



Skills for Business  
Jobs for Youth

Global  
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Network

## Toolkit for Employers: Work Readiness Programmes for Youth

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Presented by:



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## Acronyms

ATE	Association of Tanzania Employers
GAN	Global Apprenticeship Network
GNN	GAN National Network
ICT	Information Communication and Technology
ILO	International Labour Organization
NACTE	National Council for Technical Education
OSH	Occupational Safety and Health
PPP	Public Private Partnership
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
SDL	Skills Development Levy
TUCTA	Trade Union Congress of Tanzania
VET	Vocational Education and Training
VETA	Vocational Education and Training Authority
WRP	Work Readiness Programme

## Preface

This Toolkit for Employers was developed through a partnership between the Association of Tanzania Employers (ATE) and the Global Apprenticeship Network (GAN) and was drafted by an independent consultant. Input was collected from ministries and government agencies, employers (ATE members), trade unions, development partners (i.e. ILO), and the Tanzania Private Sector Foundation during a collaborative workshop held in April 2017. This Toolkit forms part of the core guidance for Employers from the GAN National Network (GNN) in Tanzania.

## I. Objective

The Association of Tanzanian Employers (ATE) is a consultative advisory organization on employment and labour matters in Tanzania. It represents employers in all sectors of the national economy, including Agriculture, Commerce, Industry, Mining, Banking and Finance, Oil Industry, and Utilities and Services as well as Private Security divisions.

In cooperation with the Global Apprenticeship Network (GAN), this Toolkit was developed to provide employers in Tanzania with information relevant to the provision and promotion of work readiness programmes for youth. It includes instructions on how to set up a work readiness programme, including potential sources of funding and the systems for qualification and certification in Tanzania.

It is hoped that this Toolkit will be a useful resource for employers in the establishment of work readiness programmes within their company and promotion of opportunities for youth in their economic sector.

## II. Key Definitions and Concepts

The term **Work Readiness Programme** (WRP) encompasses various forms of on-the-job training, including apprenticeships, internships and traineeships. This Toolkit will use the term WRP to include the various types of on-the-job work readiness training, yet some key differences exist between the various forms, as described below. While WRP are not always exclusive to youth, the majority of WRP opportunities are offered to young people and this is the focus of this document.

**Formal Apprenticeship** is defined by the National Framework on Formal Apprenticeships as a form of vocational technical education/training that combines on-the-job training with institution-based learning, for specially defined competencies and work processes. It is regulated by law and based on a written contract with a compensatory payment and standard social protection coverage. A formal assessment is administered upon completion of a clearly defined accredited training program, and successful candidates are awarded a nationally recognized skills certificate.<sup>1</sup> Apprentices should be at least 14 years of age according to the National Framework on Formal Apprenticeships. Those who work in hazardous conditions, as defined by the Employment and Labour Relations Act No. 6 of 2004 and the Law of Child Act No. 21 of 2009, should be 18 years old and above.

In the past, the apprenticeship system in Tanzania consisted of one to two years of basic institutional training followed by two to three years of apprenticeship training in the industry. It was a system in which apprentices learned skills on-the-job in parallel with technical instruction from training institutions.

Currently, a new dual apprenticeship training system based on the German model has been piloted over the last five years. This system is based on dual on- and off-the-job training blocks. During the blocks at vocational training centers (which compose 40% of their time), the apprentices are released by the company to attend outreach training. During on-the-job training (where 60% of their time is spent), apprentices are issued with a log sheet so as to assign the apprentice with the tasks listed in the log sheet, through which

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<sup>1</sup> Prime Minister's Office: Labour, Youth, Employment and People with Disability. *National Framework on Formal Apprenticeship*. United Republic of Tanzania, April 2016.

the company underpins and enhances the skills that the apprentice has already acquired at the training center.

**Informal apprenticeship** training is provided largely in the informal economy, where a trainee enters into a written or unwritten agreement with a master craftsperson. The informal economy in Tanzania is growing faster than the formal economy and plays a major role in employing young people, with over 78% of youth informally employed.<sup>2</sup> Women tend to be overrepresented and wages are lower in this sector than the formal economy.

In Tanzania, one of the main challenges confronting informal apprenticeship has been a lack of recognition of skills learnt informally. A system of recognition of prior learning (RPL) has recently been introduced so that the skills of informal apprentices are assessed and certified through close collaboration with the International Labour Organization (ILO).

**Internships** are structured programmes that provide work experience for young graduates to integrate into the labour market. Internships are similar to apprenticeships in some ways, but the lack of standardization and oversight leaves the term open to broader interpretation. Tanzanian law defines an internship as a formal and temporary work placement between a host institution and intern. It aims to expose the intern to experiential learning by integrating knowledge and theory learned with practical application and skills development.<sup>3</sup> According to the National Internship Framework, interns should be between the ages of 15 and 35 years.

Traditionally, internships were provided for white collar or professional careers and apprenticeships were for trade or technical careers, but this distinction has been fading as apprenticeships are increasingly offered in many nontraditional sectors.

Some key differences between internships and formal apprenticeships include:

- Characteristics of the Apprentice/Intern: Interns are usually college or university students and graduates, high school students, or post-graduate adults. Apprentices in the formal economy, on the other hand, may or may not have previous education and are legally obliged to attend part-time vocational institutions to receive training to complement the skills being learned at the workplace.
- Degree of Regulation: Apprenticeships are regulated by the Apprenticeship Secretariat, while internships are not.
- Certification: A formal apprenticeship leads to an official certification at the end of the training, while an internship does not.

In contrast to both apprenticeships and internships, a **trainee** is someone who has recently been hired as an employee in the company and is learning on-the-job about the skills and qualities needed to succeed in their new position. Since a trainee is a full employee and covered under all of the provisions in the Tanzanian labour law, this document does not focus on trainees; instead it covers apprenticeships and internships.

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<sup>2</sup> International Labour Organization. Labour Market Transitions of Young Women and Men in the United Republic of Tanzania. Available online at:  
[http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms\\_329976.pdf](http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_329976.pdf)

<sup>3</sup> Prime Minister's Office: Labour, Youth, Employment and People with Disability. *First Draft: National Internship Framework*. United Republic of Tanzania, March 2017.

Youth may also spend time at a company learning technical skills as a requirement for their University. These students are not considered apprentices, interns or trainees, and are covered under the regulations of their school or educational institution. As such, this document also does not pertain to this group.

### III. Challenges and Opportunities for WRPs in Tanzania<sup>4</sup>

Tanzania's youth<sup>5</sup> unemployment rate is estimated at 11.7% (1.5 million) of the economically active population, with young women hit the hardest compared to men.<sup>6</sup> The 2014 Integrated Labour Force Survey found that the unemployment rate was 12% for university graduates, 10% for vocational training graduates, and 8% for tertiary non-university graduates. In addition, more than half of young Tanzanian workers (54%) are classified as "vulnerable" meaning that they face a high level of job insecurity. Young women in rural areas are especially affected, with the majority (71.4%) engaged in vulnerable employment.

Skills mismatch—where there is a lack of available young people with the skills to meet existing labour market needs—and underemployment compounds the issue, with 40% of employers reporting educational deficiencies as a major obstacle to operations.<sup>7</sup> More than half (58.5%) of young Tanzanians are underqualified for their jobs, while 8.6% are overqualified.<sup>8</sup> Currently, the Ministry of Finance and Planning estimates that the vocational education and training (VET) system is estimated to supply only 12% of actual national needs.<sup>9</sup> Employers claim to face difficulties in identifying qualified apprentices, especially females. The Tanzanian government has also recognized skills shortage as a major challenge toward the achieving the Vision 2025 targets, particularly in six key sectors: agribusiness, transport and logistics, information communication and technology (ICT), tourism, energy, and construction.<sup>10</sup> Employer buy-in will be key to achieving these targets.

Employer-driven education for workers, through quality work readiness programmes – such as apprenticeships and internships – is a proven avenue to address the skills mismatch. Combining practical training with classroom learning also allows the employer to match the training with their particular needs. WRPs attract young people to an organisation and allow companies to train and to assess young workers, increasing their pool of potential qualified candidates for long term employment. According to the Tanzania National Internship Framework, WRP provide the following benefits:

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<sup>4</sup> This section was adapted from the Executive Summary of *Narrowing the Skills Gap in Tanzania: A Look at Challenges and Drivers to Quality Work Readiness Programs for Youth*. Global Apprenticeship Network, 2017.

<sup>5</sup> Youth in this context is defined as those between the ages of 15-35 years.

<sup>6</sup> Tanzania National Bureau of Statistics. *Integrated Labour Force Survey Analytical Report of 2014*. Dar es Salaam: Tanzania National Bureau of Statistics. 2015.

<sup>7</sup> Hong Tan, Sajitha Bashir, Nobuyuki Tanaka. *Skill Use, Skill Deficits, and Firm Performance in Formal Sector Enterprises: Evidence from the Tanzania Enterprise Skills Survey*. Washington, DC: World Bank Group, Education Global Practice Group. 2016.

<sup>8</sup> International Labour Organization. *Labour Market Transitions of Young Women and Men in the United Republic of Tanzania*. Available online at [http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms\\_329976.pdf](http://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/publication/wcms_329976.pdf)

<sup>9</sup> Government of Tanzania. *National Five Year Development Plan 2016/17 - 2020/21: Nurturing Industrialization for Economic Transformation and Human Development*. Dar es Salaam: Ministry of Finance and Planning, 2016.

<sup>10</sup> Prime Minister's Office: Labour, Youth, Employment and People with Disability. *National Framework on Formal Apprenticeship*. United Republic of Tanzania, April 2016.

- Reduce the shortage of qualified and skilled workers by equipping graduates with relevant work experience;
- Provide new sources of creativity for companies by tapping the knowledge and skills from the youth;
- Improve the employability of unemployed graduates and strengthen the economy;
- Inform training institutions on the labour market skills demand in order to keep their curricula current; and
- Increase awareness of job and career opportunities among graduates.

A 2014 study sponsored by the Planning Commission of the President's Office on national skills development, particularly in services and technical manufacturing areas, recommended public-private partnerships (PPP) on apprenticeships and internships to address the issues of skills mismatch and vulnerable employment. Employer-driven programs such as the GAN National Network (GNN) in Tanzania, that help people develop the skills needed by local businesses, can help address these employment challenges facing employers and young people in Tanzania.

#### IV. Steps to Establishing a Work Readiness Programme<sup>11</sup>

The level of benefit to employers and youth directly depends on providing a quality WRP that ensures the apprentice/intern is informed about their social and labour rights, their responsibilities toward the company and any health and safety risks in the workplace. A quality WRP displays the following characteristics: (a) a written agreement that identifies the learning objectives; (b) the assignment of a supervisor or mentor to oversee the achievement of these objectives; and (c) a method of evaluating the progress and quality of the WRP.<sup>12</sup>

Below is a description of the basic steps involved in establishing a WRP within a company:

##### 1. Strategy: Preparing to take on an Apprentice/Intern

Developing a quality WRP in a way that is strategic for the company, the youth and the economy as a whole begins with the following steps:

- Conduct an internal assessment of the company's skills needs, capacity for training and supervision, and available funding, as well as the roles that may be filled by an apprentice/intern.
- Link the WRP to the overall goals of the company in order to ensure that the programme meets the long term needs of the company.
- Establish a structured linkage between training institutions, government and employers, as a clear and streamlined relationship between all parties will help ensure the smooth provision of WRPs. While training institutions focus on basic skills, the workplace focuses on fine tuning and sharpening

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<sup>11</sup> Adapted from the 2014 Employers' Guide to Quality Internships by the European Youth Forum (Ibid.)

<sup>12</sup> Pall, Allan and Georgallis, Marianna. An Employers' Guide to Quality Internships: Experiences that Work for your Company and Young People. European Youth Forum. 2014. p.7. Available from <http://www.youthforum.org/assets/2015/03/Employers-Guide-Quality-internships1.pdf>

the youth's abilities. Ideally, the training curriculum would be demand driven and developed not only by the government and training institution, but also with input from employers regarding their needs and the skills that foster success in the workplace.

## 2. Clarity: Engagement and Orientation of the Apprentice/Intern

A clear description of the expected tasks and written learning goals will help both the employer and the apprentice/intern to understand and agree on the expectations and objectives of the apprenticeship. This is often documented in a Work Contract, which is described further in the Tanzania GNN Employer Code of Conduct. Provisions may include:

- The duration of the apprenticeship, hours of work and occupational safety and health (OSH) considerations;
- Information about allowances and other benefits;
- A clear and detailed description of expected tasks, including roles and expectations of both the youth and the mentor;
- Human resource considerations, including non-discrimination and anti-harassment;
- A method of recording attendance (such as a logbook); and
- Performance evaluation procedures and recognition of efforts.

Managing a work readiness programme well ensures that the apprentice/intern is a valuable contributor to the company and effectively improves their skills. This begins with a detailed orientation, which will help ensure the apprentice/intern acculturates to the company's values, management style and job tasks.

## 3. Structure: Management of the WRP

One of the most important factors in the success of a WRP is appointing a mentor who is willing and engaged in providing guidance to the apprentice/intern throughout their time at the company. This will help the youth to grow in understanding their role and maximize their effectiveness. A good mentor will:

- Work with the apprentice/intern to establish clear learning objectives and performance evaluation criteria;
- Meet with them regularly to discuss questions and complaints; and
- Assess their progress at predefined intervals and reinforce their motivation.

While apprentices may be called trainees at the workplace and students at the education/training institutions, the National Framework on Formal Apprenticeships stipulates that apprentices should be regarded as employees at the company, since they engage in production and spend considerable time working for the employer. This means that while they would not be considered an employee regarding tax purposes, they should be protected under the existing labour legislations and regulations. Interns, on the other hand, may not necessarily be considered employees according to Tanzanian labour law, but good

practice dictates that they should be provided with basic compensation and social protection benefits, in order to maximize the effectiveness of the internship arrangement.

Youth face many barriers in accessing WRPs, including struggling to pay their monthly living expenses. The provision of sufficient compensation for their living expenses not only allows the apprentice/intern to dedicate the necessary time and attention to perform well at their job, but a well-trained youth may become a valuable future employee. Investing in WRPs, in many ways, is an investment into the company.

#### 4. Improvement: Evaluating the Work Readiness Programme

Ongoing performance evaluations will help to ensure that the learning objectives of the WRP are being met and that the youth is performing all of their assigned tasks. This includes their work etiquette and attitudes toward work, as well as their skills and knowledge. Performance evaluation should be a continuous process, however a midterm and final assessment can be done to explore opportunities for long term employment. Questions that may be asked during the performance evaluation may include:

- How well has the apprentice/intern met the learning objectives?
- What projects have they completed or contributed to?
- What have they learned that makes them more prepared for the labour market afterward?
- How well have they performed as a member of the staff?
- In what areas do they have room for improvement?<sup>13</sup>

#### V. Sources of Funding for Work Readiness Programmes

Employers, apprentice/intern guardians, and the government all contribute toward cost sharing arrangements for WRP. In Tanzania there are two main types of funding mechanisms for WRP:

1. Independent funding, where private companies use internal funding arrangements to engage apprentices according to the national framework; and
2. According to provisions in the final draft of the National Internship Framework, the Government of Tanzania provides financial incentives provided for specific priority areas of training. Companies or students can apply for funding after meeting set criteria and accreditation standards, and the amount is determined through dialogue, based on running unit costs. Companies that have paid into the Skills Development Levy (SDL) fund for two consecutive years, which is a levy on companies' payroll in the amount of 4.5% (recently reduced from 6%), are eligible according to the Finance Act 2013. They can receive a flat-rate lump sum per apprentice per academic year after submitting a progress/final support, and application documents should be submitted at least three months before the beginning of the apprenticeship programme.<sup>14</sup> Because internships are a form of on-the-job training, the National Internship Framework stipulates that these funds are not only for apprenticeships, but internships as well.

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<sup>13</sup> 2014 Employers' Guide to Quality Internships by the European Youth Forum. p.16. (Ibid.)

<sup>14</sup> See Section 13 of the National Framework on Formal Apprenticeships for more information.

Apprentices also pay tuition to the training institutions to cover the costs of the educational portion of their training. Scholarships for the tuition at training institutions may be awarded to apprentices from the Apprenticeship Secretariat, and the Apprenticeships Committee determines the criteria for awarding the scholarships.

Other sources of private funding for WRP, which cover specific topics or sectors in Tanzania, include development partners and individual private companies.

## VI. Legal and Institutional Framework for WRP in Tanzania

Apprenticeship training has a long history in Tanzania, dating back to the 1940 Apprenticeship Ordinance when skills development was provided through government trade schools. Today, the Ministry responsible for labour and employment works to promote Tanzania's work readiness programmes through the TVET institutions (National Council for Technical Education [NACTE] and the Vocational Education and Training Authority [VETA]) in partnership with employers.

The two key national frameworks pertaining to the provision of WRP in Tanzania are the final drafts of the National Framework on Formal Apprenticeships, and the National Internship Framework. These frameworks set out the relevant policy guidelines on the provision of apprenticeships and internships, including coordination, quality assurance, rights and obligations, recruitment, training, working conditions, funding mechanisms and quality assurance mechanisms.

The Government of Tanzania also launched a "Five-Year Development Plan (2016/17 - 2020/21)" as a response to seize opportunities for industrialization in a rapidly evolving environment. The plan includes specific targets leading up to a minimum of 30,000 placements annually by the financial year 2025/26.

For those youth who have proficiency and previous experience in the relevant skills for their sector or industry, but do not necessarily have the formal education or certification, SADC countries (including Tanzania) are working toward a Recognition of Prior Learning (RPL) system. This would provide a framework on the validation and certification of skills that are acquired formally or informally. The RPL in Tanzania is currently being used to identify skills gaps and adapt training needs accordingly.<sup>15</sup>

## VII. Key Stakeholders

A variety of stakeholders, including national associations and international organizations, contribute to the provision of WRP in Tanzania.

1. Government of Tanzania has developed the policy and legal framework to guide the provision of apprenticeships and internships. They also coordinate, monitor, and accredit WRP through NACTE and VETA, and provide funding through the SDL fund.
2. Host Employers/Institutions ensure that the WRP is implemented according to national law and policy and incorporated into human resource development plans. They enter into a work contract

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<sup>15</sup> International Labour Organization. Recognition of Prior Learning: Key Success Factors and the Building Blocks of an Effective System. Available online at: [http://www.skillsforemployment.org/wcmstest4/idcplg?IdcService=GET\\_FILE&dID=202986&dDocName=WCMS TEST4\\_142654&allowInterrupt=1](http://www.skillsforemployment.org/wcmstest4/idcplg?IdcService=GET_FILE&dID=202986&dDocName=WCMS TEST4_142654&allowInterrupt=1)

with the apprentice/intern and assign a mentor to supervise and support the youth during their time at the company. Employers also monitor and evaluate the progress of the WRP, and many companies hire the apprentice/intern after their training is completed.

3. Education and Training Institutions work with employers and government to provide technical training and education for youth. They also provide career guidance and work to integrate their curricula with the skills needs in the labour market.
4. Employers' and Workers' Associations, such as ATE and the Trade Union Congress of Tanzania (TUCTA), participate in coordination, development, implementation, monitoring and evaluation of WRP. They also promote WRP through social dialogue, advocacy, and lobbying. Employers should be instrumental in identifying skills needs in the member companies.
5. Global Apprenticeship Network (GAN): GAN is a coalition that provides an opportunity for various stakeholders, including employers, government, international entities, and individuals to network and coordinate in the promotion of work readiness programmes. Tanzania participates with the GAN through the Tanzania GAN National Network (GNN), which is managed by ATE.
6. International Organizations and Development Partners are supporting efforts to promote WRP in Tanzania. They also set international standards and guidelines and offer programmes to support the provision of work opportunities for youth.
7. Youth-led Organizations are the platform for the youth to raise their concerns and interests to be intervened by the government.

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