

Terms of Reference for External Collaborator Contract (Consultant)

Title: A Guidance Tool for apprenticeships development in Africa and the promotion of better linkages between formal and informal systems

Duration of assignment: July to September 2022

Application deadline: Friday 15 June 2022 midnight local time in South Africa

Interested applicants are invited to apply by sending a cover letter, technical proposal, detailed financial proposal and CV(s) ONLY to this email address:

sifa-skillsanticipation@ilo.org

1. Background

The Skills Initiative for Africa (SIFA) is a project implemented by the African Union Commission (AUC) and the African Union Development Agency (AUDA-NEPAD) with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)¹, the Kreditanstalt für Wiederaufbau (KfW)², the International Labour Organization (ILO), and the European Training Foundation (ETF). SIFA is co-funded by the Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ)³ and the European Union (EU). SIFA aims to promote the occupational prospects of young Africans through the support of innovative skills development programmes and in close cooperation with the private sector as an integral and key stakeholder in the creation of jobs.

SIFA's audience includes political decision and policy makers, private sector associations and other entities, TVET practitioners and other stakeholders involved in skills development and youth employment. The end beneficiaries of

¹ German Corporation for International Cooperation

² German Development Bank.

³ Federal Ministry for Economic Cooperation and Development, Germany.

the programme activities are African youth. One of the key activities of SIFA is knowledge creation and dissemination on topics relating to employment-oriented skills development through exchange and dialogue formats.

These take place through the African Skills Portal for Youth Employment and Entrepreneurship (ASPYEE) and through regional and continental event formats such as Africa Creates Jobs (ACJ). Learning offerings, knowledge products and tools that support SIFA's audience in facilitating skills development on the continent.

The African Union's (AU) Technical Vocational Education and Training (TVET) Decade Plan of Action focuses strongly on enhancing the **quality of apprenticeships** and engaging with the private sector. SIFA supports the implementation of the action plan and, via its ASPYEE portal, disseminates knowledge on existing approaches towards implementing apprenticeships in Africa, including lessons learnt.

This assignment will contribute to ASPYEE's knowledge sharing mandate in the field of apprenticeships by introducing a *Guidance Tool for Apprenticeships Development in Africa* that can support AU member states in the design and implementation of apprenticeship programmes and initiatives. The Guidance Tool will build on the work carried out and tools developed by the ILO in the past 15 years and focus specifically on dialogue, governance, and financing mechanisms for successful engagement of key stakeholders in the promotion of quality apprenticeships and the upgrading of informal apprenticeships in AU member states.

2. A framework for quality apprenticeships and for upgrading informal apprenticeships

Globally apprenticeships continue to play a significant role in equipping many people, mostly the youth, with necessary competencies to gain decent, sustainable, and meaningful work. Quality apprenticeships ease the transition of people from education and training into employment and contribute to the promotion of sustainable enterprises. When apprenticeship schemes are designed around the needs of the labour market, they help to meet enterprises' skills needs, contribute to the increased productivity and competitiveness of enterprises, which fosters job creation and supports decent employment for both youth and older workers.

The ILO has, over the years, supported **quality apprenticeship system development** processes among its member countries and adopted instruments prescribing standards for their regulation:

- At its 101st Session (2012), the International Labour Conference adopted a resolution and conclusions concerning: *The youth employment crisis: A call for action*. The 2012 conclusions called on governments to improve the range and types of apprenticeships by, inter alia, complementing workplace learning with more structured institutional learning, upgrading the training skills of those overseeing apprenticeships, and by regulating and monitoring apprenticeship, internship and other work experience schemes. The resolution also called on the social partners to raise awareness of the labour rights of young workers, interns and apprentices.
- At its 103rd Session (2014), the International Labour Conference adopted a resolution and conclusions concerning the second recurrent discussion on employment, inviting the International Labour Office, among other things, to '[b]uild the knowledge base and provide advice on effective systems for lifelong learning and quality apprenticeship systems'. In response, the Office has developed two [Toolkits for Quality Apprenticeships](#), which supports policymakers and practitioners in improving the design and implementation of apprenticeship systems and programmes, organizes capacity development programmes for constituents and provides technical assistance to member States.

However, following the juridical replacement of the instruments⁴ covering vocational training in the broader context of human resources development and recognizing the importance of lifelong learning, apprenticeship is not anymore comprehensively addressed. Considering the regulatory gap on apprenticeships, the ILO Governing Body in its 334th Session in October-November 2018, requested the Office to place a standard-setting item related to apprenticeships on the agenda of the 110th and 111th session of the International Labour Conference (ILC).⁵

⁴ The Vocational Training Recommendation, 1962 (No. 117) was superseded in 1975 by the Human Resources Development Convention, 1975 (No. 142), and the Human Resources Development Recommendation, 1975 (No. 150). The latter instrument has itself been superseded by the Human Resources Development Recommendation, 2004 (No. 195).

⁵ https://www.ilo.org/ilc/ILCSessions/110/reports/reports-to-the-conference/WCMS_731155/lang--en/index.htm

Parallel to the standard-setting process, the ILO has long been supporting knowledge generation and research at global and country level to understand how **informal apprenticeship** functions, and how its prevailing decent work deficits can be addressed:

- In 2012, the ILO published [*Upgrading informal apprenticeship - A resource guide for Africa*](#) which provides a set of proven tools for assessing informal apprenticeship systems from the perspectives of industry clusters, communities, training institutions and apprentices. It also presents a framework of policy options that can be used to strengthen informal apprenticeship systems and address their weaknesses.
- Following the publication of the Resource Guide, step-by-step approaches combining different types of interventions were implemented in several countries to improve the quality of training, working conditions, skills recognition beyond the local community, financial arrangements, and young women's access to non-traditional occupations (e.g., in Benin, Burkina Faso, Egypt, Jordan, Niger, Tanzania, Zimbabwe, amongst others).
- The ILO's Transition from the Informal to the Formal Economy Recommendation, 2015 (No. 204) takes account of informal apprenticeships and recognizes their potential to support transitions to formality – provided countries upgrade them.
- The recently published (February 2022) ILO Working Paper 49 on [*How to strengthen informal apprenticeship systems for a better future of work?*](#) compares the findings of country-level research conducted by the ILO and others and discusses the features and practices of informal apprenticeship systems, their responsiveness to rights at work, and the effectiveness of such systems along criteria such as dropouts, training quality, and transitions to employment. The analysis is complemented by a selected number of country case studies that describe and assess the policies and programmes that were introduced during past years to strengthen and upgrade apprenticeship systems in the informal economy. The findings aim to improve understanding of this complex, heterogenous, yet self-sustained training system for evidence-based discussions and policy dialogue between ILO constituents and beyond.

In addition to the above, two apprenticeships mapping initiatives were recently carried out by the ILO and by SIFA and their reports are soon to be published:

- A concise study *Apprenticeship at a Glance – A Global Synopsis* was prepared by the ILO to provide basic comparative data pertaining to apprenticeship systems in twenty countries in four different ILO regions – Africa, Asia and the Pacific, Europe and Central Asia, and Latin America and the Caribbean. African countries covered by the study include Egypt, Malawi, Senegal, South Africa and Tanzania.
- SIFA has been supporting the mapping of apprenticeship tools in the form of approaches, models, procedures, forms etc. that are used in African countries, with the objective of enabling governmental TVET authorities, skills development practitioners in the private sector, TVET colleges, Non-Governmental Organisations (NGO) and Development Partners (DP) to improve the design and implementation of apprenticeship programmes and initiatives. This comprehensive mapping covers 12 selected countries from each of the AU's five sub-regions: Northern Africa (Egypt and Tunisia), Central Africa (Cameroon and Gabon), Western Africa (Cabo Verde, Nigeria, Senegal), Eastern Africa (Ethiopia, Kenya and Rwanda) and Southern Africa (Mozambique and Zambia).

3. Objective

The purpose of this assignment is to develop a **practical guidance tool / “how-to” guide that can support AU member states in their efforts to strengthen apprenticeship systems**. The tool will be relevant to anyone involved in the design and implementation of apprenticeship programmes and initiatives and its scope will cover both informal/traditional and formal apprenticeships, and the variety of stakeholders involved at all levels. The tool will include a section to define other forms of work-based learning, however its scope will be on apprenticeship.

4. Thematic focus

A number of tools and frameworks already exist that provide guidance for apprenticeship development and their mapping is captured, to a great extent, in the above-mentioned SIFA and ILO's publications and research products.

The added value here is to offer a **practical guidance on different approaches to implementation that may apply**, depending on the country context and typology of stakeholders involved, and that can enable better linkages between formal and informal systems.

With the objective of promoting stakeholders' engagement, **it will focus specifically on the following dimensions:**

- Effective and inclusive dialogue by taking into consideration the perspectives of all players involved, in the formal and informal/traditional apprenticeships
- Governance of apprenticeship schemes and agreements
- Funding arrangements, including making existing arrangements more effective and improving access to additional sources of funding
- Improving linkages between informal apprenticeships and formal systems.

Each section should cover: an overview of main issues to be addressed based on lessons learned from country level implementation, a step-by-step process and action-oriented suggestions for country level implementation, and useful links to other tools and relevant case studies.

5. Expected Output

The expected output of the assignment will be a *Guidance Tool for apprenticeships development in Africa and the promotion of better linkages between formal and informal systems*.

The Consultant will deliver the output in a structured manner, delivering to the satisfaction of the ILO, the SIFA team and key partners, in accordance with the following steps:

- Output I: Methodological Approach and Annotated outline
- Output II: Final draft of tool (Annotated outline – 2nd draft)
- Output III: Stakeholders dialogue and peer-review sessions
- Output IV: Tool development finalization

6. Professional qualifications and experience

The Consultant should have at least 10 years of professional experience in the field of Labour Law, Technical Vocational Education and Training (TVET). She/he should have in-depth knowledge of the functioning of Dual VET systems and apprenticeship programmes and proven work experience in the upgrading of informal apprenticeships in the Africa region. She/he should have published papers on apprenticeships/Dual VET. She/he should be fluent in English. Knowledge of another ILO working language would be an asset.

7. Reporting arrangements

The consultant will work under the overall supervision of the ILO Decent Work Team, Skills and Lifelong Learning Specialist, based at the ILO Country Office in Pretoria, South Africa. The every-day communication and monitoring of work will be provided by a dedicated task force, that will coordinate the commenting process with the ILO Skills Branch, DWT and relevant units of the ILO and SIFA partner agencies. For administrative purposes the consultant will communicate with the ILO Country Office in Pretoria.

8. Timelines and payment schedule

The contract will be for the period from 01 July 2022 to 22 September 2022.

A consultancy proposal would be paid in two instalments based on the acceptance of outputs two (final draft of tool), and four (tool development finalization), in the ratio of 50% and 50% to the satisfaction of the ILO.

9. Submission of proposals

Applicant's proposals should include the following documentation:

- CV/resume(s)
- Cover letter
- A short concept note providing an overview of how the assignment will be approached and giving an indication of the consultant(s) capacity to undertake the assignment;
- 3 weblinks to latest articles/ reports related to the themes of this assignment or attach 3 writing samples on subjects directly related to the scope of this consultancy;
- 3 references
- A half a page financial proposal indicating the consultant's daily professional fees in USD and a breakdown of costs.

Deadline for proposals submission: Friday 15 June 2022 midnight local time in South Africa.

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