

NORWAY-ILO PROGRAMME COOPERATION
AGREEMENT 2016-17



International
Labour
Organization



NORWEGIAN MINISTRY
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Progress Report 2016



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Introduction

The International Labour Organization (ILO) is a unique United Nations (UN) agency that brings together governments and employers' and workers' representatives of 187 member States. The aim of the ILO is to work with its constituents to achieve full and productive employment, rights at work, extension of social protection and the promotion of social dialogue, with gender equality as a cross-cutting objective. This goal is embodied in the concept of **decent work**, which is central to everyone's well-being and is a **key element in achieving fair globalization and poverty reduction**. This aim is clearly reflected in the United Nations Agenda for Sustainable Development (Agenda 2030), which places decent work for all, and the ILO's mandate and purpose of promoting social justice, at the heart of policies for sustainable and inclusive growth and development.

Norway is one of the founding member States of the ILO and is a long-standing and generous partner in promoting the ILO's Decent Work Agenda. The Government of Norway has ratified a considerable number of ILO Conventions, including the eight fundamental Conventions, four priority Conventions and 98 of the 177 technical Conventions.

Norway is also a key ally of the ILO in cooperation for development, with the first funding agreement established as early as 1972. The **Norway–ILO Programme Cooperation Agreement (PCA) 2016–17** is based on common objectives and principles shared by Norway and the ILO, underpinned by a rights-based approach to development and support for increased effectiveness and results-based management. **The overall objective of the PCA is to strengthen the efforts of the ILO in promoting opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity.** The PCA reflects a common desire to promote UN system-wide coherence and coordination, in line with national development strategies.

This report provides an overview of the ILO programmes supported by the ongoing Norway–ILO PCA, as well as an update on progress made in 2016 towards the achievement of the ILO's biennial goals. The following section gives a short overview of the ILO's results-based management system and programming framework and of how the partnership fits within the overall financing structure of the ILO. The report then offers a detailed account of the 'lightly earmarked' programme financed under the PCA in support of the ILO's Policy Outcome 1 (More and better jobs for inclusive growth and improved youth employment prospects), with a specific focus on skills development, including the provision of vocational and professional training and education. The progress made in 2016 under each of the country programmes identified by the ILO is highlighted. The final section presents certified financial statements, as specified by the provisions of the funding agreement.

Financing and delivery of decent work

The **Decent Work Agenda** is structured around four objectives: **promotion of employment, rights at work, social protection and social dialogue**. These objectives provided the basis for ten global Policy Outcomes, which are the foundation of the ILO's Programme and Budget (P&B) for 2016–17.

The policy outcomes are designed as integrated responses to key employment, social and labour policy issues facing the world of work. The policy outcomes are guided by three cross-cutting policy drivers, namely respect for international labour standards, gender equality and non-discrimination, and social dialogue and tripartism. For each biennium, the ILO's governing body sets the targets, the related measurement indicators, and approves an integrated framework of resources to achieve them.



This programmatic framework forms a coherent basis for cooperation with ILO partners and for the design of the ILO's development cooperation programmes. Results-based management (RBM) and a focus on value for money apply to all stages of the ILO's programming cycle, including programme planning, implementation, reporting and evaluation.

At the country level, **Decent Work Country Programmes (DWCPs)** are the ILO's instruments for setting priorities and are aligned with countries' national development plans, typically having a timeframe of four to five years. DWCPs are developed with the full participation of governments and employers' and workers' organizations, ensuring that the ILO's actions on the ground respond to defined needs. DWCPs form the key platform for the ILO's contribution to an integrated UN approach to poverty reduction, notably through **UN Development Assistance Frameworks (UNDAF)**.

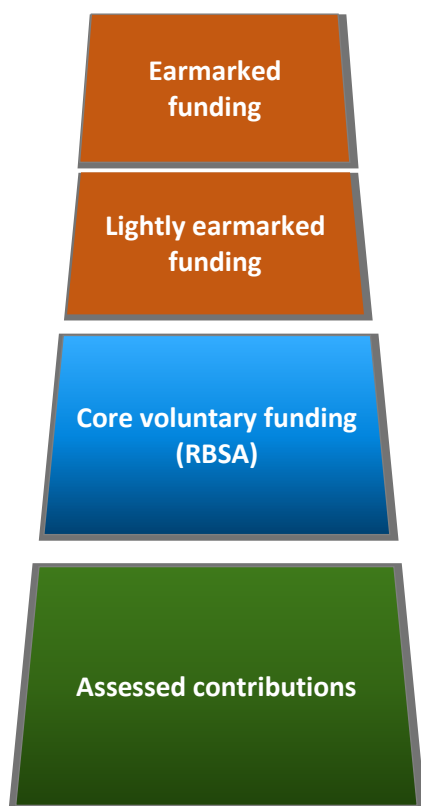
ILO biennial programming

A DWCP consists of a limited number of priorities, known as **Country Programme Outcomes (CPOs)**. For each biennium, CPOs are linked to the global ILO targets under the ten global Policy Outcomes. The ILO prepares "outcome-based workplans", which take into account the biennial priorities, existing resources and the estimated additional resources required.

These workplans drive the ILO's resource mobilization strategy to ensure that development partners' funding is fully aligned with country-level priorities and that it contributes to the achievement of the ILO objectives. **One of the key advantages of the lightly earmarked funding provided by Norway is its precise alignment with the biennial goals of the ILO and the flexibility to quickly adjust to changing circumstances.**

Funding of ILO results

The ILO funding base consists of three integrated components, designed to support the delivery of ILO results, as detailed below.



Earmarked voluntary funding supports specific global and national programmes with a clear timeline and a predefined geographic and thematic focus. The total amount of earmarked funding received by the ILO in 2016 amounted to **US\$243 million**. This also includes **Norway's lightly earmarked outcome-based funding**, allocated in line with the ILO's biennial priorities and goals. Sweden also supports this funding modality.

Core voluntary funding (Regular Budget Supplementary Account – RBSA) provide a pool of flexible fully undesignated resources allocated to strategic areas, underfunded themes and new priorities. In 2016, the ILO received **US\$20.3 million** in RBSA funding, from Belgium, Denmark, Germany, Italy, Luxembourg, the Netherlands, Norway and Sweden.

Assessed contributions (Regular Budget) are provided by all the ILO's member States by virtue of their membership. Countries' contributions are based on the United Nations allocations assessment. Assessed contributions in 2016–17 amounted to **US\$797.4 million**.

In 2016–17, Norway's assessed contribution to the ILO's regular budget exceeded **US\$6.7 million**. In 2016, Norway also provided over **US\$14.5 million** in voluntary funding. This includes fully unearmarked core voluntary contributions, lightly earmarked outcome-based resources and funding for project-based interventions. **During the period 2012–16, Norway was the third largest governmental donor to the ILO in terms of voluntary funding, providing over US\$79.5 million.**

Reporting on results for 2016

At the end of each biennium, progress towards the ILO's P&B indicators is reviewed and reported through the ILO Programme Implementation Report (PIR). The latest PIR, covering 2014–15, was published in February 2016.

In 2016, given that no biennial PIR is available, the ILO informs development partners of the progress made in terms of each CPO, based on the information from its outcome-based workplans. This current report on progress during 2016 applies such a mid-biennium approach.

For each CPO reported, information on status is provided. "Target" status is attributed to CPOs that are to achieve results by the end of 2017, as opposed to "pipeline" or "maintenance" CPOs that refer respectively to results expected in future biennia, or already reported.

All the CPOs financed through the Norway–ILO PCA have a "target" status and are on track to achieve their specified results by the end of 2017.

Programme Cooperation Agreement 2016–17



The Norway–ILO Programme Cooperation Agreement (PCA) 2016–17 is firmly based on the principles of aid effectiveness.

In 2016–17, Norway provided a contribution of NOK 80 million (US\$9.5 million) through a combination of different funding modalities. The PCA includes unearmarked core contributions and lightly earmarked thematic funding at the level of outcomes from the ILO’s P&B.

The actual programming of funds is derived from the ILO’s results-based management systems and the priorities flowing from Decent Work Country Programmes.

Norway–ILO PCA 2016–17			
P&B outcome/theme	NOK	US\$ ¹	Countries covered
<p>Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects</p> <p>With a specific focus on skills development, including vocational and professional training and education</p>	33 500 000	4 006 937	Malawi, Mozambique and United Republic of Tanzania
<p>Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects</p> <p>Funds to support the project “Promoting rural youth employment in Afghanistan through entrepreneurship education and vocational training”, implemented by the International Training Centre of the ILO</p> <p><i>(The results achieved in 2016 by this project are illustrated in a dedicated inception report that is submitted as a separate document complementing this report)</i></p>	16 500 000	1 973 566	Afghanistan
Regular Budget Supplementary Account (RBSA)	30 000 000	3 588 302	Core voluntary contribution
TOTAL	80 000 000	9 568 806	

¹ Amounts provided in US\$ are estimated on the basis of the UN exchange rate at the time of receipt of the first instalment.

Outcome 1

More and better jobs for inclusive growth and improved youth employment prospects

Outcome strategy

The ILO strategy to achieve Outcome 1 adopts a multi-pronged approach. The complex nature of the elements influencing this Outcome requires a coordinated intervention involving several thematic areas and types of support. The thematic areas include: comprehensive employment policy frameworks; pro-employment macroeconomic policies; jobs and skills for young people; policies covering industrial, sectoral, trade and investment, skills, infrastructure and environmental issues; and labour market institutions. The types of support provided by the ILO comprise assistance to its constituents on policy formulation, implementation and monitoring, as well as capacity building, research, technical cooperation and pilot projects.

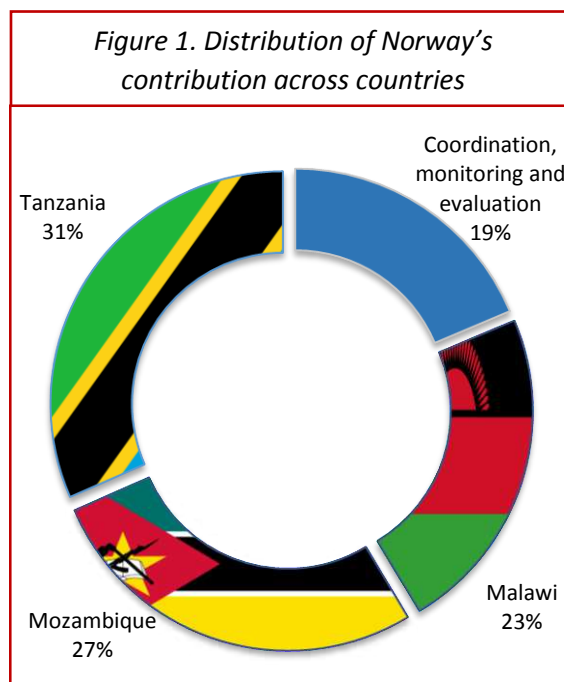
The work of the ILO on skills and employability development makes a critical contribution to the achievement of Outcome 1, with a specific focus on skills development, including vocational and professional training and education. Skills development empowers workers and enriches their lives. For many, it provides a key that enables them to access the labour market, escape from poverty and adapt to a changing world. It raises the value and output of labour and improves the productivity of enterprises. The level of assistance offered to constituents reflects the importance that the ILO attaches to the impact of skills development on individual lives, as well as on the economy as a whole. From an implementation perspective, the comprehensive support provided by the ILO is delivered through two main channels. First, by assisting member States to take targeted action on the issues of decent jobs provision and developing skills for youth. Second, through providing support to constituents on skills development with the objective of economic transformation.

Member States may request ILO support for specific priorities, towards achieving objectives known as CPOs. Whenever such priorities fall within the thematic relevance of Outcome 1, the ILO will respond by mobilizing the appropriate assistance. A core element of ILO assistance within Outcome 1 is the promotion of decent jobs and skills for youth. The availability of funding from development partners enables the ILO to intensify its assistance to countries where the need for action is especially urgent.

ILO and the Government of Norway: Common priorities

The Government of Norway has contributed to the achievement of ILO priorities under Outcome 1. Norway's financial contribution for the biennium 2016–17 has been distributed across several target CPOs in various countries. The selection of recipient countries was determined by several criteria, such as need for extra-budgetary resources and alignment of CPOs with Norway's objectives.

Malawi, Mozambique and the United Republic of Tanzania (hereafter Tanzania) have all requested assistance with skills development and, particularly, targeted action on decent jobs and skills for youth under the framework of Outcome 1 (measurement indicator 1.2). This is in line with Norway's goal to help ensure that "as many as possible develop skills that enable them to find gainful employment, and that improve the prospects of economic growth and sustainable development in the broader sense".² In addition, in all three countries, ILO work towards achieving the CPOs was already ongoing before the Norway–ILO partnership was signed. Therefore it was possible to build on previous achievements and lessons learned to maximize the impact of further funding.



The ILO has distributed more than 80 per cent of Norway's contribution across three CPOs in Malawi, Mozambique and Tanzania, in addition to a backstopping³ unit in Pretoria. The remainder has been allocated to support knowledge generation (for example in the production of tools to be used by country projects) and dissemination (such as channelling lessons learned from/to target countries) at the global level. Figure 1 details the distribution of funds.

Implementation progress

This next section will focus on progress attained in Malawi, Mozambique and Tanzania towards their CPOs. In particular, it will highlight the achievements that were made possible due to the support provided to the ILO by the Government of Norway.

² Norwegian Ministry of Foreign Affairs, 2014.

³ 'Backstopping' refers to assistance on specific, technical matters provided to a project by technical teams in the same region or in Headquarters.

Malawi

Decent Work Country Programme Outcome MWI 105: Enhanced skills, employability and entrepreneurial capacity of target populations, especially youth, women and persons with disabilities	
P&B measurement indicator	1.2: member States have taken targeted action on decent jobs and skills for young women and men through the development and implementation of multi-pronged policies and programmes
Description	<p>Poverty remains a major challenge in Malawi. Despite relatively high economic growth, social improvements have been limited. The 2005–15 decade showed an average economic growth of 5.6 per cent, primarily driven by the agricultural sector, which accounts for 64.1 per cent of employment in the country. However, the sector is dominated by smallholders and productivity is low. Firms mainly service their local market and are rarely connected even to domestic value chains, let alone international ones. Despite considerable average economic growth, the proportion of the population living in poverty in 2015 was 50.7 per cent, only 1.7 percentage points lower than in 2005, and in rural areas, where most of the population resides, the poverty ratio has slightly increased.⁴</p> <p>Malawi has a relatively young population. The latest population census found that about 54 per cent of the population was under the age of 18.⁵ As many as 89.4 per cent of those aged between 15 and 29 are active on the labour market. By way of comparison, the 2015 average in the group of developed economies and the European Union taken together was 47.6 per cent.⁶ These figures suggest that, while European youth aged between 15 and 29 are studying, an overwhelming majority of those in Malawi are already in the labour market.</p> <p>Almost one-half (47.0 per cent) of young people drop out of school before completing primary-level education. Access to skills development is particularly low, with one of the lowest rates in Africa. A survey of micro, small and medium-sized enterprises (MSMEs) found that only 4.3 per cent of entrepreneurs received skills training from educational institutions. In the majority of cases, skills are self-taught or learned from a family member.⁷</p> <p>Skills shortages are considered to be one of the primary factors hindering young people’s ability to access decent employment, and a major cause of the country’s lack of productive transformation.</p>

Figure 2. Agriculture is the primary employer in Malawi



⁴ Mussa, 2016.

⁵ National Statistical Office of Malawi, 2008.

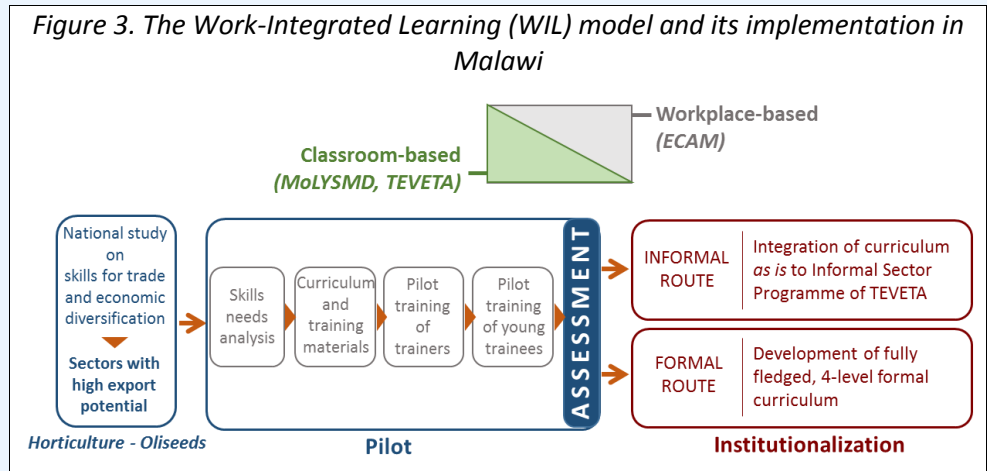
⁶ ILO, 2015.

⁷ FinMark Trust, 2012.

The unemployment rate among youth stands at 5.6 per cent, although a more critical factor is the share of young people who are employed but reliant on low-income, unprotected jobs. Almost all (93.2 per cent) of Malawi’s young workers are in informal employment.⁸ Harnessing Malawi’s potential to become a regional exporter in agriculture is seen as an avenue for increasing employment as well as boosting economic growth.

The Government of Malawi is committed to strengthening the employable skills of the country’s labour force. The Government’s Growth and Development Strategy (MGDS) II states that developing “the technical, vocational, entrepreneurial and life skills” of the labour force must be pursued as a priority if Malawi is to achieve its goal of becoming a middle-income economy by 2020.⁹ The National Export Strategy (NES)¹⁰ views skills development as a fundamental requirement for businesses to realize the growth and export potential of Malawi’s economy.

Within this context, the ILO is assisting the Government and its social partners to address the country’s skills development challenges. In line with the CPO described here, the ILO is working on two fronts. First, it is developing and institutionalizing an approach that **provides new opportunities for acquiring those skills which are in demand**. An effective methodology for ensuring that skills training is relevant to employers’ specific needs is **work-based learning**. Work-based learning is founded on the premise that skills training which takes place partially within the workplace will produce learning outcomes that are more closely aligned with labour market competency requirements.



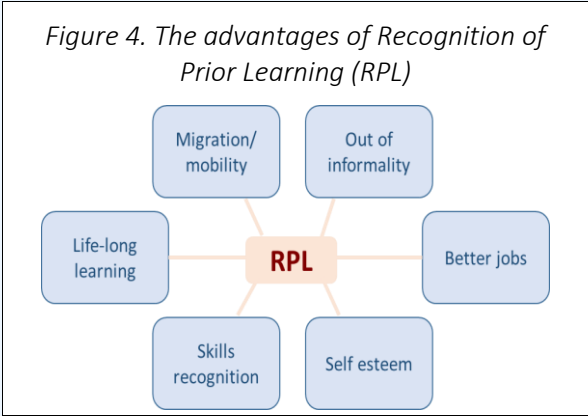
This background led to the formulation of an approach called **Work-Integrated Learning (WIL)**. The WIL approach was developed, and is now implemented, with the full involvement of all key stakeholders (including employers’ and workers’ organizations, Government ministries and training institutions). Together with these key stakeholders, the ILO formulated a curriculum introducing a value chain-based learning approach for the horticulture industry. The WIL training methodology exposes learners to both workplace-based and classroom-based training. Figure 3 illustrates the model and defines the steps to its implementation.

⁸ Mussa, 2016.

⁹ The quoted text is from the Malawi Growth and Development Strategy II, 2011–2016, which is currently under review.

¹⁰ Ministry of Industry and Trade of Malawi, 2012.

	<p>The second area of focus for the ILO’s work is called Recognition of Prior Learning (RPL). An RPL system recognizes and validates learning outcomes acquired in non-formal and informal ways. It therefore makes competences acquired outside the formal education and training system visible to employers. It also makes individuals who master such competences more employable. In addition, an RPL system makes it possible for individuals to obtain certification and accreditation of competences towards formal or further education/training.</p> <p>Figure 4 illustrates a range of advantages of RPL. The Southern African Development Community (SADC) has developed regional RPL guidelines which all member States have been requested to adapt to national contexts.¹¹ Although a system for recognizing prior learning already exists in Malawi, it is not well articulated. More importantly, it is not currently applied across the country or across trades, indicating the need for a more systematically developed RPL system, and one that is nationally recognized. To this end, Malawi sought the support of the ILO to put in place a functional RPL framework, aligned with the guidelines of SADC.</p> <p>The Norway–ILO partnership in Malawi has a crucial role to play in both the areas of work described above. Regarding the WIL, the partnership will take forward results achieved under an earlier partnership with the Swedish International Cooperation Agency (Sida). Within this context, in 2016 the ILO carried out a study on sectors with high levels of export potential.¹² The WIL methodology was developed and piloted to implement the recommendations of that study, with a particular focus on the <i>horticulture</i> sector. The Norway–ILO partnership is now taking the WIL forward by improving the methodology and institutionalizing it within Malawi’s technical and vocational education and training (TVET) system, thereby making the training available across the country. With regard to RPL, the partnership has helped the country to understand the limitations of the current approach. It will facilitate the entire process of improving the system for recognizing prior learning in Malawi. In both of these areas of work – WIL and RPL – significant progress was achieved during the period under review.</p>
<p>Milestones and major outputs</p>	<p>In line with the model of intervention illustrated above, the milestones of the ILO’s work for the biennium on WIL and RPL under the partnership are as follows:</p> <p>Revised WIL training implemented Before the establishment of the partnership, the ILO and partners ran a three-month WIL training pilot programme for youth and assessed its results. The assessment led to the development of an improved WIL model.</p>



¹¹ SADC, forthcoming.

¹² The study followed the Skills for Trade and Economic Diversification (STED) methodology (publication forthcoming).

The full training programme will now be run once more, so that partners can gain experience of managing the improved methodology while the ILO continues to provide technical support. Later, partners will run the programme entirely on their own.

Formal process to institutionalize WIL started The WIL methodology will be adopted by Malawi's Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA). The Authority, with the support of the ILO, will establish two routes for implementation/institutionalization. The first is the *informal route* in which the WIL programme will be incorporated into TEVETA's Informal Sector Programme and funded as one of the regular training packages offered nationwide. The second approach is the *formal route*. For this type of institutionalization to take place, the WIL needs to be developed into a fully fledged national curriculum. Once institutionalized through this route, TEVETA will fund the WIL through the national TVET Levy and make the training programme available to technical colleges and training institutions across the country. The partnership will oversee the integration of both these approaches into the country's TVET structure. Once this process is accomplished, the subsequent formal institutionalization will be an internal administrative procedure.

National guidelines for development of RPL system finalized Developing the guidelines required input from all the institutions that will run future RPL programmes. The partnership led a national assessment of current mechanisms for skills recognition. The assessment and related consultations created a common perspective and commitment among stakeholders, which translated into the guidelines for institutional adoption.

New national RPL system piloted Once the national RPL guidelines have been validated, the ILO will facilitate the implementation of a skills recognition pilot, modelled on the guidelines. It will focus on one occupation selected by stakeholders. The RPL pilot will include training of RPL assessors.

Progress in 2016

During the reporting period, the partnership achieved significant results with regard to *institutionalizing WIL* and *designing national guidelines on RPL*.

Activities relating to WIL started with a thorough evaluation of the earlier pilot programme The partnership held review consultations with representatives from the Ministry of Labour, Youth, Sports and Manpower Development (MoLYSMD), TEVETA, the Employers' Consultative Association of Malawi (ECAM), the Malawi Congress of Trade Unions (MCTU) and many others. Collecting input from this comprehensive set of partners ensured that the review process was rich and effective. Recommendations emerging from the review ranged from determining entry-level qualifications to providing accommodation for participants during the training, all of which have been taken into account to improve the WIL model.

Partners that had designed the WIL and run the pilot formulated a pathway for institutionalizing the model

The ILO led consultations among national stakeholders that defined the way forward. Initially, the WIL was conceived as a non-formal training approach. Therefore, consultations have determined that TEVETA can integrate it into its Informal Sector Programme, which also provides financial support. As mentioned above, this type of institutionalization is designated the *informal route*. In addition, the consultations led to the decision to push the institutionalization of WIL ever further. It was agreed that the WIL's horticulture curriculum should be developed into a fully fledged formal curriculum for a course of study that will span several levels and will be embedded into Malawi's formal education system. This path to institutionalization is described as the *formal route*. The ILO is committed to providing assistance under this scenario, throughout the development of the curriculum and until its passage through the administrative process for formal adoption.

Figure 5. WIL trainees during the pilot



In terms of progress on RPL, the ILO carried out a comprehensive review of skills recognition options in Malawi The review included a comprehensive study on the status of the prevailing systems, methods and practices for recognizing prior learning in Malawi. It involved primary and secondary research methodologies, interviews with stakeholders and informants and a mapping of the main providers and clients of existing services. Institutions currently responsible for skills recognition practices participated in carrying out the study, discussing its results and finalizing its content. This has created a common perspective on the urgency of establishing an effective RPL system, and on its desired characteristics. Overall, the review supported the view that an RPL system in Malawi has every chance of succeeding.

By the end of the reporting period, guidelines for the development of an effective RPL system in Malawi were ready The guidelines detail the actions required to be taken by decision-makers, and the Government in particular. They also describe the pathway to be followed by a typical RPL candidate. The guidelines will provide vital guidance to policy-makers, since there is currently no legislation covering RPL. Once they have formally adopted the RPL guidelines, the Government and other stakeholders will be equipped to instigate the design and implementation of a pilot programme.

Indicators of performance

Indicators and target

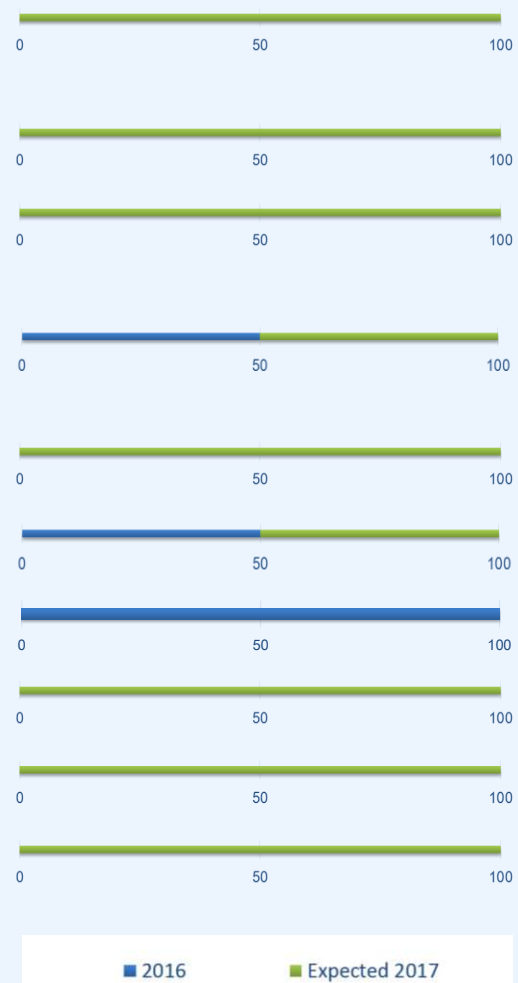
Output indicators:

- Constituent's capacity to advocate enhanced and advice on demand-responsive training provided
- 40 trainers and other staff trained on WIL and TVET strategies
- 30 officials trained on Results-Based Monitoring system

Outcome indicators:

- Work-Integrated Learning (WIL) programme methodology for vegetable-producing sub-sector accredited by TVET agency
- 60 young women and men trained using WIL programme (50% women)
- WIL training materials finalized and published
- National RPL policy and implementation framework developed
- One RPL programme and assessment standards developed
- Skills of 50 apprentices and workers in the informal economy assessed under RPL
- 30 informal apprentices and workers enrolled in skills upgrading programmes

2016 progress (%)



Story from the field: The WIL helps to improve efficiency and market access for Eden Farm

Moses is a farm manager at Eden Farm, a family-run business that he inherited from his father. The farm is involved in the production of vegetables, fruits and other field crops. Although Moses is the manager of the family business, he had never undertaken specific training in farming in general, and horticulture in particular. He faced challenges in the course of running the family business. Most of the products of the farm did not meet the quality requirements of the supermarkets which were the farm's desired customers. More often than not, Moses ended up selling his produce at low prices at local markets, to which he had limited access. This would translate into post-harvest losses, as well as being a source of frustration since the farm is the only means of livelihood of Moses' family.

Figure 6. The WIL programme on horticulture includes several aspects, including how to display produce in the shop



An opportunity arose when a supermarket which he occasionally supplied with produce invited him to be part of the ILO-supported WIL training programme. "After I enrolled for the WIL course", says Moses, "I was introduced to essential knowledge in horticulture production, and to protected cultivation in particular. The programme went through various stages, up to packing and displaying in shops."

Moses attended the classroom-based component of the WIL at DAPP Mikolongwe College, in Thyolo, and the work-based components at several farms and supermarkets. The WIL programme has helped him to more clearly understand the practicalities of nursery and field management, covered vegetable production, quality control, marketing and customer care. Moses is especially satisfied with the WIL programme since he feels that it has transformed his attitude towards farming as a business:

"I am now back at my farm where I am using the knowledge and experience I got from WIL to produce good quality fruits and vegetables. My farm is now a regular supplier of fruits and vegetables to different supermarkets, hotels and other local traders. They are particularly happy with the quality and packaging of my products, and with my efficient supply."

The WIL was implemented jointly by the Department of TVET in the Ministry of Labour, TEVETA and the Employers' Consultative Association of Malawi, with technical support from the ILO.

Mozambique

Decent Work Country Programme Outcome MOZ 102: Enhanced vocational training for increased employability of the target groups	
P&B measurement indicator	1.2: member States have taken targeted action on decent jobs and skills for young women and men through the development and implementation of multi-pronged policies and programmes
Description	<p>After several years of sustained economic growth, Mozambique's economy has decelerated to its slowest pace since 2009. The country's extractive industry sector has been hit by falling commodity prices. Manufacturing growth has decelerated and the performance of the service sector has declined.¹³ In contrast, agriculture remains a driver of growth, accounting for one-quarter of GDP and employing most of the country's labour force. However, robust growth in this sector is at risk, given the predominance of low-productivity subsistence farming and the lack of technology and adequate investment. In 2015, a drought related to the effects of El Niño severely damaged crops. Local food prices increased in the same year, while the depreciation of the metical against the South African rand caused a rise in the cost of food imports.¹⁴ In a country where more than half of the population is estimated to live below the poverty line, these issues quickly translate into a dangerous food security issue.</p> <p>Growth is expected to recover in 2017. However, the past inability of Mozambique's economy to translate economic performance into poverty reduction suggests that the effect of renewed growth on social indicators may be limited. Despite sustained growth, the incidence of poverty between 2003 and 2008 remained stable.¹⁵ In 2014, Mozambique ranked 180 out of 188 countries on the United Nations Development Programme (UNDP) Human Development Index. Child and maternal health present widespread challenges. As many as 43 per cent of children are affected by chronic malnourishment.¹⁶ The level of illiteracy among the youth and adult population is one of the highest in the world. With a literacy rate of just 45.4 per cent, women are disadvantaged compared to men (73.3 per cent).¹⁷</p> <p>The discovery of valuable natural resources and significant inflows of foreign direct investment raised expectations that the country's development challenges could find a relatively quick solution. However, issues such as the low quality of education available and the lack of employable skills among young people make it hard for the economy to accomplish structural transformation and for youth to benefit from employment opportunities – a situation that is currently of critical concern. The private sector creates fewer than 18,000 jobs per year, wholly inadequate to absorb the average of 300,000 new labour market entrants. Young people's transitions to the labour market mainly end in the constellation of micro and small enterprises which constitute the bulk of private sector employment in the country.</p> <p>The case of Cabo Delgado Province provides an illustrative example. The discovery of large reserves of natural gas failed to deliver the developmental impact initially anticipated by the local communities. Skills levels in the province remain low.</p>

¹³ World Bank, 2016.

¹⁴ Almeida Santos et al., 2016.

¹⁵ Republic of Mozambique, 2011.

¹⁶ Almeida Santos et al., 2016.

¹⁷ UNESCO, 2015.

The myriad small businesses in the area lack the capacity to supply the large foreign-funded projects and remain unconnected to the rest of the country's value chains. These businesses are often too small to emerge from a vicious cycle of low productivity, low revenues and low investment.

For these reasons, promoting decent work and strengthening human capital are at the heart of the national agenda. Mozambique's Five Year Plan (2015–2019)¹⁸ and the National Development Strategy (2015–2035)¹⁹ make the creation of decent employment opportunities one of the top strategic and developmental priorities for the country. In order to create more decent employment, Government plans identify skills development and investment in Mozambique's young people as critical challenges that the country needs to address urgently. The Ministry of Labour has called on the ILO to assist in the area of skills development. In particular, it has requested that the ILO focus on small, rural communities around centres of the extractive industry, with the objective of strengthening their human capital and paving the way for greater economic integration.

In response to this request, the ILO is implementing the Training for Rural Economic Empowerment (TREE) methodology in the Cabo Delgado Province.

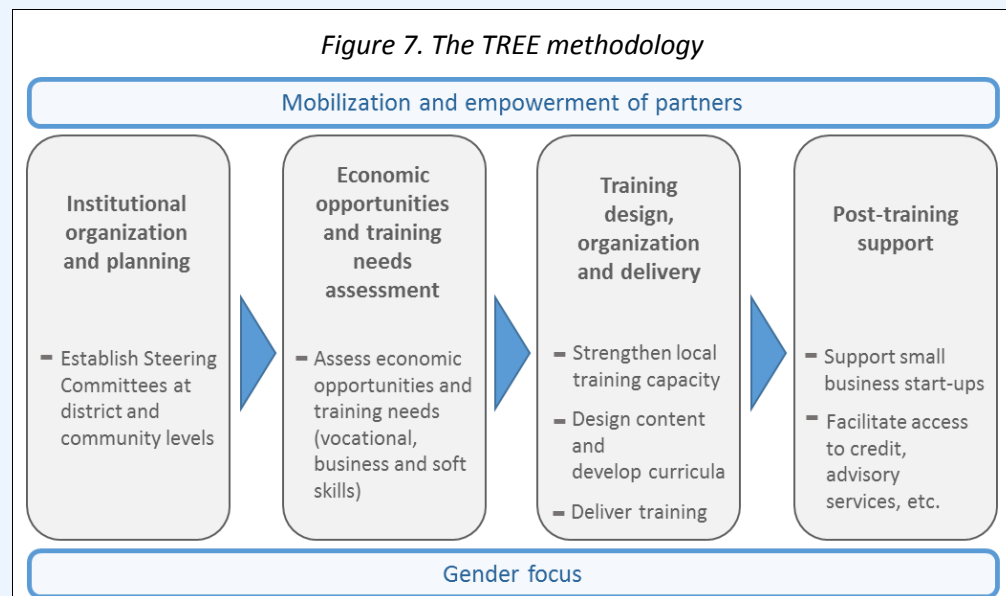


Figure 7 illustrates the main components of TREE, which is designed to promote skills development and the economic empowerment of the rural poor. One of the strengths of this approach is that the beneficiaries are entire communities. They receive **socio-economic** and **skills need assessments**, **vocational** and **soft skills training** and **business training**, in addition to **post-training support**. A network of social partner organizations, training institutions and other partners work with the district and communities' **steering committees** to define training objectives, identify methodologies and monitor activity progress. The ILO plays a catalytic and advisory role, while **empowering partners** to implement the methodology independently in the future.

The Norway–ILO partnership for 2016–17 is a main driver of the TREE programmes in Cabo Delgado Province. The partnership came into being once the foundations of

¹⁸ Governo de Moçambique, 2015.

¹⁹ República de Moçambique, 2014.

	<p>effective TREE programmes were laid and made the subsequent operational steps possible. The institutional structure of TREE steering committees was in place, down to the community level. Target communities had been selected.²⁰ An assessment of economic opportunities within the selected communities had been completed, led by the National Institute of Employment and Vocational Training (INEFP) and with the active participation of the Provincial Delegation of Agriculture of Cabo Delgado (DPASA). In line with the participatory TREE approach, all relevant stakeholders²¹ contributed to the assessment. The study identified three main areas for potential business opportunities: <i>horticulture</i>, <i>poultry farming</i> and <i>green technologies</i> (such as photovoltaic renewable energy, composting and irrigation techniques). In addition, the study recommended the provision of training on <i>nutrition and food safety</i>, particularly for women and mothers in the communities.</p> <p>Given this background, the focus of the partnership is on designing and implementing the actual training programmes and organizing post-training support. These aims require a multitude of coordinated steps to identify partners and strengthen their capacity. As this report illustrates, by the end of the reporting period the partnership was on track to deliver on its areas of focus.</p>
<p>Milestones and major outputs</p>	<p>The milestones of the ILO’s work on TREE under the partnership for the biennium are the following:</p> <ul style="list-style-type: none"> • Local training capacity strengthened In the communities targeted by the partnership, training capacity is usually either weak or entirely lacking. If the end goal is to provide young people in these communities with technical skills, the initial task will be to establish a pool of capable trainers. The partnership will identify organizations which are best placed to help create the requisite training capacity, such as vocational and business development institutes. Their role in the context of the TREE methodology is to enhance the technical capacity of trainers within the communities. • Training programmes developed As explained above, an initial assessment carried out in the target communities before the Norway–ILO partnership became operational identified areas of potential business opportunities. In line with the TREE methodology, each of these areas is translated into a training programme. The partnership will work with implementing partners to design technical curricula on <i>horticulture</i>, <i>poultry farming</i> and <i>green technologies</i> to augment the existing farming industry. Soft skills training will complement the technical programmes, in particular providing guidance on <i>nutrition and food security</i> based on farm produce. Finally, business training will help communities to market the output of their newly acquired skills in horticulture and poultry farming. • Training implemented and post-training support organized Once the local training capacity is strengthened and training curricula are developed, the actual training of the end beneficiaries can begin. DPASA, with the support of the ILO, will coordinate the timely delivery of the various programmes discussed above. It will also ensure that trainees are oriented towards considering enterprise start-ups and cultivating business associations after graduation.

²⁰ The communities are: Milamba, Katapua, Namanhumbire (Nanhupo A and B, Nanune), Palma and Kionga. They are located across the districts of Chiúre, Montepuez and Palma in the Cabo Delgado Province.

²¹ These included: representatives of district governments, community leaders, the provincial representation of the INEFP, the Bilibiza Agrarian Institute of Cabo Delgado (IABIL) and the rural communities themselves – representatives of women, youth, entrepreneurs and others.

Progress in 2016

During the period under review, the partnership in Mozambique made significant headway. Particular progress was achieved in the areas of *strengthening local training capacity* and *developing training programmes* on horticulture and poultry farming.

One particular strength of the partnership's work in Mozambique is its ability to adapt to the needs of the most disadvantaged beneficiaries The rural communities involved in these activities live in geographic and economic isolation. The country's infrastructure is weak and the rural communities' physical distance from urban centres means that most educational opportunities are out of reach. More than 70 per cent of trainees have not completed primary level schooling, and as many as 53 per cent do not know how to read or write. Economic development is struggling to reach these areas, which are characterized by poverty levels above the national average and a critical lack of employment opportunities. Implementing the partnership's work plan in this context requires careful consideration of the local constraints. Training capacity, for instance, was not available in the communities at the beginning of the partnership's operations. It had to be built and in a way that would fit the local context. The end beneficiaries themselves, young people within the rural communities, have very low levels of numeracy and literacy, and often speak only local languages. Hence, the decision to rely on *Mestres* (masters), experienced craftsmen and entrepreneurs from the rural communities, enhancing their technical skills to enable them to take up the role of community skills trainers.

Figure 8. Strengthening the pedagogical skills of IABIL's training staff



The process of building the capacity of *Mestres* to become trainers had to be undertaken in non-formal learning approaches led by professionals who were flexible enough to adapt their training practices to their audience. Therefore, the training staff of the Bilibiza Agrarian Institute of Cabo Delgado (IABIL) were enrolled in a basic pedagogical skills course, delivered at the training sites and communities, to equip them with techniques that would make their teaching more easily received by the *Mestres*. Finally, the characteristics of the training programmes make them easily accessible to even the most disadvantaged groups. As much as 85 per cent of the training is practical, and overall it requires minimal literacy and numeracy abilities. The programme's schedule is designed to leave sufficient time for the trainees to carry out their productive activities while enrolled, since the poverty levels in the communities would not allow beneficiaries to interrupt their subsistence occupations.

During the reporting period, the partnership established a network of implementing partners These partners include a vocational training institution that will build the capacity of community trainers on technical subjects (IABIL) and a business development agency (the Entrepreneur Orientation Centre of Cabo Delgado, CORE). DPASA will be responsible for delivering the nutrition and food safety training to community trainers. At the end of 2016, the project management team was evaluating options for an implementing partner in the area of green technologies (photovoltaic renewable energy, composting and irrigation techniques).

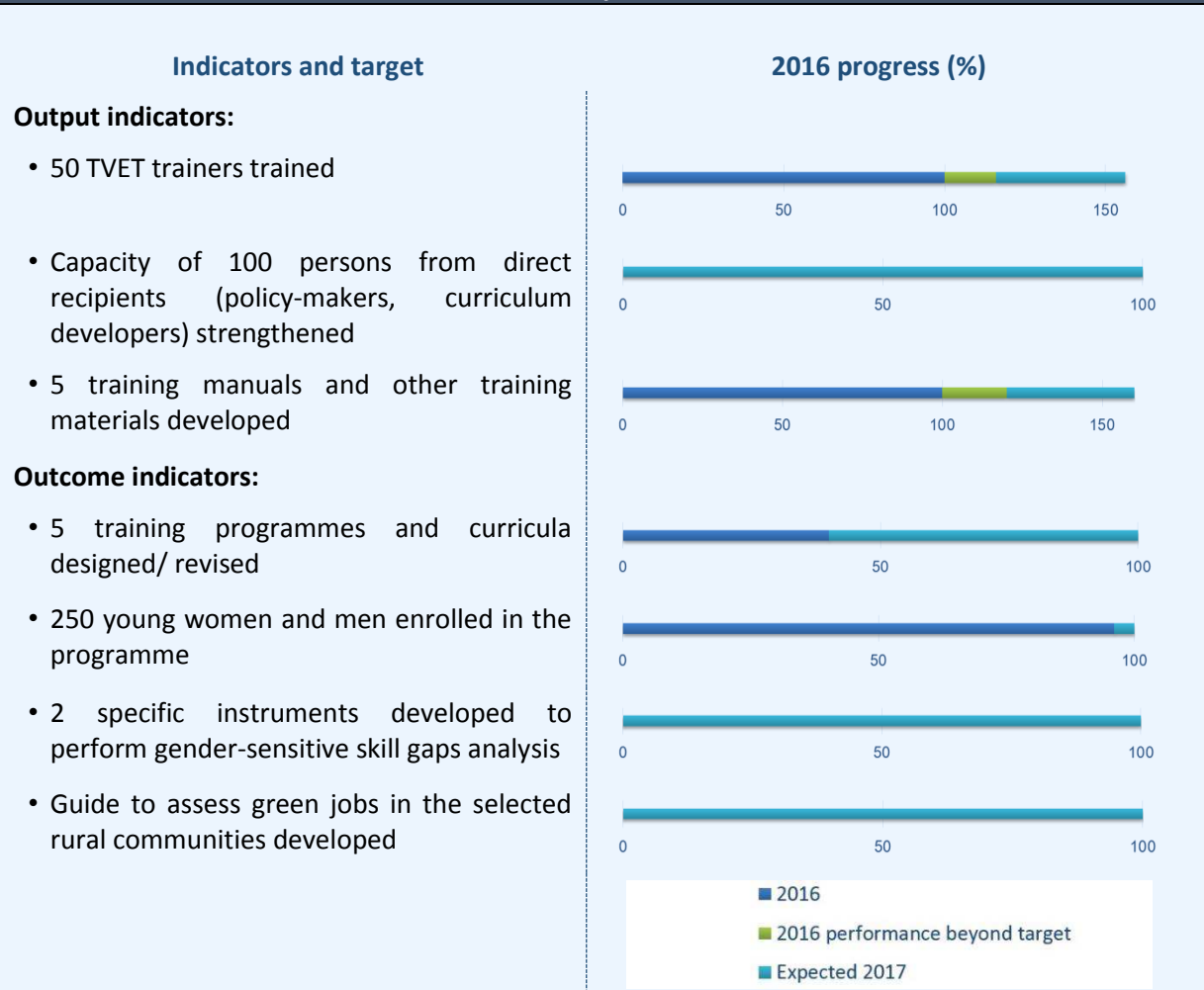
The partnership ensured that technical skills trainers have adequate pedagogical skills Given the low levels of literacy and numeracy in the communities, trainers from IABIL need to master teaching techniques that can work in this specific context. The partnership organized a programme for improving the overall pedagogical skills of trainers, focusing particularly on curriculum development, learning techniques and learning evaluation methods. The training course itself used a "blended learning" methodology, based on a technological infrastructure established by other ILO-led projects in the area. In addition to acquiring teaching skills, the trainers completed a

business management programme. Its objective was to equip them with materials to use in their teaching work within the communities.

By the end of the reporting period, improved training curricula were finalized for trainers to pilot in their training of both *Mestres* and end beneficiaries The main vocational training partner, IABIL, with the support of the ILO, produced two revised training programmes, on horticulture and poultry farming respectively. Some 85 per cent of the curricula is practical in nature. These programmes were accompanied by new training manuals on both subjects. In addition, CORe participated in the development of new training materials on business planning. These curricula were applied in the training of *Mestres*, in some of the training modules and in the training of the final beneficiaries. The upgraded materials will also be tested and used in the training programmes for end beneficiaries that will begin in 2017.

Training of young people in the communities started in 2016, using the upgraded materials The training programmes focused on the two subjects for which new curricula had been completed, namely horticulture and poultry farming. At the end of the period under review, the training was ongoing and 240 young people were enrolled. Each programme’s duration is, on average, three months, and the pilot is expected to run until April 2017. Some of the subsequent stages were already organized in 2016. Trainees will be oriented towards entrepreneurship following graduation, thanks to CORe’s assistance with formulating business plans and establishing business associations. The programme on nutrition and food security is planned for after the harvest season, since the new agricultural produce (whose quality and quantity is likely to be influenced by the ongoing training) needs to be available for the training to take place.

Indicators of performance

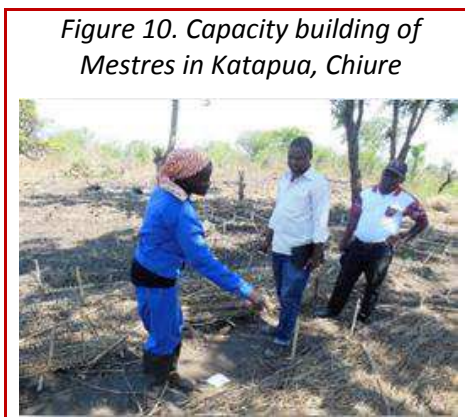


Story from the field: Tina, a Master from Katapua

In the north of Mozambique, the Norway–ILO partnership is active in Cabo Delgado Province, the third poorest province in the country. Cabo Delago has the lowest literacy rate among women and highest early pregnancy rate in Mozambique. Gender-based stereotypes, determined by a traditional separation of roles between women and men, often dominate social structures. In this context, the partnership helps unemployed and underemployed young women and men from rural communities to acquire the skills needed to obtain decent work that is productive and delivers a fair income. However, over 70 per cent of jobseekers do not have basic levels of education. The use of *Mestres*, experienced technical professionals/entrepreneurs from the rural communities, as trainers has emerged as a fundamental strategy to achieve the results set out by the partnership programme.

One of these *Mestres* is Tina Chaibo, from the rural community of Katapua in the Chiure district. At 28 years old, Tina is a single mother of seven. During the civil war in Mozambique she was kidnapped and taken to Tanzania. When her adoptive father died some years ago, she learned that she was Mozambican and returned to her country of birth. Until recently, Tina lived on a government subsidy – the only source of income for her family.

The Katapua community leader informed the Norway–ILO partnership’s coordination team that Tina was highly experienced in working in the horticulture sector in Tanzania. After taking a training course, delivered by a specialized agency (IABIL), Tina was recruited as a *Mestre* of horticulture training. She received the necessary equipment and seeds, which are hers to keep. Today, Tina is responsible for providing practical training for 22 individuals, 75 per cent of whom are men. In addition, the community has allocated her a substantial agricultural plot (a *machamba*) to cultivate, where she will be able to produce her own vegetables. She plans to become a member of a cooperative set up under the Norway–ILO partnership.



In the context of the community, Tina’s role as a *Mestre* and trainer does not conform to traditional expectations. When she first began teaching she experienced harsh criticism from her trainees. “They didn’t accept me in the beginning. Even other women told me that they would not accept that a woman could train them”, explains Tina.

“But now, after two months, they are happy with the training and recognize my authority. I am committed to this project. It is a job that I do with great pleasure and I intend to continue working for the social and financial well-being of my children. My message to other women is to not wait for their husbands to provide for them. Rather, do any activity that can help in the economic well-being of the family. Finally, I now have an activity that will improve my family’s status and life conditions”, says Tina. In the heavily gendered social context in which the partnership operates, Tina’s story stands out as an inspirational success.

Tanzania

Decent Work Country Programme Outcome TZA 103: Improved skills development strategies for employability	
P&B measurement indicator	1.2: member States have taken targeted action on decent jobs and skills for young women and men through the development and implementation of multi-pronged policies and programmes
Description	<p>Tanzania has experienced strong economic growth during the first decade of the twenty-first century. However, poverty reduction has failed to keep pace, declining only moderately from 35.7 per cent in 2001 to 28.2 per cent in 2012.²² This is due to the fact that the sectors which drive economic growth, such as financial services, are capital-intensive, while the labour-intensive sectors have been growing at a slower pace.</p> <p>One of the key factors behind the lack of growth in the labour-intensive sectors is a shortage of employable skills among the labour force. The Government's latest National Strategy for Growth and Reduction of Poverty (NSGRP II)²³ emphasizes this issue, with particular reference to youth. Among young people aged between 15 and 29, 38.2 per cent have attained primary education at most. Only 8.9 per cent have completed a vocational degree and as few as 1.1 per cent hold a university or post-graduate degree.²⁴ As a result, Tanzania's youth experience difficult transitions from school to work and often face long spells of unemployment (21.0 months on average). If Tanzania is to reach its goal of becoming a middle-income country by 2025, as indicated in the development plan,²⁵ addressing the challenge of skills supply is of paramount importance. Skills shortages are especially critical in the priority sectors identified by the NSGRP II, among which tourism (especially on Zanzibar) and manufacturing feature prominently.</p> <p>The root causes of the inadequate supply of skills within the labour force are systemic. The Government, together with representatives of employers and workers, points to evidence of weak governance within the existing skills development system. Another cause of skills programmes' poor performance is the system's inefficient linkages to the labour market. To address these challenges, the ILO is providing assistance to Tanzanian constituents within the context of the CPO discussed here. The objective is to address the existing systemic shortcomings and establish effective strategies for skills development in the country.</p> <p>In particular, one specific area in which ILO assistance is vital is in establishing quality apprenticeships. This form of work-based learning combines on-the-job training and school-based education. Apprenticeship is based on a contract that regulates the</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>"I would be able to say that skills gap and experience is a very crucial issue for all sectors, both public and private" (Ms Maudline Cyrus Castico, Minister of Labour, Empowerment, Elderly, Youth, Women and Children).</p> <p>The Apprenticeship Program is the initiative of the ILO to solve the problem.</p> <p><i>(Tanzania Daily News, Dar es Salaam, 19 October 2016)</i></p> </div>

²² ILO, 2013.

²³ Government of Tanzania, 2010.

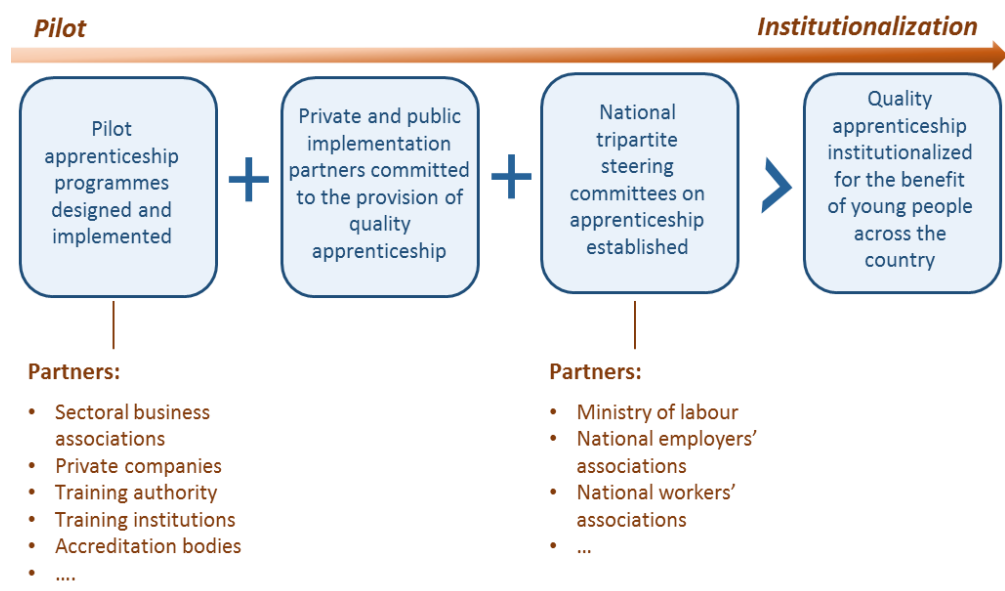
²⁴ Shamchiyeva et al., 2014.

²⁵ Government of Tanzania, 2015.

roles and responsibilities of the parties involved, and leads to formal qualifications which are recognized on the labour market. Therefore, building a system of effective apprenticeship requires a strong institutional structure involving private sector bodies, accreditation authorities and training providers, among others. By engaging with this endeavour, Tanzania will strengthen its institutional system of skills development, which is currently weak. Most importantly, the country's young people will have the opportunity to improve their labour market transitions, since they will acquire employable skills directly within the workplace. For these reasons, apprenticeship provides an effective answer to Tanzania's skills development challenges.

Figure 11 summarizes the logic of the ILO's provision of assistance to establish an efficient system of apprenticeship in the country. First, relevant private (sectoral) and public institutions **select priority sectors and occupations** and lead the **development of apprenticeship curricula** on the basis of current skills gaps. These curricula are formally accredited by national training authorities, and therefore form an official part of the country's technical and vocational education system. **Pilot programmes** are then implemented, during which the institutions involved are able to appreciate the benefits of quality apprenticeship. Meanwhile, the ILO provides assistance on **establishing or** (depending on need) **strengthening** national-level tripartite **steering bodies**, which support the institutionalization of apprenticeship. Eventually, a countrywide **apprenticeship framework** is developed. This will institutionalize the apprenticeship system across the country and across sectors, and regulate governance and funding issues.

Figure 11. Model of intervention to develop quality apprenticeship system in Tanzania



The Norway–ILO partnership for 2016–17 plays a vital role within this intervention model. The ILO undertook the initial stages of pilot development before the partnership agreement was signed. Once the partnership itself came into being, it was able to benefit from lessons learned during the previous months. For instance, a curriculum developed previously was revised thanks to the partnership. Improvements were also made in the format of the consultations. In addition to the work on formal apprenticeship, the partnership gave the ILO the opportunity to bring forward its work on Recognition of Prior Learning (RPL) in Tanzania, which focuses on

	<p>skills acquired through all forms of learning including non-formal and informal learning. Its objective is to support the Government in defining competency standards for specific occupations, against which existing assessment bodies will assess applicants.</p> <p>The main focus of work under the partnership is to expand the formal apprenticeship pilot in terms of both scope and geographic coverage, create broad awareness and institutional commitment to quality apprenticeship as an effective model and lay the foundation for the most critical stage of the process – the institutionalization of a high-quality apprenticeship system. As this report illustrates, by the end of 2016 the partnership had led to very satisfactory results in all its areas of focus.</p>
<p>Milestones and major outputs</p>	<p>In line with the model of intervention illustrated in Figure 11, the milestones of the ILO’s work on apprenticeship under the partnership for the biennium are as follows:</p> <ul style="list-style-type: none"> • Piloting phase expanded The initial pilot targeted the tourism sector, and <i>hotel operations</i> in particular, in one location on mainland Tanzania. The expanded pilot will include the extension of apprenticeship programmes for young women and men to new geographic areas on both the mainland and Zanzibar, as well as including further occupations and an additional sector. • Apprenticeship programme implementation capacity strengthened The ILO team on the ground will work with implementation partners, namely businesses and technical colleges that will be responsible for teaching young apprentices. Staff and trainers from these organizations will enrol on capacity-building courses that instruct how to implement a quality apprenticeship programme, thereby improving the delivery of the pilot programmes. In addition, the programme will increase the availability of quality trainers in the country for future programmes. Finally, it will strengthen the partner organizations’ appreciation of the benefits of quality apprenticeship, and thus deepen their commitment to supporting it. • National tripartite committees established Both on mainland Tanzania and on Zanzibar, the ILO will work with its national constituents to establish tripartite steering committees which will coordinate the institutionalization of apprenticeship at the national level. The committee members will be enrolled in training courses on how to design an overarching apprenticeship system and how to formulate and implement apprenticeship programmes.
<p>Progress in 2016</p>	
<p>During the reporting period, the partnership achieved significant results, especially with regard to <i>expanding pilot programmes, establishing national steering bodies and building commitment among public and private implementing partners.</i></p> <p>Pilot activities focused initially on the tourism sector, but will be expanded to the manufacturing sector in 2017 The choice of sectors is made during high-level consultations with ILO’s national constituents, including the Minister of Labour. In contrast, the selection of specific occupations within these sectors is the responsibility of consultative meetings between sectoral business associations (such as the Zanzibar Association of Tourism Investors, ZATI), the Vocational Education and Training Authority (VETA) and quality assurance bodies. <i>Hotel operations</i> and <i>tour operations</i> are the occupations selected following these consultations within the tourism sector. Similar meetings within the construction sector agreed that the partnership will target <i>plumbing</i>.</p>	

Significant work to set up the pilot programmes was completed in 2016

A curriculum is already available on *hotel operations*. Therefore, the partnership could move directly to revising it, based on lessons learned from the pilot, and preparing the apprenticeship programmes' rollout. A first step in this direction is to establish selection criteria for identifying implementing partners among hotels and technical colleges. Subsequently, the selected partners will prepare and sign cooperation agreements. Finally, a legally binding model for apprenticeship contracts has to be developed. Each of these steps must be discussed and agreed upon by all relevant institutions, such as sectoral business associations and VETA. These will be the implementing arms of the institutionalized apprenticeship system, and therefore their

commitment to the rules that regulate it is essential. By the end of the reporting period, all the steps above were accomplished. The next stage – the actual selection of young apprentices – was ongoing, with training materials being finalized. The apprenticeship programme will begin in the first quarter of 2017 both on the mainland (in peri-urban Dar es Salaam and in Arusha) and on Zanzibar.

The partnership laid the foundations for an entirely new pilot programme in the tourism sector, this time focusing on tour operations²⁶

In this case there is no available curriculum that can be used so the project team has formulated a full process for programme development. The first consultations will take place in early 2017 to identify specific skills shortages. Sector association members will be asked to describe the skills and knowledge that they would like employees in this occupation to master. Members of training institutions will translate these requests into the basic elements of an apprenticeship programme. Later on, training institutions will develop a fully fledged curriculum, designed around labour market needs. National accreditation authorities, who are responsible for the final stamp of approval on the curriculum, will be part of the consultations from the outset.

By the end of 2016, dedicated and tripartite national steering committees were in place on both the mainland and Zanzibar

Zanzibar's Apprenticeship Committee and the National Committee on Skills Development on mainland Tanzania have the responsibility for guiding the implementation of activities relating to quality apprenticeship. In addition to this coordination function, however, they also play a strong institutional role. Chaired by the Ministry of Labour, these bodies represent high-level commitment to developing quality apprenticeship, and bring the countrywide institutionalization of apprenticeship one step closer.

A characteristic of the work of the partnership in Tanzania has been the strength of the capacity-building effort

At every step of the way, the ILO seeks to strengthen the capacity within a wide range of partner institutions. These can include not only national-level partners, such as members of the National Steering Committee for Zanzibar, but also the staff of training institutions, from managerial roles to teachers, members of sectoral business associations as well as industry trainers within partner businesses. The content of capacity building ranges from an introduction to quality apprenticeship to highly technical presentations by industrial college trainers or by industry experts.



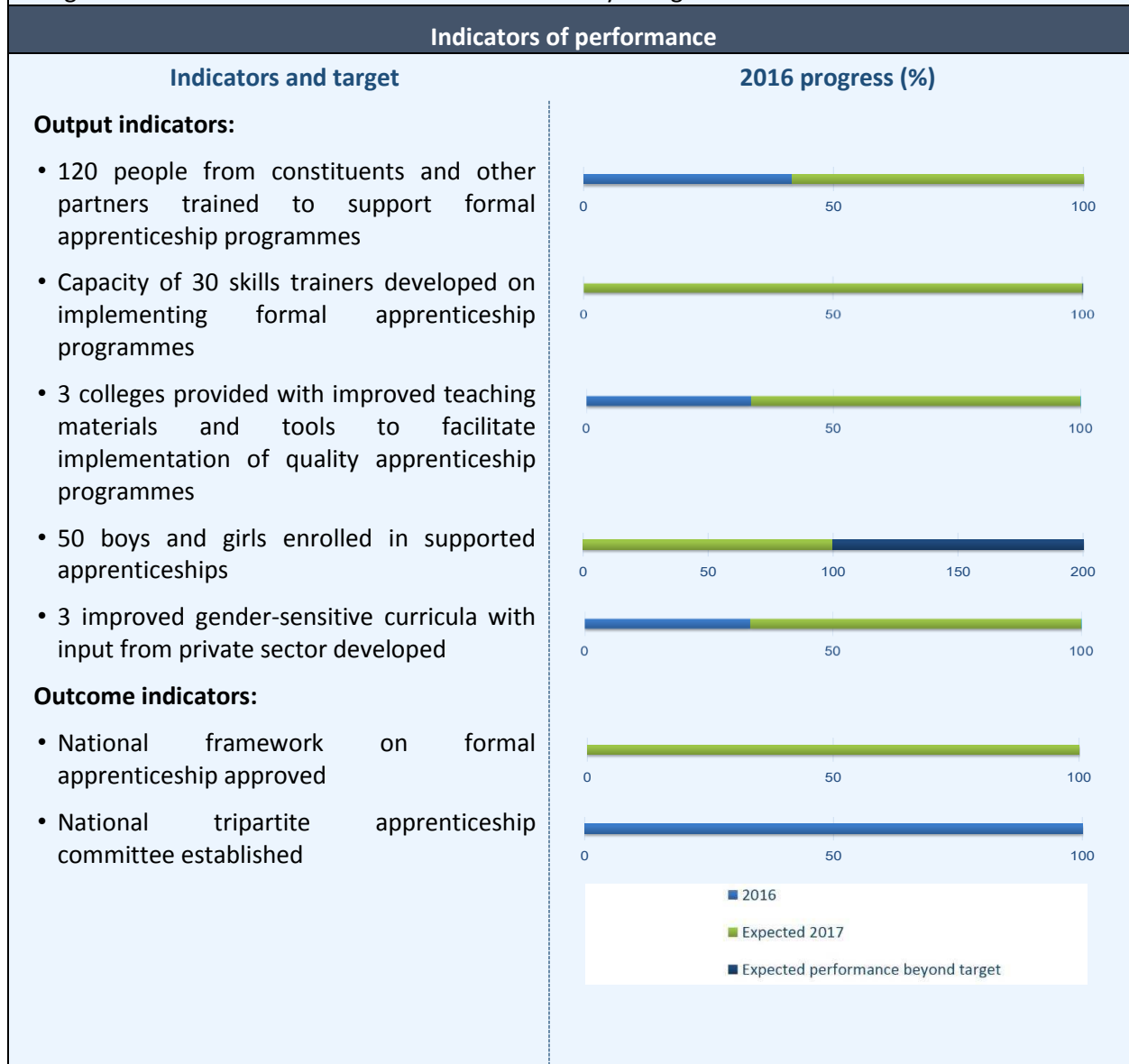
Workshop on Pilot Apprenticeship Program in the Hospitality Sector. The Programme was launched by Hon. Maulidine Cyrus Castico - Minister of Labour, Empowerment, Elders, Youth, Women and Children.



Figure 12. The Norway–ILO partnership's work on social media

²⁶ Work in the manufacturing sector remained at the consultative level in 2016. The partnership will begin to provide technical assistance on programme implementation in early 2017.

This effort has paid off. By the end of the reporting period, representatives of employers fully understood the benefits of work-based learning, and of apprenticeship in particular. They now demand ever-stronger investment from the Government. Apprenticeship has been integrated into Tanzania's new five-year development plan²⁷ as a key skills development strategy, attached to indicators of performance and budget. The role of the ILO as technical leader on the subject and designated convener of national consultations is widely recognized.



²⁷ Government of Tanzania, 2016.

Story from the field: Hotels and technical colleges in partnership to give young people a better future

The Zanzibar economy is largely dependent on tourism. Despite being the second-biggest employer (the first being agriculture), in recent years young school leavers on Zanzibar have struggled to find jobs in this sector. A lack of work experience among labour market entrants, as well as a mismatch between the skills of young jobseekers and those demanded by employers, have made available jobs in tourism difficult to attain by locally trained jobseekers.

The Norway–ILO partnership in Tanzania has been advocating for the importance of apprenticeship as a way to equip young people with both work experience and labour market-relevant skills. The ILO has been providing capacity building to representatives of a wide range of concerned institutions, including business representatives and technical colleges, as well as VETA. This advocacy work has led to a rewarding outcome.

The private sector has teamed up with the main tourism and hospitality technical college to help young people obtain the necessary skills and experience to find decent jobs in the tourism sector. The private sector is represented by the ZATI, while the training institution is Zanzibar’s Institute of Tourism Development (ZIToD). The objective of their collaboration is to design and implement a certified apprenticeship programme in hotel operations.

Figure 13. Interview session for young apprenticeship applicants



ZATI has taken the lead in revising an existing training curriculum in order to make it more demand-driven. The Association has mobilized more than 20 large, high-end hotels, ready to recruit and train nearly 80 apprentices in hotel operations. ZATI and ZIToD have organized their partnership so as to split the management and delivery of the apprenticeship training, which will have an emphasis on practical learning. As much as 60 per cent of the training will take place at the hotels, and it will be delivered by experienced workplace supervisors. Only the remaining 40 per cent of the training will be classroom-based.

While the college will provide the formal accreditation, the hotels will train the apprentices according to latest private sector standards on technology and practice. This combination will offer young Zanzibaris a rare opportunity to acquire skills, knowledge and work experience. The 18-month training programme has received unwavering support from the Government, as well as from workers’ and employers’ organizations. The three national constituents of the ILO sit on a committee steering the implementation of this initiative. In a unique spirit of collaboration, hotel managers directly participated in recruiting the apprentices, to ensure that the recruits meet the aspirations of the industry.

Throughout the implementation of these steps, the ILO will offer technical support and facilitate dialogue among practitioners and partners working to establish the programme. The ILO is also building the capacity of social partners, as well as college and industry trainers.

This collaboration has opened up a twofold opportunity to the partners involved. According to the college’s principal, “the apprenticeship programme has strengthened our partnership with the industry; a positive change because our students have of late found it difficult to secure internship positions from the hotels. The apprenticeship programme is now giving us a new opportunity to renew and strengthen our collaboration”.

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