



THE UNITED REPUBLIC OF TANZANIA

NATIONAL APPRENTICESHIP GUIDELINES

*Preparing skilled young Tanzanians for today
and tomorrow's Labour Market*

**PRIME MINISTER'S OFFICE
LABOUR, YOUTH, EMPLOYMENT AND
PERSONS WITH DISABILITY**

SEPTEMBER, 2017



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BENEFICIARIES OF THE APPRENTICESHIP TRAINING



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LIST OF ABBREVIATIONS

ATE	Association of Tanzania Employers
CEO Roundtable	Chief Executive Officers' Roundtable
FYDP II	Five Year Development Plan II
ICT	Information and Communication Technology
ILO	International Labour Organization
MP	Member of Parliament
NACTE	National Council for Technical Education
NAG	National Apprenticeship Guidelines
SDL	Skills Development Levy
TaESA	Tanzania Employment Service Agency
TNBC	Tanzania National Business Council
TPSF	Tanzania Private Sector Foundation
TUCTA	Trade Union Congress of Tanzania
UNIDO	United Nations Industrial Development Organization
VETA	Vocational Education and Training Authority

KEY TERMS AND DEFINITIONS

Formal Apprenticeship:

Formal Apprenticeship is a form of vocational education/training, combining on-the-job training and institution-based learning, for specifically 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 with a nationally recognized skills certificate.

Apprentice:

Apprentice is a person who undergoes formal apprenticeship training. The person shall be above age the 14 on the commencement of the training. Apprentices who work in a hazardous condition as defined by the Employment and Labour Relations Act and the Law of Child shall be age 18 and above.

Apprenticeship Secretariat:

Is a functional unit responsible for daily businesses of coordinating the implementation of national apprenticeship framework

Apprenticeship committee:

It is a tripartite body charged with the responsibilities of advising the Minister in charge of Labour and employment on all matters related to apprenticeship training programmes.

Skills Mismatch:

The ILO (2013) defines skills mismatch as various imbalances between skills offered and skills needed in the world of work expressed qualitatively and quantitatively

PREFACE AND ACKNOWLEDGEMENT



Human capital development expressed in terms of skills is an important aspect that enhances absorption of young people in the labour market.

However, majority of workforce from different levels of education and training in Tanzania are hardly absorbed in the labour market mainly due to skills mismatch and lack of work experience required.

Workplace based skill training that includes apprenticeship are viable models for enhancing workforce employability and reduce the time for school-to-work transitions. Therefore, introducing apprenticeship training system in Tanzania is agreeable among all stakeholders and it is inevitable in developing skilled workforce to foster industrialization process.

Also, while acknowledging the existence of some apprenticeship trainings undertaken by various stakeholders and also commending for the willingness of employers and training institutions to undertake apprenticeship training, it is a concern among stakeholders that coordination and quality assurance of current apprenticeship training systems in Tanzania need to be addressed.

It is from this background that the government together with Social Partners have developed this National Apprenticeship Guideline (NAG) to guide implementation of apprenticeship training programs in Tanzania.

The government wishes to see high quality apprenticeship training and that it becomes a prestigious path to a successful career for the young men and women. We wish also to see that apprenticeship opportunities are available in all sectors, at all vocational training institutions and in all parts of the country.

The Prime Minister's Office is grateful to all stakeholders who participated in developing this National Apprenticeship Guideline (NAG). We are specifically grateful to Association of Tanzania Employers (ATE), Trade Union Congress of Tanzania (TUCTA), Tanzania Private Sector Foundation (TPSF), Tanzania National Business Council (TNBC), Hotel Association of Tanzania (HAT), National Council for Technical Education (NACTE), UNIDO, Vocational Education and Training Authority (VETA) and others for their valuable inputs. Sincere appreciation goes to the ILO for their financial and technical support in developing these guidelines.

It is the government view that, the collaboration that existed during the process of developing this guideline will continue in order to promote apprenticeship and spearhead the development of our nation.



Jenista Joackim Mhagama (MP)

Minister of State, Prime Minister's Office,
Policy, Parliament, Labour, Youth, Employment
and Persons with Disability

BENEFICIARIES OF THE APPRENTICESHIP TRAINING



1. INTRODUCTION

Tanzania aspires to become a middle income country (MIC) by 2025 and attain Sustainable Development Goals (Goal No.8) by 2030. In order to meet the targets, skilled workforce is a key factor for the country's transformation. The statistics indicates that the economy of the country has been growing consistently for the past decade, while productivity and skills base have not kept the same pace. It is also predicted that, in the world, by 2025 nearly 50% of today's occupations will not exist. Factors such as automation, digital innovation, artificial intelligence, new media and globalization are now redefining the skills landscape and what skills are considered essential for future growth by 2025.

The vertical and horizontal mobility of the county's labour is greatly limited since majority of the labour force have low level of skills. The fact is that 79.9 percent of the employed labour force is in low skills level occupations, 16.6 percent are in medium skills level occupations while only 3.6 percent are in high skills level occupations. Many employers have been raising the same concern about a high volume of low skills and low volume of middle and high skills; the opposite to what is needed for industrial productivity and sustainable growth.

It is also noted that due to globalization and the country's aspirations to become an industrialized by 2021 and a middle income country by 2025, the demand for higher level skills is rising across all sectors. As a nation it is important to reverse the situation to 12 percent for higher skills level occupations, 34 percent or above for middle skills level occupations and less than 54 percent for low skills level occupations as required to attain middle income status.

Therefore, the Apprenticeship training has been recommended as a best way to fill skills gaps because it combines practical 'on the job' training together with class room studies to gain a qualification. It enables a trainee to gain experience by working alongside

experienced staff to obtain job specific skills. The apprenticeship training conducted in Hotel and Hospitality industry has shown positive impact in terms of employability skills. It is therefore of paramount important to promote Apprenticeship in the country so that employers, training institutions and workers can be utilized to develop the skills of the national labour force.

It is in this regard that, the Government in collaboration with its tripartite-plus social partners considered promotion of Apprenticeship training as a tool to fill the skills mismatch and gap of the national labour force. As part of the implementation of this recommendation, Apprenticeship training has been put as one of the priorities of the nation in achieving the vision 2025. The Second Five year Development Plan- FYDP II (2016/17-2020/21), requires the country to have 20,000 well trained work force through formal apprenticeship by 2021 and 30,000 by 2025.

To achieve these targets, training institutions and employers need to be guided on how best to engage in apprenticeship training programs by putting in place the National Apprenticeship Guidelines. The Guidelines will help to assure quality of apprenticeship training programs, as it provide guides for structured and rigorous training programs, and hence: helps apprentices becomes skilled; gives apprentices a real chance to put skills into practice and gain confidence in a working environment; and provides for industry led mode of training.

The guidelines establishes mechanisms for attracting participation of stakeholders particularly employers, training institutions, youth, development partners and many others in developing and implementing apprenticeship training programs.

2. APPRENTICESHIP

Apprenticeships are proven methods of narrowing skills gaps as they emphasize training at actual workplaces in addition to traditional institution-based learning. The unique combination of the dual modes of training makes apprenticeships relevant to skills needs of the economy and reduces skills miss-match. Thus, graduates become more employable and companies can benefit from greater availability of skilled workforce. It is also proved to be more cost effective than conventional training approaches as it taps into accumulated know-how and resources of the private sector.

According to the ILO, the four building blocks that successful apprenticeship systems have in common include: 1) constructive social dialogue; 2) clear roles and responsibilities of each stakeholder; 3) sound legal framework; and 4) shared financial burden by all parties. In developing this National Apprenticeship Guideline, these four building blocks were duly taken into consideration.

Apprenticeship has the following advantages:

- a. Creates better skilled workers for the company by providing skill training and job-related theory to meet company's needs, and ensures the company has employees that are trained to industry standards, as well as to the company required competencies;
- b. Apprenticeship means fewer turnovers because it increases employee motivation, improves the overall work ethics, and increased employee loyalty. Training apprentices in the company's business creates skilled and experienced employees, many of whom will stay with the company for long term; and
- c. Apprenticeship saves company's money: Although the company pay for apprenticeship training, the actual cost to the company is minimal. The program includes both classroom and on-the-job training, so apprentices will be producing for the company while they learn.

3. GUIDELINES FOR UNDERTAKING APPRENTICESHIP IN TANZANIA

3.1 Objectives of the Guidelines

The main objective of the National Apprenticeship Guideline (NAG) is to provide guidance to all stakeholders in developing, implementing, monitoring and evaluating apprenticeship training programmes in Tanzania. Specific objectives of the guidelines include:-

- (a) To set out the roles and responsibilities of all stakeholders in training, funding, quality assurance and coordination of apprenticeship programs;
- (b) To establish a structured continuous dialogue mechanism between all apprenticeship partners; and
- (c) To provide a clear framework for quality assurance of apprenticeship programs.

3.2 Principles for Undertaking Apprenticeship

(a) Duality of Training and Programme contents:

Apprenticeship training programme shall be delivered collaboratively between a registered training Institution and registered company. Apprenticeship programme shall be developed and implemented in such a way that, it covers both knowledge based component (school based) constituting not more than 40 % of the training programme and hands on/ practical/on the job training delivered at the workplace constituting not less than 60% of the training programme. At the end, written and practical examination will be provided to assess the apprentice.

(b) Registration and Accreditation:

Any Apprenticeship Training Programme shall be registered by the Ministry Responsible for Skills Development.

Likewise all apprenticeship training programmes shall be accredited by the Quality Assurance Bodies (e.g. NACTE or VETA). The Quality Assurance Bodies shall insure that the companies have sufficient equipment and facility, as well as qualified supervisors for apprentices.

(c) Non Replacement of Regular Employees:

Apprentices should not replace regular employees in the host company. That is, for companies with 10 or more employees, the total number of apprentices in a company should not exceed 10% of the number of its employees (excluding apprentices).

(d) Enrolment:

Companies may enrol apprentices according to the qualifications as agreed upon by sector associations and quality assurance bodies. This may be done by coordinating with the Ministry responsible for Skills Developments and implement in accordance to the requirement of this framework.

(e) Skills Matching:

In order to find the right balance between the specific skill needs of training companies and the general need to improve the employability of apprentices, formal apprenticeship programmes developed shall balance the skills demand from both parties (companies and apprentices) and from related sectors.

(f) The duration of apprenticeship:

The duration of apprenticeship training shall range from one to three years depending on the type of training, skills and occupation.

(g) Training allowances:

Monetary compensation for the service of apprentices is called training allowance, which shall not constitute company's payroll. Training allowance shall be provided by either a company or government or training institution on monthly for the duration of the apprenticeship programme. The amount of the allowances shall be based on the minimum un-taxable wage. However, the apprentices may be provided with other allowances or in kind benefits such as transportation, meals and accommodation.

(h) Insurance coverage:

Companies that offer apprenticeships shall avoid any financial risks that may arise from the fact that their apprentices work in the premises of the companies where risks of accidents and occupational injuries cannot be eliminated. All apprentices shall have insurance coverage against health and occupational injury risks.

(i) Labour market relevance of apprenticeship training:

Sector Associations, Employers' Associations and Trade Unions shall be involved in identification of occupations experiencing skills shortages. Accreditation bodies in collaboration with sector specific associations shall duly evaluate training needs of companies that propose apprenticeship training programme as part of accreditation.

(j) Medical insurance:

Apprentices shall have Health Insurance provided during their affiliation with a college or training institution. If the company provides the institution-based learning as part of programme, then the company covers their apprentices under an appropriate medical insurance.

(k) Working hours:

Working hours, overtime, night work and rest period shall be regulated by the labour legislations and regulations, company by-laws, and Collective Bargaining Agreements. The laws and regulations shall equally be used to govern the apprentices.

(l) Dispute settlement mechanism:

The same procedures as established in the company shall apply to apprentices. A member of the training institution or Secretariat shall join as a neutral observer in the hearing. In case the internal mechanism fails to settle the dispute, each party to the conflict may refer the case to the Apprenticeship Secretariat. In this case the Secretariat shall raise the issue to the National Apprenticeship Steering Committee, beyond which the national legislation and regulations shall apply.

(m) Apprentices Transfer:

It is allowed for a shift of apprenticeship agreement from one program to another or from one employer to another employer within that same program, provided that there is an agreement between the apprentice and the apprenticeship committee or program sponsor.

3.3 Funding Arrangements

Apprenticeship programmes requires cost sharing efforts between employers, apprentices and the government. The following are the proposed funding arrangement:

(a) Self-funding:

Under this arrangement the apprentice or parents shall cover all costs associated with the training;

(b) Cost Sharing Mode:

Under this arrangement apprenticeship is conducted under cost sharing model between the government, employers and parents;

(c) Fully funding by the Government:

Under this arrangement, the Government shall fully fund the training. Apprentices shall be attached to organizations that are involved on social activities or priority areas as per national development plans. This is the funding arrangement whereby the Government through Skills Development Levy (SDL) provide support to the apprentices in terms of tuition fees and allowances. The administrative procedures regarding financial support applications and criteria will be developed and published by the Minister responsible for Labour and Employment; and

(d) Fully Funding by Employers:

Under this mode Employers shall be fully responsible in paying apprenticeship. This is the funding arrangement whereby the Private companies may implement the apprenticeship programs through own internal funding arrangements after meeting all other criteria as stipulated in this Guideline.

3.4 Eligibility

(a) Eligibility for Students

- (i) For those who benefit from government funding, should be a Tanzanian citizen;
- (ii) A commitment or desire of apprentice to follow a career in a specific strategic occupation that has been identified;

- (iii) The minimum age of an individual to undertake apprenticeship training shall be above age 14 on the commencement of the training; and
- (iv) For apprentices who work in a hazardous condition as defined by the Employment and Labour Relations Act No. 6 of 2004 and the Law of the Child Act No. 21 of 2009 shall be above age 18.

(b) Eligibility for companies

Companies that offer apprenticeship training must be legal entities in Tanzania, registered under the Company Registration Law.

(c) Eligibility for training Institutions

Training institution that conduct apprenticeship shall be registered with the relevant accreditation bodies

3.5 Termination of apprenticeship training

Given the nature and the purposes of the apprenticeship training programme, it is ideal that both employers and apprentices stay

Committed to successful implementation/completion of the programme. However, under certain circumstances employers/companies and apprentices may terminate workplace training.

(a) Termination/De-registration of apprentices

De-registering and or termination of Apprentices would be done on the following grounds:-

- (i) Completion of their apprenticeship training;
- (ii) The performance of the apprentice is not found to be satisfactory;
- (iii) If the apprentice is absent without authorization of the hosting institution as indicated in labour laws;
- (iv) If the apprentice performs a gross misconduct;

- (v) If the intern wishes to discontinue on personal ground; S/he may terminate the agreement by submitting a written letter of resignation or termination of the agreement to the host institution at any time;
 - (vi) Host company intending to terminate/deregister an apprentices shall before doing consult the Steering Committee; and the Host Company may terminate apprentice by providing a notice to the apprentice specifying the date.
- (b) Termination/De-registration of Apprenticeship Programme**
- (i) Apprenticeship training programme may be terminated or deregistered on the following grounds:-
 - Misunderstanding between the host company and the collaborating training institution; and
 - Failure to comply with the established rules.
 - (ii) Companies/training institutions may withdraw from apprenticeship training by providing a reasonable time notice to the Secretariat.

3.6 Completion and Certification

All apprentices who have successfully completed the programme shall be awarded a nationally recognized certificate provided by the appropriate mandate body which shall mention the mode of training (apprenticeship) and level attained.

3.7 Roles and responsibilities of key stakeholders

(a) The Coordinating Ministry

- (i) Devise and issue necessary law/regulations that govern apprenticeship based on social dialogue;
- (ii) Mobilize companies and training institutions to collaborate in implementing apprenticeship trainings;

- (iii) In collaboration with Accreditation and quality assurance institutions, coordinate the implementation of apprenticeship trainings;
- (iv) Facilitate financial assistance wherever applicable in accordance with the set criteria;
- (v) To provide career guidance to empower young people to make well-founded choices;
- (vi) Encourage and support companies providing apprenticeship for disadvantaged learners; and
- (vii) Develop and maintain a database and electronic system regarding formal apprenticeship.

(b) Accreditation Bodies

- (i) Review proposed apprenticeships programmes and accredit them to ensure its content is responsive to changing skill needs in companies and the society;
- (ii) Ensure the compliance of work-based training with the training standards;
- (iii) Ensure the suitability/capacity of partner institution to jointly deliver apprenticeship programme;
- (iv) Conduct the final assessment and issue apprenticeship training certificates to training companies and institutions; and;
- (v) Ensuring fair, valid, and authentic assessment of learning outcomes.

(c) The Company

- (i) Appointing supervisor(s)/master craftsperson(s) and mentor(s) for the apprenticeship training;
- (ii) Ensuring Safe and healthy work environment and provision of induction training including occupational safety and health regulations and rules;
- (iii) Together with the partner training institution, monitor the progress of learning against the programme on a regular basis and provide report;

- (iv) Guarantee access to rights for apprentices based on the apprenticeship agreement;
- (v) Provide training allowance as stipulated in the national framework;
- (vi) Find a suitable training institution which can offer the apprenticeship training and sign a Contract/Memorandum of Understanding;
- (vii) Sign apprenticeship contracts/agreements with apprentices. In the case of apprentices who are younger than age 18, his or her parent (or a legal custodian of the apprentice) shall sign the contract/agreement;
- (viii) Utilize the work, expertise and innovations of apprentices; and
- (ix) Possess the intellectual property of the outputs, information, data, innovation and any other materials in any medium or format which are created or developed by apprentices.

(d) Apprentice

- (i) Duly follow the apprenticeship training programme and acquire prescribed skills and knowledge by complying with regulations and rules established by the company;
- (ii) Use tools, machinery and equipment with due care, respecting the instructions given by supervisors and safety rules;
- (iii) Undertake exams/assessments and demonstrate acquired knowledge and practical skills;
- (iv) Bear the necessary costs including tuition fees, stationeries, and examination fees;
- (v) Maintain the good reputation of the company that implement the apprenticeship program including non-disclosure of any confidential information or trade

- secrets or any other information (unauthorised) that they have obtained in the course of the training;
- (vi) Receive safety and health care facilities during apprenticeship period;
- (vii) Receive training allowances and other benefits as stipulated in the national framework and agreement;
- (viii) Receive apprenticeship certificate after successful completion of the training programme; and
- (ix) Apply for training costs assistance from the government or any other entities.

(e) Training institutions

- (i) Provide the institution-based learning part of the apprenticeship training as described in the programme and facilitate the learning of apprentices;
- (ii) Maintain close communication with the partner company regarding the progress of training;
- (iii) Together with the partner company, monitor the progress of learning against the programme on a regular basis. (e.g. assessments at the end of each training module); and
- (iv) Administer exams/assessment as required, maintain the record, and submit the records to regulatory body and certify the apprentice skills acquired;
- (v) Ensure that the students/trainees are covered by medical Insurance; and
- (vi) Enhancing the attractiveness of apprenticeships by raising the quality of teachers.

(f) Employers and Sector Business Associations

- (i) Promote apprenticeships by raising awareness of member Companies and encourage their participation;
- (ii) Contribute to competency standards development for key occupations;

- (iii) Proactively communicate skills needs to relevant government authorities and training institutions; and
- (iv) Review the current skills shortages and anticipate future skills needs.

(g) Trade Unions

- (i) Participate in programme development and assure the relevance of the training programme to the skills needs of the company/sector;
- (ii) Verify the working and training conditions of apprentices so that they are just and fair, fully respecting the applicable laws, regulations and collective agreements;
- (iii) Promote apprenticeships through social dialogue and collective bargaining; and
- (iv) Promote workers to act as mentors for the apprentices.

4. INSTITUTIONAL ARRANGMENT

There will be a national Steering Committee and Secretariat to guide implementation of Apprenticeship in Tanzania.

4.1 National Apprenticeship Steering Committee

(a) Membership

Members of the Committee are the heads of the following organizations:

Members of the Steering Committee are Chief Executives and Senior Officials from the following organizations/ Ministries:

- (i) Permanent Secretary, Ministry responsible for Labour and Employment who is also a chair of the Steering Committee;
- (ii) Executive Director, Association of Tanzania Employers (ATE); Co Chair
- (iii) Secretary General, Trade Union Congress of Tanzania (TUCTA);

- (iv) Chief Executive Officer, Tanzania Private Sector Foundation (TPSF);
- (v) Permanent Secretary, Ministry responsible for Education and Vocational Training;
- (vi) Permanent Secretary, Ministry responsible for Finance;
- (vii) Chief Executive Officer, NACTE; and
- (viii) Co-opted members such as experts and representatives of sector organizations for specific purposes during proceedings of the Steering Committee meetings.

(b) **Roles and Responsibilities**

The main roles and responsibilities of the committee include:

- (i) Advise the Minister on matters pertaining to formal apprenticeships policy and regulation issues;
- (ii) Hold quarterly meetings and make operational decisions over the administration of apprenticeships system, including financing;
- (iii) Where necessary, propose required changes to the National Apprenticeships Guideline to the Minister;
- (iv) Discuss issues raised by enterprises/industries and training institutions that offer apprenticeship training and determine the position of the committee in the form of recommendation;
- (v) Coordinate stakeholders, offer special recognition to good training companies and promote skills development through apprenticeships; and
- (vi) Adopt recommendations or observations to the Secretariat.

4.2 Apprenticeship Secretariat

Secretariat Services of apprenticeship Programme will be provided by the Department responsible for skills development

in the Ministry responsible for Labour and Employment. The Secretariat will also include tripartite plus partners representing Employers (ATE), Workers (TUCTA) and Private Sector (TPSF).

(a) Roles and Responsibilities

The main role of the Secretariat is provision of overall administrative support to the Steering Committee and overseeing the implementation of National Apprenticeship Guideline. The specific roles of the Secretariat are:

- (i) Assuming all Secretariat functions for the Steering Committee;
- (ii) Register all apprenticeship training programmes being undertaken by various organizations;
- (iii) Monitor day to day implementation of apprenticeship Guideline throughout the country;
- (iv) Review of progress and final reports as submitted by companies;
- (v) Communicate grant applications to apprenticeship committee, companies and training institutions;
- (vi) Prepare implementation reports and communicate to apprenticeship committee;
- (vii) Act as the primary contact point and coordinator of all matters pertaining to apprenticeships;
- (viii) Act as a focal point for a public – private – training institutions regular consultations; and
- (ix) Perform all other administrative and routine activities to facilitate undertaking of Apprenticeship in Tanzania.

5. MONITORING AND EVALUATION

In collaboration with key stakeholders, the Secretariat shall develop Monitoring and Evaluation system to guide implementation of the apprenticeship trainings. The monitoring and evaluation reports shall be submitted to the Steering Committee for consideration and advice to the Minister responsible for Skills Development.

OFISI YA WAZIRI MKUU
KAZI, VIJANA, AJIRA NA WENYE ULEMAVU
JENGO LA LAPF HOUSE, MTA A WA UHINDINI,
BARABARA YA MAKOLE,
S.L.P 2980, DODOMA
Simu: 026 2963450/51
Barua pepe: ps@kazi.go.tz