# BRITISH COUNCIL

# Guide to an effective Communication and Engagement Plan

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# ABBREVIATIONS

**BTP**      Basic Training Provider

**DGT**      Directorate General of Training

**MSDE**    Ministry of Skill Development and Entrepreneurship

**NAPS**    National Apprenticeship Promotion Scheme

**RDSDE**  Regional Directorate of Skill Development and Entrepreneurship

**ROI**      Return on Investment

# Communication and engagement planning

## 1.1 Background

At the inception phase, the I-Work project held strategic consultations with the relevant senior officials of the Department of technical education and industrial training in the Government of Punjab along with prominent employers in the State to identify priority areas for successfull implementation of the Apprenticeship programs in Punjab. **One of the areas that emerged strongly was the need for a communication and engagement strategy.** Once the need was diagnosed it was important to look at ways in which the need could be addressed. The State government along with the I-Work project team agreed on establishing a clear and simple communication planning guide to enable officials to respond to people's needs effectively as the responsibility of implementation falls on the State government officials.

This Communication and engagement Guidebook is designed to assist government communicators in the apprenticeship system in effectively reaching out to the stakeholders or the targeted groups with the purpose of increasing adoption of the scheme. The apprenticeship ecosystem comprises of – the private and public vocational training organizations, the students desirous of taking up job oriented skill training programs to carve a career for themselves in the industry, and the industry seeking skilled labour force for their various jobs.

In the following sections, the document contains some important execution guidelines, which could be a useful ready reckoner for the government officials involved with planning the apprenticeship communication plan. Apprenticeship programs have worked very well in certain parts of the world, and it would be worthwhile to learn from some of these success stories, and understand how these ideas can be implemented in the Indian context for creating a vibrant apprenticeship ecosystem, particularly in Punjab. These examples, will also lend greater appreciation and understanding of some of the preparedness aspects that are required for implementing the communication and engagement plan road-map, which is captured in the later sections.

The annexure comprises of a brief on the knowledge documents for apprenticeship advisers and employers, along with a snapshot of the stakeholder workshops conducted in different regions of Punjab. This is to showcase to the

users of this document some mediums of effective communication and engagement that have been tried and tested through the I-Work project and yielded positive impact.

# Developing a communication and engagement plan

## 2.1 Introduction

It is imperative to start with an objective for developing the communication plan. In defining our objective we need to follow a structured process which has the following core elements: 1. Background 2. Objectives 3. Target groups 4. Channels of communication. All of these elements are elaborated in the following sections to enable the communicators to develop a relevant outcome based communication plan.

## 2.1.1 Objectives

The objectives need to be SMART - Specific; Measurable; Attainable; Relevant and Time bound. Our objectives should necessarily be to overhaul the perception of apprenticeships, to position the program as one of the most beneficial for all stakeholders.

**If we were to apply the SMART objective to set goals, it would have to be:**

- **Specific -** Our objective is to communicate the latest industry friendly reforms and benefits of apprenticeship and attract employers and apprentices and increase the numbers by converting them to register on the apprenticeship portal and start engaging in the system.

- **Measurable -** In fulfilling our objective, we must look at measurable outputs like the number of employers we will contact; number of young people we will contact through different communication channels in one or two months.

### Role of Apprenticeship Advisers
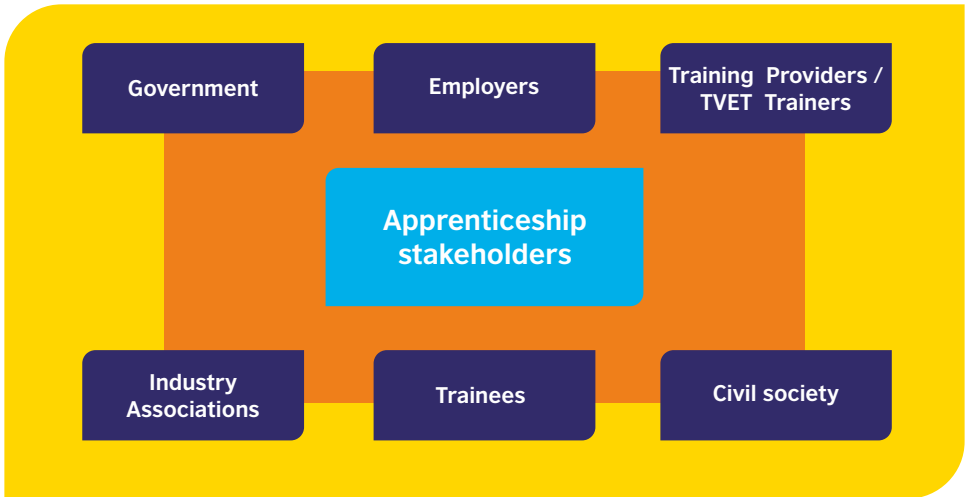
**They have the responsibility of:**

- Establishing and maintaining relations with employers to continually participate in the apprenticeship system

- Disseminating basic information to employers on the existing apprenticeship system and any new upcoming amendments and rules.

- Encouraging employers to either choose a Basic Training Provider (BTP) or become one (details in Annex III)

- Developing trust and inspire employers to support in update of curriculum and equipment

- Creating Training of Trainer programmes along with industry

- Being a conduit between government and industry to assist in policy reform

- **Attainable -** We might have created an ambitious list in the above category, however, we have to ascertain whether it is realistic and achievable given the existing resources. This is one of the most integral part of being clear of our objectives. For example, if we have given ourselves a target of 300 employers in 2 months and realise that it would be possible to reach only 200 employers with the current number of apprenticeship advisers, we should correct our numbers at this stage itself.training institute while engaging with new employers.

- **Relevant -** We have to be doubly sure that carrying out the different activities to achieve our objective is outcome focussed and rewarding. If in the current scenario it is measurable and attainable it ought to be relevant. For example, if we are sure of contacting 200 employers and getting them registered on the official Apprenticeship portal then we will be able to convince ourselves and our leadership that this is a worthwhile objective to pursue.  This might also be able to encourage more training institutes in establishing placement cells, this structured approach will have long term advantages in attracting more employers and apprentices.

## 2.1.2 Target Group

The Apprenticeship Policy and its aligned programs have a varied set of stakeholders where information has to be disseminated.

| Government | Employers | Training Providers / TVET Trainers |
|---|---|---|
| | **Apprenticeship stakeholders** | |
| Industry Associations | Trainees | Civil society |

At the heart of the stakeholder circle are the employers, as apprenticeship is all about on-the-job training. It is therefore extremely essential to reach out and consult with all employers, (large, medium and small) to understand their perspective, which will help in improving the implementation process.

Along with employers, industry associations also play a pivotal role in engaging in dialogue with their member industries and participating in policy reform and in turn directly influencing change. Overtures should be made to industry bodies to make them partners in the apprenticeship adoption process by their members. Given the benefits of the scheme to the Industry, the Industry Body's participation in the process is aligned to their objective of looking out for the interest of their members.

The Training Providers and training institutes have to be involved more actively and updated on the policies and consulted to create a realistic training environment. The apprentice has to be given practical learning and maximum amount of exposure to work culture.

Civil society has to be engaged to ensure smooth flow of trainees and encourage future generations to adopt the path of apprentices.

**Once our objectives and stakeholders have been identified it is time to answer a few pertinent questions.**

| Objective | Explanation | Example |
|---|---|---|
| Target segment | Who needs to make the change? | Employers who are not engaging apprentices<br><br>Training Providers who are not engaging with employers and communities |
| Key constraint | What is the biggest thing keeping the target groups from making the change? | Outreach and communication strategy |
| Desired change | What does the target group need to see or change? | More active awareness campaign and interaction from State Government officers |
| How much change? | How much is expected out of the communication disseminated? | The expectation would be to see closer relations with employers, training providers and potential apprentices and eventually more support from all stakeholders in embracing the apprenticeship programme |
| How much time? | What is the time frame? | Short Term (1-3 months) - Inter departmental colleagues<br><br>Medium term (3-6 months) – Employers , industry bodies and training institutes<br><br>Long term (6-12 months)– National partners |

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### 2.1.3 Mediums of communication

- Selecting the right medium to disseminate information is essential as this will determine the success of the programme. At any given point in time, more than one communication channel will have to be used. Each medium has inherent strengths and limitations. It is therefore wise to use a blend of channels allowing for greater impact

| Mediums | Audience |
|---|---|
| Events / Workshops | Targeted audience – mainly employers, training providers and apprentices |
| Interactive direct communication | One-on-one dialogue with employers/ influencers |
| Community / folk media | Local communities /  civil society |
| Mass media / mid media | Larger audience |

The next section is an easy to use template in the form of a roadmap that could be used by government communicators when they commence on an engagement plan.

# Road-map for implementation of the communication and engagement plan

## Road Map for Implementation of the Communication Strategy to reach employers (Sample)

### First level objectives (4 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|---------------|--------------|----------------|-----------|---------|
| 1 | **Assign teams within the apprenticeship system at the regional and state level** | Issue government order to nominate at least 2 persons per region for the purpose of reaching out to stakeholders. Create posts for Assistant Apprenticeship Advisers with roles and responsibilities. Establish placement cells | Apprenticeship Advisors (AAs) and Assistant Apprenticeship Advisors (AAAs)at the district | 1st month | Report back to AAs in case of any concerns; names should be shared with Director and Deputy director - Department of Technical Education and Industrial training |
| 2 | **Collate Database of Employers - target collecting data of 500 employers** | Engage with local and national Industry associations, district offices and sector skill councils  with the target of collecting a list at least 500 employers | AAAs | 2nd month | Share database with Department of Technical Education and Industrial training |
| 3 | **Collate database of training providers and their placement cells** | Engage with private training providers conducting long term and short term programs | AAAs | 2nd month | Share database with Department of Technical Education and Industrial training |

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 4 | **Design a communication plan - target audience, messaging, medium and duration** | Decision to engage internal or external communication agency; decision to be taken by State Government | Director / Deputy Director - Department of Technical Education & Industrial Training | 2nd month | Inform regions accordingly |
| 5 | **Meet with employers, industry associations and sector skill councils** | One-one meetings with individual industries or collective focused group meetings with industry association meetings | AAAs + AAs | 3rd month | |
| 6 | **Disseminate communication material to the larger stakeholder ecosystem** | Focused Group discussions with community and local leaders | AAAs | 3rd month | |

## Second level objectives (3 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 1 | **Convert meetings to registrations** | The meetings of the previous month require to be converted to registrations on the portal | Apprenticeship Advisors (AAs) and Assistant Apprenticeship Advisors (AAAs)at the district | 1st month | Report success and failure of meetings |
| 2 | **Follow ups, queries and feedback** | Continual interaction with existing database for any clarifications and feedback / prepare a template for feedback | District Apprenticeship Advisors | 3rd month | Feedback to be shared with State government |

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 3 | **Report numbers to State government and National government data base** | The program should be able to report back increased numbers of registered employers and apprentices to State Government | District Apprenticeship Advisors | 2nd month | |

## Third level  Objectives (4 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 1 | **Continue improving the database** | Share information with new stakeholders | AAAs and AAs | 1st & 2nd month | |
| 2 | **Organize workshops with stakeholders** | Spread awareness; take feedback and register employers | AAAs and AAs | 1st & 2nd month | Document feedback and registrations |
| 3 | **Monitor and evaluate success of communication strategy** | Communicate through interaction with employers, training providers and apprentices to understand effectiveness of strategy | Communication team + AAAs and AAs | 3rd and 4th month | |

## Road Map for Implementation of the Communication Strategy to reach apprentices, community (Sample)

### First level objectives (4 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|---------------|--------------|----------------|-----------|---------|
| 1 | Assign teams within the apprenticeship system at the regional and state level | Issue government order to nominate at least 2 persons per region for the purpose of reaching out to stakeholders. Appoint Assistant Apprenticeship Advisers | Apprenticeship advisers (AAs) and Assistant Apprenticeship Advisers (AAAs)at the district | 1st month | Report back to AAs in case of any concerns; names should be shared with Director and Deputy director - Department of Technical Education and Industrial training |
| 2 | Collate Database of Employers - target collecting data of 500 employers | Engage with local community and schools with a target of collecting a list at least 1000 apprentices | AAAs | 2nd month | Share database with local Training Providers |
| | Collate database of training providers | Engage with private training providers conducting long term and short term progarmmes | AAAs | 2nd month | Share database with Department of Technical Education and Industrial training |
| 3 | Design a communication plan - target audience, messaging, medium and duration | Decision to engage internal or external communication agency; decision to be taken by State Government | Director / Deputy Director - Department of Technical Education & Industrial Training | 2nd month | Inform regions accordingly |

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 4 | **Organize meets at schools and local communities** | One-one meetings with individual industries or collective focused group meetings with industry association meetings | AAAs + AAs | 3rd month | |
| 5 | **Disseminate communication material to the larger stakeholder ecosystem** | Focused Group discussions with community and local leaders and follow up of earlier engagements | AAAs | 3rd and 4th month | |

## Second level objectives (3 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 1 | **Convert meetings to registrations** | The meetings of the previous month require to be converted to registrations on the portal | Apprenticeship advisers (AAs) and Assistant Apprenticeship Advisers (AAAs)at the district | 1st month | Report success and failure of meetings |
| 2 | **Follow ups, queries and feedback** | Continual interaction with existing database for any clarifications and feedback / prepare a template for feedback | District Apprenticeship Advisers | 2nd month | Feedback to be shared with State government |
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## Third level Objectives (4 months)

| Sr. No. | Activity Title | Sub-Activity | Responsibility | Timelines | Remarks |
|---------|----------------|--------------|----------------|-----------|---------|
| 1 | **Continue improving the database** | Share information with newer influencers like parents and high school faculty | AAAs and AAs | 1st & 2nd month | |
| 2 | **Organize workshops with stakeholders** | Spread awareness; take feedback and register apprentices | AAAs and AAs | 1st and 2nd month | Document feedback and registrations |
| 3 | **Monitor and evaluate success of communication strategy** | Communicate through interaction with employers, training providers and apprentices to understand effectiveness of strategy | Communication team + AAAs and AAs | 3rd and 4th month | |

# Success Stories

The I-Work project has worked on the principles of cross country learnings. It would be therefore, worthwhile to learn from some of the success stories from across the globe. The two success stories captured in the section are from the United Kingdom, they provide a snapshot of how government departments and training providers executed communication plans to smartly connect stakeholders in the apprenticeship system.

## Success Story 1:

### 'Fire it Up' campaign of the Communication Government Service (CGS) of the United Kingdom

The Communication Government Service in the United Kingdom works with the objective to raise government marketing and "Deliver on the issues that people care about"

The Communication Government Service (CGS) of the United Kingdom declared 2019 as the 'Year of Marketing'. The objective was to improve the capability of government communicators and increase understanding of the effectiveness of marketing as a tool to deliver operational and policy objectives.

### As part of the year of marking, we will:

- Run a series of event for members of GCS with inspirational speakers exploring the manifesto.
- Deliver training to ensure the profession has the skills needed to take advantage of the opportunities ahead.
- Ensure we have the best process in place to support the delivery of support the delivery of world class marketing companies.

https://gcs.civilservice.gov.uk/communication-plan-2019/

### Fire it Up – Phase I

The Fire it Up campaign was developed with an aim to make people aware of the changes to apprenticeships and the benefits to individuals and businesses. A need was felt to completely change the perception of apprenticeships and ensure apprentices are connected with the right opportunities.

## Tone of the Campaign

### Fire It UP – Phase 2

The second phase took it a notch higher with a closer look at the campaign photography. While the messaging was the same, the visuals had become brighter and more dramatic. The pictures visually conveyed the essence of the campaign that *Apprentices were the trail blazers*.



"Apprenticeships are for those who have the spirit to blaze their own trail. This strategy is what led to the creative idea: Fire It Up.

We want to inspire and excite both potential apprentices and employers by showing that apprentices have a natural energy and enthusiasm that rubs off on everyone around them. This energy is being creatively visualized with electricity.

The electrical spark links all assets of the campaign together giving it a distinctive look and feel. The headlines and type will be dynamic and electrified too, reflecting the apprentice's personalities. Featuring real apprentices, this campaign aims to embody the spirit, determination and passion they have and to highlight the new energy they can bring into businesses. Apprenticeships will 'Fire It Up' and inspire the nation to blaze their own trail."

www.apprenticeships.gov.uk

### Key Impact and Takeaways:

After a year of marketing the campaign the BBC Asian Network dedicated their 'Guru Hour' to apprenticeships for the first time in 2020. The fe news quoted, "Ekansh Sharma, a 'Fire It Up' campaign star and Software Engineering apprentice

from Accenture and Tasmia Tahia, a Civil Service apprentice and Young Apprentice Ambassador Network Member, took part, alongside Mathew Scamp, a senior careers adviser with the National Careers Service." (https://www.fenews.co.uk/press-releases/42285-lookbeyond-themed-national-apprenticeship-week-round-up)

The Fire it Up campaign is an exemplary campaign which can be contextualised by the Department of Industrial training in Punjab. The state of Punjab might be at a different stage of development, however, it would be worth understanding the contours of the campaign mainly is terms of reaching out to employers and apprentices through positive messaging.

For more details log on to: www.apprenticeships.gov.uk

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## Success Story 2:

### Doncaster College, South Yorkshire, Northern England

Doncaster College is one of the largest providers of post 16 education in South Yorkshire, offering a wide range of vocational college courses and apprenticeships, with progression routes right up to University level. The Hub campus is located in the centre of the town centre and provides industry standard facilities and experienced teaching to ensure learners gain the skills needed to take your next step.

Doncaster College has been delivering apprenticeships successfully for a long time, but the last few years witnessed some major changes in the apprenticeship system in the country. The UK Government has been continuously introducing new initiatives to promote apprenticeships through incentives for employers to become involved.

With severe skills shortages in many industry sectors, they needed to find new ways of engaging with employers and students. Apprenticeship providers had to reassure employers that apprentices are not expensive, time-consuming or unreliable, while addressing student misconceptions around poor wages, uninspiring work and dead-end jobs.

### The Doncaster solution:

The Doncaster College, therefore initiated employer forums, which allow industry experts to promote skills development within their sectors. This enables the

college to improve the skills of the trainers and lecturers while identifying the industrial opportunities for the learners.

The College also employs industry experts to deliver master class sessions at the college, and trainers and lecturers are sent to industry to get them acquainted with the latest developments at the workplace and expose them to the workings of an apprenticeship.

The construction industry is part of this innovative approach to providing skilled staff, including a nine-week intensive skills training programme, followed by four weeks of work experience and then progression into apprenticeships.

**To make student selection easier for employers, the college has established a dedicated recruitment team who advertise vacancies, prepare candidates for interviews, and make the whole process as simple as possible for employers and students alike.**

## Support from employers and students

Employers are finding the process valuable. Dave Horner, operations manager at Smith Brothers Wholesale Ltd, says, "It is really important to bring apprentices into the workplace. I have a great workforce, but it won't be here forever and I need to harness the skills we might lose with the new generation of apprentices".

Tasha Jackson is an apprentice in digital marketing. She said, "I have learnt so much from the people around me and feel confident that I am making a positive contribution to the company. I am now qualified to Level Four but don't have any university debt, and I also have a full-time job."

## Key Leaning and Takeaways:

The Doncaster College initiatives is one of the examples of a successfully running apprenticeship promotion model by a college which would typically be a vocational training institute in India. Some of the initiatives could be understood in detail and the most apt initiatives can be adapted to further apprenticeship promotion and outreach.

For more log on to: www. https://www.don.ac.uk/

# COMMUNICATION AND ENGAGEMENT MEDIUM TESTED THROUGH THE I-WORK WORKSHOP

Workshops are age old tried and tested mediums of engaging and communicating a set objective. Keeping in mind the project objectives, time frame and the current level of maturity of the system, the I-Work project chose the workshop mode to communicate to the stakeholders about the apprenticeship system in Punjab.

If we refer to the road map that has been elaborated in the earlier section, workshops have been identified as one of the prime channels of effective communication.

This section gibes a snapshot of the workshops and the knowledge documents that have been produced for the ease of communication.

## Objectives of the Workshop

Five Workshops with employers and training providers were conducted with the aim to orient and improve understanding of employers and state's nodal apprenticeship advisers about their role in the implementation and monitoring of the Apprenticeship Training Scheme (ATS) and National Apprenticeship Promotion Scheme (NAPS).

 The Workshops therefore focussed on updating participants with the latest policy amendments; realise specific needs of the stakeholders and share experiences and best practices to come up with workable approaches

## Format

The interactive workshop was facilitated by British Council and designed in collaboration with the Government of Punjab.

The Government of Punjab was represented by the Minister of Technical Education and Industrial Training and senior officials from his department and the Department of Industries, Government of Punjab. The Central Government was represented by the RDSDE.

 The Workshop was facilitated by an external facilitator, the National Expert and relevant Central and State Government officials in a breakout session mode.

## Breakout Sessions

Employers are finding the process valuable. Dave Horner, operations manager at Smith Brothers Wholesale Ltd, says, "It is really important to bring apprentices into the workplace. I have a great workforce, but it won't be here forever and I need to harness the skills we might lose with the new generation of apprentices".

Tasha Jackson is an apprentice in digital marketing. She said, "I have learnt so much from the people around me and feel confident that I am making a positive contribution to the company. I am now qualified to Level Four but don't have any university debt, and I also have a full-time job."

### Group 1: As an employer

The group was asked to view from the eyes of employers and analyse their role and benefits within the apprenticeship system. A few thought provoking statements capable of generating discussions were shared with the participants. The discussion points were:

**As an employer:**

- State your benefits in engaging apprentices
- As an employer – State why you would not want apprentices
- Two positive approaches to promote apprenticeships as a responsible employer
- Share your experiences in dealing with stakeholders

The key points that emerged from the discussion are mapped to the matrices of benefits, challenges and experience sharing.

### Benefits

- **Availability of a trained workforce -** The group was unanimous in agreeing that the prime benefit is the availability of a need based trained workforce.
- **Active involvement in the vocational training system -** The group agreed that employers could participate in the design and delivery of curricula and optional trades

### Challenges

- **Lack of clear policy interpretation and outreach -** The policy amendments and the different apprenticeship schemes need to be simplified while ensuring  outreach to the different stakeholders

**Experience Sharing**

- **Lack of clear policy interpretation and outreach -** The policy amendments and the different apprenticeship schemes need to be simplified while ensuring outreach to the different stakeholders
- Mixed response dealing with officials - As employers, the response in dealing with officials has been mixed. Some of the participants received timely responses while some did not receive response from officials. A need is felt to get all stakeholders on the same page
- Need to create Champion Employers – The discussants were of the opinion that peer learning or sharing of experiences is one of the best ways to get a message across. There should be Champion employers who can be role models.
- Share Best practices amongst industries – Some industries have made small and big changes in their management and internal HR policies to best fit the apprenticeship scheme. Such practices should be shared amongst all industries as ways of learning and encouragement

## Group 2: Training Provider

Group 2 was asked to pose as training providers and discuss the reasons why they would promote apprenticeship and the reasons for not implementing or promoting the apprenticeship. In doing so we would be able to get clear answers to the gaps in the implementation process. The discussions were steered through a few thought provoking statement below:

**As a Training Provider**

- State your benefits in encouraging apprenticeship
- State why you would not encourage apprenticeship
- Two positive approaches to promote Apprenticeships as a responsible Training Provider
- Share your experiences in dealing with stakeholders

**Benefits**

- **Increased awareness amongst trainers and trainees -** The Apprenticeship scheme gives trainers and trainees opportunities to reach out to employers and state government. Alongside the direct learning benefits, these partnerships allow both the training provider and employers to design and develop skills needed by industry and the types of training needed for trainees

**Challenges**

- **Outreach to industry -** Training Providers need a strategy to reach out to industry
- **On-the-job training opportunities in the district -** There was a discussion that most apprentices do not want to join the program as there are not enough industries in the district

**Experience Sharing -**

- **Industry not responsive to meeting with Training Providers -** The Training Providers were of the opinion that there have be more interactions organised between employers, state government and training providers.

## Group 3: State Government

Group 3 took the role of State Government and discussed on the salient points that a State Government would consider while framing a strategy to implement an apprenticeship scheme. A few questions below were put forward in order to start a conversation:

**As the State Government**

- State your benefits in increasing apprenticeships
- As the State Government - How would you promote apprenticeships in the State - three approaches

**Benefits**

- **Pool of trained available workforce in the State -** The Group was of the view that a State like Punjab will greatly benefit from apprentices as this would mean a pool of readily available trained workforce. This can be an incentive for industries to invest in the State.
- **Economic progress** - With an increase in industries the State can move towards increasing manufacturing and trade hence enhancing the overall growth of the State.
- **Successful implementation of Skill initiatives** - The Apprenticeship scheme has the capacity to reach many stakeholders. Alongside the apprenticeship scheme the State has the opportunity to promote other skill initiatives as well.

**Challenges**

- **Need for capacity building  -** State apprenticeship advisers have not been any kind of formal capacity building on either awareness or outreach to stakeholders

**Experience Sharing**

- **There is a need for an open dialogue with industry  -** The response so far from industry has been mixed. This group reiterated that there was a need for more neutral platforms for interaction.

## Reflective Session

At the reflective session the participants were distributed a questionnaire with some general rules and amendments in the new policy.  The questionnaire was a self-assessment tool to enable employers to understand the apprenticeship policy and the schemes in detail and further apply the leaning to strengthen their internal apprenticeship systems. The recent amendments have been made industry friendly and employers have to shoulder the responsibility of smooth implementation.

The participants were given time to pen their initial knowledge about the apprenticeship system and were encouraged to test their understanding as

the workshop progressed. This gave them an opportunity to put their thoughts together and reflect. They appreciated this format of opening the session on a reflective mode.

## Key Take Away

The Workshop was an apt platform for all the participants to engage in a free flowing candid exchange of ideas and experiences. More importantly the participants had an opportunity to ask questions and clear doubts at the same time as both senior officials and employers were present. Representatives from the Central and State Government along with the experts shared different insights and approaches to the implementation and monitoring plan.



**Reflective session with employers**

# Knowledge Documents

**The I-Work project has produced two communication documents, the (i) Employer's Guide to Apprenticeships and Handbook for Apprenticeship Advisers (AAs).**

- The Employer's guide to Apprenticeship has been designed for both new employers interested in introducing an apprenticeship program and existing employers who want to improve their current offerings, and better align it to the most recent reforms in the apprenticeship system. The new features in the apprenticeship system have been introduced to ease and encourage employer participation.

- It provides employers with:

- Relevant information succinctly captured for the employers wanting to participate in the apprenticeship programme in the country.

- The summary of benefits of participating in an apprenticeship programme.

- An example of a cost benefit analysis of an apprentice programme with a ROI calculator, clearly laying out the monetary benefits.

- Practical steps they need to take to set up a successful Apprenticeship programme in their establishment

- This Guide is conceived as a comprehensive but concise reference tool for employers in developing Quality Apprenticeship systems within their establishments. It is understood that apprenticeship programmes are at different stages of development in different organisations, and employers will have varied priorities that reflect their own circumstances. They may need information on issues relating to the entire system or to specific building blocks. Bearing the aforesaid in mind some practical steps have been selected specifically to cater to this need.

- This handbook for Apprenticeship Advisers (AAs) offers brief guidance and tools that will assist Apprenticeship Advisers to interact more efficiently and plan long term employer engagement initiatives. The handbook also

includes a concise capsule on the relevant information on the most recent industry friendly apprenticeship promotion scheme - the NAPS launched by the Government and housed in the MSDE.

- The Handbook has been written to act as a ready reckoner along with tools to help Apprenticeship Advisers develop a successful employer engagement outreach programme. The handbook does not claim in any way to have solved every answer to the gaps in employer engagement within the apprenticeship system, but is a sincere attempt to ease the process of employer engagement and inspire practitioners and employers to establish or strengthen co-operation with employers and the wider community.

- These two knowledge documents enable both employers and apprenticeship advisers to understand their respective roles better and help them in participating in the apprenticeship system as informed participants.