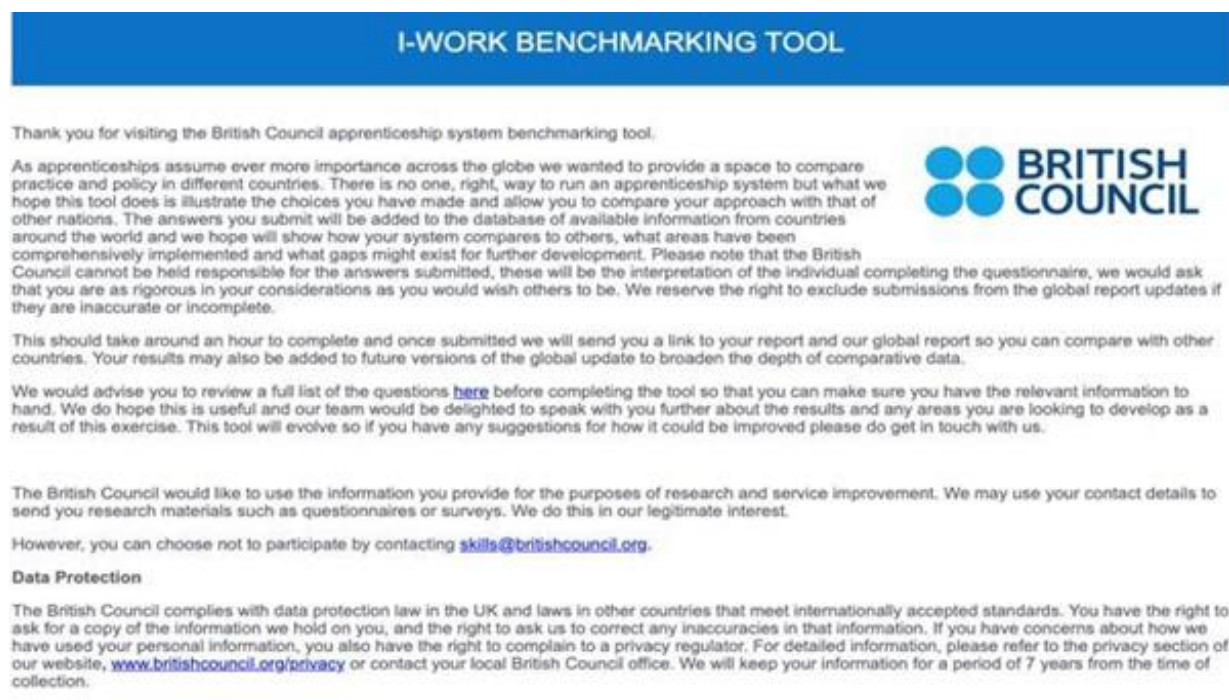
⁸ Technical, Vocational Education and Training

In each country the team of Advisory Leads, National Expert and Project Manager worked with their wider team of stakeholders to complete this analysis phase and form a consensus about the action plan they had developed. Convening the right people is crucial to the success of projects of this kind and culture is also a key factor. It was interesting that, for Malaysia, it was important to draw together a large and varied group to build consensus in a complex environment where numerous Ministries have a stake in TVET and employers have not felt strongly engaged. In Ghana, it was more important to convene a smaller, tightly focussed group to get things agreed quickly. India was operating in a period of transition with an election where it had not been possible to confirm which State would lead the work at the time of the workshop. Punjab stepped forward and agreed to take the lead in India after the London workshop. Analysis by the National Apprenticeship Expert in India was shared and debated at a one-day stakeholder workshop, where priorities and project plans were agreed. The process involved assembling the relevant data, debating and forming a consensus on each of the questions and then formally completing the benchmarking analysis. This included drawing together the positives and the gaps and challenges identified through each section of the tool and using these to create an Action Plan, highlighting areas for priority attention and options for the choice of a practical project.

Once benchmarking results had been agreed by National Advisory Committees, they were uploaded on to an all country Excel based version of the tool to allow comparison between the countries. Later in 2019 the British Council decided to further develop the tool in an online format to support comparative benchmarking of apprenticeship systems on an international basis. This has moved the tool on from a prototype format to a more professional presentation that can be made available on a wider basis with more structured guidance to lead the user through the benchmarking questions in systematic way (See Figure 3).

Countries were asked to use this revised format to update their benchmarking analysis in February 2020 and sample results have also been obtained for England, Switzerland and Scotland.

Figure 3: Online benchmarking tool



I-WORK BENCHMARKING TOOL

Thank you for visiting the British Council apprenticeship system benchmarking tool.

As apprenticeships assume ever more importance across the globe we wanted to provide a space to compare practice and policy in different countries. There is no one, right, way to run an apprenticeship system but what we hope this tool does is illustrate the choices you have made and allow you to compare your approach with that of other nations. The answers you submit will be added to the database of available information from countries around the world and we hope will show how your system compares to others, what areas have been comprehensively implemented and what gaps might exist for further development. Please note that the British Council cannot be held responsible for the answers submitted, these will be the interpretation of the individual completing the questionnaire, we would ask that you are as rigorous in your considerations as you would wish others to be. We reserve the right to exclude submissions from the global report updates if they are inaccurate or incomplete.

This should take around an hour to complete and once submitted we will send you a link to your report and our global report so you can compare with other countries. Your results may also be added to future versions of the global update to broaden the depth of comparative data.

We would advise you to review a full list of the questions [here](#) before completing the tool so that you can make sure you have the relevant information to hand. We do hope this is useful and our team would be delighted to speak with you further about the results and any areas you are looking to develop as a result of this exercise. This tool will evolve so if you have any suggestions for how it could be improved please do get in touch with us.

The British Council would like to use the information you provide for the purposes of research and service improvement. We may use your contact details to send you research materials such as questionnaires or surveys. We do this in our legitimate interest.

However, you can choose not to participate by contacting skills@britishcouncil.org.

Data Protection

The British Council complies with data protection law in the UK and laws in other countries that meet internationally accepted standards. You have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator. For detailed information, please refer to the privacy section of our website, www.britishcouncil.org/privacy or contact your local British Council office. We will keep your information for a period of 7 years from the time of collection.

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Detailed analysis of the initial benchmarking results can be found in the Technical Report. However the process of initial benchmarking was proved to be valuable and whilst the more subjective format at this point meant some difference in interpretation of what 'yes' meant each country was able to identify areas of comparative strength and challenge and review this against that of their partner countries and the UK systems.

The benchmarking tool helped us to focus on one thing that was seriously missing and to identify what needs to be done.'

'So, after we worked on the Benchmarking Tool it has to become part of our national speak to regard education and training that is made of theory, practical and work experience as apprenticeships.'

Ghana's initial results were also very positive, but with development needed in their policy environment. Their revised analysis reflects considerable improvement in policy responses and public awareness as a result of their I WORK project on apprenticeship policy development. 'We used the benchmarking tool as a self- assessment tool. It has developed as we were going ahead. We tried to learn through it as much as possible. It's a great learning tool for us

SECTION 7: DESIGN OF THE PROJECTS AND ACHIEVING CONSENSUS

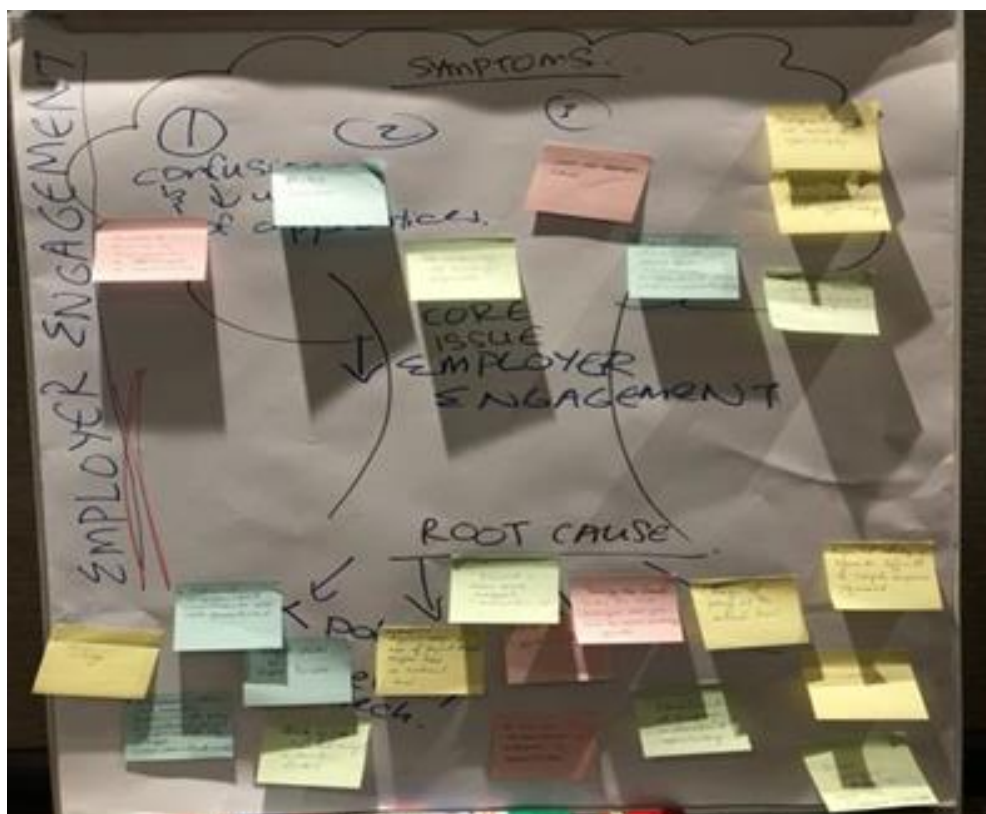
Having completed the benchmarking and action planning phase, country teams were then supplied with a toolkit to help them further define and then manage their projects. This included a Problem Tree analysis tool which was used in a workshop setting in each country to sharpen the definition of their identified problem and to examine project options from a “cause and effect” perspective.

Ghana was uncertain whether to focus their I-WORK project on defining a clear statement of apprenticeship policy or to work on supporting people with disability to gain improved access to apprenticeships. After use of Problem Tree analysis, they unanimously agreed to focus on policy development.

South Africa used Problem Tree analysis in a national workshop setting to gain consensus on the need for an improved way to communicate and clarify the roles and responsibilities of each of the main players in their system. They have included the results of the problem tree analysis in their final project report, seeing it as a powerful way to refine and sharpen their thinking and avoid them chasing the symptoms rather than the causes of their issues.

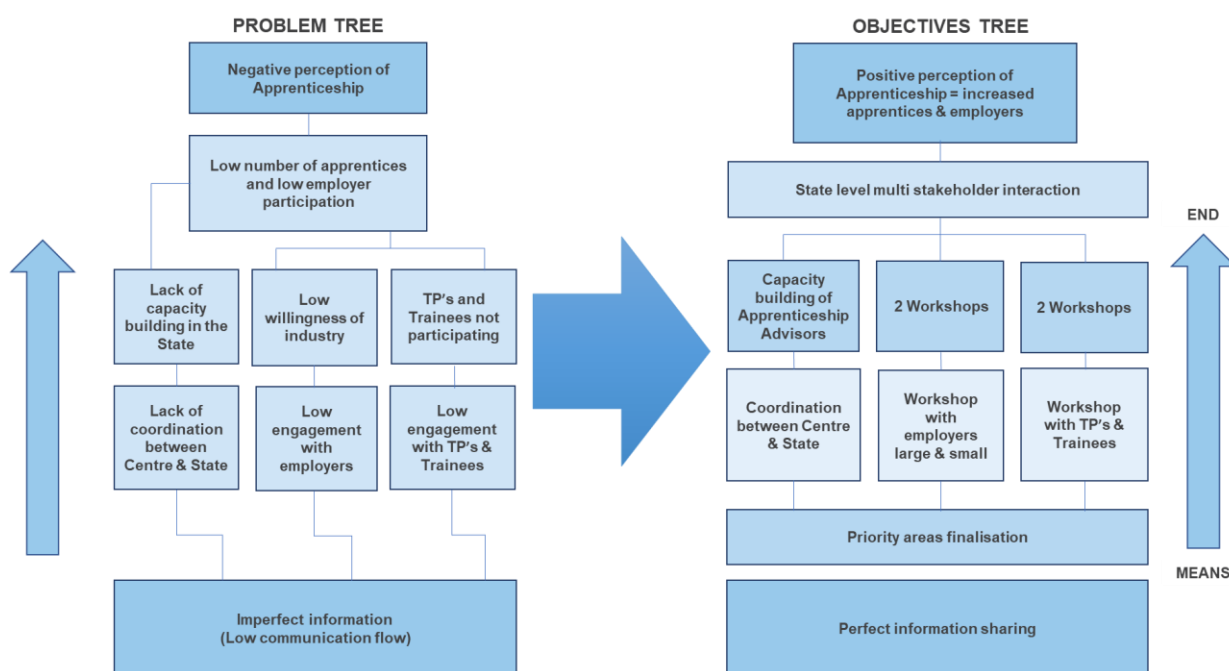
Malaysia identified through their stakeholder workshop process that the most significant issue faced by all apprenticeship delivery organisations was that ‘employer engagement was a struggle’. They unanimously decided to focus their project on an in-depth study of this issue in the manufacturing sector, together with practical action to test a new approach.

Figure 4: Malaysia’s problem tree analysis



India has recently developed a new and much more enabling policy environment for apprenticeship than had previously been the case. Each State is now implementing the new framework, including by establishing an Apprenticeship Cell at State Government level and appointing Apprenticeship Advisers (AA) and assistants from the leadership of their ITI training institutions. The challenge has been variable progress in different States. Punjab, recognising the need to make greater progress, has chosen to use the project to help them move forward. Their steering group concluded, from benchmarking and problem tree analysis, that the most important issues to address were improving communication with employers on the new law and supporting improved employer engagement.

Figure 5: India's Problem Tree analysis



SECTION 8: FRAMING THE DETAIL AND SIGNING OFF EACH PROJECT

Each country then developed a project plan based on their analysis and consultation. This was developed using a standardised British Council planning tool including a written description of the objectives and planned outcomes of the work, activities, timescale and costings. The tool includes a facility to produce Gantt charts and budget plans. These were reviewed and signed off by the global apprenticeship expert and the British Council in draft form before being ratified by their respective National Advisory Committees. The challenges back to each country were:

- Is there a clear logic chain between the analysis and detail in their project plan?
- Are the objectives realistic and deliverable in the time and with available resources?
- Are the detailed actions consistent with planned objectives?
- What are the practical outcomes that will be delivered?

The following projects were agreed and formally signed off by the British Council in May and June 2019.

Figure 6: Agreed I-WORK projects

South Africa	
<p>A digitally based roles and responsibilities mechanism that ensures all affected stakeholders know, agree and implement their respective roles, but that is flexible to allow for continuous change and revision.</p> <p>To be achieved by delivering a set of SMART objectives established at the outset of the project</p>	<ul style="list-style-type: none"> • Objective 1 - Establish and operationalise a National Advisory Panel and EXCO by 31 May 2019. • Objective 2 - Formalise a hosting web sites to upload digital guidelines onto by 30 June 2019. • Objective 3 - Finalise and capacitate target group of stakeholders for pilot project by 31 August 2019. • Objective 4 - Procure service provider to implement pre and post impact study by 30 June 2019. • Objective 5 - Procure service provider to design develop and publish digital guideline by 31 August 2019. • Objective 6 - Pilot COS-A212 Stakeholders actively engage with digital guideline between 1 September 2019 and 31 October 2019.
Ghana	
<p>To develop a national apprenticeship policy and mainstream apprenticeship into development plans of government and development partners in order to:</p>	<ul style="list-style-type: none"> • Formalise the apprenticeship sector with the right institutional framework, standardisation and sustainable funding • Streamline the design and implementation of apprenticeship in Ghana through quality assurance • Promote effective and efficient involvement of formal sector employers in the training of apprentices • Change public perception of apprenticeship which is seen as a programme for academically weak students. <p>To be achieved by:</p> <ul style="list-style-type: none"> • A survey among TVET stakeholders to feed into the apprenticeship policy formulation • TVET stakeholders engaged in consultative meetings • Capacity-building on advocacy conducted for stakeholders <p>Implementation of quality apprenticeship using the draft policy with an employer and a training provider, strengthening the relationship between them.</p>

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Malaysia	
To strengthen employer engagement in apprenticeships by:	<ul style="list-style-type: none"> • Understanding the key issues faced by manufacturing employers when engaging in apprenticeships • Using an action-based research method to convert a non-engaged employer into an engaged employer • Creating a “nudge” action to propose change in the problem areas faced by the employers
	<p>To be achieved by:</p> <ul style="list-style-type: none"> • An employer survey and personal interviews with employers and other key stakeholders • The development of an employer toolkit and playbook • The development of a One Stop Centre for apprenticeship concept.
India (Punjab)	
To support Punjab in implementing revised apprenticeship policy by:	<ul style="list-style-type: none"> • Developing a ‘Communication and Engagement Strategy’ to catalyse the implementation process • Using the communication and engagement strategy to engage employers, employer associations, training providers and trainees • Creating guides/manuals for employers, training providers and state apprenticeship advisers.
	<p>To be achieved by:</p> <ul style="list-style-type: none"> • A communication and engagement strategy • A strategy tool kit • A roll-out plan of contextualised communications agreed for employers, training providers and trainees • A workable and realistic solution to engage employers, employer associations, training providers and trainees, including four workshops • A feedback mechanism for the government to constantly improve the system • Stakeholders being rewarded as champions and role models • Creation of guides, manuals and toolkits for employers, training providers and state apprenticeship advisers • Capacity-building of state apprenticeship advisers • A return on investment (ROI) methodology to be used with employers • A set of recommendations to the DTEIT to be incorporated in their state policies and plans.

A more detailed summary of objectives, outputs and outcomes, from each of the four countries, is set out in the table at Appendix 5.

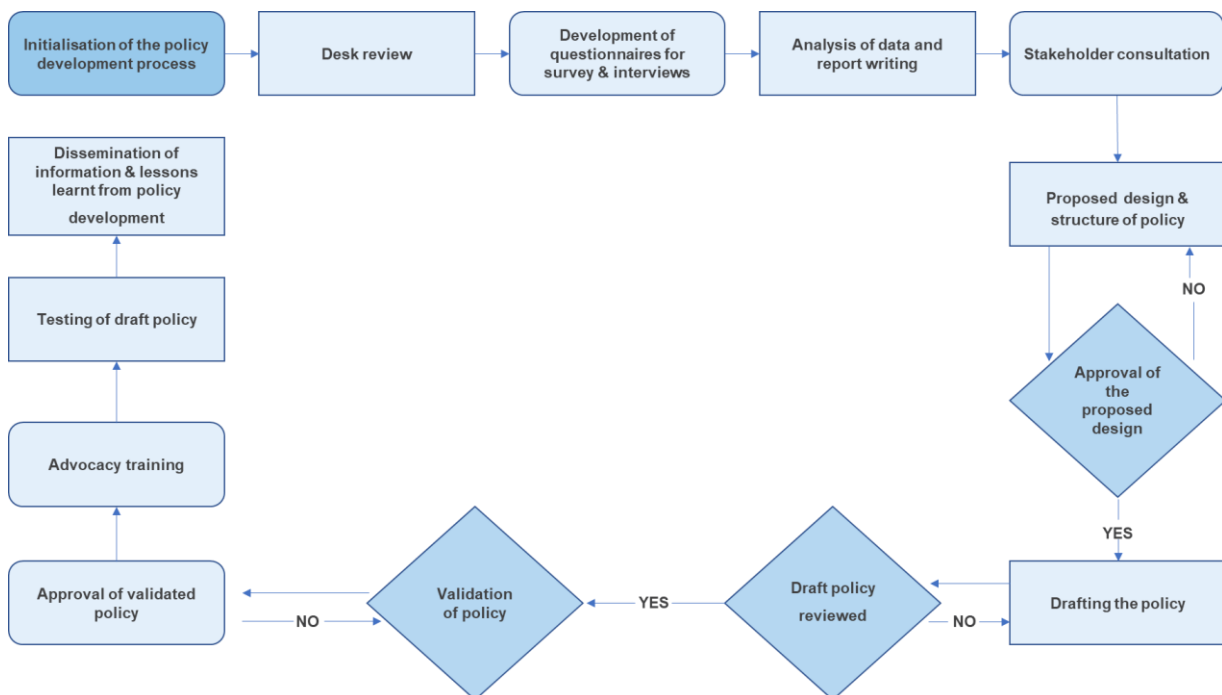
SECTION 9: PROJECT DELIVERY

Each of the countries made substantial progress with their projects in the relatively short time available to them between June 2019 and February 2020. Visits were made by the British Council team and consultants to each of the countries at different stages of project formulation and delivery, to assess progress and provide support. Local consultants were appointed to support delivery in three of the countries, with India appointing consultants in early 2020 to undertake survey and evaluative work.

Ghana

Ghana's deputy Minister of Education launched their project in April 2019 involving a very wide range of stakeholders, including NVTI and COTVET the lead TVET agencies, TVET institutions, Junior High Schools, trade associations and technical universities. An external consultant was appointed to develop the apprenticeship strategy and a detailed policy development process was agreed, see Figure 7 below.

Figure 7: Ghana's policy development process



There followed an extensive research and development phase including, desk review, a consultative workshop for TVET stakeholders, a wide range of focus group and one to one interviews in the Greater Accra region with apprentices, training providers, employers and trade associations from across the range of different sectors, policy makers, master crafts persons and religious, traditional and other opinion leaders in the community. A wide range of different definitions of apprenticeship emerged, there was concern about a lack of “strong currency in the labour market” and the interviews highlighted the lack of any formal apprenticeship policy outside that for the informal sector. The need to formalise training was emphasised to improve access to decent work and provide income and social protection to participants. It was also necessary to broaden the scope of apprenticeship to reach newly emerging trade areas like oil and gas and electronics.

Further consultative meetings were then held with 245 public and private sector policy makers and TVET practitioners to discuss in more detail how the policy should be structured. The country was zoned into three areas to draw together voices from each of the 16 regions of Ghana. The Benchmarking tool criteria were used as a starting point for discussions.

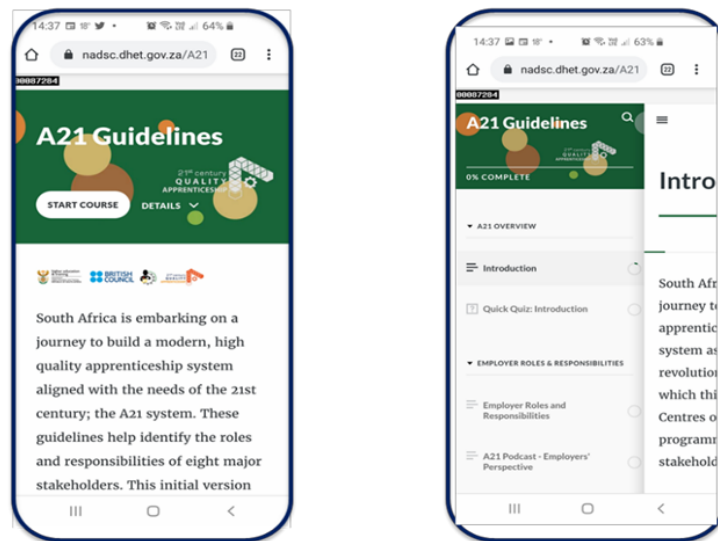
The consultant then produced a draft apprenticeship policy which was shared with the National Apprenticeship Committee. Advocacy training took place in each of the three zones to stimulate discussion on effective implementation and a national validation workshop took place in Accra in November 2019 where 147 participants offered further comment on the draft. The final draft version is now with the national TVET agency, COTVET. The policy has been actively tested in two regions involving three schools and three employers to gain a clearer view of the implementation challenges that lie ahead. Cosmetology, garment-making and rice production were chosen for the trial with 15 apprentices participating in each sector and with a deliberate focus on the training of people with disabilities in garment production. Training has taken place for institution staff and supervisors in industry and specific qualification-based programmes are in place, supported by logbooks and apprenticeship agreements. A national workshop was organised in January 2020 for over 300 people to share experiences and showcase the project.

South Africa

South Africa has covered a lot of ground in a short period of time. Their national panel of experts endorsed their benchmarking analysis in April 2019 with an overall 88 per cent positive response and developed problem tree analysis that indicated a well-developed system in place but with a major weakness in the communication of roles and responsibilities in the system. The panel endorsed the project objective to, ‘design develop and publish digital online guidelines to allow stakeholders of a quality apprenticeship system to understand and enhance their roles and responsibilities’.

The project has generated a sophisticated online tool to clarify roles and responsibilities in their system including an e-learning element, run a roadshow, social media campaign, a conference and 12 stakeholder workshops, tested knowledge before and after the use of the new tool to demonstrate enhanced understanding of the system, produced a history of apprenticeship in South Africa and delivered a keynote speech at the national artisan conference. South Africa had already made substantial progress to build a quality apprenticeship of the 21st Century system, A21, based on their Centres of Specialisation model. The I-WORK project design has been sufficiently agile to be able to strengthen and bring greater coherence to this existing work by putting in place a digital guideline as an information resource. The online tool is now hosted on the government site and the guidelines have been incorporated into this wider national apprenticeship reform programme.

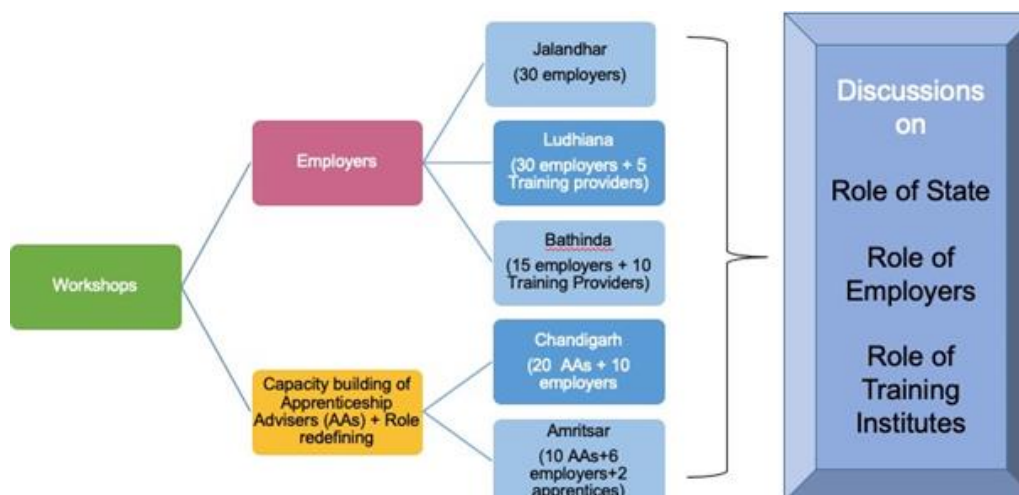
Figure 8: South Africa, digital apprenticeship guidelines



India (Punjab)

India built very constructive dialogue with the Punjab government to agree clear objectives for the project in helping them to build quality apprenticeships. The Minister for Technical Education and Industrial Training launched the work at an initial capacity building workshop where he resolved to strengthen implementation of the Apprenticeship Act. Five workshop sessions were delivered for employers in collaboration with the Confederation of Indian Industry (CII) and industrial training institution (ITI) leaders. These ITI leaders are the Apprenticeship Advisers for the State. These workshops helped to define the specific requirements in terms of tools and guidelines that would help the Punjab move forward. The project has subsequently developed an employer communication and engagement strategy and employer guide, a more detailed guide for training institutions on employer engagement and a capacity building workshop for Apprenticeship Advisers and their assistants. There was also a study tour to Maharashtra to see their more established practice. It was agreed that the objective to create a sectoral model should be replaced with the development of a Return on Investment tool to help employers see the value of apprenticeships.

Figure 9: India's extensive workshop programme



Malaysia

Malaysia has adopted an action learning based approach to improving employer engagement in their system. They conducted an extensive survey together with interviews and focus groups to draw out the main issues and test possible solutions. From this they were able to design a practical and business focussed employer toolkit and playbook. The playbook is designed to be a very user-friendly information pack and guide to encourage employers to commit to apprenticeships and then take the first step. The playbook and toolkit were piloted with four employers chosen for their different characteristics in terms of size and sector. It has been encouraging that all four have now signed commitment forms showing their genuine interest.

Figure 10: Employer playbook



SECTION 10: COMPARISONS

The final project reports from each of the four countries are available as separate attachments to this report. They helpfully set out the context within which each project was framed, describe the challenges faced and lessons learned and set out the outcomes and impacts of their work. This section of the report brings together some comparisons between the four projects including aspects of innovation, differences of context, similarities and pathways to impact.

Innovation

This has been a project with innovation at its heart. Structurally, the whole model for the work has been highly innovative in its aims and approach. It has brought teams from four countries together to systematically diagnose the challenges they face in developing quality apprenticeships and then supported them to learn from each other and to work collaboratively as country teams to find and implement their own solutions. As a result, these solutions are better culturally adapted, more clearly focussed on the real issues, more realistic and deliverable on the ground, bringing greater coherence to the overall system and are more likely to be adopted and sustained.

There has been a high level of innovation in programme design. The development and use of a specially designed benchmarking tool added a significant new dimension to the diagnostic phase of the project. The design of the tool itself has been innovative, drawing on a range of global models of good practice, creating an end to end diagnostic of the whole apprenticeship system from policy to implementation, monitoring and evaluation, structuring this in a format that could be used both for team working in country and as a tool for comparative analysis between countries. The British Council have now further developed this tool in an online format and plan to roll it out for wider use.

Project delivery has also been innovative in the degree to which countries have been encouraged to communicate and collaborate, sharing their diagnosis, project plans and the successes and challenges they have faced through the implementation phase. This has included the opportunity for countries to work together at two international workshops in London, through online workshop sessions and a shared database of documentation.

The initial international workshop focussed on sharing project ambitions, trialling the benchmarking tool and building a network of relationships within and between countries, including the UK nations. It was regarded as a landmark moment in building momentum and helping teams to form; important because building strong relationships based on trust is an essential precursor to sustained system level change.

Throughout the project, countries have been exchanging information and ideas on an informal basis and more formally through two online workshops. The British Council and global apprenticeship expert have also held regular online meetings with each country to discuss issues and offer support in refining plans and outcomes including help with editing documents and reports. South Africa highlighted the value of this collaboration in their final report but called for even greater country to country collaboration in any future initiative.

The project concluded with a further international workshop where each country shared their experience and outlined the outcomes and path to impact from their work. The second day was devoted to sharing this innovative work with a wider audience of international stakeholders from the global TVET community, including the International Labour Organisation ILO, the Global Apprenticeship Network GAN, the FCO, DFID, the European Training Foundation, the Commonwealth Secretariat, the Centre for Vocational Education Research, ENABEL, VET Toolbox, representatives from the UK government and devolved nations, colleges, People 1st and other international delivery organisations.

The workshop was itself innovative, designed to stimulate wider debate about benchmarking and how to support the development of quality apprenticeship systems. Senior representatives from the ILO, GAN, the Scottish Government and the British Council led sessions on:

- Is it possible to set a global standard for apprenticeships given the differences in context and objectives?
- What does effective apprenticeship reform look like?
- What are the conditions for successful apprenticeship systems?
- How can we utilise the benchmarking tool to create effective international partnerships that catalyse apprenticeship systems improvements?

Feedback from the final workshop was very positive. Responses by the four countries to the first day of the workshop showed 98 per cent responses agreed (35 per cent) or strongly agreed (63 per cent) that the workshop had been valuable, relevant, enabled them to build new relationships and was of high quality. Comments were focussed on the next steps to implement the new policies and processes that had been put in place:

‘COTVET will follow through with the sector ministry to get to the next stage.

Hannah Okyere COTVET, Ghana

‘We will further pilot in two other trades on roles and responsibilities of stakeholders in apprenticeship systems.’

Zukili M’Valo, Deputy Director General, DHET, South Africa

‘The initiative by Ghana for having a National policy on apprenticeship is beneficial for Malaysia to emulate. The methodology on engaging all stakeholder providing apprenticeship in India (workshops, apprenticeship advisors industry partners) is also worth considering.’

Shamsuri Bin Abdullah, Director TVET coordination division MOE, Malaysia

Feedback from the second day of the workshop was equally positive. 91 per cent of responses agreed (46 per cent) or strongly agreed (45 per cent) to areas of improved knowledge as a result of the international workshop. In total, 97 per cent agreed (59 per cent) or strongly agreed (38 per cent) the workshop had been relevant, of value, useful and of high quality. Of these, 87 per cent agreed (33 per cent) or strongly agreed (54 per cent) they would implement changes to improve the quality of TVET in their institution or country as a result of the workshop. Comments on using the effective practices and tool created in I-WORK included:

‘The new, insightful tool could be adopted to suit selected apprenticeships gaps’

Neeta Das, National Expert, India

‘The benchmarking tool will be of great use for our international partnerships, not so much for the international comparison but for the self-evaluation/assessment.’

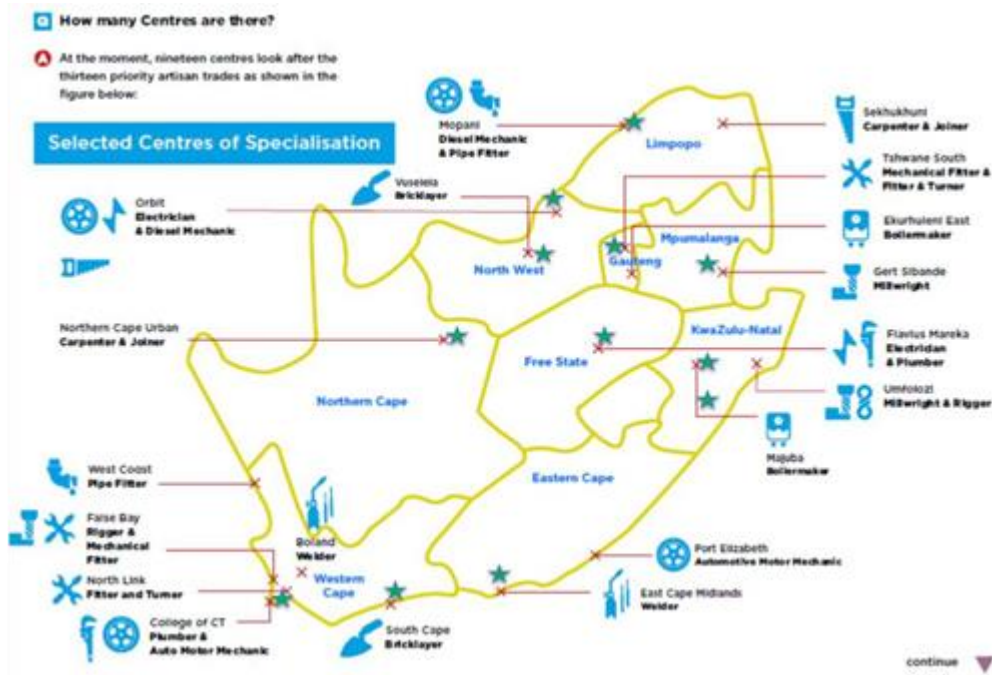
Stefan Thomas, VET Specialist, ETF

The final area of innovation was in the design and delivery of specific country projects. Each country took an adaptive and action learning based approach to delivery and spent considerable time researching and checking with employers and other stakeholders that their solutions would add value and provide impetus for wider change. In Malaysia they conducted a survey, individual interviews and focus groups to refine their thinking on the most appropriate tools for employer engagement. The outcome has been a highly innovative employer toolkit and playbook that has been successfully tested with employers.

The South African Digital Guide to roles and responsibilities is also innovative in concept, through its use of smartphone delivery and by including an e-learning element to test understanding and reinforce learning. The introduction of the Guidelines has also been innovative in using a combination of social media, a roadshow travelling around sites across South Africa and keynote presentation at the main national skills and training conference.

Learning achieved by the use of the guidelines was also measured, using before and after knowledge surveys.

Figure 11: South Africa roadshow



Workshop sites shown using a green star

Different contexts

One of the key aspects of the I-WORK project has been the opportunity to bring together countries that were so diverse in terms of their political and economic contexts, their starting points for reform and the levels of maturity of their systems, while at the same time sharing so much in terms of their history and their experience in shaping and developing quality apprenticeships.

Ghana describes the historical importance of traditional apprenticeships amongst small and micro enterprises, the importance of formalising apprenticeships for larger firms and broadening to reach new industries such as oil and gas and electronic servicing. Lessons learned included the willingness of micro enterprises to engage, while at the same time sustaining the interest of larger firms in training apprentices remained a challenge. Geography was an issue. Given time and cost constraints, the initial survey was limited to the Greater Accra area. They also emphasised the importance of building effective collaboration with and between stakeholders and the role of leadership, planning and effective use of resources.

South Africa describes a well-established system but with significant communication issues and gaps in evaluation and feedback. The main challenge they highlight is one of geography. The first round of stakeholder workshops struggled to attract participants from outside the local area of the TVET colleges that were used. It was decided they needed to visit each region of the country for the second round of workshops and a national roadshow was launched. This significantly enhanced take up from 277 participants in the first round to 457 participants at roadshow events.

Malaysia describes a lack of unified leadership of their TVET system, with two lead Ministries and four others also engaged in different aspects of apprenticeship. They describe the fragmentation and confusion for stakeholders in this environment with no set definition of apprenticeship and no clear mechanism for employer engagement. Time and resources constraints were the main challenges they faced, together with the need for effective stakeholder management.

India describes a huge and complex environment where the growth of the youth population is an underutilised resource and where apprenticeship could be making a major impact but has not yet taken off despite positive reforms to the apprenticeship Act to create a more enabling environment. In this context a project of the scale of I-WORK could best make a contribution at State level rather than nationally. The initial challenge was bringing a State on board at a time of National elections in May 2019. But, once these were concluded, Punjab showed keen interest.

Many similarities

There were a number of striking similarities between these projects. In each of the countries there is considerable political will backed by legislative reform to encourage the development of more effective TVET systems, including quality apprenticeships. This is in response to the issue of finding quality work for the large and growing populations of young people and the economic challenge of competitiveness in a rapidly changing global economy.

In each country, the project attracted high level commitment and collaboration from a wide range of stakeholders in government, the private sector and the wider community. It felt like there was a pent-up desire for change and a willingness to devote considerable time and effort in support of an approach which was under their control. Collaboration within country teams helped them to have honest debate when working through the benchmarking process and to find consensus around priorities and solutions. There was also a strong desire for collaboration and involvement amongst their wider stakeholder communities and it was notable how each project built wide and deep consultation into their plans. This level of social partnership working seems fundamental to successful reform, yet the challenges of effective widespread consultation, described above, are easy to underestimate.

Collaboration at local level was matched by the willingness to share between countries. South Africa actively shared with Ghana and Malaysia outside the more formally structured teleconferencing sessions arranged by the central team and there has been a real sense of “bonding” between the national experts as they tackled common problems together.

A number of similar and interlocking themes have emerged from the diagnosis and prioritisation of issues including challenges of policy coherence, communication of roles and responsibilities of stakeholders in the system, employer engagement, training institution capacity and links to industry.

In our workshop discussions, Sasha Ratnam, the national expert from Malaysia argued that in the end, “everything came back to employer engagement”. This reflects the shared challenge of designing and delivering a “demand led” TVET system that is in tune with business need and supplies people with the skills the economy needs. In Ghana’s survey, “meeting employer standards” and “strong currency in the labour market” came out as their biggest challenges as they implement their new policy. In Malaysia, employers have struggled to connect to the fragmented policy landscape, in India, employer communication and engagement at government and training institute level has been the primary focus of their work and in South Africa, the challenge has been defining roles and responsibilities to deliver a truly demand driven system.

It has been particularly encouraging that in each case there has been an opportunity to address an issue that unlocks wider change, as the importance of coherence between policy and implementation becomes clearer and fixing one issue sets off a domino effect across their systems. For Malaysia, the issue of employer engagement has further highlighted the challenge of policy coherence and led them to consider a “one stop shop” to help support employers on apprenticeship. Ghana now needs to develop the implementation manual to support their policy documentation and is being supported to do so through the I-WORK project team. South Africa now wants to add a broader range of information to its digital guidelines, fully integrating them into wider system reform and India has begun to reshape the role of its Apprenticeship Advisers as a result of their project. This is explored in more detail in the section below on pathways to impact.

Overall, the degree of similarity between the projects has outweighed their differences and has given us confidence that this model of system reform is both powerful and widely replicable.

SECTION 11: PROJECT OUTPUTS

The programme has generated a very substantial range of outputs over a short period in terms of the number of people and organisations engaged, media reporting, publications and social media. Figure 12 gives a summary of the 1,718 people reached by the projects including 476 employers, 125 government leaders, 100 NGOs, 526 people from training and education and over 400 apprentices.

The projects recorded extensive media interest and South Africa supported implementation of its digital guidelines through an extensive social media campaign. Details can be found at Appendix 4.

Figure 12: Summary of outputs, number of people reached by the project

The number of people reached by the project	Ghana		India	Malaysia		South Africa	Overall total
	M	F	M/F	M	F	M/F	
Further education leaders	16	1	50	23	20		110
Thought leaders	11	5					16
College leaders	48	8		3	3	202	264
Government leaders	64	16	4	10	5	26	125
Community leaders	12	4		18	2		36
SCO/NGO leaders	13	4				83	100
Teachers	24	8		12	8		52
Trainers	56	29		8	7		100
Apprentices/Students/People with disability	45	55				316	416
Employers	28	12	151	82	138	65	476
Parents	15	8					23
Total	332	150	205	156	183	727	1,718

SECTION 12: OUTCOMES AND PATHWAYS TO IMPACT

We know that effective apprenticeship systems need to have in place the main elements set out in the benchmarking tool developed for this programme and that these elements need to be combined in a way that brings coherence across the whole system. Our key assumption has been that by adding components that were lacking or incomplete, we would over time help each country to move towards a quality apprenticeship system with better outcomes for employers and learners. This relies on the reform process initiated by I-WORK being sustained over time and that these initial projects unlock wider change. We believe there is encouraging evidence that governments have been receptive to the outcomes of the projects and that these pathways to impact have been established.

Ghana highlights substantially strengthened awareness of and commitment to apprenticeships by the main stakeholders in industry and government, including understanding the economic importance to the country. They received constructive feedback from workshop participants. Their report states, *“Generally, participants said that the programme was well structured, discussions were great, and the event was excellent and of high quality while others stated that they had acquired new knowledge and skills in apprenticeship”*. They highlight enhanced collaboration between government, employers and TVET institutions, an enhanced reputation for the COTVET as the lead TVET agency and improved recognition of the opportunity to train and employ disabled people.

The Ministry of Education are expected to approve the apprenticeship policy developed through the project and it is understood this will now be fully incorporated into the strategy for apprenticeship going forwards. The Deputy Minister of Education in charge of TVET, the executive director of COTVET, TVET Experts and the COTVET Board have all indicated the government’s commitment to apprenticeship. The next step is to create an implementation manual and for the government to approve the apprenticeship policy.

Ghana said:

We drafted apprenticeship policy for Ghana, and we tested it with people with disabilities – we integrated them in the policy discussions. In relation to gender perceptions – we tried to find ways of bringing men into the cosmetology industry which is predominantly female.’

‘If another country wants to develop an apprenticeship policy, Ghana team can show them the process – how they should do it.’

The implementation manual is the critical next step, then we need to involve more employers and look at monitoring and evaluation.’

South Africa reports enhanced partnership working with the Department of Higher Education and Training, enhanced stakeholder capacity to collaborate to develop a single co-ordinated apprenticeship system, repositioning of the National Artisan Strategy as a National Artisan and Skills Strategy and that the digital guidelines are now viewed by the department as an integral part of this strategy. A formal memorandum of understanding is being discussed to extend the work.

They have also tracked, through data analytics, level of engagement with the guidelines. This shows over 2,600 people spent time on guideline pages.

South Africa: Further recommendations to government

DHET and QCTO unanimously support the recommendations to:

- Apply the online quality apprenticeship system benchmarking instrument as an integral part of annual strategic processes for apprenticeship development to inform DHET and QCTO Strategic Plans;
- Promote the use and development of the A21 Digital Guideline through continuous social media communications based primarily on a well-designed Mail Chimp campaign as well as face to face workshops as part of a formal provincially based TVET College and Employer Engagement capacity building programme.
- Grow the capacity of young people at the National Artisan Development
 - Centres of Specialisation and TVET College Time newsletter to be able
 - to continually innovate the A21 digital guideline using cutting edge
 - 4IR software tools such as Articulate Rise 360 and VYOND.
- Ensure that the A21-COS knowledge survey is conducted annually (electronically) and results compared with the November 2019 report as the established base line result for future comparative analytics. A recognition award could be considered to reward the stakeholder group that improves on its knowledge levels the most each year.
- In addition, the DHET & QCTO propose that:
- The Pre-vocational Learning Programme (PLP) be continuously adapted to meet the foundational learning requirements of the vocational and occupational qualifications that students will access on completion. This includes access into apprenticeships
- A process be implemented to verify that ALL eight Stakeholders Groups (as listed in the A21 Digital Guideline) fully understand and are implementing their roles and responsibilities for Plumbers and Fitters and Turners as a test case. Where gaps are identified, a capacity building programme is developed and implemented.
- Through a specific impact evaluation process the DHET & QCTO measure that the “impact” expected by ALL Stakeholders for Plumbers and Fitters and Turners are achieved.
- Progressively align the A21 Digital Guideline with the emerging ICT for Apprenticeship (ICT4APP) Programme being developed through merSETA, QCTO, TVET Colleges and SARETEC.

They said:

- ‘Apprenticeship is the way to go. We have only just started, but we are convinced about the process.’

India believes that their work in Punjab on employer engagement will lead to a clearer and more strategic flow of information about quality apprenticeships. Punjab will be better prepared to communicate with and engage employers, leading, in the longer term, to more quality apprenticeships being delivered and an improved image of apprenticeship amongst the public. The Punjab has recently made a fact-finding trip to Pune and Mumbai in Maharashtra to review good practice on apprenticeships and agree collaboration on curriculum development. They are showing every intention of continuing the work started by this project.

An initial online survey by independent consultants in India, has shown positive feedback on the impact of the workshops for employers and training providers in Punjab. According to their report:

- The participants found the workshops were effective. About 65 per cent of the employers, 82 per cent of apprenticeship advisers and 85 per cent of Training Providers rated learning from the workshop as useful and applicable to their work.
- Participants felt that the workshops provided an impetus to some key actions that got initiated during this time. Instituting Placement Cells⁹ in the ITIs had already been planned by the Department of Technical Education and Industrial Training (DTE&IT) and some ITIs had started work to operationalise them. The workshops took cognisance of this and gave an impetus to the ongoing initiative.
- One of the aims of workshops was to use communication and engagement strategy to involve stakeholder groups, viz. employers, employer associations, training providers. The survey results show this outreach initiative was well received by these stakeholders, improved their engagement level and interaction with the government. This engagement needs to be continued.
- Most employers who were interviewed found the workshops to be effective for creating awareness among the industrial units about apprenticeships and the benefits of NAPS. Though such workshops could be good starting points but, by themselves, may not be enough to gain the industry's confidence in adopting NAPS in their units. The report concludes inter alia that:
 - Meeting Stakeholder Needs (Relevance): the project design, activities and deliverables were relevant to the needs of DTE&IT and other target stakeholders.
 - Achievement of Purpose (Effectiveness): The workshops and capacity building initiatives were found effective, and deliverables were designed and developed keeping in view the purpose they were intended to achieve
 - Achievement of wider effects (Impact): As the primary project beneficiary, DTE&IT felt the initial favourable impact of the workshops would help them undertake further Information Education and Communication (IEC) campaigns. The DTE&IT also stated that the Guides and Manuals developed in this project would help them in deepening the stakeholder engagement process thereby leading to strengthening the apprenticeship training implementation in the State. Most industries and employers interviewed during the review reported a favourable impact of the workshop. The employers, understandably, wanted further to follow-on dialogue with DTE&IT before joining the scheme. The project also pilot tested a new initiative to measure an apprenticeship Return on Investment (RoI) tool for further use by the state.

⁹ Placement Cells are the offices that manage links to employers on apprenticeship. They are part of the national infrastructure designed to support apprenticeship implementation across India.

- Likely continuation of achieved results (Sustainability): The DTE&IT stated they would like to adopt the communication strategy and use the Guides and Manuals after the I-WORK project is over. DTE&IT could also consider adapting and using the apprenticeship RoI as a measurable impact indicator of apprenticeship training.

India said:

‘We have apprenticeship policy since 1964 but we had to improve the implementation. Punjab has now developed a curriculum for boiler attendant technician which they did not have for the last 25 years. We have been catalyst for starting the process of multi-stakeholder engagements – now they want more workshops. If the British Council have not started this project, the tools which are so relevant would not have been developed.’

‘Thank you, British Council and FCO, for helping us catalyse the implementation thread of the apprenticeship strand in the State of Punjab, India. The communication and engagement strategy applied was what was needed, and you made it happen.’

‘If we did not have this project, Punjab state would not have been able to do such a deep dive into the problems. It triggered behaviour change – it is more like a change management programme.’

‘The workshop has created awareness among the industrial units about apprenticeships and the benefits of NAPS. As an outcome, I got my unit registered and have taken the initiative to arrange another workshop in a nearby unit.’

Ajit Lakra, MD of Superfine Knitters Ludhiana

Malaysia has been able to demonstrate that the toolkit and playbook they developed has already influenced a small number of pilot companies to adopt apprenticeships. The work has attracted the attention of the Department of Skills Development (DSD) who believe it will help engage employers on a wider basis. The DSD has been strongly engaged throughout the project and plans to continue and extend the work. For example, the project consultants have now recommended that a One-Stop Apprenticeship Centre (OSAC) be set up in Malaysia to act as an intermediary between government and employers and there is now an opportunity to integrate this work into a new policy initiative called Apprenticeship@Work, which is part of a wider employment strategy called Malaysia@Work.

Malaysia gained much valuable insight about employer engagement from their extensive research at the start of the project including the need for clearer information on what apprenticeship is, what schemes are already available and how to access them. It was also clear that employers and especially small companies, require assistance in implementing apprenticeship.

The project conducted action-based research with four companies to test the model they have developed. Informal interviews upon completion of the sessions with all four companies indicated their satisfaction with the model. The companies showed a positive response and were interested in starting the apprenticeship programme. Following a final stakeholder workshop, which brought employers and government together to discuss industry apprenticeship requirements, the Department of Skills Development said they were impressed with what had been achieved.

Malaysia said:

‘We developed an apprenticeship playbook and apprenticeship toolkit – simple and easy to read and use. After using the toolkit, six employers committed in writing that they will be more engaged with apprenticeships.’

Mr Salehuddin Mohd. Haimee, of Barry Callebaut Services Asia Pacific, used the training academy in Zurich as an example of leadership development that focuses on permanent employees. The company is applying incremental change to focus on process training, such as TVET to improve processes and human resources in factories. With the availability of training materials (playbook and toolkit) and a solid apprenticeship model, the company is now aware of the incentives that exist through participation in apprenticeship programmes and more ready to be part of the apprenticeship family.

Through the engagement in I-WORK, the company is now grateful to know there are other funding's and grants available.’

Mr Lim commented on the general lack of info and awareness about how to get involved in an apprenticeship programme.

‘The company wants to use the platform to address manpower demand and minimise the reliance on foreign workforce.’

Usaha Bersama Terengganu, speaking on behalf of SMEs

'I praise the inclusiveness of TVET programmes that empower special need groups such as people with physical and learning disability.'

Mr Tuan Ahmad Tuan Besar

'Seventy per cent of focus should be on job training and 30 per cent on classroom teaching about theories.'

Tarmah Sewing Machine

'I hope to witness the soft skills development to be enhanced in order to help skilled workers proceed to the next stage of their careers.'

Mr Haimee

SECTION 13: CONCLUSIONS

The I-WORK project set out to explore whether there was a better way to encourage the development of quality apprenticeships by countries themselves. It has adopted a five-phase approach:

- Objective whole system diagnosis using benchmarking.
- A planning phase to review options and scope a realistic project that tackled an important issue holding back development.
- Team development and capacity building, including light touch external support.
- Networking, to share experience between countries.
- Attention to outcomes and pathways to impact throughout the programme.

This section looks specifically at benchmarking as a unique aspect of this programme and comments more broadly on project effectiveness and value for money, before drawing some more general conclusions about the programme.

Benchmarking has been a very significant and innovative aspect of this project. A new benchmarking tool was specially commissioned. Countries spent considerable time drawing together the evidence to complete more than 200 questions in the tool and to draw out strengths, gaps and priorities to inform their project selection and design. Did benchmarking lead to better diagnosis of country issues? The response from all the countries was that, “yes it did”. The evidence shows that there was benefit in having a clear standard against which to objectively assess the whole system in each country. The tool forced a much broader and systematic analysis than would otherwise have been the case. There is also strong evidence that the act of working through the benchmarking process was powerful in bringing the country team together and forcing them to debate and confront the real issues affecting their system. It is encouraging that South Africa is already talking about repeating the benchmarking work to test the level of progress that has been achieved and Malaysia have used this as a base to launch further initiatives.

Did it make any real difference to the projects they eventually chose? Countries may already have had an idea of the broad areas they wanted to address through their projects and their approach was also influenced by the process of information exchange and knowledge sharing at the initial workshop and through subsequent discussions. All of them had apprenticeship experts with extensive experience of their systems and the challenges they face. Where the benchmarking helped was in testing the validity of these instinctive judgements, setting them into broader contextual framework, probing into detail that had not been previously considered and helping to more accurately define the nature of the intervention that was required. This has opened up the need for much wider reform of systems than might otherwise have been the case. Our conclusion is that benchmarking, in conjunction with other I-WORK project planning tools, is a powerful way to help countries shape appropriate and effective interventions and build a coalition for change. It does however require technical assistance funding to be provided on a flexible basis with little prescription at the outset about what will be delivered. There has to be space to undertake the diagnostic phase and focus in on priorities before a detailed and costed project plan can be produced.

Looking more broadly at project delivery and achievements, it is important to ask whether this approach was effective and efficient in generating change and impact.

Given the limited budget of a maximum of £120,000 available to each country and the very short time available for project diagnosis, design and delivery; effectively 12 months between

the March 2019 and March 2020 workshops in London, a remarkable amount has been achieved. After extensive consultation in each country, a detailed apprenticeship policy has been designed and is being adopted in Ghana, an innovative new Digital Guideline tool is now established in South Africa with plans for further development, sophisticated employer engagement tools have been developed in Malaysia and successfully trialled with employers and India has developed a communication strategy, employer engagement tools and capacity building to support Punjab to build an effective apprenticeship system. Other reported benefits have been improved communication and collaboration between stakeholders in each country, improved connections with employers and positive discussions with each government to continue and extend the work.

The process adopted here seems to be sustainable. This is about co-created projects targeted where they are likely to make the most difference, with modest and realistic budgets that can be replicated relatively easily. The process has worked well in quite a diverse range of settings, from the Punjab where the implementation of quality apprenticeships is at an early stage, to South Africa which already has an advanced system that is in need of further refinement. In each case there have been strong outcomes and a pathway to impact.

Because they are embedded, projects also attracted positive government attention and there are strong signs they will be continued and amplified. These are all encouraging signs about the effectiveness of this approach to country assistance on apprenticeship reform.

Our general conclusions are that:

- Where ownership of design of reform projects is given to local stakeholders supported by a central framework, initiated reform is valuable, achieves good outcomes and offers strong pathways to longer term impact.
- A considerable amount can be achieved in different country contexts with limited budgets and constrained timescales, provided the process is clearly defined and well-managed.
- Apprenticeship systems are complex and only as strong as their weakest link. Systematic analysis is important to focus effort where it can yield most value.
- The I-WORK benchmarking tool is a powerful resource in scoping and framing projects. It encourages a whole system perspective, tests existing system components against an objective standard and stimulates non-judgemental debate between stakeholders. Problem Tree analysis is also important in helping countries to separate “cause” and “effect” when designing their interventions.
- The importance of bringing different stakeholders from industry, education and government together to build consensus and support the change process. Collaboration, listening and relationship management are key to success.
- The innovation that has occurred in the design of the programme and individual project level should be shared more widely.
- International collaboration has added much to the process. At the final workshop in London, where results were shared by the four countries and with a wide range of experts from international TVET organisations, 87 per cent agreed or strongly agreed they would implement change to improve the quality of TVET as a result of the workshop.

We do of course recognise that we have worked with a small sample of countries on projects that were quite small and were time-limited compared with the magnitude of the issues to be addressed in achieving quality apprenticeship systems. Our argument would be that well-targeted, smaller scale interventions, led by countries themselves, can have strong pathways to impact and are an effective and sustainable way forward.

SECTION 14: RECOMMENDATIONS

So, what are the lessons and what should countries take from this work if they are planning similar interventions? We would propose the following as conditions for success:

- Spend time on diagnosis, using benchmarking, to build an objective picture of the strengths, gaps and challenges in building a quality apprenticeship system.
- The process of consultation within and between systems is, in itself, hugely valuable
- Don't be too prescriptive at the start about how things must be done.
- Recognise that apprenticeships offer a really strong route to address social and economic priorities through education.
- Learn from others and build an international conversation to inform your own activity but stay grounded in your own context as well.
- Use the benchmarking and project planning phase to build capacity and teamworking and to create a positive dialogue with stakeholders.
- Directly engage employers in this analysis phase. They are likely to have a very different perspective than government stakeholders and drawing these two groups together has value in itself.
- Choose a project that addresses a core issue for system improvement, even if it does not seem a fashionable issue, but keep the project realistic given resource and capacity constraints. Don't try to "boil the ocean". A small initial success will generate momentum for larger reform. Linking policy and practice is vital for success.
- Provide light touch external expert support but stay in control.
- Adopt an action learning approach and the concept of "minimum viable product". Test your solutions at an early stage with real employers, before it is too late to adapt them.
- Communicate using all available channels on a constant basis.

Recommendations for the wider apprenticeship community are:

- To consider whether evidence led systems improvement interventions of this kind, led by countries themselves, are worth implementing more widely by donors as an effective and sustainable way of working in the longer term.
- For funding and management regimes to encourage more flexible delivery models of this type, encouraging diagnostic and consultative activity before requiring detailed specification of all aspects of delivery.
- To extend and develop the use of benchmarking to allow more systematic analysis of the gaps and issues in apprenticeship systems against an objective and non-judgemental standard and with scope for comparison between countries.
- That international collaboration and exchange of ideas is of value even where systems are very different and mechanisms to encourage this should be supported
- To build a consensus around the top three or four most challenging issues in apprenticeship development, such as policy coherence, employer engagement and sustainable funding, and build support models to address them together.

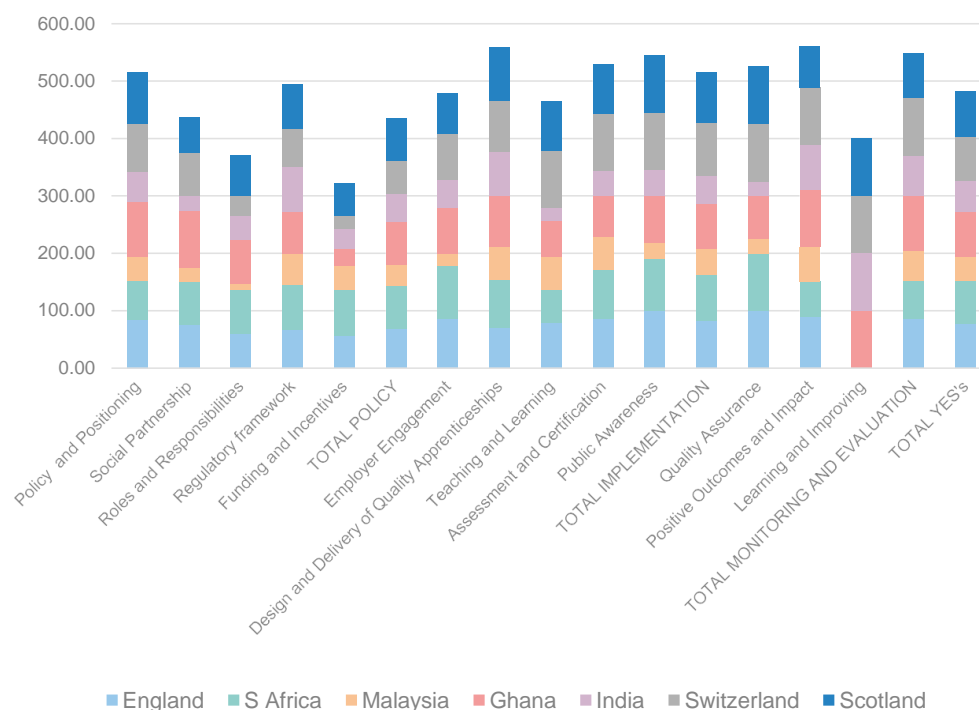
ANNEX 1: TERMS OF REFERENCE FOR THE I-WORK PROJECT

The I-WORK project will work in four Official Development Assistance (ODA) countries, Ghana, India, Malaysia and South Africa, but will disseminate the lessons and practice innovation across the Commonwealth. It will focus on the TVET and apprenticeships sectors. Three result areas which integrate work at system, institution and individual levels are:

- **Strand 1:** Skills training centres implement more effective approaches to skills development which are employer led and more inclusive of disadvantaged groups
- **Strand 2:** *Research, benchmark and provide technical assistance to improve the provision of apprenticeships in our target countries. Working with government TVET Authorities we will benchmark the current systems, identify areas for improvement and design, and deliver technical assistance projects to Improve Apprenticeships policy, management and delivery. These projects will aim to address challenges facings systems and skills gaps to improve apprenticeship provision and in-work learning.*
- **Strand 3:** We will support the dissemination of lessons and good practice with institutions and policy makers in each country to encourage wider take-up of the practices identified and encourage adoption of good practice. Regional and international forums will provide a platform to share challenges and form networks of leaders from across the participating countries. We will also make materials created available online that can be accessed by representatives from all Commonwealth nation

ANNEX 2: EXAMPLE RESULTS OF ONLINE BENCHMARKING

Benchmarking final results: Proportion of 'Yes' answers by criteria and country



Example questions from the online benchmarking tool

17-) What are the stated aims of apprenticeship policy? Is your approach primarily positioned as:

- ☐ An educational reform
- ☐ A social reform
- ☐ An industrial skills / productivity issue
- ☐ A combination
- ☐ Unclear

18-) Who decides on the aims of the apprenticeships policy?

19-) Are these aims clearly set out in a plan?

- ☐ Yes
- ☐ No

For this question and other we understand that providing a definitive answer may not be straightforward in a binary sense, however we hope that the exercise of considering this is useful in and of itself. We would guide you that answering 'yes' generally should mean that it is in place (not being developed unless the questions specifies that) and commonly used or implemented by the intended target audience

20-) Are apprenticeships primarily focussed on:

- ☐ The employability of young people between ages of 18 - 24?
- ☐ Supporting skills development of adults in the workplace?
- ☐ Both

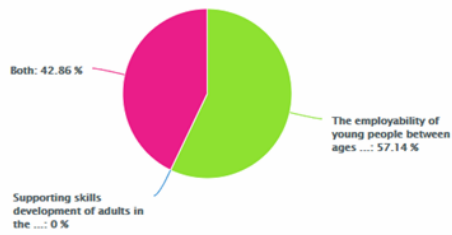
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Sample Graphs showing overall results by question for the online benchmarking tool



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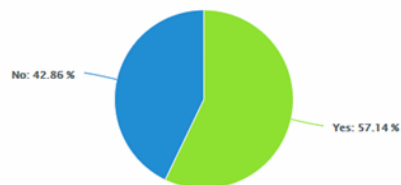
20-) Are apprenticeships primarily focussed on:



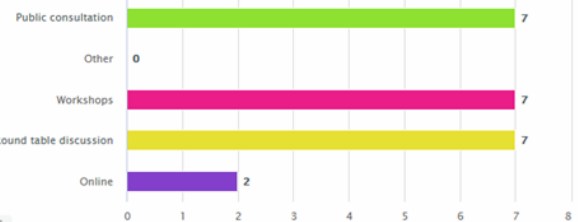
24-) Do you have targets to support equality and diversity, including the participation of women?



27-) Is the articulation between the apprenticeship system and other education pathways clearly stated?



30-) What are the forums for engagement?



Legal Issues

53-) When was the law last updated?



63-) Are employers required to pay a levy?



62-) Are there legal obligations on employers to take apprentices?

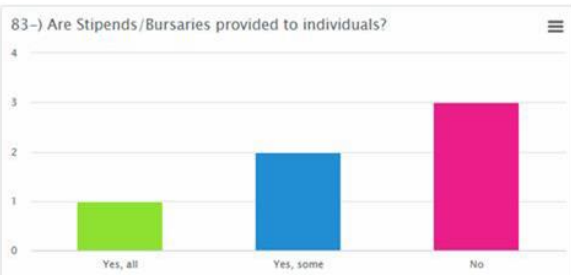
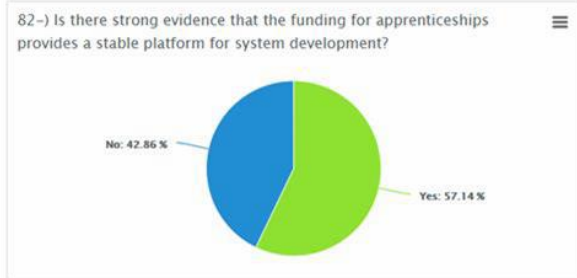
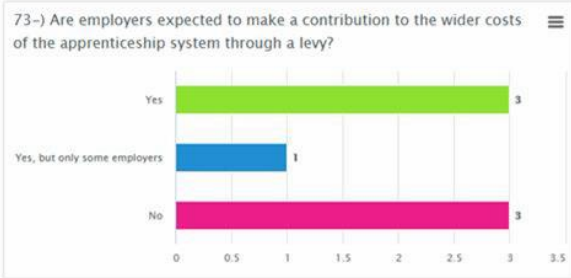


69-) Does the regulatory framework need substantial up-dating or further development?

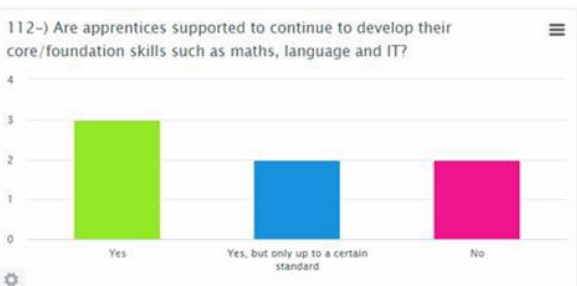
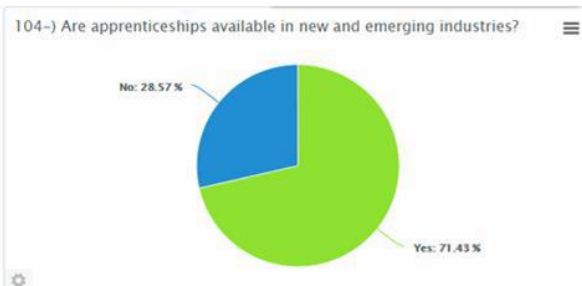
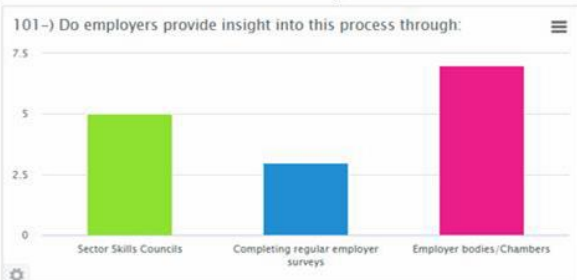
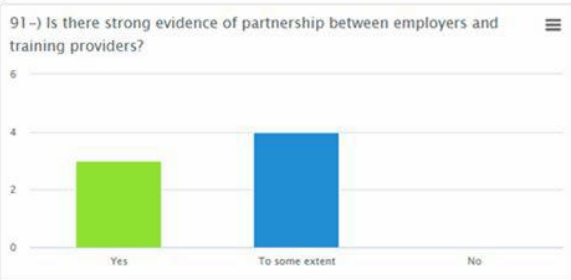


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Funding



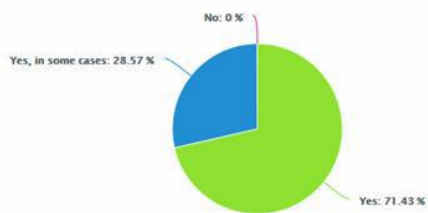
Implementation



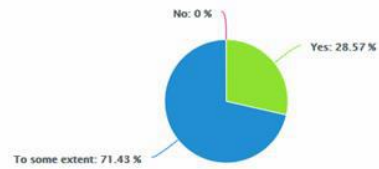
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Monitoring and Evaluation

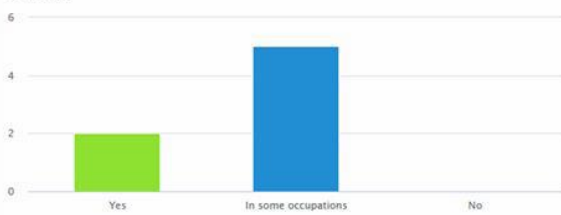
122-) Is student progress and progression managed and recorded?



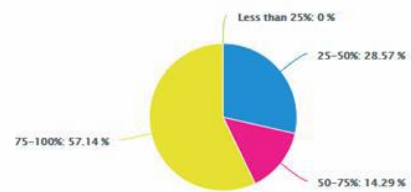
126-) Is there evidence of close collaboration between employers and training providers to provide an integrated learning experience for apprentices?



130-) Is there an adequate supply of teaching staff for off the job learning?



135-) What proportion of apprentices do employers offer further employment to on completion of the apprenticeship?



ANNEX 3: COUNTRY REPORT EXECUTIVE SUMMARIES

South Africa

South Africa had already made substantial progress to build a quality apprenticeship of the 21st Century system, A21, based on their Centres of Specialisation model. A detailed explanation of the Centres of Specialisation model is attached as **Annexure A**. The I-WORK project was designed to strengthen and bring greater coherence to the existing work as is described in **Annexure A**, by putting in place a digital guideline as an iterative information resource.

This project was agreed to by a high-level national panel, using the analysis from the British Council quality apprenticeship benchmarking tool and “problem tree” methodology. This analysis showed an 88 per cent positive result for policy, a 96 per cent positive result for implementation and a 61 per cent positive result for monitoring and evaluation. The most significant gap highlighted was the need for a **digitally based roles and responsibilities mechanism** to ensure that all affected stakeholders know, agree and implement their respective roles, while allowing for continuous change and revision.

Following agreement to proceed, 16 distinct outputs were generated in the period from May 2019 to February 2020, including a technical content document, the pilot digital guide itself, a history of the apprenticeship South Africa, a roadshow to reach stakeholders in each province, a social networking campaign, a formal knowledge based evaluation process and workshops and, most significantly, a process put in place for a Memorandum of Understanding between the British Council and the Department of Higher Education and Training to formalise collaboration and implementation of online digital guideline post the I-Work Project. This has now been followed by a video of country case studies of good practice, a presentation to the National Artisan Development Conference and a major national dissemination event.

During the period of the project, 727 individual stakeholders participated at twelve information sharing workshops across the country as is detailed in Table 1 on Page 10. The impact evaluation study report attached as **Annexure J** indicates that in seven weeks after the digital guideline was launched and promoted, there was an overall improvement of knowledge levels of quality apprenticeship systems from 56,7 per cent to 58,2 per cent (+1,5 per cent) of 61 to 90 per cent of the stakeholders involved. In some specific knowledge items, there were between 10 per cent to 20 per cent improvement in stakeholder knowledge levels. Data analytics show that 2,603 persons spent time on the A21 Digital Guideline pages, with the average time sent per user being 3 minutes 26 seconds, quite flattering given the alternate significant digital demands today.

This may be due to a unique aspect of the digital guide in that it takes the form of an e-learning programme rather than simply being an information document. When the online resource is coupled with the benchmarking tool and the knowledge evaluation instrument, the project has produced a package of resources that can be utilised by all stakeholders to develop capacity in their organisations at very little cost. Given the initial success of the project, the Government of SA now have plans to further extend the work by further enhancing the pilot guide that could be supported by the British Council should funds be available.



Malaysia

Apprenticeships is not a new concept in Malaysia. Launched in 2004, the Malaysian National Dual Training System (NDTS) is a well-established system using the National Skills Occupational Standards as a basis for curriculum and the Department of Skills Development as the accrediting and certifying body.

The benchmarking exercise through this project highlighted many areas of issues stemming largely from the lack of an apprenticeship policy. Using an evidence-based approach, the landscape was reviewed. The core issue chosen was Low Employer Engagement.

The stakeholder workshop participants came to the consensus that the manufacturing sector would be a good sector to run this time constrained project as the government is aiming for skilled workers in the manufacturing sector to increase to 35 per cent in 2025, from 18 per cent in 2016.

Three main objectives were set out in this research. Firstly, we wished to understand the key issues faced by manufacturing employers when engaging in apprenticeships. This was tackled through an online survey with 70 respondents in the manufacturing sector. The survey highlighted the main deterrents preventing companies from engaging. The outcome of the survey highlighted that the key factor in low employer engagement was due to a lack of understanding and communication to employers about apprenticeships and their benefits.

An Apprenticeship Playbook was developed to demonstrate the opportunity provided by apprenticeships and to act as a practical guide for employers on what an apprenticeship is, how it works, how the law is changing through the new Apprenticeship Act and what this means for business. An Apprenticeship Toolkit was also developed to serve as a guide for companies that are new to apprenticeships, providing access to straightforward and concise information.

The second objective of this study was to use an action-based research method to convert a non-engaged employer into an engaged employer. The apprenticeship toolkit and playbook were introduced to four employers currently not engaged in apprenticeships. The outcome was that upon consuming the information provided, all the employers signed commitment forms to proceed in engaging with apprenticeships.

The final objective of this study was to create a “nudge” action to propose change in the problem areas faced by the employers. Moving forward this research proposes a set-up of a One-Stop Apprenticeship Centre (OSAC) which will boost the current communication on apprenticeships to employers, provide a platform for information sharing and enable assistance to companies for implementation.



Ghana

The British Council through the I-WORK project has developed a Benchmarking Tool that sought to find out information such as strategy, quality assurance, on-the-job and off-the-job training, funding, apprenticeship programme, curriculum development, assessment and certification about the TVET landscape. Based on the tool, interview was conducted for TVET stakeholders and an extensive research was conducted through reading of various TVET documents and internet search that aid in completing the Benchmarking Tool. Analysis of the Benchmarking Tool and discussions with the Advisory Group as well as the TVET stakeholders at the I-WORK unveiling meeting indicated that the unavailability of a National Apprenticeship Policy is a challenge to apprenticeship and the development of a National Apprenticeship Policy would streamline and standardise apprenticeship in Ghana.



India

Skills in India got an impetus in July 2015 with the launch of the National Policy for Skills Development and Entrepreneurship¹⁰ by the Prime Minister of India. The policy aims to increase the scale of training, and to improve its quality, to provide the skills needed by employers and to meet the aspirations of citizens for sustainable livelihoods. It was conceived to tackle endemic skill shortages; to benefit from a demographic dividend by providing opportunities for an increasing population of young people joining the labour market; to create a more coherent system for policy design and a delivery framework to give greater coherence on skills issues across sectors and to the diverse range of training providers, employers, workers and trainees.

The Indian Labour Market is complex and huge. The formal sector of the Indian labour market accounts for less than 10 per cent of workers; the informal sector is primarily rural (some 60 per cent of all workers) with a further 32 per cent in urban informal jobs. **Growth in the formal sector is affected by the inability of micro and small enterprises to expand and provide additional jobs.** By 2028, the population is expected to reach 1.45 billion, making it the most populous nation. Such demographic growth poses its own challenges. Some 60 per cent of the population will be between 15 and 59 years of age creating potentially the world's largest workforce with enormous economic potential for the country. Realising the benefits of this youthful population will require economic growth, which in part will depend of a skilled workforce. As the National Mission for Skills Development states, *Skills and knowledge are the driving force of economic growth and social development.*

This national picture is a reflection of the challenges and issues existing at state level and these are more or less similar throughout the country except that the statistics may vary based on the state's social and economic status, their governance framework and mechanisms and nature of social partnerships. The I-Work project was originally envisioned to engage at national level with the national government, but due to the general elections in India in 2019, it was decided that we would work at state level. Hence, state of Punjab was selected based on its demographic and social profile, high concentration of micro and small enterprises and low private sector participation in vocational education. The economy of the state is predominantly agrarian and has a lower industrial output as compared to other states of India. The small sized industrial units are a prominent feature of Punjab's industrial landscape which constitutes nearly 194,000 small scale industrial units in addition to 586 large and medium units in the state. Further, it is found that the number of skills trained youth and number of apprentices are not proportional to the overall numbers of young people in the state.

Apprenticeships is viewed worldwide as the most effective means to provide market relevant skills by combining on-the-job training with off-the-job learning and it can succeed only if there is full participation of relevant stakeholders, particularly the employers. It is recognised as a key to bridge the needs of the industry to the skills acquisition of the learners through proactive role and involvement of employers. In India, acknowledging the significance of apprentices in the skilling ecosystem, the Central Government made a landmark decision in 2014 in the form of the amendments to the Apprenticeship Act 1961, which makes it obligatory for employers to engage apprentices in designated trades and in optional trades.

¹⁰ It supersedes the National Policy on Skill Development, 2009. The same year, National Skills Development Corporation was created which supported Sector Skills Councils and the National Skills development Agency was founded in 2013

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The policy is applicable across India and the implementation is the responsibility of the state government.

The project presented the opportunity to address some of these challenges, and in consultation with the Punjab Government, it was decided to support them in its effort to strengthen apprenticeships training and engagement of apprentices in the state.

A programme of this nature requires a longer period investment to tackle multi-faceted issues and to be able to demonstrate impact of the intervention including at the end point of the delivery chain. But with the limitations on resourcing and time, we adopted a realistic approach to guide the project's focus on a relevant and critical theme so that it could be dealt with in a holistic manner. The theme was identified based on the benchmarking toolkit assessment.

The project aims to strengthen apprenticeships training and engagement of apprentices in the state through the following initiatives:

- Ensure state government deploys apprenticeship advisers.
- Develop a Communication and Engagement Strategy for the state government.
- Devise a model to engage employers more actively through a sectoral approach.
- Prepare a guide/manual for employers, training providers and state government.
- Establish a feedback mechanism to continuously improve the apprenticeship implementation process in the state.

The intended short-term impact envisaged are:

- A clearer and more strategic flow of information about quality apprenticeships to employers, training providers and individuals.
- The state of Punjab strategically equipped to deliver quality apprenticeships, including to disseminate information, raise awareness, advise and successfully engage employers.

Over time, these actions will result in the following project outcomes:

- Improve the image and bring about a positive perception towards apprenticeship and attract quality apprentices.
- Increase the number of apprenticeships in Punjab.
- Ensure quality apprenticeships.
- Increase participation of employers in the system.

Build networks through a co-operative and co-ordinated mechanism between public authorities and employers.



ANNEX 4: DETAILED PROJECT OUTPUT MEASURES

The number of organisations engaged in the project/reached through the project

The number of people reached by the project	Ghana		India	Malaysia		South Africa	Overall total
	M	F	M/F	M	F	M/F	
Further education leaders	16	1	50	23	20		110
Thought leaders	11	5					16
College leaders	48	8		3	3	202	264
Government leaders	64	16	4	10	5	26	125
Community leaders	12	4		18	2		36
SCO/NGO leaders	13	4				83	100
Teachers	24	8		12	8		52
Trainers	56	29		8	7		100
Apprentices/Students/ People with disability	45	55				316	416
Employers	28	12	151	82	138	65	476
Parents	15	8					23
Total	332	150	205	156	183	727	1718

Organisations reached by the project ¹¹	Ghana	India	Malaysia	South Africa	Overall totals
Further education organisations	13	50	55	28	146
Organisations – SCO/NGO	92		2	6	100
Government	36	5	7	1	49
Schools/Colleges	39			22	61
Links (number of links/ partnerships created as a result of the project)	11	6	7	1	25
Totals	191	61	71	58	381

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Publications and reporting on the project (British Council produced, British Council co-produced, partnership product or media mentions) in books, booklets, newspapers or magazines

Publication/Media report – Title of report and name of publication/	Type of production (British Council/ British Council CoP, PP or M?)	Book, booklet, newspaper magazine or online?	Comment on reach, readership and impact
Ghana			
Ghana News Agency		Online	Wide coverage
Diamond FM		Online	
Graphic News Paper		Newspaper, online	Wide coverage
Graphic Times		Newspaper	Wide coverage
India			
Media Report	Media mention	Online news	500000
“Technical Education Minister inaugurates I-Work Capacity Building Workshop” www.punjabtribune.com			
www.punjabi.hinsustimes.com			
www.5dariyanews.com			
www.dailyworld.in			
www.shikshafocus.co.in			
Media Report (Sep 15)	Media Mention	Local newspaper	500000
“British Council organises apprenticeship training”			
Jagbani Punjabi Jagran The Pioneer Punjab Kesari Daily Post			
Malaysia			
UTHM, British Council galakkan Programme Perantisan	M	Newspaper	Berita harian Audience reach: 82,252 News values: MYR 13,063.36
UTHM Perintis Projek Perantisan Bersama Industri and the British Council	M	Facebook	5805
South Africa			
N/A			

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TV or radio broadcasts (British Council produced, British Council co-produced, partnership product or media mentions) please specify whether it was global, regional, national or local broadcaster and the broadcast length (long, medium, short)

TV/radio station and name of story	Type of production (British Council/ British Council CoP, PP or M?)	Long, medium or short	Comment on reach, readership and impact
Ghana			
Ghana Television (GTV)			Nationwide reached
Joy FM and TV 3			Nationwide reached
Nhyira FM			Local station in Kumasi but can be reached nation wide
Peace FM			Local language radio station and targeted to illiterate and semi-literate.
Citi TV and FM			Nationwide reached
India			
N/A			
Malaysia			
UTHM Radio	M	Short	
South Africa			
Digital Resources Utilised	Statistics		
Mailchimp email marketing	Initial campaign 1,680 subscribers		
	Final campaign 1,591 subscribers, meaning that only 89 persons unsubscribed from the campaign		
	Total of 8 campaigns with 3 resends		
	Number of "opens" = 3 952		
	Number of "click throughs to web site = 1 146		
Facebook	24 posts that reached 3 914 persons		
Twitter	15 Tweets that resulted in 2 052 impressions with 45 profile visits and 7 followers		
LinkedIn	Limited activity of a small group of 5 people and 4 posts		
Soundcloud podcasts	194 listens		
YouTube videos	8 videos produced with 312 views		
Google Analytics on A21 Web Site	Page Views = 2 603		
	Unique Page Views = 2 165		
	Average Time Spent on Page = 3 minutes 26 seconds		
	Bounce Rate October 2019 = 78.20%		
	Bounce Rate November 2019 = 66,15%		

ANNEX 5: SUMMARY OF OBJECTIVES, OUTPUTS AND OUTCOMES

Apprenticeship strand		
Objectives	Indicators	
	Delivery of outputs and lessons learned	Outcomes and progress towards change and impact
Ghana		
<p>Output: Development of a draft apprenticeship policy, testing of the policy, policy framework and next steps to mainstream apprenticeships.</p> <p>Outcomes: Strengthening of TVET institutions, fostering co-operation between employers and training providers and improving the inclusivity of apprenticeship programmes.</p>	<ul style="list-style-type: none"> • Draft national policy developed and approved by COTVET board. • Promotional material. • Apprenticeship Agreement format agreed clarifying roles and responsibilities. • Three employers have implemented apprenticeship using the new guidelines. • Fifteen people with disability receiving garment making training and two in Cosmetology <p>Lessons learned:</p> <ul style="list-style-type: none"> • Informal sector, small and micro scale entrepreneurs and MCPs have actively participated and demonstrated their readiness to implement apprenticeship activities. • Processes involved in the project create a platform for both employers and training institutions to address their differences and promote effective collaboration among them. • Effective collaboration with COTVET is key. • Good leadership, planning and adequate deployment of resources is necessary. • Sustaining the interest of larger companies in training apprentices is a challenge. 	<ul style="list-style-type: none"> • Expected approval of policy by Ministry of Education. • Level of commitment and ownership of apprenticeship enhanced amongst employers and training providers. • Improved integration of PWD into mainstream apprenticeships. • Enhanced collaboration among TVET stakeholder institutions, employers, MCPs, COTVET NAC and policy makers. • Awareness created on the key role apprenticeship plays in the economic development of Ghana and a mechanism put in place to mitigate the negative perception of apprenticeship among the youth. • Enhanced image of COTVET among TVET stakeholders about their roles and responsibilities in the formulation of policies, delivery and co-ordination of apprenticeship in Ghana. • Improved understanding of the issues of PWDs and renewed/improved interest of stakeholders in supporting their training.

SUPPORTING THE DEVELOPMENT OF QUALITY APPRENTICESHIPS

Apprenticeship strand		
Objectives	Indicators	
	Delivery of outputs and lessons learned	Outcomes and progress towards change and impact
South Africa		
<p>Output: A nationally co-ordinated, centralised digitally based guideline.</p> <p>Outcomes: Clarified roles and responsibilities. Increased information sharing to improve the apprenticeship system.</p>	<ul style="list-style-type: none"> • A detailed benchmarking and problem tree analysis of the challenges and opportunities to develop a quality apprenticeship system in South Africa that allows for globally benchmarked and evidence-based approach to system building. • A detailed knowledge evaluation instrument. • Detailed technical content document that explained current roles and responsibilities of all stakeholders. • Overview of the history and future plans of the quality "A21" apprenticeship system. • Evaluation report on the knowledge levels of stakeholders. • An online digital interactive resource, the A21 digitally based roles and responsibilities mechanism. • An online "e-learning" course on the A21-centres of specialisations. • Social media campaign. • Roadshow campaign. • Stakeholder workshops at 12 TVET Colleges. • Data analytic reports. • Process initiated to create a Memorandum of Understanding between the British Council and the Department of Higher Education and Training to formalise collaboration and implementation. • Knowledge impact evaluation report. • Best practise apprenticeship case studies. • A national I-Work information dissemination Conference for 150 people. • Lessons learned. 	<ul style="list-style-type: none"> • Enhanced relationship and partnership to support skills development between the British Council and the national government through Department of Higher Education and Training; • Skills transfer from private sector service provider to government officials on use of online resources • Enhanced capacity among all stakeholders to collaborate to develop a single co-ordinated quality apprenticeship system in the country • An online repository of continuously enhanced detailed information of the A21-COS quality apprenticeship system • Inclusion as an integral part of the implementation of the national artisan and apprenticeship strategy for South Africa, repositioning the National "Artisan" Strategy to the National "Artisan and Apprenticeship" Strategy. • The A21 Digital Guideline now viewed by DHET as an integral part of the implementation of its national strategy • Formal Memorandum of Understanding being put into place between the British Council and the DHET to extend the work. Subsequent phases could allow for the development of interactive process charts

SUPPORTING THE DEVELOPMENT OF QUALITY APPRENTICESHIPS

Apprenticeship strand		
Objectives	Indicators	
	Delivery of outputs and lessons learned	Outcomes and progress towards change and impact
India		
<p>Outputs: Communication and toolkit, engagement model, feedback mechanism, guides/manuals.</p> <p>Outcomes: increased employer engagement; improved perception of and more apprenticeships; co-ordinated mechanisms between public authorities and employers.</p>	<ul style="list-style-type: none"> • Ensure state government deploys apprenticeship advisers. • Develop a Communication and Engagement Strategy for the state government. • Devise a model to engage employers more actively through a sectoral approach. • Prepare a guide/manual for employers, training providers and state government. • Establish a feedback mechanism to continuously improve the apprenticeship implementation process in the state. 	<ul style="list-style-type: none"> • A clearer and more strategic flow of information about quality apprenticeships to employers, training providers and individuals. • The state of Punjab strategically equipped to deliver quality apprenticeships, including to disseminate information, raise awareness, advise and successfully engage employers. • Improve the image and bring about a positive perception towards apprenticeship and attract quality apprentices. • Increase the number of apprenticeships in Punjab. • Ensure quality apprenticeships. • Increase participation of employers in the system. • Build networks through a co-operative and co-ordinated mechanism between public authorities and employers.
Malaysia		
<p>Outputs: A study on how to engage employers with apprenticeships for the manufacturing sector. An action-based research model to tackle the causes of low engagement and convert non-engaged employers. A nudge process to propose changes in the problem areas faced by employers</p> <p>Outcomes: Increased engagement in apprenticeships.</p>	<ul style="list-style-type: none"> • Results of the survey, interviews and focus groups highlighting the key issue holding back employer engagement. • An apprenticeship employer engagement model. • An apprenticeship toolkit and playbook. • A statistical feedback mechanism from stakeholders. • Proposals for a One-Stop Apprenticeship Centre OSAC. • Specific interventions with four companies to test the Toolkit and Playbook. • Final stakeholder workshop for key policymakers, employers and TVET training providers. 	<ul style="list-style-type: none"> • All four pilot companies showed a positive response and were interested in starting the apprenticeship programme. The companies signed a preliminary commitment form to show their interest. • DSD were impressed with the documentation prepared and believed that it would engage employers towards apprenticeship programmes. • DSD congratulated TAPD Consultants and BC on the initiative to promote apprenticeships in Malaysia. • It is hoped OSAC will be a spin-off organisation and an eventual outcome of the project.

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